



Since 1881

THE AMERICAN COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University)
Re-accredited (3rd Cycle) by NAAC with Grade "A" CGPA-3.47 on a 4-point scale

MADURAI-625002

AQAR – 2021 - 2022

Criterion I – Curricular Aspects

1.4 Feedback System

Stakeholders Feedback Report



The American College, Madurai
NAAC – Criterion I Curricular Aspects
Student Feedback Report (2021 – 2022)

With quality sustenance as its focus, the IQAC of the college has developed the feedback mechanism commencing with obtaining feedback from the various stakeholders through a structured rating based feedback form. The college draws feedback from students, teachers, alumnae and employers for continuous improvement in curriculum development and enrichment.

For the academic year 2021 – 22 students' feedback has been collected from UG and PG students in the main campus and satellite campus on eight key parameters through Google form. The eight important parameters analysed are

1. The curriculum caters to the industry requirements
2. Curriculum and Syllabi of the Courses are satisfactory
3. Curriculum facilitated in developing analytical and problem-solving skills
4. The course content was well organized
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains
6. The curriculum makes you proficient to achieve the learning outcomes
7. The curriculum assisted in understanding real time problems
8. The curriculum prepares the student for best academic growth

The data was compiled and analysed through statistical tools. The mean scores across various parameters were computed and analysed


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Principal & Secretary
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Student Feedback Report (2021 – 2022) – Main Campus

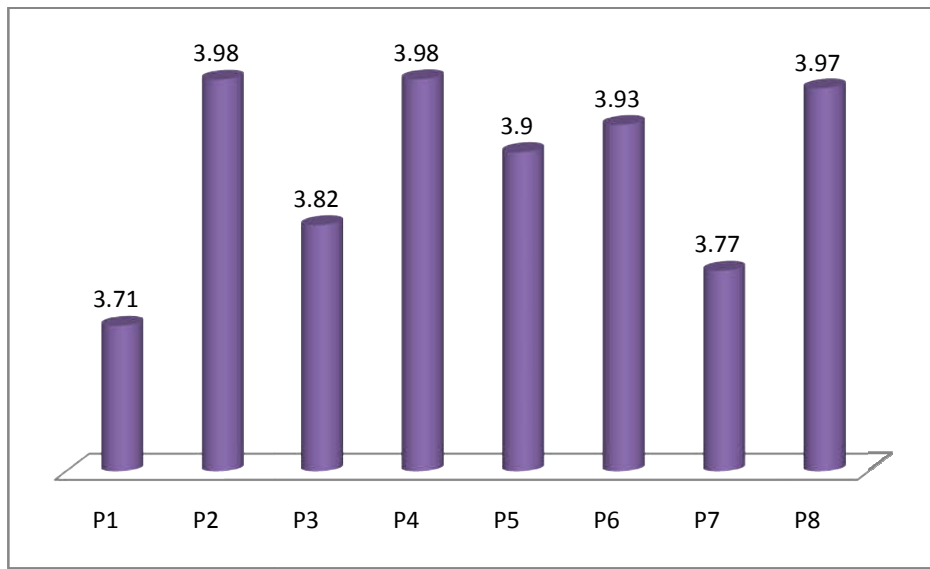
Table -1

Mean score comparison of eight parameters across all Departments

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	766	3.71	.846
2. Curriculum and Syllabi of the Courses are satisfactory	766	3.98	.842
3. Curriculum facilitated in developing analytical and problem-solving skills	766	3.82	.869
4. The course content was well organized	766	3.98	.870
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	766	3.90	.853
6. The curriculum makes you proficient to achieve the learning outcomes	766	3.93	.827
7. The curriculum assisted in understanding real time problems	766	3.77	.863
8. The curriculum prepares the student for best academic growth	766	3.97	.868

Figure - 1

Mean score comparison of parameters across all Departments



Interpretation:

The mean score comparison of the eight key parameters across all departments revealed that students have a moderate agreement score on the parameters “The curriculum caters to the industry requirements” and “The curriculum assisted in understanding real time problems”.

Table -2

Mean score comparison of parameters across UG and PG Students

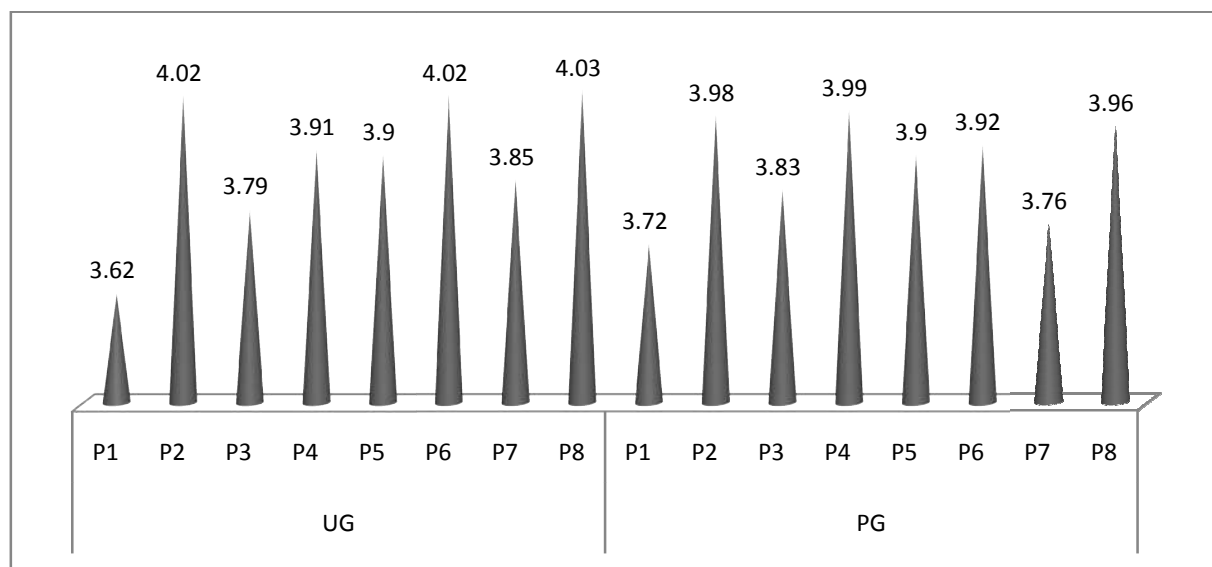
Parameters		N	Mean	Std. Deviation
UG	1. The curriculum caters to the industry requirements	83	3.62	.865
	2. Curriculum and Syllabi of the Courses are satisfactory	83	4.02	.826

	3. Curriculum facilitated in developing analytical and problem-solving skills	83	3.79	.822
	4. The course content was well organized	83	3.91	.844
	5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	83	3.90	.758
	6. The curriculum makes you proficient to achieve the learning outcomes	83	4.02	.680
	7. The curriculum assisted in understanding real time problems	83	3.85	.751
	8. The curriculum prepares the student for best academic growth	83	4.03	.787
PG	1. The curriculum caters to the industry requirements	682	3.72	.843
	2. Curriculum and Syllabi of the Courses are satisfactory	682	3.98	.844
	3. Curriculum facilitated in developing analytical and problem-solving skills	682	3.83	.875
	4. The course content was well organized	682	3.99	.874
	5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	682	3.90	.865

6. The curriculum makes you proficient to achieve the learning outcomes	682	3.92	.844
7. The curriculum assisted in understanding real time problems	682	3.76	.876
8. The curriculum prepares the student for best academic growth	682	3.96	.878

Figure -2

Mean score comparison of parameters across UG and PG Students



Interpretation:

Based on mean comparison of all the eight key parameters between the under graduate and post graduate departments it is clear that the undergraduate students have a moderate agreement score on the parameters “The curriculum caters to the industry requirements” and “Curriculum facilitated in developing analytical and problem-solving skills”. Whereas the post graduate students have a moderate agreement score on the parameters “The curriculum caters to the industry requirements” and “The curriculum assisted in understanding real time problems”.

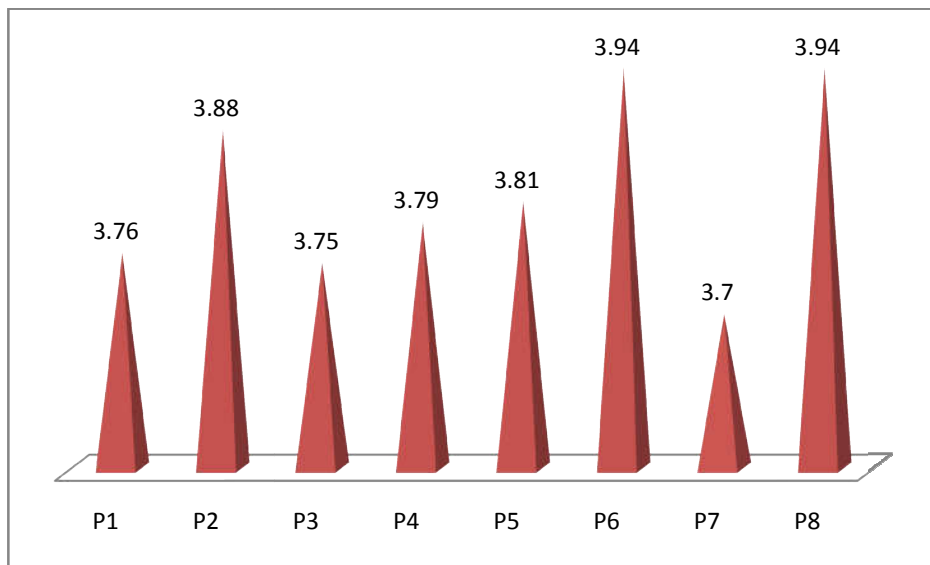
Table -3

Mean score comparison of Parameters for the Department – “B. Com”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	72	3.76	.999
2. Curriculum and Syllabi of the Courses are satisfactory	72	3.88	1.014
3. Curriculum facilitated in developing analytical and problem-solving skills	72	3.75	1.058
4. The course content was well organized	72	3.79	1.006
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	72	3.81	1.025
6. The curriculum makes you proficient to achieve the learning outcomes	72	3.94	.917
7. The curriculum assisted in understanding real time problems	72	3.70	.984
8. The curriculum prepares the student for best academic growth	72	3.94	1.136

Figure -3

Mean score comparison of Parameters for the Department – “B. Com”



Interpretation:

Table 3 indicates the scores of the eight key parameters with respect to the department “B.Com”. Results reveals that students have a moderate mean score value on three parameters “The curriculum caters to the industry requirements”, “Curriculum facilitated in developing analytical and problem-solving skills” and “The curriculum assisted in understanding real time problems”.

Table -4

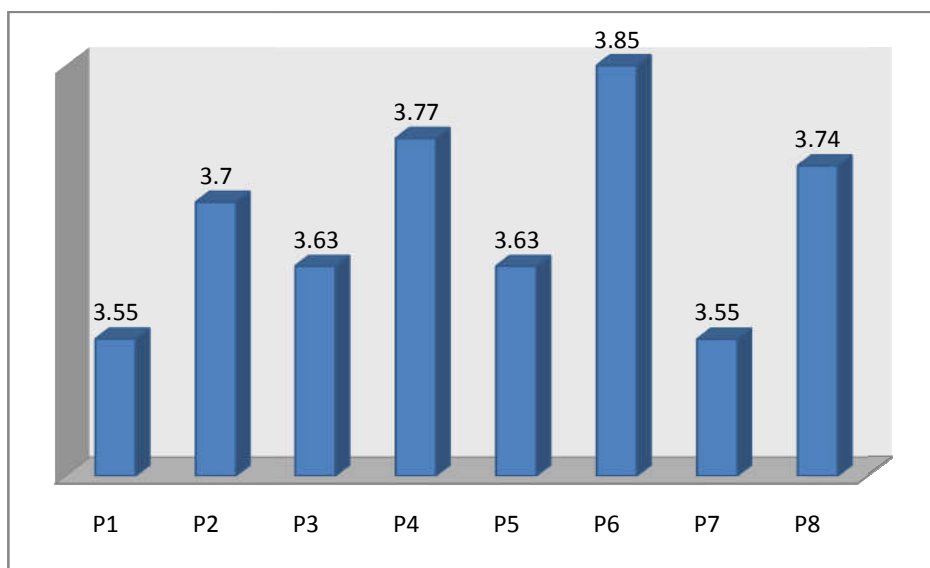
Mean score comparison of Parameters for the Department – “B.Com - CA”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	27	3.55	.800
2. Curriculum and Syllabi of the Courses are satisfactory	27	3.70	1.030
3. Curriculum facilitated in developing analytical and problem-solving skills	27	3.63	.966
4. The course content was well organized	27	3.77	.933

5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	27	3.63	1.005
6. The curriculum makes you proficient to achieve the learning outcomes	27	3.85	.818
7. The curriculum assisted in understanding real time problems	27	3.55	1.086
8. The curriculum prepares the student for best academic growth	27	3.74	.984

Figure -4

Mean score comparison of Parameters for the Department – “B.Com - CA”



Interpretation:

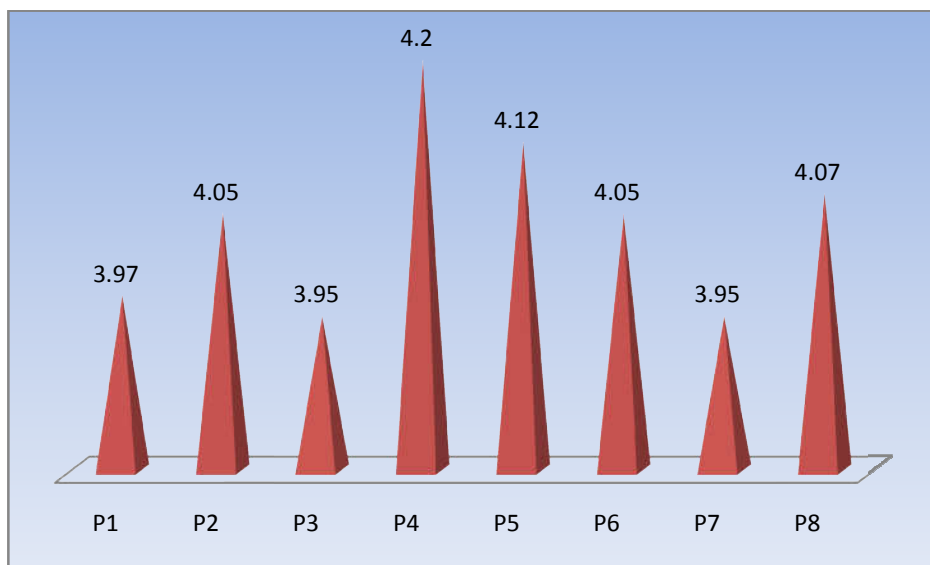
Based on the results in table and figure 4, the mean scores with regard to the eight key parameters for the department “B.Com C.A” reveals that students have a moderate mean score value for the parameters “The curriculum caters to the industry requirements”, “Curriculum facilitated in developing analytical and problem-solving skills”, “The curriculum has scope for

acquiring strong knowledge and intellect on the specific domains” and “The curriculum assisted in understanding real time problems”.

Table -5
Mean score comparison of Parameters for the Department “B.Com – Professional Accounting”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	40	3.97	.800
2. Curriculum and Syllabi of the Courses are satisfactory	40	4.05	.845
3. Curriculum facilitated in developing analytical and problem-solving skills	40	3.95	.714
4. The course content was well organized	40	4.20	.686
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	40	4.12	.722
6. The curriculum makes you proficient to achieve the learning outcomes	40	4.05	.714
7. The curriculum assisted in understanding real time problems	40	3.95	.677
8. The curriculum prepares the student for best academic growth	40	4.07	.615

Figure -5
Mean score comparison of Parameters for the Department “B.Com - Professional Accounting”



Interpretation:

The results of the eight key parameters with respect to the department “B.Com Professional Accounting” reveals that students were found to have a higher mean score value on all the eight parameters.

Table -6

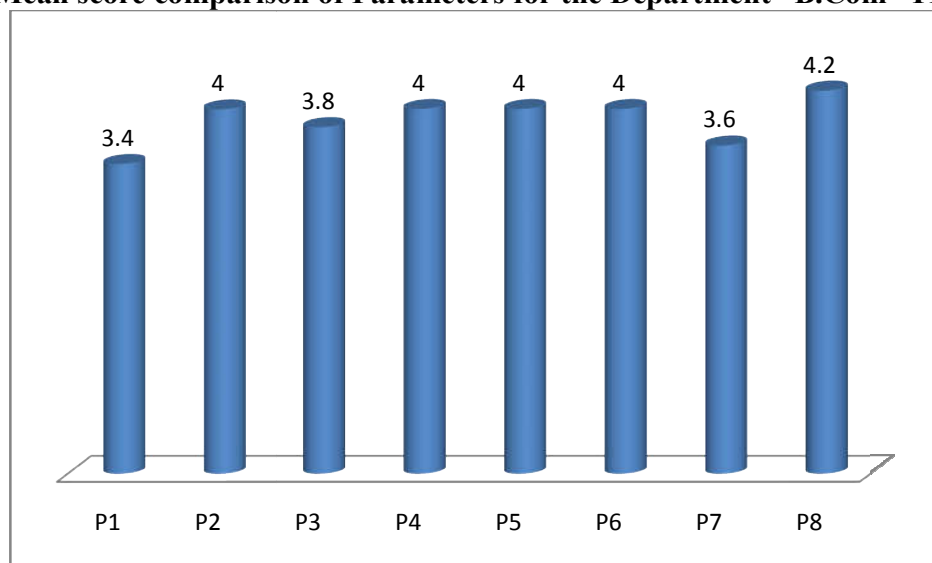
Mean score comparison of Parameters for the Department “B.Com - IT”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	5	3.40	.547
2. Curriculum and Syllabi of the Courses are satisfactory	5	4.00	1.000
3. Curriculum facilitated in developing analytical and problem-solving skills	5	3.80	1.095
4. The course content was well organized	5	4.00	1.000

5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	5	4.00	1.000
6. The curriculum makes you proficient to achieve the learning outcomes	5	4.00	1.000
7. The curriculum assisted in understanding real time problems	5	3.60	.894
8. The curriculum prepares the student for best academic growth	5	4.20	.836

Figure -6

Mean score comparison of Parameters for the Department “B.Com - IT”



Interpretation:

The mean scores obtained for the eight key parameters with respect to the department “B.Com IT” reveals that students have a moderate mean score on the parameters “The curriculum caters to the industry requirements” and “The curriculum assisted in understanding real time problems”.

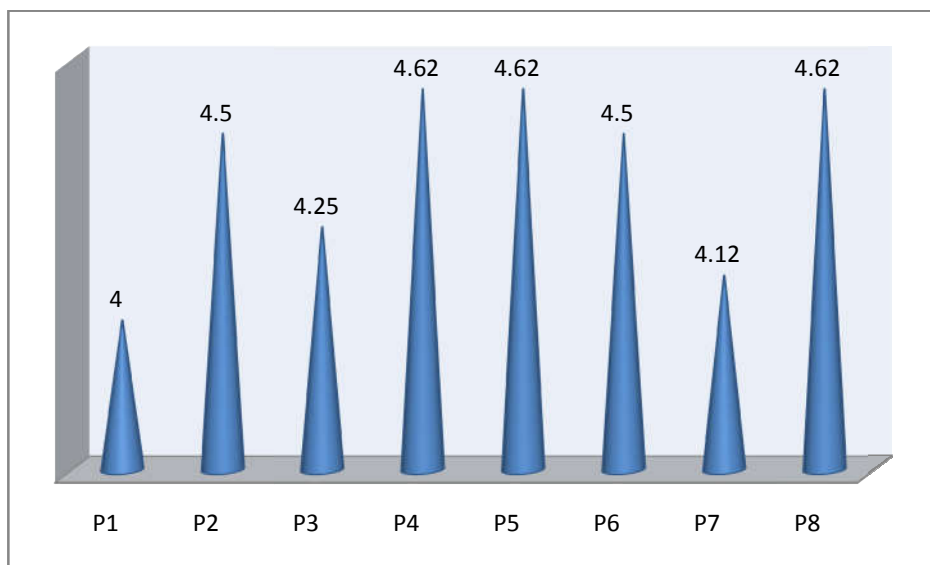
Table -7

Mean score comparison of Parameters for the Department “B.Sc Biochemistry”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	8	4.00	.755
2. Curriculum and Syllabi of the Courses are satisfactory	8	4.50	.534
3. Curriculum facilitated in developing analytical and problem-solving skills	8	4.25	.707
4. The course content was well organized	8	4.62	.517
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	8	4.62	.517
6. The curriculum makes you proficient to achieve the learning outcomes	8	4.50	.534
7. The curriculum assisted in understanding real time problems	8	4.12	.834
8. The curriculum prepares the student for best academic growth	8	4.62	.517

Figure - 7

Mean score comparison of Parameters for the Department “B.Sc Biochemistry”



Interpretation:

The mean scores in table 7 and figure 7 with regard to the eight key parameters for the department “B.Sc Biochemistry” reveals that students have a higher mean score value on all the eight parameters.

Table -8

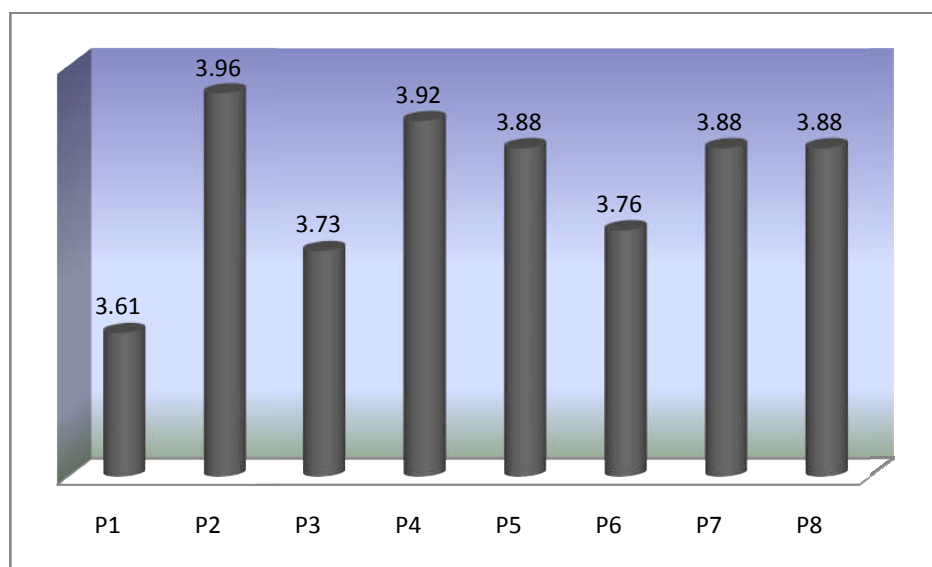
Mean score comparison of Parameters for the Department “B.Sc Botany”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	26	3.61	.852
2. Curriculum and Syllabi of the Courses are satisfactory	26	3.96	.823
3. Curriculum facilitated in developing analytical and problem-solving skills	26	3.73	1.041
4. The course content was well organized	26	3.92	1.016

5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	26	3.88	1.070
6. The curriculum makes you proficient to achieve the learning outcomes	26	3.76	1.142
7. The curriculum assisted in understanding real time problems	26	3.88	.816
8. The curriculum prepares the student for best academic growth	26	3.88	.993

Figure -8

Mean score comparison of Parameters for the Department “B.Sc Botany”



Interpretation:

Based on the mean score of the eight key parameters with respect to the department “B.Sc Botany” it was found that students have a moderate mean score value on the parameters “The curriculum caters to the industry requirements” , “Curriculum facilitated in developing analytical and problem-solving skills” and “The curriculum makes you proficient to achieve the learning outcomes”.

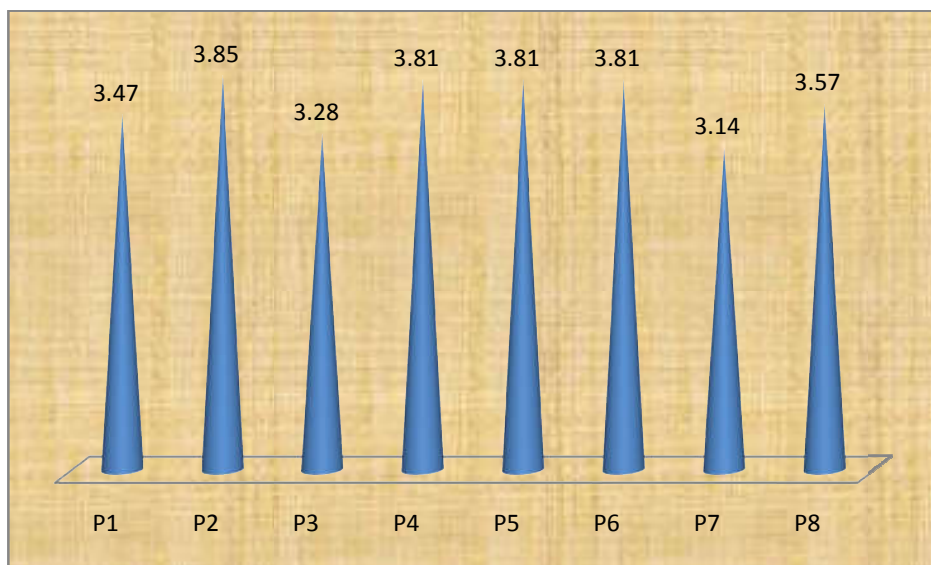
Table -9

Mean score comparison of Parameters for the Department “B.Sc Chemistry”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	21	3.47	.928
2. Curriculum and Syllabi of the Courses are satisfactory	21	3.85	.853
3. Curriculum facilitated in developing analytical and problem-solving skills	21	3.28	.956
4. The course content was well organized	21	3.81	1.123
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	21	3.81	1.123
6. The curriculum makes you proficient to achieve the learning outcomes	21	3.81	1.077
7. The curriculum assisted in understanding real time problems	21	3.14	1.108
8. The curriculum prepares the student for best academic growth	21	3.57	1.121

Figure -9

Mean score comparison of Parameters for the Department “B.Sc Chemistry”



Interpretation:

The eight key parameters in table 9 and figure 9 with respect to the department “B.Sc Chemistry” shows that students have a moderate mean score value on the “The curriculum caters to the industry requirements”, “Curriculum facilitated in developing analytical and problem-solving skills”, “The curriculum assisted in understanding real time problems” and “The curriculum prepares the student for best academic growth”.

Table -10

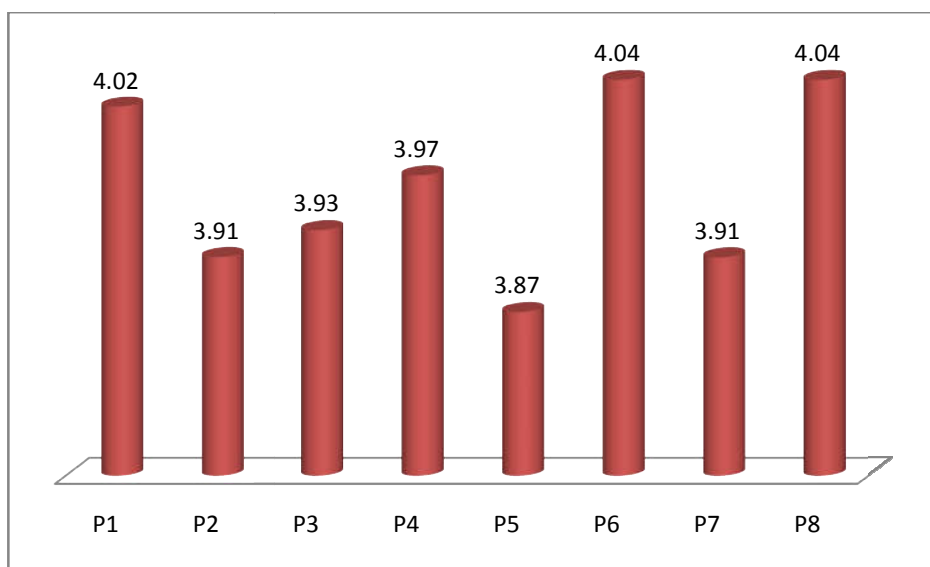
Mean score comparison of Parameters for the Department “B.Sc Computer science”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	46	4.02	1.021
2. Curriculum and Syllabi of the Courses are satisfactory	46	3.91	1.112
3. Curriculum facilitated in developing analytical and problem-solving skills	46	3.93	1.019
4. The course content was well organized	46	3.97	1.043

5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	46	3.87	.980
6. The curriculum makes you proficient to achieve the learning outcomes	46	4.04	1.031
7. The curriculum assisted in understanding real time problems	46	3.91	1.029
8. The curriculum prepares the student for best academic growth	46	4.04	1.094

Figure -10

Mean score comparison of Parameters for the Department “B.Sc Computer science”



Interpretation:

The eight key parameters depicted in table 10 and figure 10 with respect to the department “B.Sc Computer science” indicates that students have a higher mean score value on all the parameters

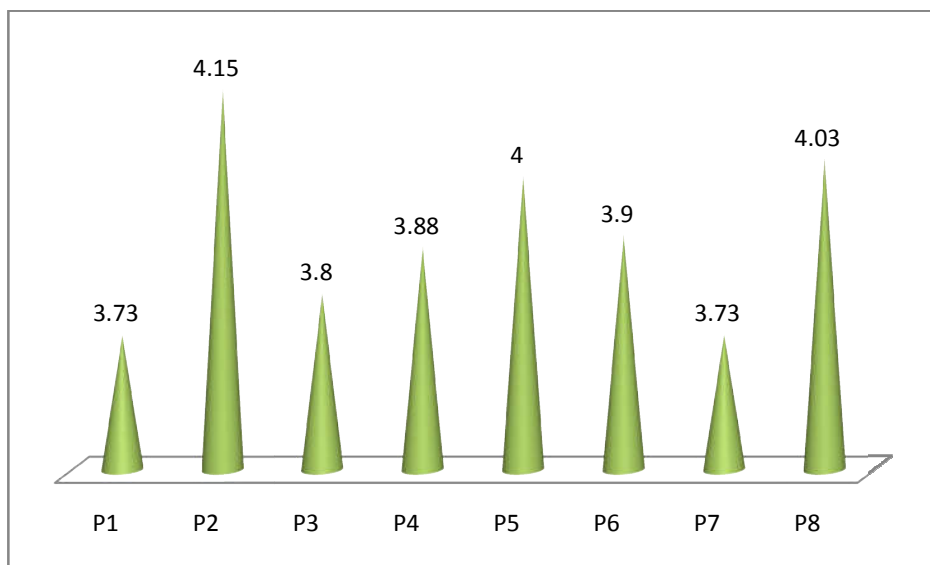
Table -11

Mean score comparison of Parameters for the Department “B.Sc Food Science and Nutrition”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	52	3.73	.795
2. Curriculum and Syllabi of the Courses are satisfactory	52	4.15	.668
3. Curriculum facilitated in developing analytical and problem-solving skills	52	3.80	.715
4. The course content was well organized	52	3.88	.758
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	52	4.00	.626
6. The curriculum makes you proficient to achieve the learning outcomes	52	3.90	.693
7. The curriculum assisted in understanding real time problems	52	3.73	.769
8. The curriculum prepares the student for best academic growth	52	4.03	.815

Figure -11

Mean score comparison of Parameters for the Department “B.Sc Food Science and Nutrition”



Interpretation:

Mean score comparison of the eight key parameters with respect to the department “B.Sc Food Science and Nutrition” reveals that students have a moderate mean score value on the parameters “The curriculum caters to the industry requirements” and “The curriculum assisted in understanding real time problems”.

Table -12

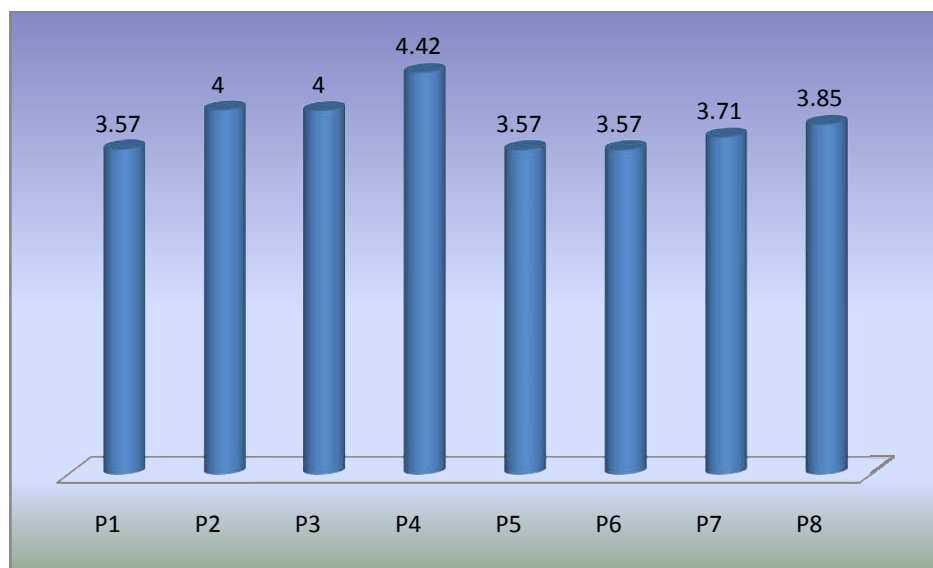
Mean score comparison of Parameters for the Department “B.Sc Information Technology”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	7	3.57	.534
2. Curriculum and Syllabi of the Courses are satisfactory	7	4.00	.577
3. Curriculum facilitated in developing analytical and problem-solving skills	7	4.00	.816
4. The course content was well organized	7	4.42	.534

5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	7	3.57	.786
6. The curriculum makes you proficient to achieve the learning outcomes	7	3.57	.786
7. The curriculum assisted in understanding real time problems	7	3.71	.755
8. The curriculum prepares the student for best academic growth	7	3.85	.899

Figure -12

Mean score comparison of Parameters for the Department “B.Sc Information Technology”



Interpretation:

The mean scores obtained for the eight key parameters with respect to the department “B.Sc Information Technology”. Test results indicates that students have a moderate mean score value on the parameters “The curriculum caters to the industry requirements”, “The curriculum has scope for acquiring strong knowledge and intellect on the specific domains” , “The curriculum

makes you proficient to achieve the learning outcomes” and “The curriculum assisted in understanding real time problems”.

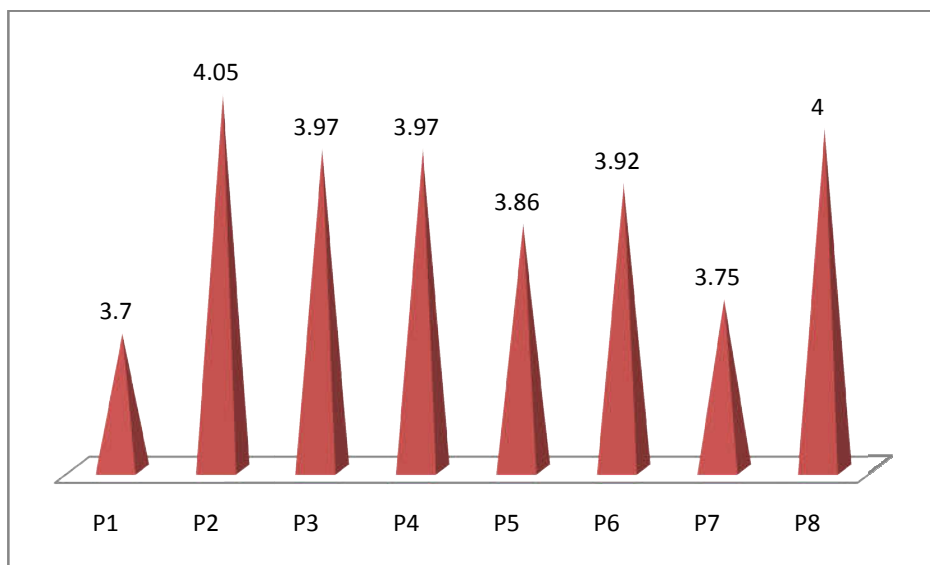
Table -13

Mean score comparison of Parameters for the Department “B.Sc Mathematics”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	68	3.70	.692
2. Curriculum and Syllabi of the Courses are satisfactory	68	4.05	.543
3. Curriculum facilitated in developing analytical and problem-solving skills	68	3.97	.597
4. The course content was well organized	68	3.97	.690
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	68	3.86	.620
6. The curriculum makes you proficient to achieve the learning outcomes	68	3.92	.630
7. The curriculum assisted in understanding real time problems	68	3.75	.699
8. The curriculum prepares the student for best academic growth	68	4.00	.669

Figure -13

Mean score comparison of Parameters for the Department “B.Sc Mathematics”



Interpretation:

Results reveal the mean scores of eight key parameters with respect to the department “B.Sc Mathematics”. It was found that students have a moderate mean score value on the parameters “The curriculum caters to the industry requirements” and “The curriculum assisted in understanding real time problems”.

Table -14

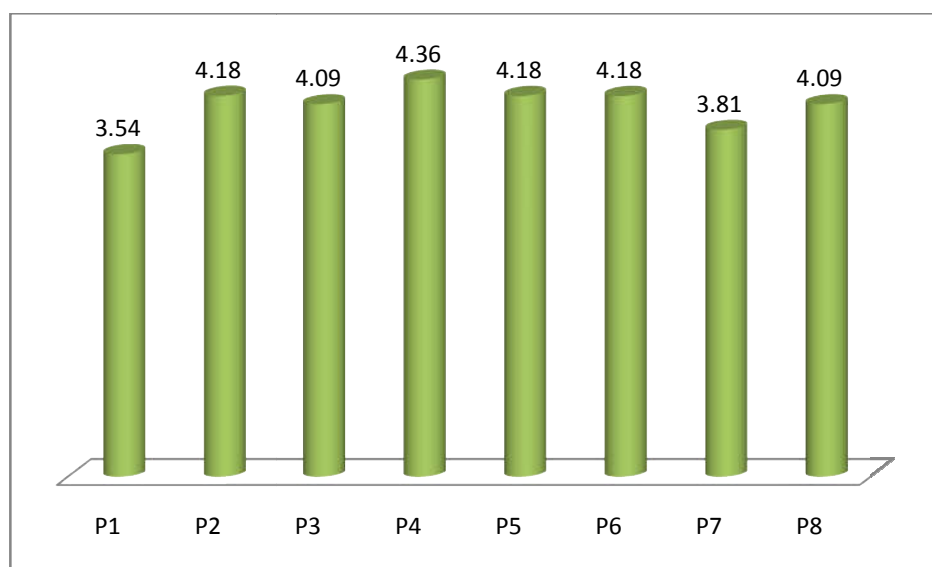
Mean score comparison of Parameters for the Department “B.Sc Microbiology”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	11	3.54	.687
2. Curriculum and Syllabi of the Courses are satisfactory	11	4.18	.750
3. Curriculum facilitated in developing analytical and problem-solving skills	11	4.09	.831

4. The course content was well organized	11	4.36	.674
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	11	4.18	.603
6. The curriculum makes you proficient to achieve the learning outcomes	11	4.18	.603
7. The curriculum assisted in understanding real time problems	11	3.81	.603
8. The curriculum prepares the student for best academic growth	11	4.09	.700

Figure -14

Mean score comparison of Parameters for the Department “B.Sc Microbiology”



Interpretation:

Mean score comparison of the eight key parameters with respect to the department “B.Sc Microbiology” reveals that students have a moderate mean score on the parameter “The curriculum caters to the industry requirements”.

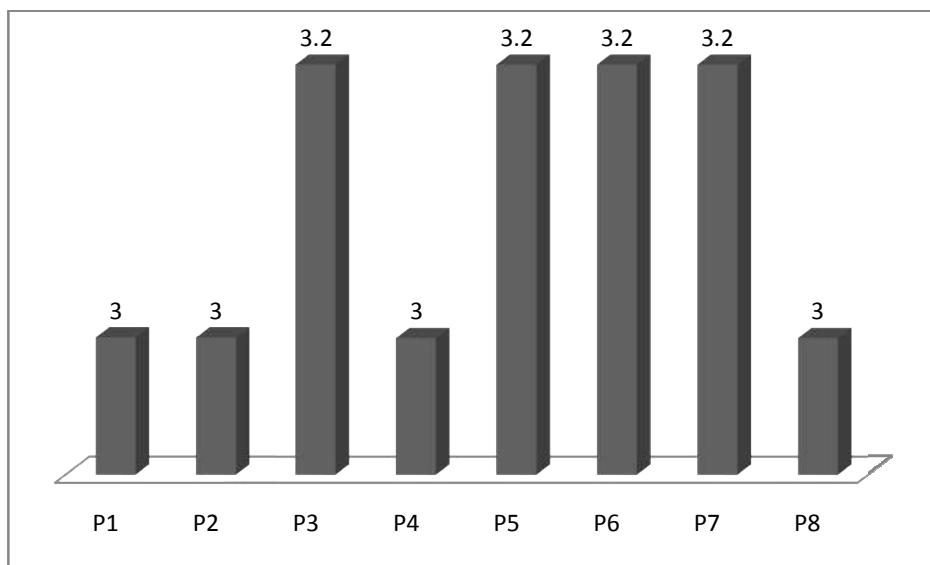
Table -15

Mean score comparison of Parameters for the Department “B.Sc Physical Education”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	5	3.00	.707
2. Curriculum and Syllabi of the Courses are satisfactory	5	3.00	1.22
3. Curriculum facilitated in developing analytical and problem-solving skills	5	3.20	.447
4. The course content was well organized	5	3.00	1.22
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	5	3.20	.836
6. The curriculum makes you proficient to achieve the learning outcomes	5	3.20	.836
7. The curriculum assisted in understanding real time problems	5	3.20	.836
8. The curriculum prepares the student for best academic growth	5	3.00	.707

Figure -15

Mean score comparison of Parameters for the Department “B.Sc Physical Education”



Interpretation:

Mean score comparison of the eight key parameters with respect to the department “B.Sc Physical Education” reveals that students have a higher mean score on all the eight parameters.

Table -16

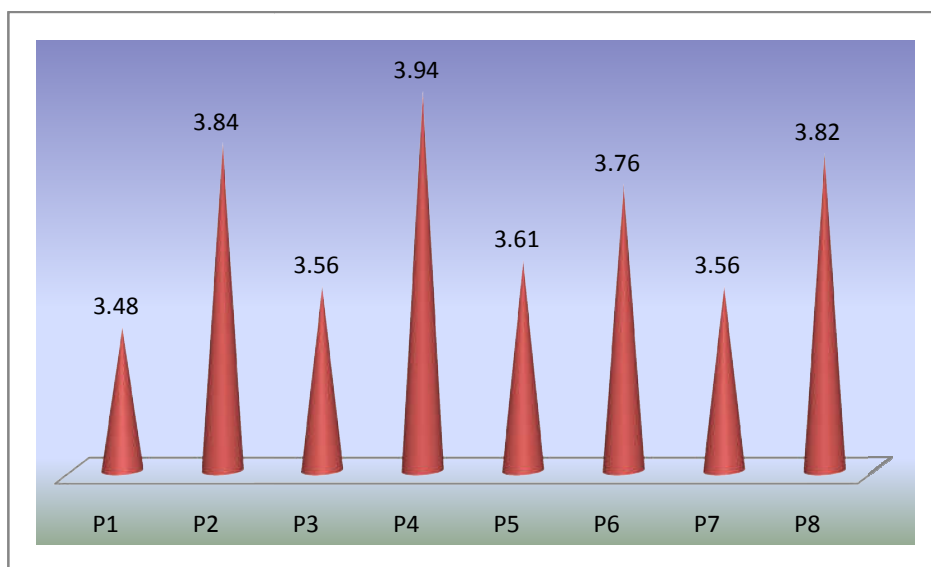
Mean score comparison of Parameters for the Department “B.Sc Physics”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	39	3.48	.790
2. Curriculum and Syllabi of the Courses are satisfactory	39	3.84	.744
3. Curriculum facilitated in developing analytical and problem-solving skills	39	3.56	.753
4. The course content was well organized	39	3.94	.759
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	39	3.61	.906

6. The curriculum makes you proficient to achieve the learning outcomes	39	3.76	.902
7. The curriculum assisted in understanding real time problems	39	3.56	.911
8. The curriculum prepares the student for best academic growth	39	3.82	.790

Figure -16

Mean score of Academic Progression dimensions for the Department “B.Sc Physics”



Interpretation:

Table 16 and figure 16 reveals the mean scores of eight key parameters with respect to the department “B.Sc Physics”. Test results shows that students have a moderate mean score on the parameters “The curriculum caters to the industry requirements”, “Curriculum facilitated in developing analytical and problem-solving skills”, “The curriculum has scope for acquiring strong knowledge and intellect on the specific domains” and “The curriculum assisted in understanding real time problems”.

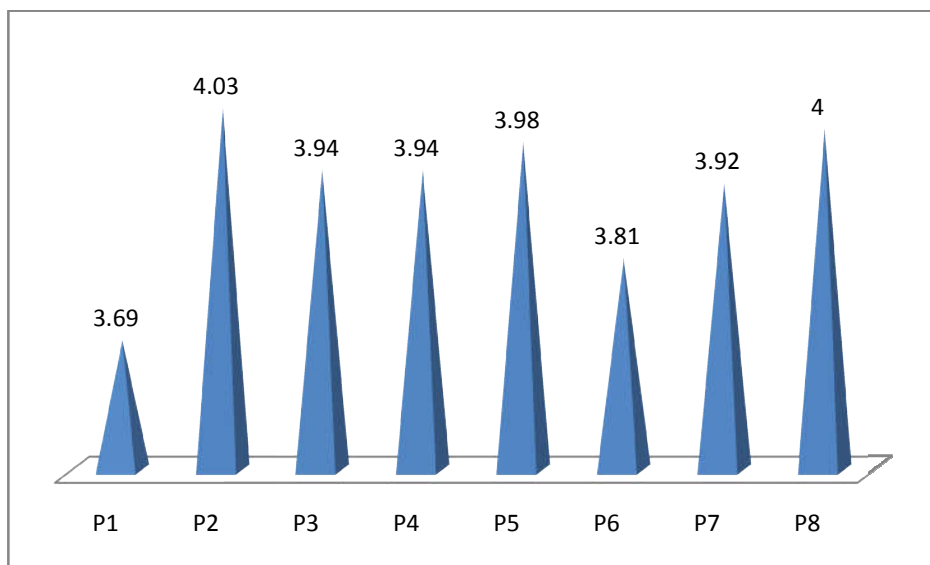
Table -17

Mean score comparison of Parameters for the Department “B.Sc Psychology”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	55	3.69	.742
2. Curriculum and Syllabi of the Courses are satisfactory	55	4.03	.881
3. Curriculum facilitated in developing analytical and problem-solving skills	55	3.94	.869
4. The course content was well organized	55	3.94	.848
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	55	3.98	.652
6. The curriculum makes you proficient to achieve the learning outcomes	55	3.81	.862
7. The curriculum assisted in understanding real time problems	55	3.92	.741
8. The curriculum prepares the student for best academic growth	55	4.00	.745

Figure -17

Mean score comparison of Parameters for the Department “B.Sc Psychology”



Interpretation:

The eight key parameters in table 17 and figure 17 with respect to the department “B.Sc Psychology” reveals that students have a moderate mean score on the parameter “The curriculum caters to the industry requirements”.

Table -18

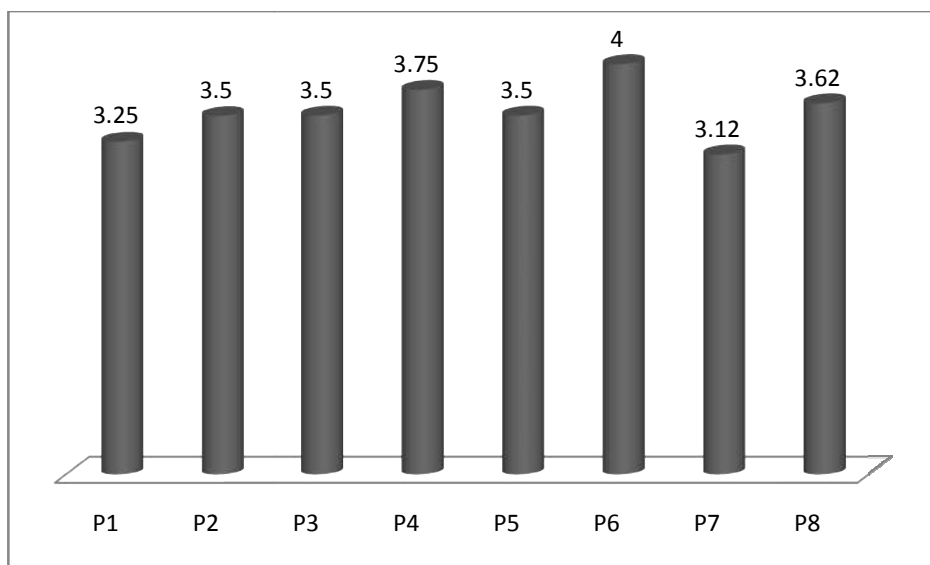
Mean score comparison of Parameters for the Department “B.Sc Zoology”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	8	3.25	1.281
2. Curriculum and Syllabi of the Courses are satisfactory	8	3.50	.534
3. Curriculum facilitated in developing analytical and problem-solving skills	8	3.50	.534
4. The course content was well organized	8	3.75	.462

5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	8	3.50	.755
6. The curriculum makes you proficient to achieve the learning outcomes	8	4.00	.000
7. The curriculum assisted in understanding real time problems	8	3.12	.834
8. The curriculum prepares the student for best academic growth	8	3.62	1.18

Figure -18

Mean score comparison of Parameters for the Department “B.Sc Zoology”



Interpretation:

The eight key parameters depicted in table 18 and figure 18 with respect to the department “B.Sc Zoology” depicts that students exhibited a moderated mean score on seven parameters out of eight.

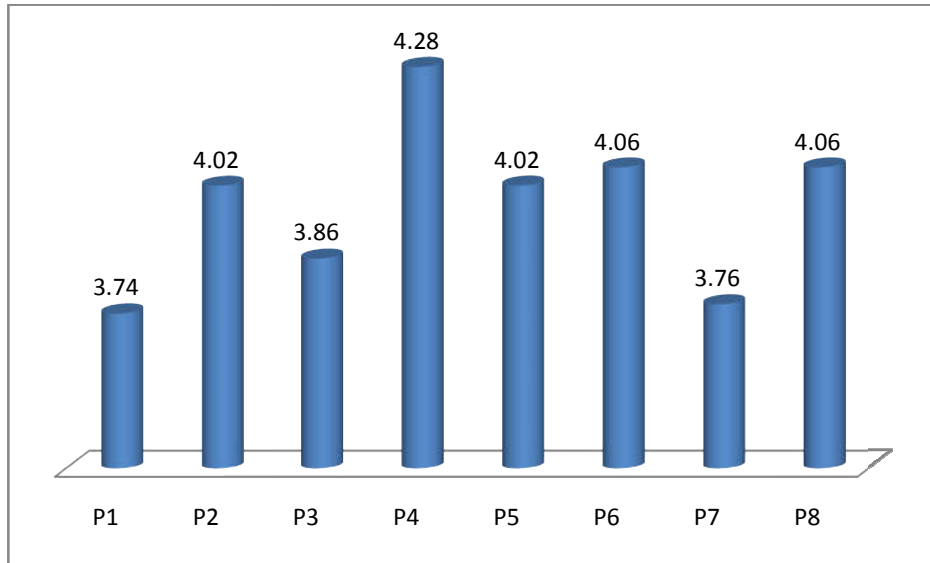
Table -19

Mean score comparison of Parameters for the Department “BA Economics”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	50	3.74	.876
2. Curriculum and Syllabi of the Courses are satisfactory	50	4.02	.795
3. Curriculum facilitated in developing analytical and problem-solving skills	50	3.86	.989
4. The course content was well organized	50	4.28	.834
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	50	4.02	.936
6. The curriculum makes you proficient to achieve the learning outcomes	50	4.06	.766
7. The curriculum assisted in understanding real time problems	50	3.76	1.041
8. The curriculum prepares the student for best academic growth	50	4.06	.866

Figure -19

Mean score comparison of Parameters for the department “BA Economics”



Interpretation:

The mean scores obtained for the eight key parameters with respect to the department “BA Economics” reveals that students have a moderate mean score value on the parameters “The curriculum caters to the industry requirements” and “The curriculum assisted in understanding real time problems”.

Table -20

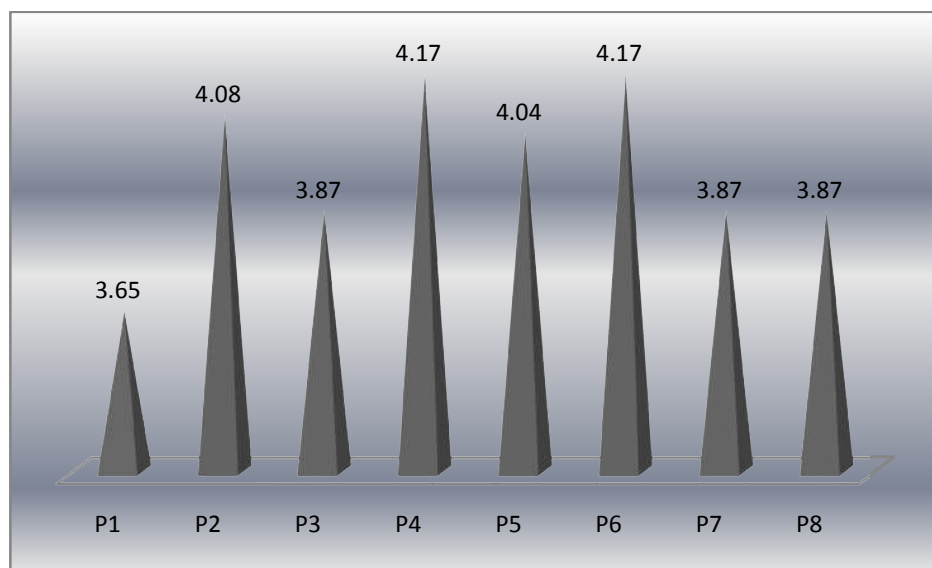
Mean score comparison of Parameters for the Department “BA English”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	23	3.65	.572
2. Curriculum and Syllabi of the Courses are satisfactory	23	4.08	.733
3. Curriculum facilitated in developing analytical and problem-solving skills	23	3.87	.757
4. The course content was well organized	23	4.17	.777

5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	23	4.04	.705
6. The curriculum makes you proficient to achieve the learning outcomes	23	4.17	.576
7. The curriculum assisted in understanding real time problems	23	3.87	.625
8. The curriculum prepares the student for best academic growth	23	3.87	.919

Figure -20

Mean score comparison of Parameters for the Department “BA English”



Interpretation:

The mean scores obtained on the eight key parameters with respect to the department “BA English” reveal that students have a moderate mean score value on the parameter “The curriculum caters to the industry requirements”

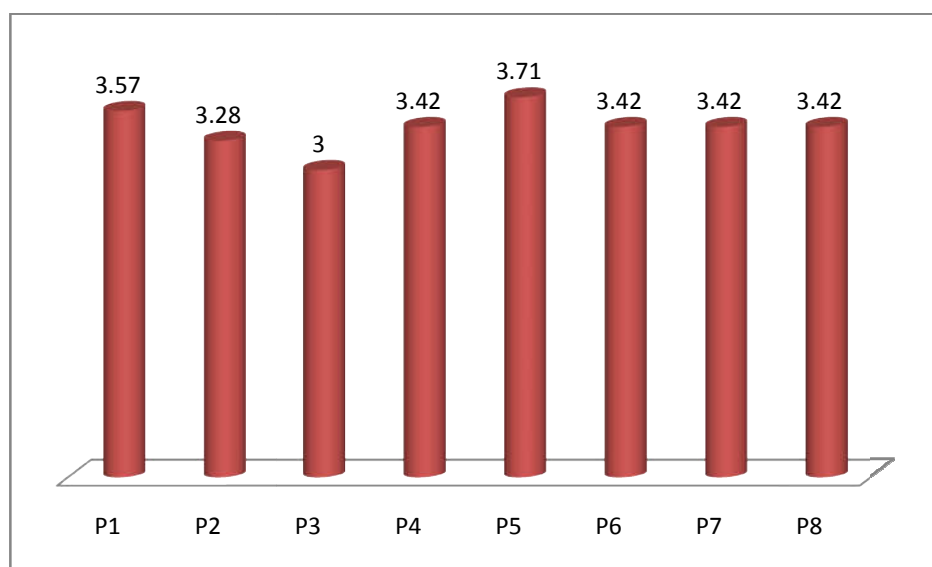
Table -21

Mean score comparison of Parameters for the Department “BA Religion Philosophy Sociology”

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	7	3.57	1.397
2. Curriculum and Syllabi of the Courses are satisfactory	7	3.28	1.380
3. Curriculum facilitated in developing analytical and problem-solving skills	7	3.00	1.732
4. The course content was well organized	7	3.42	1.511
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	7	3.71	1.253
6. The curriculum makes you proficient to achieve the learning outcomes	7	3.42	1.272
7. The curriculum assisted in understanding real time problems	7	3.42	1.511
8. The curriculum prepares the student for best academic growth	7	3.42	1.511

Figure -21

Mean score comparison of Parameters for the Department “BA Religion Philosophy Sociology”



Interpretation:

The eight key parameters depicted in table 21 and figure 21 with respect to the department “B.A Religion Philosophy Sociology” indicate that students reported a moderated mean score on all the eight parameters.

Table -22

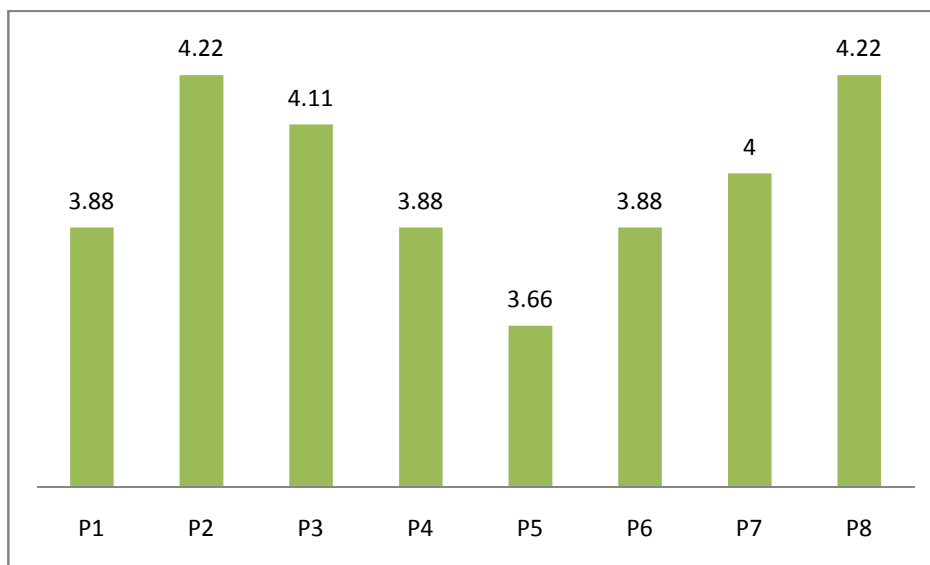
Mean score comparison of Parameters for the Department “BA Tamil”

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	9	3.88	.928
2. Curriculum and Syllabi of the Courses are satisfactory	9	4.22	.666

3. Curriculum facilitated in developing analytical and problem-solving skills	9	4.11	.600
4. The course content was well organized	9	3.88	.928
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	9	3.66	1.581
6. The curriculum makes you proficient to achieve the learning outcomes	9	3.88	.781
7. The curriculum assisted in understanding real time problems	9	4.00	.866
8. The curriculum prepares the student for best academic growth	9	4.22	.666

Figure -22

Mean score comparison of Parameters for the Department “BA Tamil”



Interpretation:

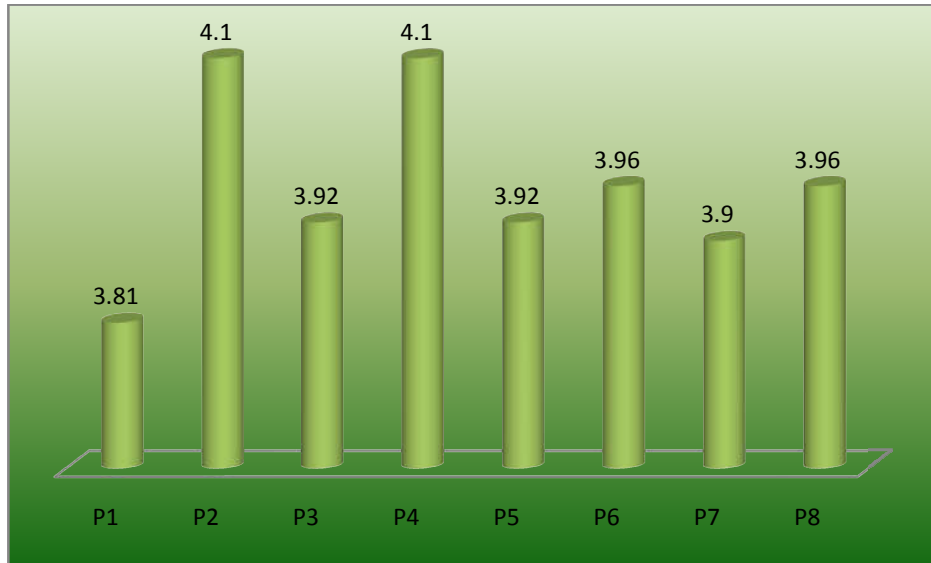
The mean score values of the eight key parameters with respect to the department “B.A Tamil” indicate that students reported a moderate mean score on the parameter “The curriculum has scope for acquiring strong knowledge and intellect on the specific domains”.

Table -23
Mean score comparison of Parameters for the Department “BBA”

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	85	3.81	.838
2. Curriculum and Syllabi of the Courses are satisfactory	85	4.10	.787
3. Curriculum facilitated in developing analytical and problem-solving skills	85	3.92	.827
4. The course content was well organized	85	4.10	.816
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	85	3.92	.856
6. The curriculum makes you proficient to achieve the learning outcomes	85	3.96	.837
7. The curriculum assisted in understanding real time problems	85	3.90	.765
8. The curriculum prepares the student for best academic growth	85	3.96	.808

Figure -23

Mean score comparison of Parameters for the Department “BBA”



Interpretation:

Table 23 and figure 23 reveals the mean scores of eight key parameters with respect to the department “BBA”. It was found that students have a moderate mean score value on the parameter “The curriculum caters to the industry requirements”.

Table -24

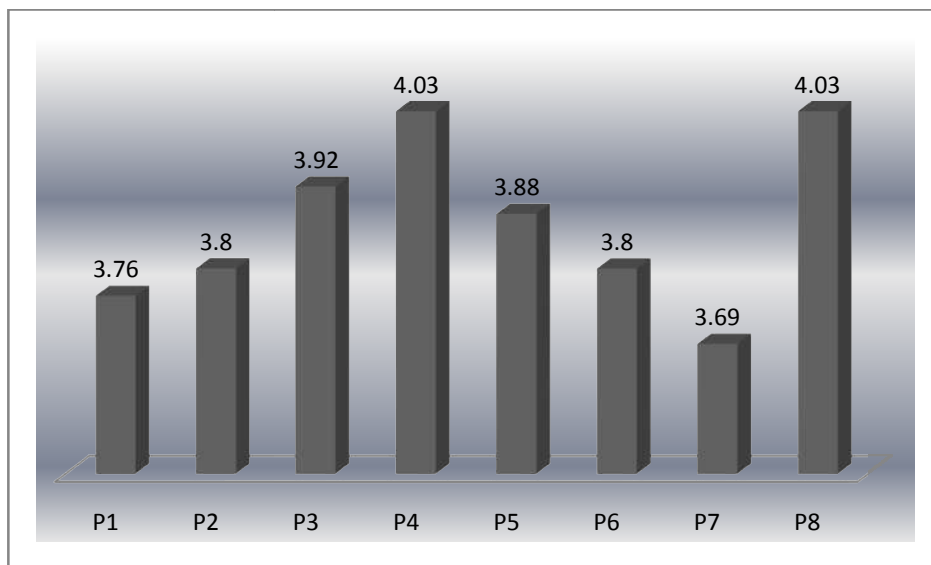
Mean score comparison of Parameters for the Department “BCA”

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	26	3.76	.764
2. Curriculum and Syllabi of the Courses are satisfactory	26	3.80	.693
3. Curriculum facilitated in developing analytical and problem-solving skills	26	3.92	.627

4. The course content was well organized	26	4.03	.823
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	26	3.88	.588
6. The curriculum makes you proficient to achieve the learning outcomes	26	3.80	.849
7. The curriculum assisted in understanding real time problems	26	3.69	.788
8. The curriculum prepares the student for best academic growth	26	4.03	.598

Figure -24

Mean score comparison of Parameters for the Department “BCA”



Interpretation:

Table 24 and figure 24 reveals the mean scores of eight key parameters with respect to the department “BCA”. It was found that students have a moderate mean score value on four

parameters “The curriculum caters to the industry requirements” , “Curriculum and Syllabi of the Courses are satisfactory” , “The curriculum makes you proficient to achieve the learning outcomes” and “The curriculum assisted in understanding real time problems”

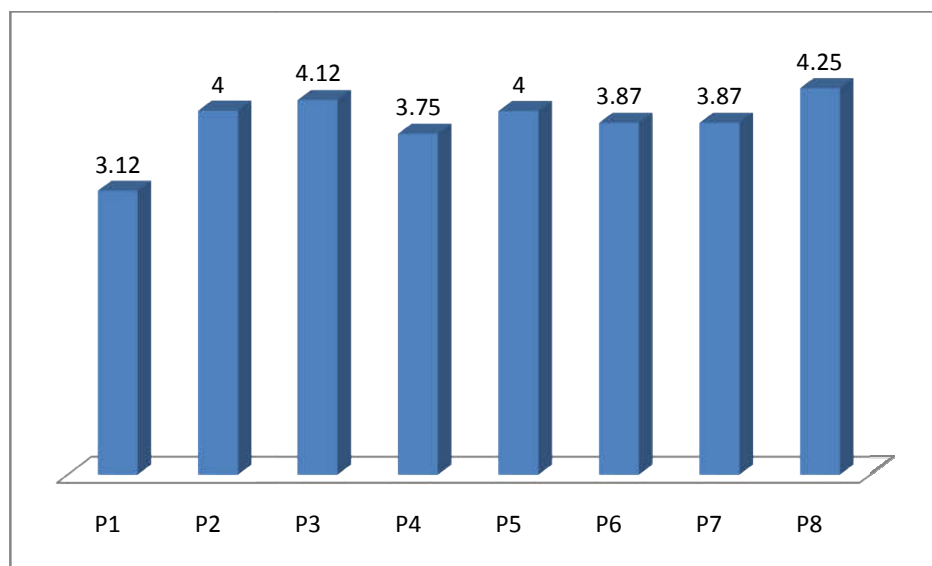
Table -25

Mean score comparison of Parameters for the Department “MA - English”

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	8	3.12	1.457
2. Curriculum and Syllabi of the Courses are satisfactory	8	4.00	1.195
3. Curriculum facilitated in developing analytical and problem-solving skills	8	4.12	.834
4. The course content was well organized	8	3.75	1.281
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	8	4.00	.925
6. The curriculum makes you proficient to achieve the learning outcomes	8	3.87	.834
7. The curriculum assisted in understanding real time problems	8	3.87	.991
8. The curriculum prepares the student for best academic growth	8	4.25	.886

Figure -25

Mean score comparison of Parameters for the Department “MA - English”



Interpretation:

The eight key parameters depicted in table 25 and figure 25 with respect to the department “MA - English” reveals that students have a moderate mean score value on the parameter “The curriculum caters to the industry requirements” and “The course content was well organized”

Table -26

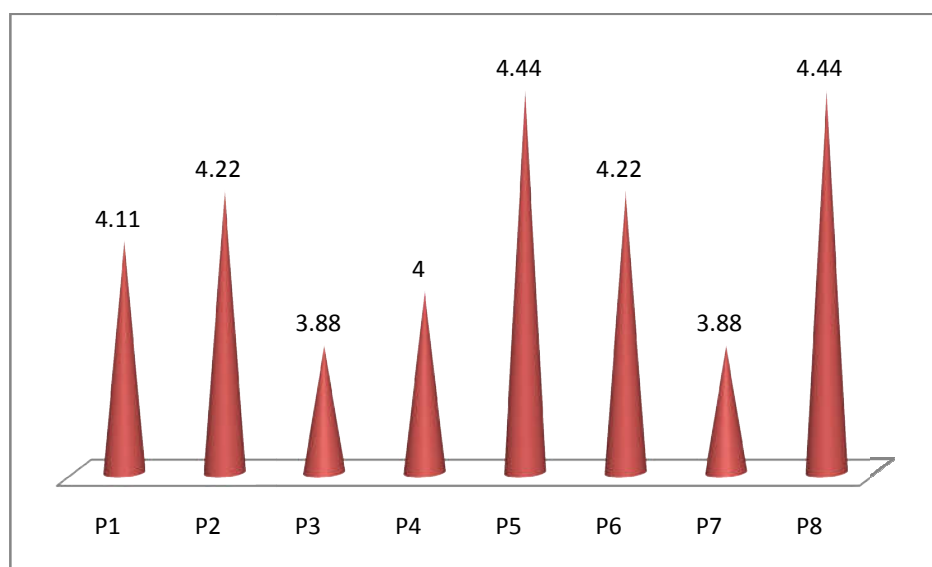
Mean score comparison of Parameters for the Department “M.Sc Botany”

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	9	4.11	.781
2. Curriculum and Syllabi of the Courses are satisfactory	9	4.22	.666
3. Curriculum facilitated in developing analytical and problem-solving skills	9	3.88	.600

4. The course content was well organized	9	4.00	1.000
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	9	4.44	.527
6. The curriculum makes you proficient to achieve the learning outcomes	9	4.22	.666
7. The curriculum assisted in understanding real time problems	9	3.88	.781
8. The curriculum prepares the student for best academic growth	9	4.444	.726

Figure -26

Mean score comparison of Parameters for the Department “M.Sc Botany”



Interpretation:

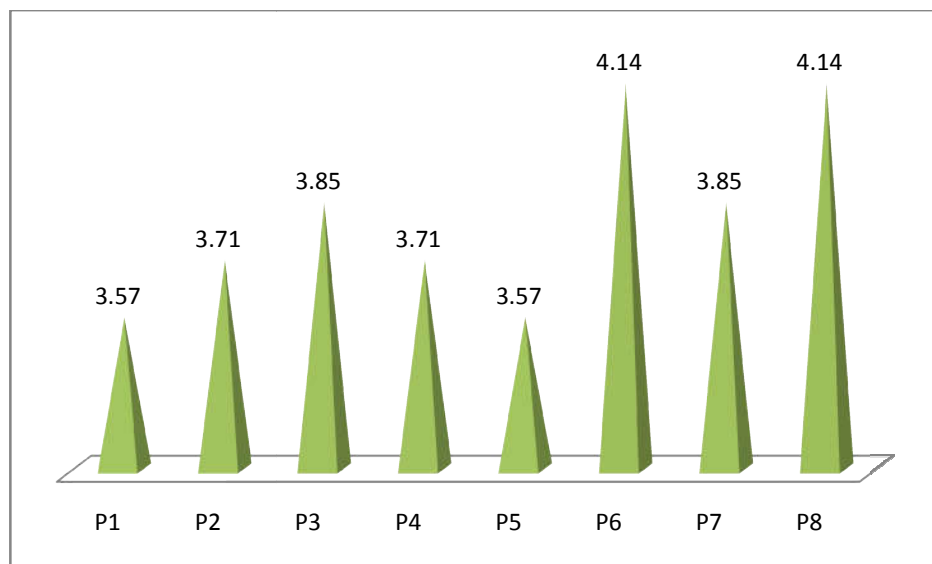
The mean scores obtained for the eight key parameters with respect to the department “M.Sc Botany” reveals that students have a higher mean score value on all the parameters.

Table -27**Mean score comparison of Parameters for the Department “M.Sc Chemistry”**

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	7	3.57	.534
2. Curriculum and Syllabi of the Courses are satisfactory	7	3.71	1.253
3. Curriculum facilitated in developing analytical and problem-solving skills	7	3.85	.378
4. The course content was well organized	7	3.71	1.253
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	7	3.57	1.133
6. The curriculum makes you proficient to achieve the learning outcomes	7	4.14	.690
7. The curriculum assisted in understanding real time problems	7	3.85	.690
8. The curriculum prepares the student for best academic growth	7	4.14	.690

Figure -27

Mean score comparison of Parameters for the Department “M.Sc Chemistry”



Interpretation:

Based on the mean comparison of the eight key parameters with respect to the department “M.Sc Chemistry” it was found that students have a moderate mean score value on the parameters “The curriculum caters to the industry requirements”, “Curriculum and Syllabi of the Courses are satisfactory” , “The course content was well organized” and “The curriculum has scope for acquiring strong knowledge and intellect on the specific domains”

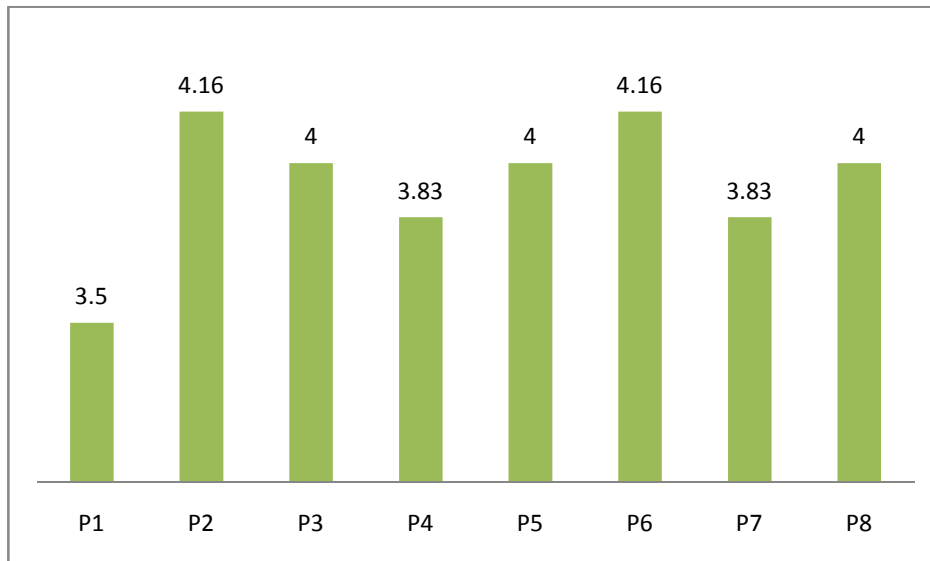
Table -28

Mean score comparison of Parameters for the Department “M.Sc Microbiology”

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	6	3.50	.547
2. Curriculum and Syllabi of the Courses are satisfactory	6	4.16	.408
3. Curriculum facilitated in developing analytical and problem-solving skills	6	4.00	.894
4. The course content was well organized	6	3.83	.752
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	6	4.00	.632
6. The curriculum makes you proficient to achieve the learning outcomes	6	4.16	.752
7. The curriculum assisted in understanding real time problems	6	3.83	.983
8. The curriculum prepares the student for best academic growth	6	4.00	.632

Figure -28

Mean score comparison of Parameters for the Department “M.Sc Microbiology”



Interpretation:

Mean score comparison of the eight key parameters with respect to the department “M.Sc Microbiology” reveals that students have a moderate mean score value on the parameter “The curriculum caters to the industry requirements”.

Table -29

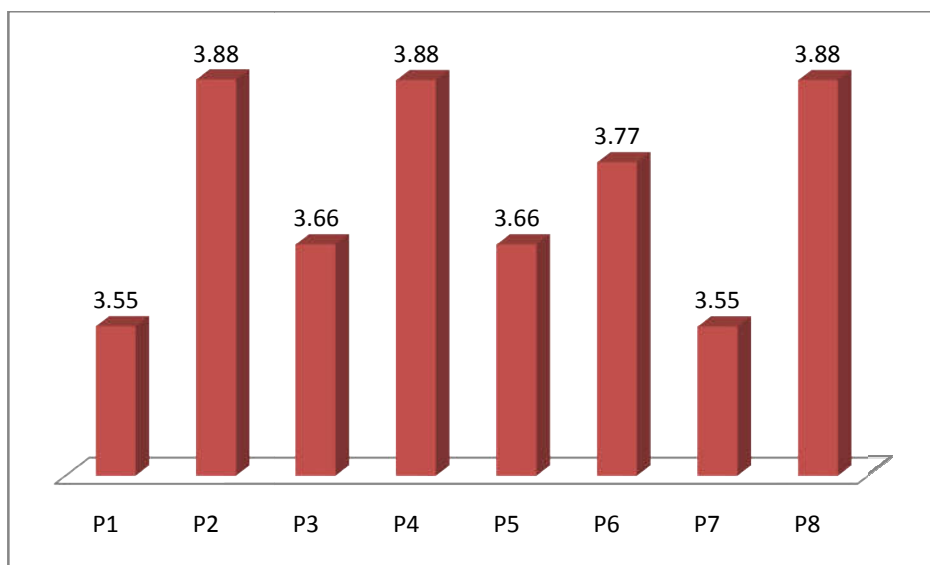
Mean score comparison of Parameters for the Department “M.Sc Physics”

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	9	3.55	.881
2. Curriculum and Syllabi of the Courses are satisfactory	9	3.88	1.054
3. Curriculum facilitated in developing analytical and problem-solving skills	9	3.66	.707

4. The course content was well organized	9	3.88	.600
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	9	3.66	.707
6. The curriculum makes you proficient to achieve the learning outcomes	9	3.77	.666
7. The curriculum assisted in understanding real time problems	9	3.55	1.130
8. The curriculum prepares the student for best academic growth	9	3.88	.781

Figure -29

Mean score comparison of Parameters for the Department “M.Sc Physics”



Interpretation:

The eight key parameters depicted in table 29 and figure 29 with respect to the department “M.Sc Physics” reveals that students have a higher mean score value of more than four on all the eight parameters “The curriculum caters to the industry requirements” , “Curriculum facilitated in

developing analytical and problem-solving skills” , “The curriculum has scope for acquiring strong knowledge and intellect on the specific domains” , “The curriculum makes you proficient to achieve the learning outcomes” and “The curriculum assisted in understanding real time problems”

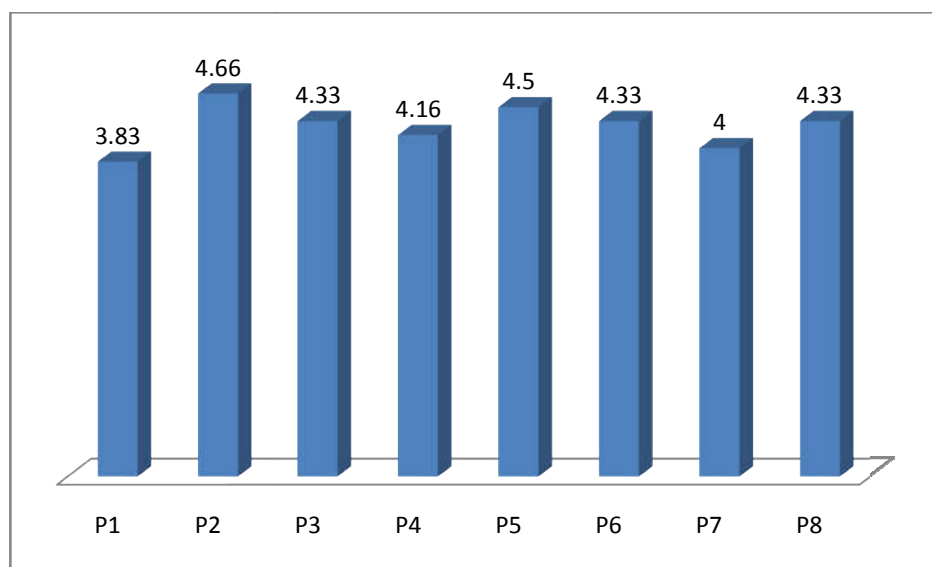
Table -30

Mean score comparison of Parameters for the Department “M.Sc Data science”

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	6	3.83	.983
2. Curriculum and Syllabi of the Courses are satisfactory	6	4.66	.816
3. Curriculum facilitated in developing analytical and problem-solving skills	6	4.33	.816
4. The course content was well organized	6	4.16	.752
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	6	4.50	.836
6. The curriculum makes you proficient to achieve the learning outcomes	6	4.33	.816
7. The curriculum assisted in understanding real time problems	6	4.00	.632
8. The curriculum prepares the student for best academic growth	6	4.33	.816

Figure -30

Mean score comparison of Parameters for the Department “M.Sc Data science”



Interpretation:

The mean scores obtained on the eight key parameters with respect to the department “M.Sc Data science” reveals that students have a higher mean score value on all the parameters.

Table -31

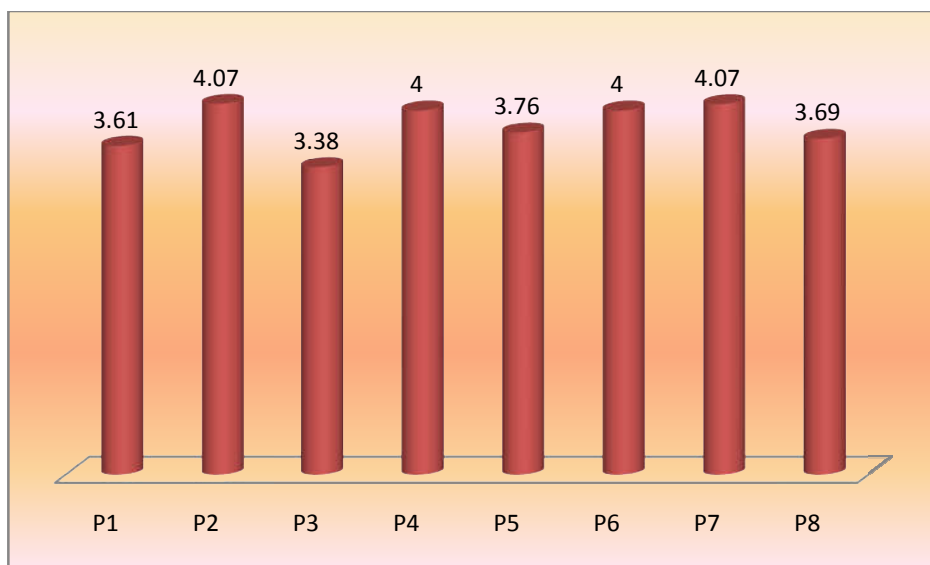
Mean score comparison of Parameters for the Department “M. Sc Food Science & Nutrition”

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	13	3.61	.650
2. Curriculum and Syllabi of the Courses are satisfactory	13	4.07	.640
3. Curriculum facilitated in developing analytical and problem-solving skills	13	3.38	1.260

4. The course content was well organized	13	4.00	.707
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	13	3.76	.725
6. The curriculum makes you proficient to achieve the learning outcomes	13	4.00	.707
7. The curriculum assisted in understanding real time problems	13	4.07	.640
8. The curriculum prepares the student for best academic growth	13	3.69	.630

Figure -31

Mean score comparison of Parameters for the Department “M. Sc Food Science & Nutrition”



Interpretation:

The eight key parameters depicted in table 31 and figure 31 with respect to the department “M. Sc Food Science & Nutrition” reveals that students have a moderate mean score on the

parameters “The curriculum caters to the industry requirements”, “Curriculum facilitated in developing analytical and problem-solving skills”, “The curriculum has scope for acquiring strong knowledge and intellect on the specific domains” and “The curriculum prepares the student for best academic growth”

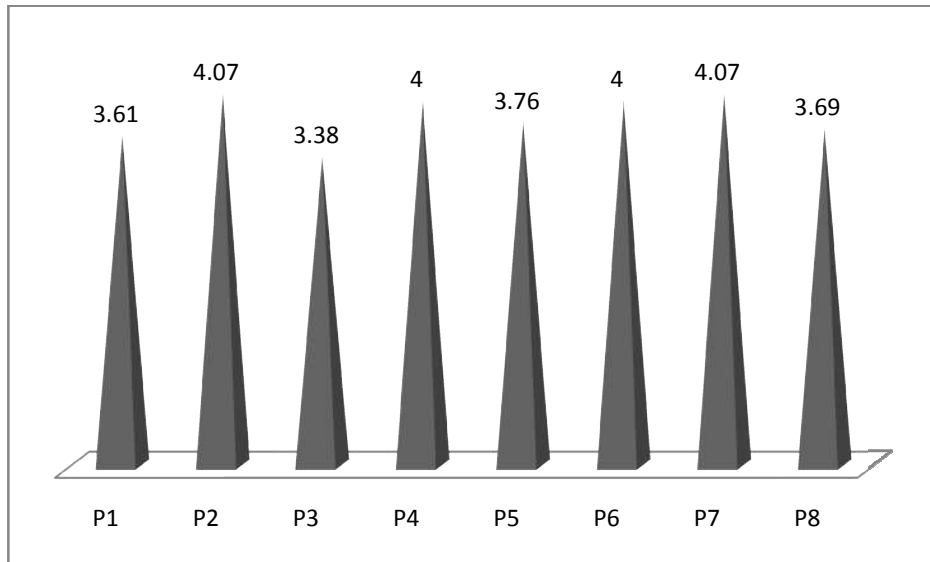
Table -32

Mean score comparison of Parameters for the Department “M.Sc Applied Psychology”

Variables	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	13	3.61	.650
2. Curriculum and Syllabi of the Courses are satisfactory	13	4.07	.640
3. Curriculum facilitated in developing analytical and problem-solving skills	13	3.38	1.260
4. The course content was well organized	13	4.00	.707
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	13	3.76	.725
6. The curriculum makes you proficient to achieve the learning outcomes	13	4.00	.707
7. The curriculum assisted in understanding real time problems	13	4.07	.640
8. The curriculum prepares the student for best academic growth	13	3.69	.630

Figure -32

Mean score comparison of Parameters for the Department “M.Sc Applied Psychology”



Interpretation:

The eight key parameters depicted in table 32 and figure 32 with respect to the department “M.Sc Applied Psychology” reveals that students have a moderate mean score on the parameters “The curriculum caters to the industry requirements” , “ Curriculum facilitated in developing analytical and problem-solving skills” , “The curriculum has scope for acquiring strong knowledge and intellect on the specific domains” and “The curriculum prepares the student for best academic growth”.

Student Feedback Report (2021 – 2022) – Satellite Campus

For the academic year 2021 – 22 students' feedback has been collected from UG and PG students in the satellite campus on eight 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.

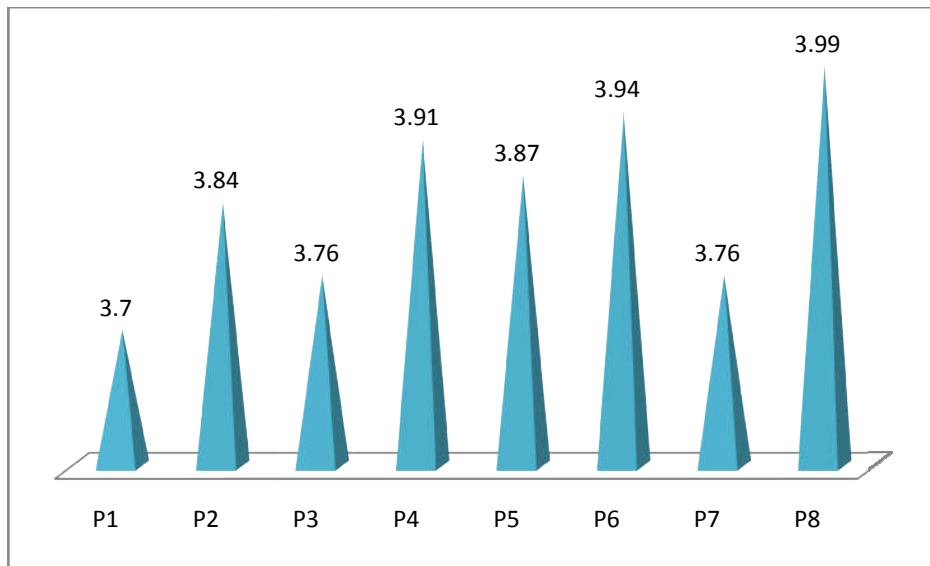
Table -1

Mean score comparison of Parameters across all Departments

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	177	3.70	.967
2. Curriculum and Syllabi of the Courses are satisfactory	177	3.84	.928
3. Curriculum facilitated in developing analytical and problem-solving skills	177	3.76	1.005
4. The course content was well organized	177	3.91	.978
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	177	3.87	.927
6. The curriculum makes you proficient to achieve the learning outcomes	177	3.94	.834
7. The curriculum assisted in understanding real time problems	177	3.76	1.022
8. The curriculum prepares the student for best academic growth	177	3.99	.956

Figure - 1

Mean score comparison of Parameters across all Departments



Interpretation:

Mean score comparison of the eight key parameters with respect to the all the departments in the satellite reveals that students exhibited a moderate mean score value for the parameters “The curriculum caters to the industry requirements”, “Curriculum facilitated in developing analytical and problem-solving skills” and “The curriculum assisted in understanding real time problems”.

Table - 2

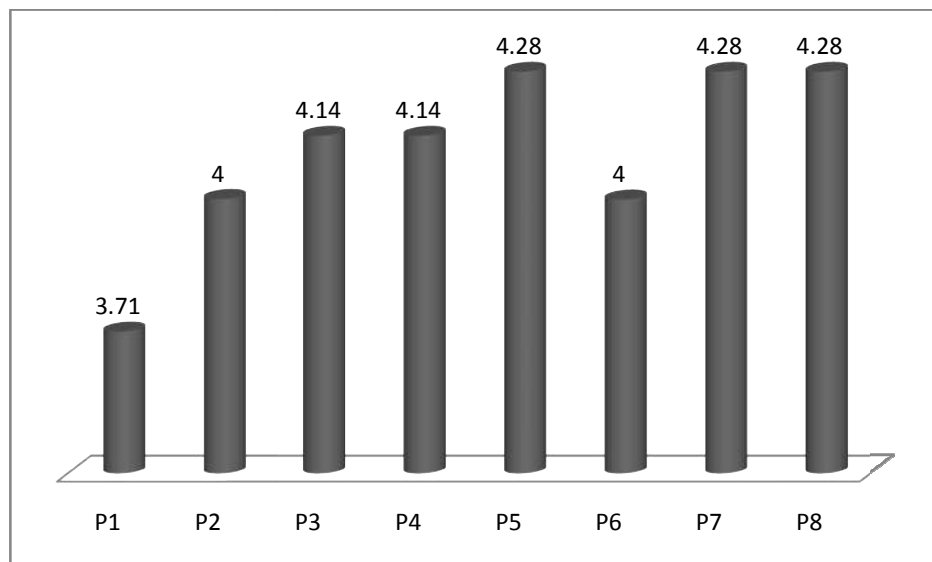
Mean score comparison of Parameters for the Department – “B.Com”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	7	3.71	1.112
2. Curriculum and Syllabi of the Courses are satisfactory	7	4.00	.816

3. Curriculum facilitated in developing analytical and problem-solving skills	7	4.14	.6901
4. The course content was well organized	7	4.14	.690
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	7	4.28	.755
6. The curriculum makes you proficient to achieve the learning outcomes	7	4.00	.816
7. The curriculum assisted in understanding real time problems	7	4.28	.755
8. The curriculum prepares the student for best academic growth	7	4.28	.755

Figure -2

Mean score comparison of Parameters for the Department – “B.Com”



Interpretation:

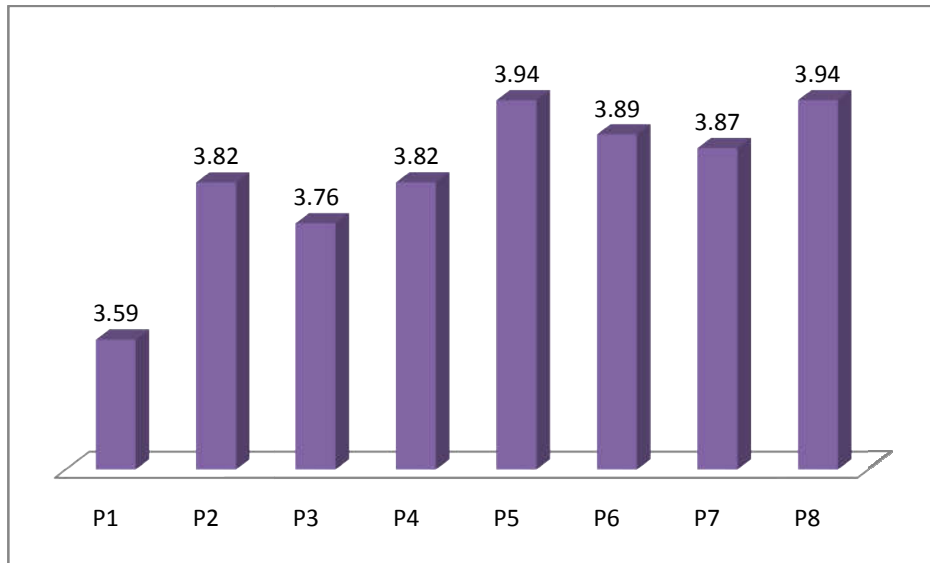
The mean scores obtained for the eight key parameters with respect to the department “B.Com” reveals that students have a higher mean score value of more than four on seven parameters and a moderate score for the parameter “The curriculum caters to the industry requirements”.

Table - 3**Mean score comparison of Parameters for the Department – “B.Com CA”**

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	39	3.59	.965
2. Curriculum and Syllabi of the Courses are satisfactory	39	3.82	.942
3. Curriculum facilitated in developing analytical and problem-solving skills	39	3.76	1.037
4. The course content was well organized	39	3.82	.969
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	39	3.94	.998
6. The curriculum makes you proficient to achieve the learning outcomes	39	3.89	.820
7. The curriculum assisted in understanding real time problems	39	3.87	.893
8. The curriculum prepares the student for best academic growth	39	3.94	.944

Figure -3

Mean score comparison of Parameters for the Department – “B.Com CA”



Interpretation:

Table 3 and figure 3 reveals the mean scores of eight key parameters with respect to the department “B.Com CA”. Test results reveals that students have a moderate mean score value for the parameters “The curriculum caters to the industry requirements” and “Curriculum facilitated in developing analytical and problem-solving skills”.

Table - 4

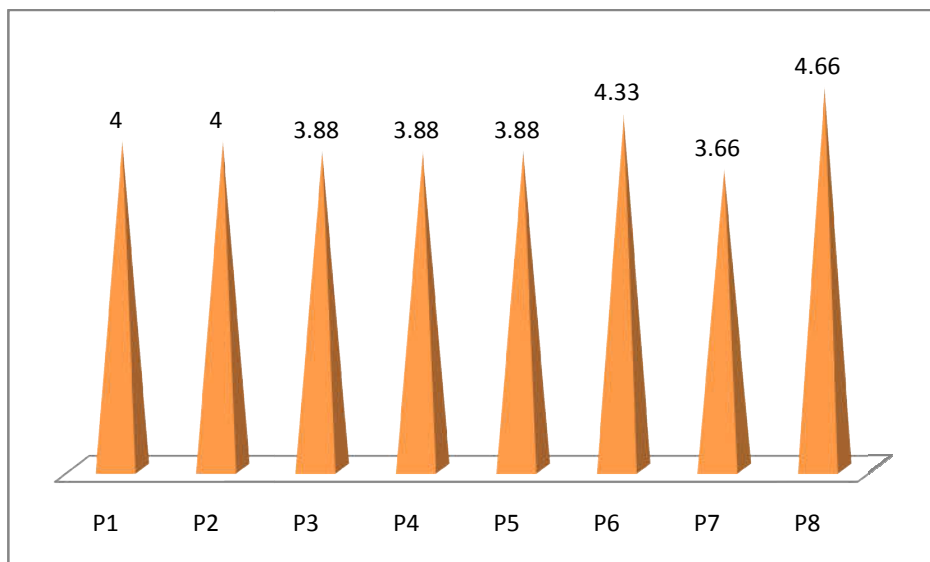
Mean score comparison of Parameters for the Department “B.Sc Computer Science”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	9	4.00	1.000
2. Curriculum and Syllabi of the Courses are satisfactory	9	4.00	1.000

3. Curriculum facilitated in developing analytical and problem-solving skills	9	3.88	.928
4. The course content was well organized	9	3.88	.781
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	9	3.88	1.269
6. The curriculum makes you proficient to achieve the learning outcomes	9	4.33	.500
7. The curriculum assisted in understanding real time problems	9	3.66	1.322
8. The curriculum prepares the student for best academic growth	9	4.66	.500

Figure - 4

Mean score comparison of Parameters for the Department – “B.Sc Computer Science”



Interpretation:

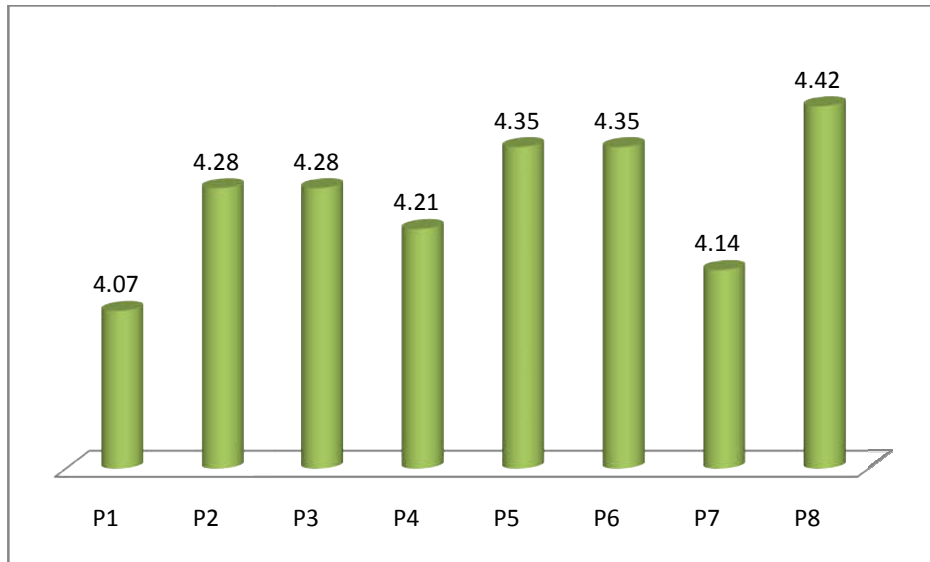
The eight key parameters depicted in table 4 and figure 4 with respect to the department “B.Sc Computer Science” reveals that students have a moderate mean score on the parameter “The curriculum assisted in understanding real time problems”.

Table -5**Mean score comparison of Parameters for the Department – “B.Sc Data science”**

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	14	4.07	.615
2. Curriculum and Syllabi of the Courses are satisfactory	14	4.28	.611
3. Curriculum facilitated in developing analytical and problem-solving skills	14	4.28	.611
4. The course content was well organized	14	4.21	.699
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	14	4.35	.633
6. The curriculum makes you proficient to achieve the learning outcomes	14	4.35	.633
7. The curriculum assisted in understanding real time problems	14	4.14	.864
8. The curriculum prepares the student for best academic growth	14	4.42	.646

Figure - 5

Mean score comparison of Parameters for the Department – “B.Sc Data science”



Interpretation:

Mean score comparison of the eight key parameters with respect to the department “B.Sc Data science” reveals that students have a higher mean score value of more than four on all the eight parameters.

Table -6

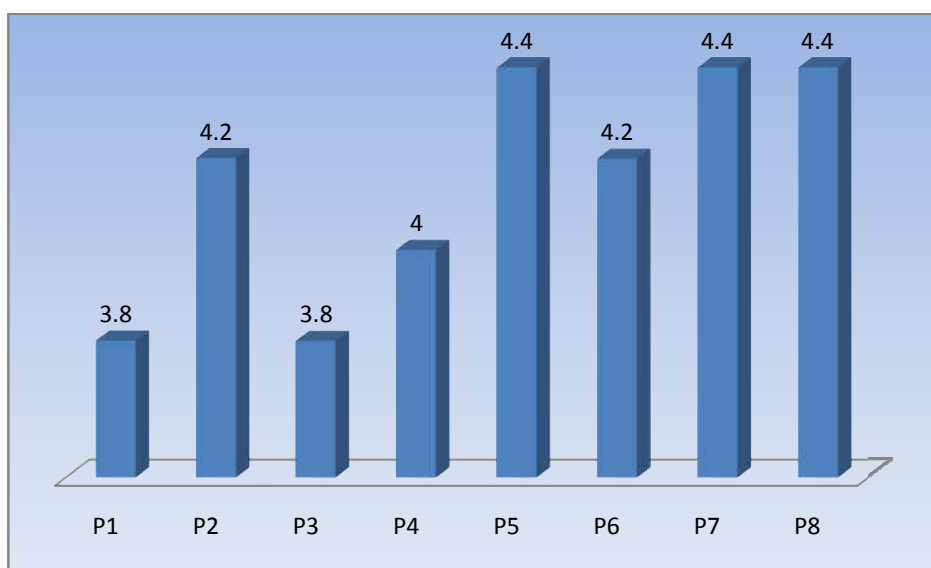
Mean score comparison of Parameters for the Department – “B.Sc Mathematics”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	5	3.800	1.7889
2. Curriculum and Syllabi of the Courses are satisfactory	5	4.200	1.3038

3. Curriculum facilitated in developing analytical and problem-solving skills	5	3.800	1.3038
4. The course content was well organized	5	4.000	1.7321
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	5	4.400	.8944
6. The curriculum makes you proficient to achieve the learning outcomes	5	4.200	1.0954
7. The curriculum assisted in understanding real time problems	5	4.400	.8944
8. The curriculum prepares the student for best academic growth	5	4.400	.8944

Figure -6

Mean score comparison of Parameters for the Department – “B.Sc Mathematics”



Interpretation:

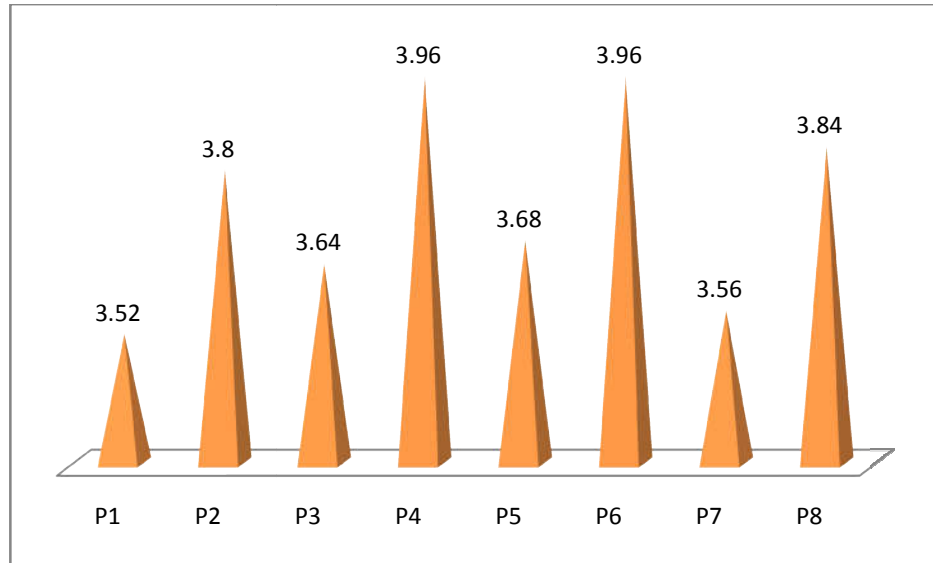
The eight key parameters depicted in table 6 and figure 6 with respect to the department “B.Sc Mathematics” reveals that students have a moderate mean score on the parameters “The curriculum caters to the industry requirements” and “Curriculum facilitated in developing analytical and problem-solving skills”.

Table -7**Mean score comparison of Parameters for the Department – “B.A English”**

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	25	3.520	.8226
2. Curriculum and Syllabi of the Courses are satisfactory	25	3.800	.7071
3. Curriculum facilitated in developing analytical and problem-solving skills	25	3.640	.8103
4. The course content was well organized	25	3.960	.7348
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	25	3.680	.6272
6. The curriculum makes you proficient to achieve the learning outcomes	25	3.960	.5385
7. The curriculum assisted in understanding real time problems	25	3.560	.9165
8. The curriculum prepares the student for best academic growth	25	3.840	.8505

Figure -7

Mean score comparison of Parameters for the Department – “B.A English”



Interpretation:

The eight key parameters depicted in table 7 and figure 7 with respect to the department “B.A English” reveals that students have a moderate mean score on the parameters “The curriculum caters to the industry requirements”, “Curriculum facilitated in developing analytical and problem-solving skills”, “The curriculum has scope for acquiring strong knowledge and intellect on the specific domains” and “The curriculum assisted in understanding real time problems”.

Table -8

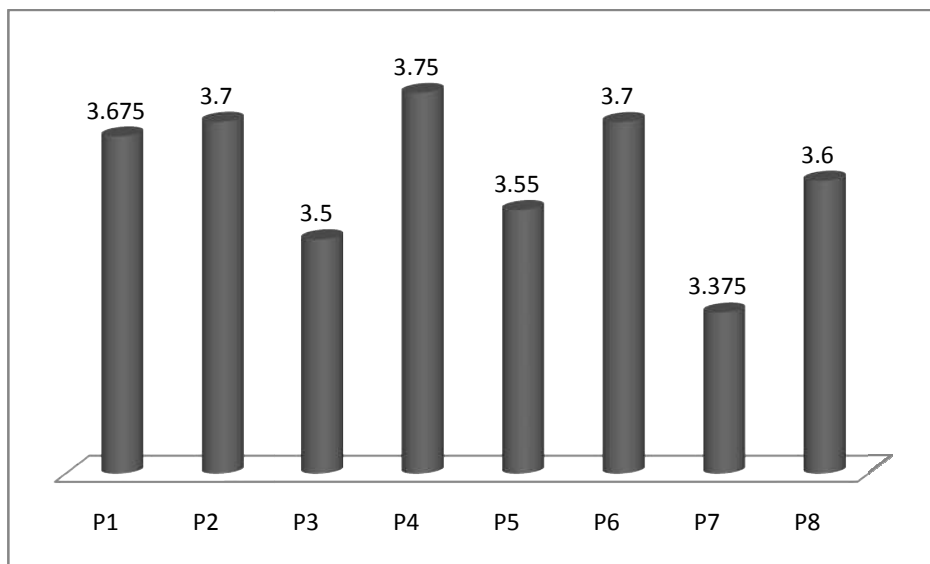
Mean score comparison of Parameters for the Department – “BBA”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	40	3.67	1.11
2. Curriculum and Syllabi of the Courses are satisfactory	40	3.70	.966

3. Curriculum facilitated in developing analytical and problem-solving skills	40	3.50	1.109
4. The course content was well organized	40	3.75	1.214
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	40	3.55	.985
6. The curriculum makes you proficient to achieve the learning outcomes	40	3.70	1.017
7. The curriculum assisted in understanding real time problems	40	3.37	1.212
8. The curriculum prepares the student for best academic growth	40	3.60	1.215

Figure -8

Mean score comparison of Parameters for the Department – “BBA”



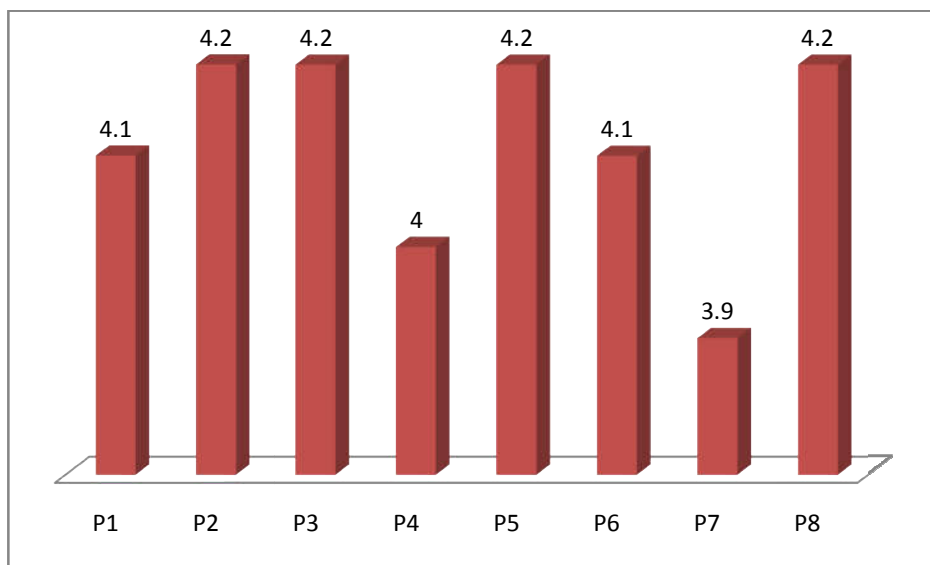
Interpretation:

Mean score comparison of the eight key parameters with respect to the department “BBA” reveals that students displayed a moderate score value for all the eight parameters.

Table -9
Mean score comparison of Parameters for the Department – “MBA”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	10	4.10	.737
2. Curriculum and Syllabi of the Courses are satisfactory	10	4.20	.421
3. Curriculum facilitated in developing analytical and problem-solving skills	10	4.20	.632
4. The course content was well organized	10	4.00	.666
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	10	4.20	.632
6. The curriculum makes you proficient to achieve the learning outcomes	10	4.10	.567
7. The curriculum assisted in understanding real time problems	10	3.90	.737
8. The curriculum prepares the student for best academic growth	10	4.20	.632

Figure -9
Mean score comparison of Parameters for the Department – “MBA”



Interpretation:

The eight key parameters in table 9 and figure 9 with respect to the department “MBA” reveals that students have a higher mean score value on all the eight parameters.

Table -10

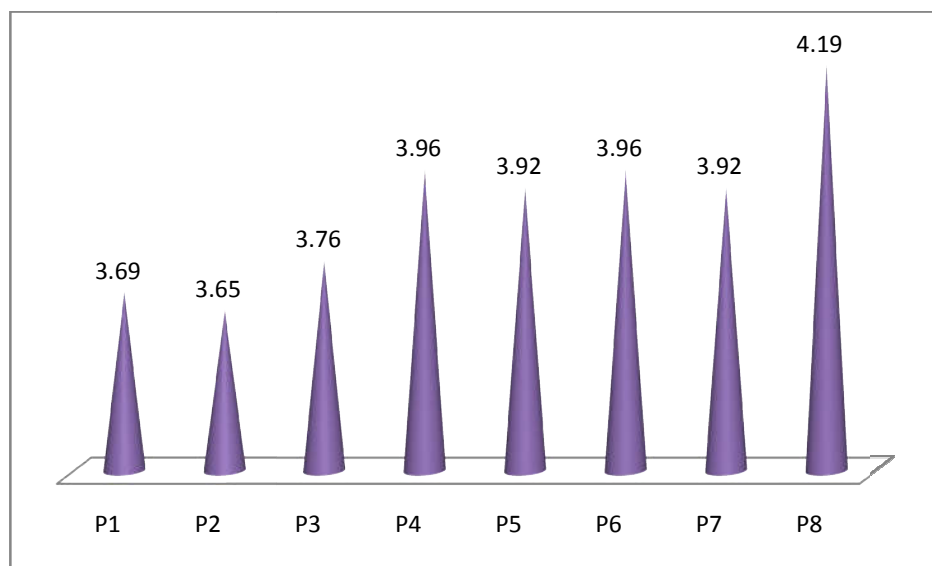
Mean score comparison of Parameters for the Department – “B.Sc Physics”

Parameters	N	Mean	Std. Deviation
1. The curriculum caters to the industry requirements	26	3.69	.884
2. Curriculum and Syllabi of the Courses are satisfactory	26	3.65	1.164
3. Curriculum facilitated in developing analytical and problem-solving skills	26	3.76	1.176
4. The course content was well organized	26	3.96	1.038
5. The curriculum has scope for acquiring strong knowledge and intellect on the specific domains	26	3.92	.934

6. The curriculum makes you proficient to achieve the learning outcomes	26	3.96	.958
7. The curriculum assisted in understanding real time problems	26	3.92	1.016
8. The curriculum prepares the student for best academic growth	26	4.19	.749

Figure -10

Mean score comparison of Parameters for the Department – “B.Sc Physics”



Interpretation:

The eight key parameters depicted in table 10 and figure 10 with respect to the department “B.Sc Physics” reveals that students have a moderate mean score on the parameters “The curriculum caters to the industry requirements” , “Curriculum and Syllabi of the Courses are satisfactory” and “Curriculum facilitated in developing analytical and problem-solving skills”.



The American College, Madurai
NAAC – Criterion I Curricular Aspects
Teacher's Feedback Report (2021 – 2022)

For the academic year 2021 – 22 teacher's feedback on curriculum has been collected from faculty in the main campus and satellite campus on eight key parameters on a five point scale ranging from strongly agree to strongly dis agree. 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 score comparison. The key parameters analysed are

1. There is enough liberty given to contribute in curriculum design and development
2. The curriculum included domain specific electives, value added courses, soft skill training for enhancing constructive learning
3. The topics and electives offered in the curriculum are relevant to the industry
4. Curriculum includes the current and the future socio-economic needs
5. Curriculum having good academic flexibility
6. Learning objectives are clearly defined and are able to achieve by students
7. Employability is given weightage in curriculum design and development
8. The course outcomes are well defined and clear


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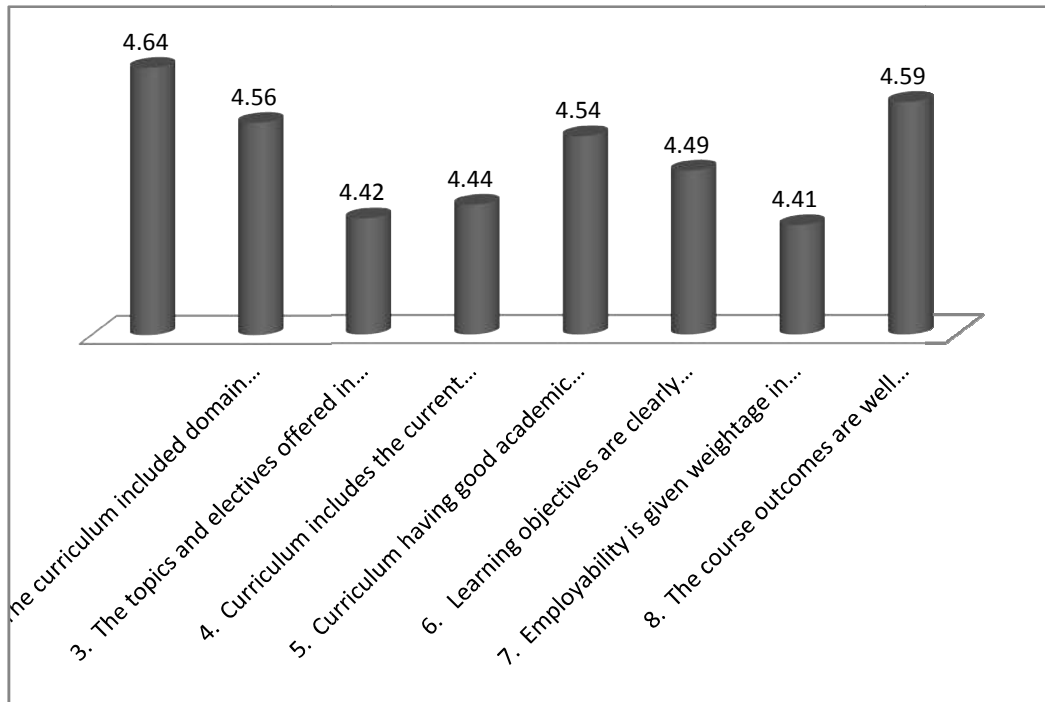
Table -1

Mean score comparison of Teacher's feedback towards curriculum

Parameters	Mean	SD
1. There is enough liberty given to contribute in curriculum design and development	4.64	.610
2. The curriculum included domain specific electives, value added courses, soft skill training for enhancing constructive learning	4.56	.632
3. The topics and electives offered in the curriculum are relevant to the industry	4.42	.622
4. Curriculum includes the current and the future socio-economic needs	4.44	.625
5. Curriculum having good academic flexibility	4.54	.617
6. Learning objectives are clearly defined and are able to achieve by students	4.49	.682
7. Employability is given weightage in curriculum design and development	4.41	.706
8. The course outcomes are well defined and clear	4.59	.644

Figure - 1

Mean score comparison of Teacher's feedback towards curriculum



Interpretation:

In order to examine the opinion of teachers towards curriculum, eight key parameters were identified. Table 1 and figure 1 reveals that overall the teachers displayed a favourable mean score of more than four with regard to all the parameters. The highest agreement score is found for the parameter “There is enough liberty given to contribute in curriculum design and development” (M = 4.64)



The American College, Madurai
NAAC – Criterion I - Curricular Aspects
Alumni Feedback Report (2021 – 2022)

For the academic year 2021 – 22 the feedback on curriculum is collected from the alumni by circulating the feedback forms through Google form. The data is compiled and analysed through statistical tools. Eight key parameters were evaluated pertaining to curriculum. The key parameters are analysed with mean score comparison. The responses for all the questions were collected on a five point likert scale.

The eight key parameters are as follows

1. Curriculum is structured, comprehensive, relevant and arranged properly
2. Curriculum is effective in enhancing constructive learning
3. Curriculum has relevance to real life situations, reflects current trends and practices in the respective disciplines
4. The curriculum and syllabus content were appropriate for my placement / higher education
5. The curriculum facilitates in developing the following attributes – creativity, leadership, innovation, self-motivation, work ethics and social responsibility
6. The curriculum facilitated enhancement of practical competencies as needed by the industry
7. The choice-based credit system / electives offered were highly relevant to the current industry trends
8. The curriculum accommodates courses with experiential learning

The results are displayed in the following table and figures.

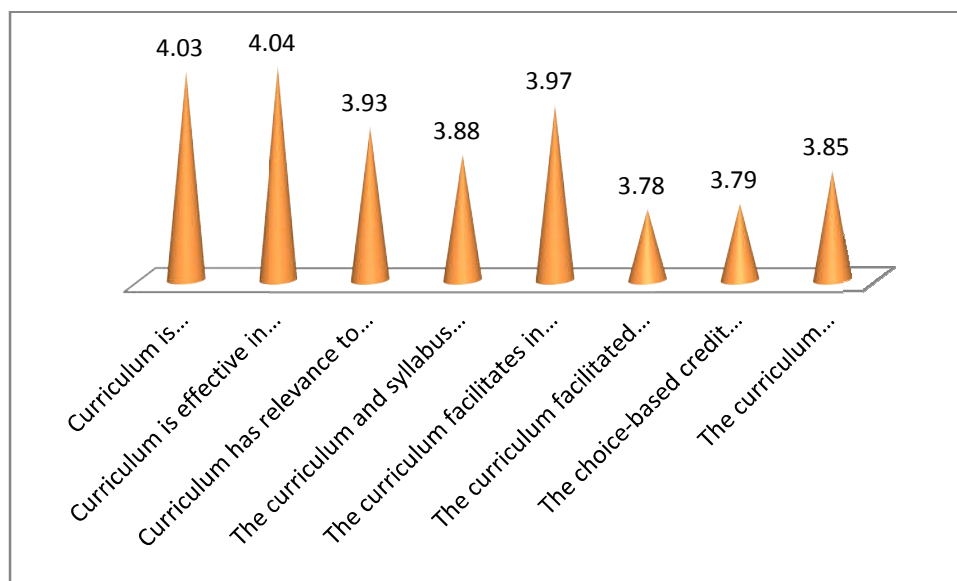

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Table 1: Mean score comparison of Alumni opinion towards curriculum

Dimensions	Mean	SD
Curriculum is structured, comprehensive, relevant and arranged properly	4.03	.798
Curriculum is effective in enhancing constructive learning	4.04	.785
Curriculum has relevance to real life situations, reflects current trends and practices in the respective disciplines	3.93	.942
The curriculum and syllabus content were appropriate for my placement / higher education	3.88	.935
The curriculum facilitates in developing the following attributes – creativity, leadership, innovation, self-motivation, work ethics and social responsibility	3.97	.919
The curriculum facilitated enhancement of practical competencies as needed by the	3.78	.964

industry		
The choice-based credit system / electives offered were highly relevant to the current industry trends	3.79	.954
The curriculum accommodates courses with experiential learning	3.85	.934

Figure 1: Mean score comparison of Alumni opinion towards curriculum



Interpretation:

In order to examine the opinion of alumni towards curriculum, eight parameters were identified. Table1 and figure 1 reveals that respondents displayed a moderate mean score for the parameters “The curriculum facilitated enhancement of practical competencies as needed by the industry” (M = 3.78) and “The choice-based credit system / electives offered were highly relevant to the current industry trends” (M = 3.79)



The American College, Madurai
NAAC – Criterion I - Curricular Aspects
Employers Feedback Report (2021 – 2022)

For the academic year 2021 – 22 the feedback on curriculum is collected from the employers by circulating the feedback forms through Google form on a five point scale ranging from strongly agree to strongly disagree. The data is compiled and analysed through statistical tools. Seven key parameters were evaluated pertaining to curriculum. The key parameters are analysed with mean score comparison.

The important dimensions analysed are

1. The Curriculum is effective in developing analytical and problem-solving skills
2. The courses meet the industry requirements
3. Curriculum reflects current trends and practices in the respective disciplines
4. The curriculum facilitates an overall holistic development of the student
5. The curricular and co-curricular training prepare students with appropriate knowledge-base and skill sets required for professional competence
6. Curriculum is effective in promoting innovation
7. Curriculum enhances human/ethical values among students

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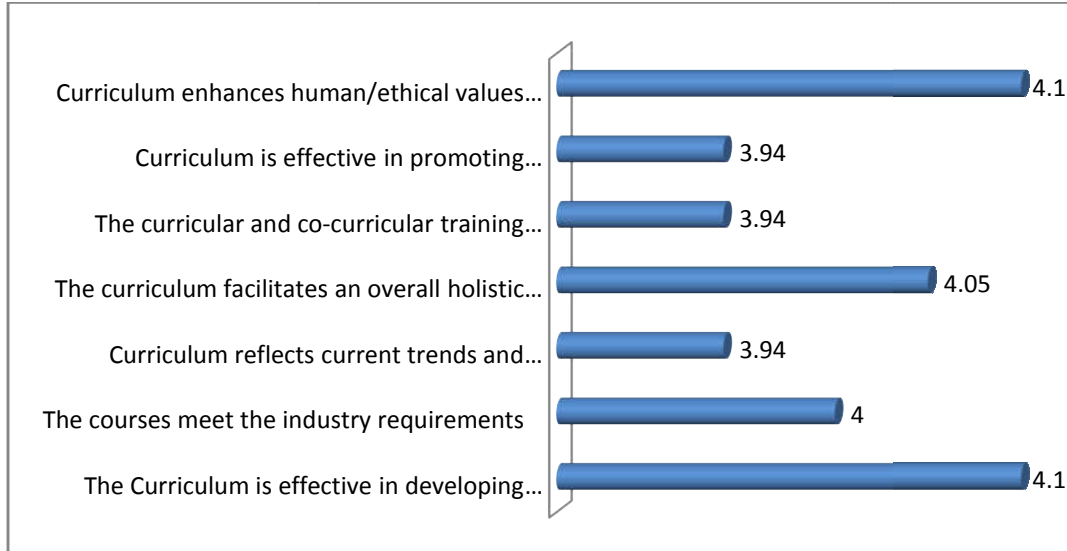
Table -1

Mean score comparison of employer opinion towards curriculum

Dimensions	Mean	SD
The Curriculum is effective in developing analytical and problem-solving skills	4.10	.567
The courses meet the industry requirements	4.00	.666
Curriculum reflects current trends and practices in the respective disciplines	3.94	.621
The curriculum facilitates an overall holistic development of the student	4.05	.705
The curricular and co-curricular training prepare students with appropriate knowledge-base and skill sets required for professional competence	3.94	.705
Curriculum is effective in promoting innovation	3.94	.705
Curriculum enhances human/ethical values among students	4.10	.567

Figure -1

Mean score comparison of employer opinion towards curriculum



Interpretation:

In order to examine the opinion of employers towards curriculum, seven parameters were identified. Table1 and figure 1 reveals that employers displayed a favourable mean score for all the parameters