



St. Mary's College (Autonomous), Thoothukudi

Reaccredited with A+ Grade by NAAC (4th Cycle)

Internal Quality Assurance Cell

Syllabus Audit – UG Programme



Course: Part I Tamil

Course Code: UGEN

Syllabus: 2018 - 2021

1. Explicate whether the courses under the Part I Tamil Curriculum recognise the learners' personal, social and cognitive capacities.

Yes

2. Discuss whether the learning objectives and the overall vision of the courses are aligned

well. The learning objectives and the overall vision of the courses are aligned well to fulfill the thirst in Tamil literature.

3. Analyse the unitization of the courses under the Part I Tamil Curriculum.

The courses under Part I Tamil are very useful for the competitive exams.

4. Assess the extent to which the courses promote the LSRW skills.

This course promotes the LSRW skills from ancient Tamil literature to modern Tamil literature.

5. Outline the accuracy of the course content in relation to the course attainment envisaged in the curriculum

The course content in grammar gives the attainment in the curriculum.

6. Evaluate the effectiveness of the courses in enhancing the learners' language competency through the prescribed literary works.

Language competency through the prescribed literary works enhances the learners to face the society with confidence.

7. Assess the role of the courses in promoting the learners' ability to use the language in a proficient way.

This course promotes
* learners to work in the field of arts and literature
* learners to involve themselves to uplift the society

8. Evaluate how the courses develop the Higher Order Thinking Skills (HOTS) of the learners.

This course covered Higher order thinking skills questions asked in competitive exams.

9. Relate the significance of the courses in providing opportunities to the learners to apply theoretical knowledge in the real-world situations and at work places.

Creative writing and related works help them to face real world situations and work places.

10. Infer the level of creativity and lifelong learning promoted by the courses.

It Promotes the culture and tradition.



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Internal Quality Assurance Cell

Outcome Based Education with Choice Based Credit System

Feedback on Curriculum



Department:

Programme: UG

S.No.	Features of the Courses	Excellent	Very Good	Good	Average	Not Satisfactory
1	The content of the Courses is relevant to Outcome Based Education.	✓				
2	The focus of the curriculum in promoting the three domains of learning: the cognitive (knowledge), the affective (attitude), and the psychomotor (skill).	✓				
3	Introduction of new courses.					
4	Allocation of hours and distribution of credits for all the courses are appropriate.	✓				
5	The Mapping of the COs with PSOs and POs is well-structured.		✓			
6	Core Courses impart the Comprehensive Disciplinary Knowledge.		✓			
7	The Ability Enhancement and the Skill Enhancement Courses Improve the competency of the students.		✓			
8	Scope for higher studies and research in the Curriculum.		✓			
9	Scope for Employability and Entrepreneurship in the Curriculum.		✓			
10	Curriculum promotes creativity, self-directed and lifelong learning.		✓			

Any other suggestions:

Name:

Dr. S. Kanthan

Designation:

Asst. Prof. of Tamil

College/University:

St. Xavier's College, Palayamkottai.

Signature & Seal:

[Handwritten Signature]

முனைவர் ச. கந்தன்
உதவிப் பேராசிரியர்
தமிழ்த்துறை
தூய சவேரியார் கல்லூரி (தன்னாட்சி)
பாளையங்கோட்டை - 627 005



St. Mary's College (Autonomous), Thoothukudi

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Internal Quality Assurance Cell

Syllabus Audit – UG Programme



Department: Botany

Programme Code: AUBO

Syllabus: 2018 - 2021

1. Explicate whether the Curriculum designed recognises the learners' personal, social and

cognitive capacities. The curriculum often includes environmental studies and projects that help students understand their role in society, particularly in terms of sustainability and conservation. By offering diverse subjects, students develop both personal interest and skills.

2. Discuss whether the learning objectives and the overall vision of the Curriculum are

aligned well.

The curriculum is likely designed with a balance of theory & practical application, ensuring the vision of producing skilled graduates in botany is achieved. The inclusion of learning objectives such as problem solving and analytical thinking align well with the vision.

3. Analyse the unitization of all courses in the syllabus.

The courses are typically divided into units that cover a broad range of topics from plant biology to advanced genetics and biotechnology. It ensures a structured learning process, helping students to build knowledge progressively.

4. Assess the scope of the Curriculum in accommodating the diverse learning styles and the

paces of the learners.

The curriculum likely accommodates visual, kinesthetic, and auditory learners through a combination of lectures, labwork and field trip. The use of assignments and projects also allows for self-paced learning.

5. Outline the accuracy of the course content in relation to the course attainment envisaged

in the curriculum

The syllabus would be designed to ensure that the content taught aligns with learning outcomes. This would include a detailed focus on foundational botany, practical skills and emerging fields ensuring that the knowledge imparted matches the skills students need for professional & academic.

6. Appraise the depth of the Curriculum in moulding the students for further higher

education. The curriculum emphasized research oriented courses like molecular biology, plant taxonomy and genetic engineering to prepare students for academic or research careers. Lab based practical provide hands-on experience necessary for post graduate research work.

7. Rank the extent to which the Curriculum provides application oriented and skill-oriented

courses ensuring employability and entrepreneurship.

Application oriented courses like horticulture, biotechnology offer skills that can be used in industries related to agriculture and biotechnology. Subjects such as medicinal plants, herbal technology can promote entrepreneurship.

8. Evaluate how the Curriculum framed under Outcome Based Education develop the

Higher Order Thinking Skills (HOTS) of the learners. Collaborative learning like group projects and labwork fosters team work and collaborative problem-solving that enhances higher order thinking.

9. Relate the significance of the Curriculum in providing opportunities to the learners to

apply theoretical knowledge in the real-world situations and at work places.

Botanical field trips offer students real-world exposure to plant diversity, ecology and conservation, helping them apply classroom knowledge to practical environments.

10. Infer the level of creativity and lifelong learning promoted by the Curriculum.

The curriculum encourages creativity through project based learning, where students design experiments, propose innovative research ideas and explore new methods in the field of botany.



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Internal Quality Assurance Cell

Outcome Based Education with Choice Based Credit System

Feedback on Curriculum



Department:

Programme: UG

S.No.	Features of the Courses	Excellent	Very Good	Good	Average	Not Satisfactory
1	The content of the Courses is relevant to Outcome Based Education.	✓				
2	The focus of the curriculum in promoting the three domains of learning: the cognitive (knowledge), the affective (attitude), and the psychomotor (skill).	✓				
3	Introduction of new courses.		✓			
4	Allocation of hours and distribution of credits for all the courses are appropriate.	✓				
5	The Mapping of the COs with PSOs and POs is well-structured.		✓			
6	Core Courses impart the Comprehensive Disciplinary Knowledge.					
7	The Ability Enhancement and the Skill Enhancement Courses Improve the competency of the students.	✓				
8	Scope for higher studies and research in the Curriculum.		✓			
9	Scope for Employability and Entrepreneurship in the Curriculum.	✓				
10	Curriculum promotes creativity, self-directed and lifelong learning.	✓				

Any other suggestions:

Name: Dr. V. Sornalakshmi

Designation: Assistant professor of Botany

College/University: A.P.C. Mahalaxmi College for Women
Thoothukudi

Signature & Seal:

V. Sornalakshmi

Dr. V. SORNALAKSHMI, M.Sc., M.Phil., Ph.D.,
Assistant Professor
Department of Botany
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St. Mary's College (Autonomous), Thoothukudi

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Internal Quality Assurance Cell

Syllabus Audit – PG Programme



Department: Botany

Programme Code: APBO

Syllabus: 2019 - 2021

1. Explicate whether the Curriculum designed recognises the learners' personal, social and cognitive capacities. The curriculum includes elements that promote ethical consideration, environmental responsibility and sustainability encouraging students to become socially responsible botanists.
2. Discuss whether the learning objectives and the overall vision of the Curriculum are aligned well. The curriculum is well aligned with learning objectives. It is likely structured to build on foundational knowledge and lead to specialization, matching the vision of producing research-ready and industry-ready graduates.
3. Analyse the unitization of all courses in the syllabus. The division of each course into units allows the students to progress from core concepts to specialized topics and hands-on techniques.
4. Assess the scope of the Curriculum in accommodating the diverse learning styles and the paces of the learners. The curriculum accommodates diverse learning styles by using lectures, practicals, field work and research projects. Thus curriculum encourage self paced learning allowing students to explore topics at their own pace.
5. Outline the accuracy of the course content in relation to the course attainment envisaged in the curriculum

The course content is typically designed to achieve high alignment with learning outcomes. Courses would be structured to ensure students attain both theoretical mastery and practical competence, preparing them for research or industry roles in the field of botany.

6. Appraise the integration of Research objectives in the Curriculum.

Typically PG curriculum includes a significant research components that teaches students how to conduct independent studies essential for pursuing Ph.D.

7. Rank the extent to which the Curriculum provides application oriented and skill-oriented

courses ensuring employability and entrepreneurship.

Courses in biotechnology and bioinformatics offer practical skills that are directly relevant to industry roles. Emphasis on advanced lab techniques prepare students for research labs.

8. Evaluate how the Curriculum framed under Outcome Based Education develop the

Higher Order Thinking Skills (HOTS) of the learners. Curriculum encourages students to critically evaluate scientific literature, conduct experiments and interpret data, developing skills in analysis and synthesis. Complex assignments require students to devise solution to real world botanical problem.

9. Relate the significance of the Curriculum in providing opportunities to the learners to

apply theoretical knowledge in the real-world situations. Students engage in field studies. This hands on experience allows them to apply classroom knowledge in real world. Industrial visits expose students to professional settings where they can apply botanical theories.

10. Infer the level of creativity and lifelong learning promoted by the Curriculum.

The curriculum promotes creativity and innovation by allowing students to undertake unique research projects, fostering independent thinking and innovative solutions.



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Outcome Based Education with Choice Based Credit System

Feedback on Curriculum



Department:

Programme: PG

S.No.	Features of the Courses	Excellent	Very Good	Good	Average	Not Satisfactory
1	The content of the Courses is relevant to Outcome Based Education.	✓				
2	The focus of the curriculum in promoting the three domains of learning: the cognitive (knowledge), the affective (attitude), and the psychomotor (skill).	✓				
3	Introduction of new courses.		✓			
4	Allocation of hours and distribution of credits for all the courses are appropriate.	✓				
5	The Mapping of the COs with PSOs and POs is well-structured.		✓			
6	Core Courses impart the Comprehensive Disciplinary Knowledge.					
7	The Ability Enhancement and the Skill Enhancement Courses Improve the competency of the students.	✓				
8	Scope for higher studies and research in the Curriculum.		✓			
9	Scope for Employability and Entrepreneurship in the Curriculum.	✓				
10	Curriculum promotes creativity, self-directed and lifelong learning.	✓				

Any other suggestions:

Name: Dr. V. Sornalakshmi

Designation: Asst. Professor of Botany

College/University: A.P.C. Mahalaxmi college for Women Thoothukudi.

Signature & Seal:

V. Sornalakshmi

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St. Mary's College (Autonomous), Thoothukudi

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Internal Quality Assurance Cell

Syllabus Audit – UG Programme



Department: Economics

Programme Code: AUEC

Syllabus: 2018 - 2021

1. Explicate whether the Curriculum designed recognises the learners' personal, social and cognitive capacities.

The curriculum designed helps to create the learners who are not only academically competent but also emotionally intelligent, socially responsible and culturally aware. Hence the curriculum increased the learners' personal, social and cognitive capacities.

2. Discuss whether the learning objectives and the overall vision of the Curriculum are

aligned well. The learning objectives are achieved by the learners-driven and research based, purposeful and flexible curriculum. The overall vision is creating opportunities for intellectual and career advancement and the learning objectives are make sure all the parts of the curriculum fit together nicely. This well-aligned curriculum guides the learners to clearer, more focused and non-stop.

3. Analyse the utilization of all courses in the syllabus.

Each member of faculty analysed the entire syllabus as a whole and it was converted into utilization in a proper and systematic manner. My opinion is that it is fine.

4. Assess the scope of the Curriculum in accommodating the diverse learning styles and the paces of the learners.

The curriculum provides a basis and various means to improve the course content which leads to develop critical thinking and problem solving skills to the learners. Nowadays, each and every learner has unique cognitive abilities & learning styles. Therefore, a flexible and inclusive curriculum which covers all domains of development can cater to the diverse learning needs of learners and satisfy the pace of the learners.

5. Outline the accuracy of the course content in relation to the course attainment envisaged in the curriculum

When the course was completed by the learners, they will be ready to face the challenges in the real world caused by social issues. They were motivated to overcome from the social issues. Also they will be able to analyse the problems from an economic perspective, suggest solutions and take up career in other fields.

6. Appraise the depth of the Curriculum in moulding the students for further higher education.

I think that this meticulously crafted curriculum plays a vital role in shaping the students for their academic and Professional Journeys by equipping them with the necessary skills and knowledge to pursue their higher education and to provide roadmap to stay focused and work towards achieving their educational goal.

7. Rank the extent to which the Curriculum provides application oriented and skill-oriented courses ensuring employability and entrepreneurship.

The curriculum ranks first to provide application oriented and skill-oriented courses to ensure employability and entrepreneurship by the introduction of the subjects like women and Economic Development, Tourism, Banking Practices, Entrepreneurial Development, Salesmanship, Principles of Marketing, Project etc.

8. Evaluate how the Curriculum framed under Outcome Based Education develop the

Higher Order Thinking Skills (HOTS) of the learners.

The designed curriculum serves the need of the learners, Parents and administrators through the effective educational system. The method of teaching and instructional techniques (ie) educational infrastructure, Staff Selection, Proper monitoring and the Programme specific outcomes surely develop the Higher order Thinking skills of the learners.

9. Relate the significance of the Curriculum in providing opportunities to the learners to

apply theoretical knowledge in the real-world situations and at work places.

A well-designed curriculum assures survival of the human race maintain its intellectual and cultural tradition and helps to strengthen the learners with technological advancement and social innovation. The curriculum can help the learners to apply theoretical knowledge in the real-world situations and at work places by way of accumulated experience, knowledge, information and skills tremendously.

10. Infer the level of creativity and lifelong learning promoted by the Curriculum.

The curriculum which improve the personal and Professional skills by acquiring new knowledge leads to more self-confidence, critical thinking, Problem solving, adaptability and much more. The above talents can help the learners to face the challenges with an open mind, explore new ideas, develop creativity level and encourage their desire for lifelong learning surely.

V. Vignesh
10/11/2024



St. Mary's College (Autonomous), Thoothukudi

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Internal Quality Assurance Cell

Outcome Based Education with Choice Based Credit System

Feedback on Curriculum



Department: **ECONOMICS**

Programme: UG

S.No.	Features of the Courses	Excellent	Very Good	Good	Average	Not Satisfactory
1	The content of the Courses is relevant to Outcome Based Education.	✓				
2	The focus of the curriculum in promoting the three domains of learning: the cognitive (knowledge), the affective (attitude), and the psychomotor (skill).	✓				
3	Introduction of new courses.		✓			
4	Allocation of hours and distribution of credits for all the courses are appropriate.	✓				
5	The Mapping of the COs with PSOs and POs is well-structured.	✓				
6	Core Courses impart the Comprehensive Disciplinary Knowledge.	✓				
7	The Ability Enhancement and the Skill Enhancement Courses Improve the competency of the students.		✓			
8	Scope for higher studies and research in the Curriculum.	✓				
9	Scope for Employability and Entrepreneurship in the Curriculum.	✓				
10	Curriculum promotes creativity, self-directed and lifelong learning.	✓				

Any other suggestions: **NIL**

Name: **Dr. V. VEYA SHEELA**

Designation: **Assistant Professor of Economics**

College/University: **Rani Anna Government College for Women, Tirunelveli-8.**

Signature & Seal: **V. Veyash**

Dr. J. VEYA SHEELA
Asst. Prof in Economics,
Rani Anna Govt College for Women,
Tirunelveli - 8



St. Mary's College (Autonomous), Thoothukudi

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Internal Quality Assurance Cell

Syllabus Audit – PG Programme



Department: Economics

Programme Code: SPEC

Syllabus: 2019 - 2021

1. Explicate whether the Curriculum designed recognises the learners' personal, social and cognitive capacities.

The curriculum contains a core theory courses, quantitative skill courses and field specialisation courses that designed certainly improve the learners' personal, social and cognitive capacities. Also, it can help the teachers to guide the learners to develop the above capacities.

2. Discuss whether the learning objectives and the overall vision of the Curriculum are aligned well.

Learning objectives provide a clear destination for the students. Maximum effort was taken by the faculty for the students to obtain the vision of the curriculum. Therefore, the overall vision (ie) creating opportunities for career advancement and learning objectives are aligned well.

3. Analyse the unitization of all courses in the syllabus.

Each member of faculty analysed the entire syllabus as a whole and it was converted into unitization in a systematic manner.

4. Assess the scope of the Curriculum in accommodating the diverse learning styles and the paces of the learners.

The curriculum can instruct and approach the learners in different ways. Being flexible, adaptable and try new ways of imparting knowledge are more essential. Further, teachers must plan activities to attract and engage the diverse learners. These are helpful to satisfy the pace of the learners.

5. Outline the accuracy of the course content in relation to the course attainment envisaged in the curriculum

After the completion of course, learners will be able to predict consumer behaviour and business firm behaviour in the real world issues with confidence. Also, the students will be able to analyse historical and current events from an economic perspective, suggest solutions to various economic problems and takeup career in other fields.

6. Appraise the integration of Research objectives in the Curriculum.

Research objectives should be specific, measurable, achievable, realistic and time bound. By the integration of research objectives in the curriculum, we can understand the strengths and weaknesses of the curriculum and identify the ways to improve its effectiveness. It can help to align the curriculum to the State level standards. Further, it try to see the connections and relevance between research objectives with the curriculum.

7. Rank the extent to which the Curriculum provides application oriented and skill-oriented

courses ensuring employability and entrepreneurship.

Definitely, the curriculum provides employability and entrepreneurship to the learners by the introduction of the Subjects like Social Economics, Marketing Management, Computer Applications, Human Resource Management and Financial Institutions and markets. The mentioned subjects develop the skill of entrepreneurship and create the knowledge about employment opportunities.

8. Evaluate how the Curriculum framed under Outcome Based Education develop the

Higher Order Thinking Skills (HOTS) of the learners.

The framed curriculum develop the Higher order Thinking skills of the learners obviously and so there is no need for changes and upgrades in instructional materials and methods. Parents also assured that their Daughters are being provided with a sound and effective education. As a result, administrators are satisfied about the effectiveness of their curriculum designed.

9. Relate the significance of the Curriculum in providing opportunities to the learners to

apply theoretical knowledge in the real-world situations.

A well designed and regularly reviewed curriculum can help the learners to apply theoretical knowledge to real world situations by the way of encourage critical thinking, promotes experiential learning, keeps education up-to-date, create awareness for the future and addressing diverse needs. Further, the curriculum gave strong foundation to apply theoretical knowledge in real world situations with confidence.

10. Infer the level of creativity and lifelong learning promoted by the Curriculum.

Creation of flexible and supportive learning environment allow the learners to set their own pace, goals and path which pave the way to turn mistakes into opportunities. Practice-based learning like classroom work, systematic and routine activities and reflection can help the learners to develop skills for the future and promote lifelong learning tendencies. Learner focused approaches in the curriculum motivates personal development ensured that learning is meaningful and transferable to real world contexts.

J. Jayashree
10/11/2024



St. Mary's College (Autonomous), Thoothukudi

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Internal Quality Assurance Cell

Outcome Based Education with Choice Based Credit System
Feedback on Curriculum



Department: **ECONOMICS**

Programme: PG

S.No.	Features of the Courses	Excellent	Very Good	Good	Average	Not Satisfactory
1	The content of the Courses is relevant to Outcome Based Education.	✓				
2	The focus of the curriculum in promoting the three domains of learning: the cognitive (knowledge), the affective (attitude), and the psychomotor (skill).	✓				
3	Introduction of new courses.		✓			
4	Allocation of hours and distribution of credits for all the courses are appropriate.		✓			
5	The Mapping of the COs with PSOs and POs is well-structured.	✓				
6	Core Courses impart the Comprehensive Disciplinary Knowledge.	✓				
7	The Ability Enhancement and the Skill Enhancement Courses Improve the competency of the students.		✓			
8	Scope for higher studies and research in the Curriculum.	✓				
9	Scope for Employability and Entrepreneurship in the Curriculum.	✓				
10	Curriculum promotes creativity, self-directed and lifelong learning.	✓				

Any other suggestions: **NIL**

Name: **Dr. J. JEYA SHEELA**

Designation: **Assistant Professor of Economics**

College/University: **Rani Anna Government College for Women, Tirunelveli.**

Signature & Seal:

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Dr. J. JEYA SHEELA
Asst. Prof in Economics.
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St. Mary's College (Autonomous), Thoothukudi

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Internal Quality Assurance Cell

Syllabus Audit – UG Programme



Department: Physics

Programme Code: AUPH

Syllabus: 2018 - 2021

1. Explicate whether the Curriculum designed recognises the learners' personal, social and cognitive capacities.

The curriculum recognises learners' personal, social and cognitive capacities. It supports holistic development.

2. Discuss whether the learning objectives and the overall vision of the Curriculum are aligned well.

Yes, the learning objectives and the overall vision of the curriculum are well aligned.

3. Analyse the unitization of all courses in the syllabus.

All courses are clearly unitized. This allows for structured and focused learning.

4. Assess the scope of the Curriculum in accommodating the diverse learning styles and the paces of the learners.

The curriculum accommodates various learning styles and paces of the learners. It offers flexibility for diverse learners.

5. Outline the accuracy of the course content in relation to the course attainment envisaged in the curriculum

The course content accurately aligns with the expected outcomes. The curriculum effectively supports the attainment of goals.

6. Appraise the depth of the Curriculum in moulding the students for further higher education.

The curriculum effectively prepares students for higher education. It offers a deep understanding of core concepts.

7. Rank the extent to which the Curriculum provides application oriented and skill-oriented courses ensuring employability and entrepreneurship.

Yes, the curriculum emphasizes application and skill oriented courses. This ensures employability and entrepreneurship.

8. Evaluate how the Curriculum framed under Outcome Based Education develop the Higher Order Thinking Skills (HOTS) of the learners.

Outcome-Based Education enhances higher order thinking skills. It encourages critical and analytical thinking.

9. Relate the significance of the Curriculum in providing opportunities to the learners to apply theoretical knowledge in the real-world situations and at work places.

The curriculum provides practical opportunities for applying theoretical knowledge. It prepares learners for real-world challenges.

10. Infer the level of creativity and lifelong learning promoted by the Curriculum.

Yes, the curriculum promotes creativity and lifelong learning. It encourages innovation and self improvement.



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Internal Quality Assurance Cell

Outcome Based Education with Choice Based Credit System
Feedback on Curriculum



Department: **PHYSICS**

Programme: UG

S.No.	Features of the Courses	Excellent	Very Good	Good	Average	Not Satisfactory
1	The content of the Courses is relevant to Outcome Based Education.	✓				
2	The focus of the curriculum in promoting the three domains of learning: the cognitive (knowledge), the affective (attitude), and the psychomotor (skill).	✓				
3	Introduction of new courses.		✓			
4	Allocation of hours and distribution of credits for all the courses are appropriate.	✓				
5	The Mapping of the COs with PSOs and POs is well-structured.	✓				
6	Core Courses impart the Comprehensive Disciplinary Knowledge.	✓				
7	The Ability Enhancement and the Skill Enhancement Courses Improve the competency of the students.		✓			
8	Scope for higher studies and research in the Curriculum.		✓			
9	Scope for Employability and Entrepreneurship in the Curriculum.		✓			
10	Curriculum promotes creativity, self-directed and lifelong learning.		✓			

Any other suggestions:

Name: **DR. G. KRISHNA BAMA**

Designation: **Associate professor**

College/University: **Sri Meenakshi Govt. Arts College for Women (A), MADURAI.**

Signature & Seal:

Dr. G. Krishna Bama

Dr. G. KRISHNA BAMA
Associate Professor
Department of Physics
Sri Meenakshi Govt. Arts College for Women
Madurai.



St. Mary's College (Autonomous), Thoothukudi

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Internal Quality Assurance Cell

Syllabus Audit – PG Programme



Department: Physics

Programme Code: SPPH

Syllabus: 2019 - 2021

1. Explicate whether the Curriculum designed recognises the learners' personal, social and cognitive capacities.

The curriculum acknowledges learner's diverse needs. It caters to personal, social and cognitive development.

2. Discuss whether the learning objectives and the overall vision of the Curriculum are aligned well.

Yes, the learning goals align with the overall vision of the curriculum.

3. Analyse the unitization of all courses in the syllabus.

The courses are organized into well defined units. This allows for structured and focused learning.

4. Assess the scope of the Curriculum in accommodating the diverse learning styles and the paces of the learners.

The curriculum supports different learning styles and speeds. It is flexible enough to meet various learner needs.

5. Outline the accuracy of the course content in relation to the course attainment envisaged in the curriculum

The course content aligns well with the intended outcomes. It helps achieve the educational objectives effectively.

6. Appraise the integration of Research objectives in the Curriculum.

Yes, the curriculum has significant depth for higher education readers. The curriculum provides well defined research objectives

7. Rank the extent to which the Curriculum provides application oriented and skill-oriented courses ensuring employability and entrepreneurship.

The curriculum strongly supports practical and skill-based learning. It effectively promotes employability and entrepreneurship

8. Evaluate how the Curriculum framed under Outcome Based Education develop the Higher Order Thinking Skills (HOTS) of the learners.

The outcome-based education framework develops HOTS. It enhances problem-solving and decision-making abilities.

9. Relate the significance of the Curriculum in providing opportunities to the learners to apply theoretical knowledge in the real-world situations.

The curriculum links theory with real-world practice. It provides meaningful opportunities for workplace application.

10. Infer the level of creativity and lifelong learning promoted by the Curriculum.

Yes. Creativity and life long learning are integral to the curriculum. It inspires ongoing innovation and self improvement.



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Internal Quality Assurance Cell

Outcome Based Education with Choice Based Credit System
Feedback on Curriculum



Department: **PHYSICS**

Programme: PG

S.No.	Features of the Courses	Excellent	Very Good	Good	Average	Not Satisfactory
1	The content of the Courses is relevant to Outcome Based Education.	✓				
2	The focus of the curriculum in promoting the three domains of learning: the cognitive (knowledge), the affective (attitude), and the psychomotor (skill).	✓				
3	Introduction of new courses.		✓			
4	Allocation of hours and distribution of credits for all the courses are appropriate.	✓				
5	The Mapping of the COs with PSOs and POs is well-structured.	✓				
6	Core Courses impart the Comprehensive Disciplinary Knowledge.		✓			
7	The Ability Enhancement and the Skill Enhancement Courses Improve the competency of the students.	✓				
8	Scope for higher studies and research in the Curriculum.		✓			
9	Scope for Employability and Entrepreneurship in the Curriculum.		✓			
10	Curriculum promotes creativity, self-directed and lifelong learning.	✓				

Any other suggestions:

Name: **DR. G. KRISHNA BAMA**

Designation: **ASSOCIATE PROFESSOR**

College/University: **Sri Meenakshi Govt. Arts College for Women, Madurai - 2**

Signature & Seal: **[Signature]**

Dr. G. KRISHNA BAMA
Associate Professor
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St. Mary's College (Autonomous), Thoothukudi

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Internal Quality Assurance Cell

Syllabus Audit – PG Programme



Department: Zoology

Programme Code: APZO

Syllabus: 2019 - 2021

1. Explicate whether the Curriculum designed recognises the learners' personal, social and cognitive capacities.

Yes - Inclusion of project facilitate to address the social problem with solution. Ornamental fish culture, Poultry farming, clinical Biology encourages personal and cognitive capacities.

2. Discuss whether the learning objectives and the overall vision of the Curriculum are aligned well.

The curriculum is designed to address the long term goals for student learning such as development of specific skills knowledge and recent techniques.

3. Analyse the unitization of all courses in the syllabus.

The syllabus comprises 16 Theory (inclusive of Elective) and 8 lab courses with a project and an on line (MOOC) course which will provide / offer a comprehensive understanding of both theoretical concepts and practical applications.

4. Assess the scope of the Curriculum in accommodating the diverse learning styles and the paces of the learners.

The course outcome evaluate the various cognitive skills namely understand, Analyse, evaluate, apply etc. thereby accommodate different learning skills and paces of the student.

5. Outline the accuracy of the course content in relation to the course attainment envisaged in the curriculum

The content of all the courses are elaborate and cover the mode and corner without leaving any aspect of the subject concerned.

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6. Appraise the integration of Research objectives in the Curriculum.

The syllabus have a project work in the final semester that inculcate problem identification and solving capacities.

7. Rank the extent to which the Curriculum provides application oriented and skill-oriented courses ensuring employability and entrepreneurship.

Courses like Research methodology, Aquaculture, poultry farming, clinical biology provide scope for skill development, ensuring employability and enterpreneur skills.

8. Evaluate how the Curriculum framed under Outcome Based Education develop the Higher Order Thinking Skills (HOTS) of the learners.

Project based learning, bloom's taxonomy, on line courses - foster HOTS among students.

9. Relate the significance of the Curriculum in providing opportunities to the learners to apply theoretical knowledge in the real-world situations.

Courses offered as elective provide ample scope for the students to apply theoretical knowledge in real-world situations.

10. Infer the level of creativity and lifelong learning promoted by the Curriculum.

Courses like Research methodology, ^{subsequent} project inculcate creativity and life long learning process.

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Internal Quality Assurance Cell

Outcome Based Education with Choice Based Credit System

Feedback on Curriculum



Department:

Programme: PG

S.No.	Features of the Courses	Excellent	Very Good	Good	Average	Not Satisfactory
1	The content of the Courses is relevant to Outcome Based Education.	✓				
2	The focus of the curriculum in promoting the three domains of learning: the cognitive (knowledge), the affective (attitude), and the psychomotor (skill).	✓				
3	Introduction of new courses.		✓			
4	Allocation of hours and distribution of credits for all the courses are appropriate.			✓		
5	The Mapping of the COs with PSOs and POs is well-structured.			✓		
6	Core Courses impart the Comprehensive Disciplinary Knowledge.		✓			
7	The Ability Enhancement and the Skill Enhancement Courses Improve the competency of the students.			✓		
8	Scope for higher studies and research in the Curriculum.		✓			
9	Scope for Employability and Entrepreneurship in the Curriculum.	✓				
10	Curriculum promotes creativity, self-directed and lifelong learning.	✓				

Any other suggestions:

Good.

Name:

Dr. Murugappan

Designation:

Associate Professor & Head, Department of Zoology

College/University:

Thiagarajar College

Signature & Seal:

Dr. Murugappan

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Syllabus Audit – UG Programme



Department: Zoology

Programme Code: AUZO

Syllabus: 2018 - 2021

1. Explicate whether the Curriculum designed recognises the learners' personal, social and cognitive capacities.

Yes, the curriculum includes "Clinical Laboratory Technology" "Vermitechology" "Commercial Aquaculture" courses that foster student competencies in cognitive, social and advance technology.

2. Discuss whether the learning objectives and the overall vision of the Curriculum are aligned well.

The syllabus is designed in such a way it foster the development of knowledge, skills, values especially behaviour.

3. Analyse the unitization of all courses in the syllabus.

The syllabus offer courses under various criteria like core theory, lab, NME, AEC, self study that fits the educational goals of the program.

4. Assess the scope of the Curriculum in accommodating the diverse learning styles and the paces of the learners.

By a structured approach in evaluating the learning skills of the student in course outcomes

5. Outline the accuracy of the course content in relation to the course attainment envisaged in the curriculum

The course content facilitate student involvement in ways that promote the attainment of curriculum goals

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6. Appraise the depth of the Curriculum in moulding the students for further higher education.

The syllabus provides a structured framework for students to acquire basic/fundamental knowledge which elicits interest to move towards higher studies.

7. Rank the extent to which the Curriculum provides application oriented and skill-oriented courses ensuring employability and entrepreneurship.

The courses offered like Fishery products, Dairy management - vermiculture, Aquaculture, Aquarium fish keeping provide ample scope for skill development.

8. Evaluate how the Curriculum framed under Outcome Based Education develop the Higher Order Thinking Skills (HOTS) of the learners.

Skill based courses, self study courses, extension activity as part of the syllabus, Yoga and Meditation foster HOTS among students.

9. Relate the significance of the Curriculum in providing opportunities to the learners to apply theoretical knowledge in the real-world situations and at work places.

Most of the courses offered under skill development - Aquaculture, Aquarium fish keeping, clinical laboratory technology offer application of theoretical knowledge to real world situations.

10. Infer the level of creativity and lifelong learning promoted by the Curriculum.

Interdisciplinary courses Marine biology, Biotechnology, Biochemistry enhance the creativity and life long learning.

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Internal Quality Assurance Cell

Outcome Based Education with Choice Based Credit System

Feedback on Curriculum



Department:

Programme: UG

S.No.	Features of the Courses	Excellent	Very Good	Good	Average	Not Satisfactory
1	The content of the Courses is relevant to Outcome Based Education.	✓				
2	The focus of the curriculum in promoting the three domains of learning: the cognitive (knowledge), the affective (attitude), and the psychomotor (skill).	✓				
3	Introduction of new courses.		✓			
4	Allocation of hours and distribution of credits for all the courses are appropriate.			✓		
5	The Mapping of the COs with PSOs and POs is well-structured.			✓		
6	Core Courses impart the Comprehensive Disciplinary Knowledge.		✓			
7	The Ability Enhancement and the Skill Enhancement Courses Improve the competency of the students.			✓		
8	Scope for higher studies and research in the Curriculum.		✓			
9	Scope for Employability and Entrepreneurship in the Curriculum.	✓				
10	Curriculum promotes creativity, self-directed and lifelong learning.	✓				

Any other suggestions:

Name:

Rm. Murugappan

Designation:

Associate professor and Head
Department of Zoology

College/University:

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Signature & Seal:

[Handwritten Signature]

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Syllabus Audit – UG Programme



Department: Psychology

Programme Code: SUPS

Syllabus: 2018 - 2021

1. Explicate whether the Curriculum designed recognises the learners' personal, social and cognitive capacities.

Yes. This curriculum accommodates diverse needs, promotes critical thinking, creativity and social responsibility and prepares learners for real-world applications.

2. Discuss whether the learning objectives and the overall vision of the Curriculum are aligned well.

Effective curriculum alignment ensures learning objectives and overall vision are cohesive, focusing on essential skills and knowledge. This curriculum adheres to the above statement.

3. Analyse the unitization of all courses in the syllabus.

All the courses in the syllabus are aligned with programme objectives, industry needs and learner outcomes. It supports improved learner engagement and success.

4. Assess the scope of the Curriculum in accommodating the diverse learning styles and the paces of the learners.

The curriculum demonstrates flexibility in accommodating diverse learning styles through varied instructional methods and differentiated assessments. It's adaptive pacing enable learners to progress at their own pace, catering to individual learning needs.

5. Outline the accuracy of the course content in relation to the course attainment envisaged in the curriculum

The course content demonstrates high accuracy in aligning with the envisioned course attainment, providing relevant, up-to-date and comprehensive knowledge.

6. Appraise the depth of the Curriculum in moulding the students for further higher

education. This curriculum provides a comprehensive foundation for further higher education, cultivating critical thinking, research skills and intellectual curiosity.

7. Rank the extent to which the Curriculum provides application oriented and skill-oriented courses ensuring employability and entrepreneurship.

This curriculum scores ^{4.20} ~~3.5~~ 4.20/5 in providing application and skill oriented courses, effectively enhancing 85% employability and 75% entrepreneurship prospects.

8. Evaluate how the Curriculum framed under Outcome Based Education develop the

Higher Order Thinking Skills (HOTS) of the learners. This curriculum framed under OBE develops higher order thinking skills by emphasizing analysis, synthesis, evaluation and creation through project based learning, case-studies and problem solving activities.

9. Relate the significance of the Curriculum in providing opportunities to the learners to

apply theoretical knowledge in the real-world situations and at work places.

This curriculum provides learners with ample opportunities to apply theory in real-world situations and workplaces through internships, projects, case-studies and industry collaborations.

10. Infer the level of creativity and lifelong learning promoted by the Curriculum.

This curriculum fosters a high level of creativity and life long learning through project-based learning, research initiatives and elective courses encouraging learners to think innovatively and pursue continuous professional development.



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Outcome Based Education with Choice Based Credit System

Feedback on Curriculum



Department: PSYCHOLOGY

Programme: UG

S.No.	Features of the Courses	Excellent	Very Good	Good	Average	Not Satisfactory
1	The content of the Courses is relevant to Outcome Based Education.	✓				
2	The focus of the curriculum in promoting the three domains of learning: the cognitive (knowledge), the affective (attitude), and the psychomotor (skill).	✓				
3	Introduction of new courses.		✓			
4	Allocation of hours and distribution of credits for all the courses are appropriate.	✓				
5	The Mapping of the COs with PSOs and POs is well-structured.	✓				
6	Core Courses impart the Comprehensive Disciplinary Knowledge.	✓				
7	The Ability Enhancement and the Skill Enhancement Courses Improve the competency of the students.		✓			
8	Scope for higher studies and research in the Curriculum.	✓				
9	Scope for Employability and Entrepreneurship in the Curriculum.	✓				
10	Curriculum promotes creativity, self-directed and lifelong learning.	✓				

Any other suggestions:

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Signature & Seal:

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