

E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI – 625 014.
(An Autonomous Institution – Affiliated to Madurai Kamaraj University)
Re-accredited (3rd Cycle) with Grade **A+** & **CGPA 3.51** by NAAC

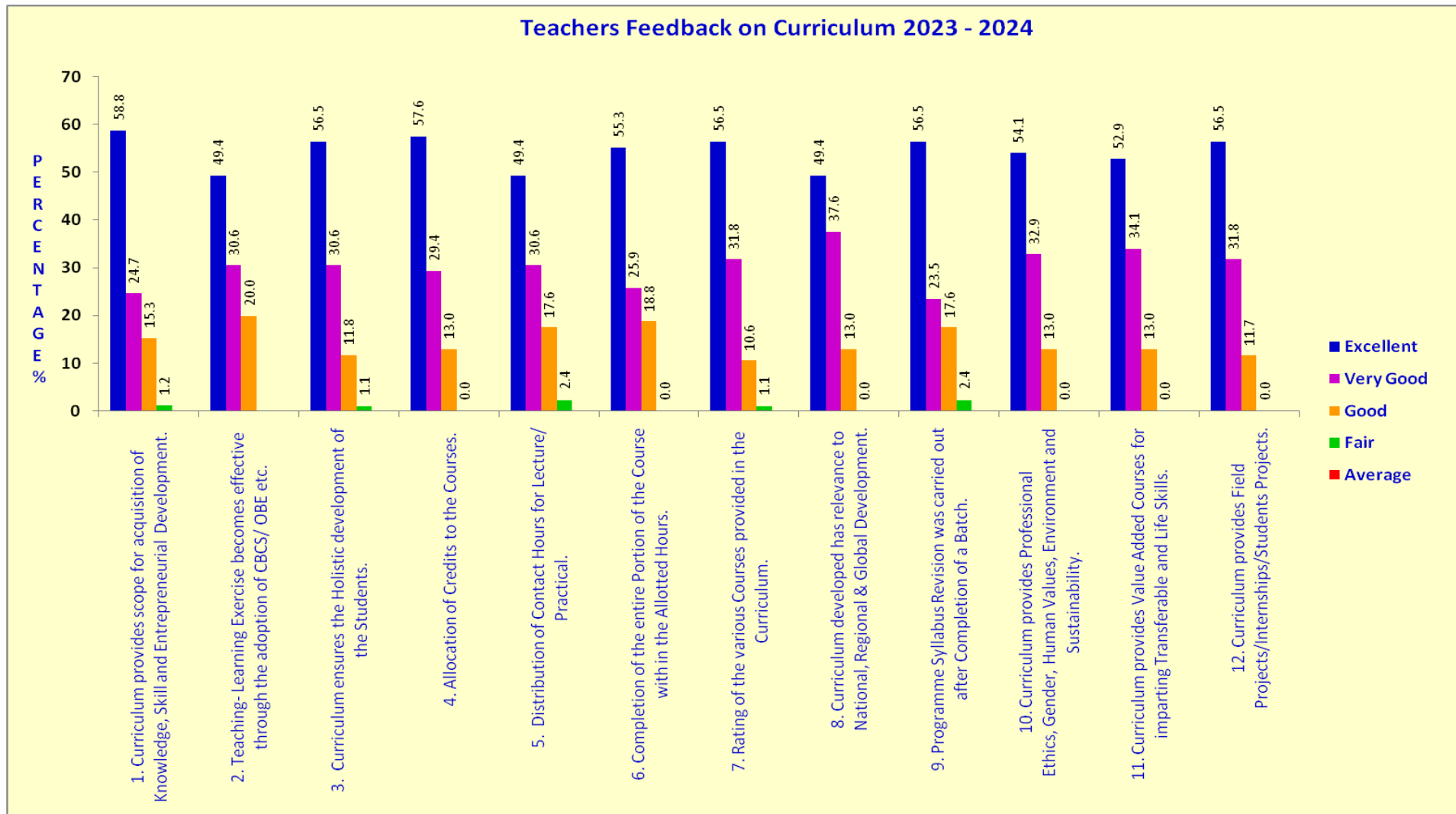


FEEDBACK ANALYSIS
2023 - 2024

The Internal Quality Assurance Cell (IQAC) at EMG Yadava Women's College aims to improve the quality of education and nurture a culture of excellence within the institution. This feedback report summarizes the perspectives and insights gathered from different stakeholders, such as students, faculty, alumni, and employers, for the academic year 2023-2024. Following the analysis of the feedback, appropriate actions were taken.



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TEACHERS FEEDBACK ANALYSIS REPORT ON CURRICULUM 2023-2024

The Teacher Feedback Analysis Report on Curriculum evaluates alumni feedback from the academic year 2023-2024, gathered via Google Forms <https://forms.gle/cm75QXxGt6GvAnPS7>. It analyses key areas such as teaching effectiveness, student engagement, and curriculum relevance. The report highlights strengths, identifies areas for improvement, and outlines actions taken to enhance teaching strategies and classroom experiences, promote continuous growth and improve educational outcomes.

1. Curriculum provides scope for the acquisition of Knowledge, Skill, and Entrepreneurial Development:

A notable 58.8% of teachers rated this aspect as “Excellent,” while 24.7% rated it as “Very Good,” demonstrating the curriculum's strong support for knowledge and skill development. However, 15.3% rated it as “Good,” and 1.2% as “Average,” indicating minimal areas for improvement.

2. Teaching-Learning Exercise through CBCS/OBE adoption:

Nearly half (49.4%) of the teachers rated this as “Excellent,” while 30.6% rated it “Very Good.” However, 20% rated it as “Good,” indicating a need for improved adaptation of CBCS/OBE methods in certain areas.

3. Holistic Development of Students:

With 56.5% rating it as “Excellent” and 30.6% as “Very Good,” the majority of faculty believe the curriculum effectively promotes student holistic development. However, 11.8% of teachers rated it as “Good,” indicating room for improvement.

4. Allocation of Credits to the Courses:

Over half (57.6%) of respondents rated the credit allocation as “Excellent,” but 13% rated it “Good,” suggesting that there is some scope for further refining credit allocation.

5. Distribution of Contact Hours for Lecture/Practical:

Only 49.4% rated this aspect as “Excellent,” 30.6% very good, with a notable 17.6% rating it as “Good” and 2.4% as “fair.” There is room to better balance contact hours, particularly for practical sessions.

6. Completion of the entire Portion of the Course within the Allotted Hours:

Although a majority (55.3%) find this aspect excellent, **25.9 % very good**, nearly one-fifth (18.8%) rated it “Good,” signalling the need for minor adjustments in time management.

7. Rating of Various Courses:

The feedback is predominantly positive with 56.5% rating the course offerings as “Excellent,” 31.8% very good though there are minor areas (10.6% Good and 1.1% fair) that may need refinement.

8. Relevance of Curriculum to National, Regional & Global Development:

While 49.4% rated this aspect as “Excellent,” a substantial 37.6% rated it “Very Good,” 13% good which means there is a possibility to integrate more globally relevant content.

9. Programme Syllabus Revision after Completion of a Batch:

Overall, syllabus revision is rated positively, with 56.5% marking it as “Excellent” and 23.5% as “Very Good.” However, the 17.6% rating it as “Good” and 2.4% as “Fair” indicates a need for a more systematic review process.

10. Incorporation of Professional Ethics, Gender, Human Values, Environment, and Sustainability:

A majority (54.1%) find these values well integrated, with 32.9% rating them as “Very Good,” although 13% see the potential for improvement in the curriculum's coverage of these areas.

11. Value-Added Courses for Transferable and Life Skills:

While 52.9% rate this as “Excellent,” the 34.1% “Very Good” and 13% “Good” ratings indicate opportunities to introduce more contemporary value-added courses.

12. Field Projects/Internships/Students Projects:

Most teachers are satisfied with the practical learning opportunities provided, with 56.5% rating them as “Excellent” and 31.8% as “Very Good.” However, the 11.7% rating them as “Good” suggests that there is potential for improvement in project offerings and internships.