



THE COCHIN COLLEGE

Koovapadam, Kochi-2

Affiliated To Mahatma Gandhi University

Re-accredited by NAAC With B+ Grade



Fourth Cycle
NAAC Accreditation 2024

Criterion 1 Curricular Aspects

1.4 - Feedback System

Metric No. 1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Action Taken Report: 2021-22

Submitted to



National Assessment and Accreditation Council



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KOCHI - 682 002

(Affiliated to Mahatma Gandhi University and Accredited by NAAC)

Website: www.thecochincollege.edu.in

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1 Action Taken Report on Feedback Analysis 2021-22

Submitted by IQAC

1.1 Overview

The Cochin College has established a robust feedback system that gathers insights from various stakeholders, including students, alumni, teachers, and employers. The feedback mechanism helps identify strengths and areas needing improvement, facilitating the enhancement of educational offerings and institutional performance. Based on the feedback collected during the academic year 2022-23, the following actions have been undertaken:

1.2 Feedback Collection and Analysis

At the end of the academic year, feedback was gathered through both offline methods and online surveys using Google Forms. The process involved various stakeholders, including students, teachers, parents, alumni, and employers. The Feedback Committee developed a comprehensive questionnaire, which was reviewed and approved by the Internal Quality Assurance Cell (IQAC). The IQAC then analyzed the collected feedback and provided department-specific insights, which were communicated to the respective departments for further action.

1.3 Curriculum Feedback and Actions Taken

1.3.1 Student Feedback

The feedback from students highlighted several key areas. Students appreciated the thoroughness of the course content, reflected in a high mean score of 3.75. To maintain and enhance this aspect, departments are encouraged to continue integrating practical components where applicable. With a mean score of 3.52, it was noted that some students felt the coverage and time allocation for courses could be improved. In response, departments have reviewed and adjusted the time management and scheduling of course topics to ensure better coverage and sequencing. The mean score of 3.61 indicated that while students find the syllabus relevant, there is room for enhancing the competencies expected from the course. Departments are incorporating more competency-based learning activities and assessments. The adequacy of textbooks received a positive score of 3.70. To further support student learning, additional reference materials and updated textbooks have been made available. With an exceptionally high score of 4.96, it is clear that students are well-informed about the expected outcomes. This awareness is continuously supported through orientation sessions and detailed course outlines.





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1.3.2 Teachers' Feedback

The feedback from teachers emphasised several key aspects. Teachers rated the depth of course content highly, with a mean score of 4.03. Departments are encouraged to maintain this standard and include more practical applications where possible. Scoring the lowest at 3.77, this area has been identified for improvement. Departments have been tasked with optimising course schedules and ensuring a more balanced distribution of topics. The division and sequence of units received a mean score of 3.97. Departments have reviewed and restructured syllabi to ensure a more logical progression of units. With a mean score of 4.03, the adequacy of resources is satisfactory. Continuous updates to recommended readings are being made to keep up with new developments in each field.

1.3.3 Parents' Feedback

The feedback from parents indicated several insights. The programme received a mean score of 3.87, showing general satisfaction. Departments have communicated the strengths of the program more effectively to parents and invited their input for further improvements. With a high score of 4.00, the quality of teaching is well-regarded. Faculty development programs and workshops are ongoing to maintain and enhance teaching standards. The mean score of 3.89 suggests parents see the learning outcomes as positive but there is room for improvement. Departments are focusing on clearly communicating these outcomes and how they are achieved through the curriculum.

1.3.4 Alumni Feedback:

The feedback from alumni revealed significant insights. Both the curriculum and content delivery received high scores of 4.13 and 4.14, respectively. Departments are working on further improving delivery methods to enhance engagement and comprehension. The mean score of 3.83 suggests some alumni feel a stronger connection between studies and careers is needed. Departments are incorporating more practical skills and job-oriented training into the curriculum. Scoring 3.88, alumni feedback indicates development activities are beneficial but could be more impactful. Departments are reviewing and enhancing these activities to better meet student needs.

1.3.5 Employer Feedback

The feedback from employers highlighted several critical areas. With a high mean score of 4.46, the curriculum is effective in imparting knowledge relevant to employability. Departments are continuing to align curriculum content with industry needs. Scoring 4.35, this area is well-regarded. Ethical training and value-based education are being reinforced across all programs. The curriculum's effectiveness in fostering innovative thinking received a mean score of 4.30. Departments are incorporating more creative and critical thinking exercises into courses. With a score of 4.30, there is a





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slight need for improvement in skill-oriented education. Practical workshops, internships, and hands-on projects are being expanded to better prepare students for their careers.

1.4 Communication of Results

The results of the feedback analysis and the subsequent action plans are communicated to stakeholders through various channels, including the college website, email notifications, and notice boards. This ensures that all stakeholders are informed about the improvements and changes made based on their feedback. Continuous communication fosters transparency and keeps the community engaged in the process of institutional enhancement. The IQAC will continue to monitor the implementation of these actions and gather feedback to further refine and enhance the quality of education provided.

Dr. M. Geetha,

Principal-in-charge

Date: May 27, 2022

Place: Kochi

