



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: 2022-23

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

email: email@thecochincollege.edu.in

Contents

1 Action Taken Report on Feedback Analysis 2022-23	2
1.1 Overview	2
1.2 Feedback Collection and Analysis	2
1.3 Curriculum Feedback and Actions Taken	2
1.3.1 Student Feedback	2
1.3.2 Teachers' Feedback	3
1.3.3 Parents' Feedback	3
1.3.4 Alumni Feedback:	3
1.3.5 Employer Feedback	4
1.4 Communication of Results	4





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1 Action Taken Report on Feedback Analysis 2022-23

Submitted by IQAC

1.1 Overview

The Cochin College has implemented a comprehensive feedback system to collect valuable insights from various stakeholders, including students, alumni, teachers, and employers. This feedback mechanism is essential for pinpointing strengths and areas requiring improvement, thereby facilitating enhancements in educational offerings and overall institutional performance.

1.2 Feedback Collection and Analysis

Feedback is collected at the end of each academic year from a variety of stakeholders using both offline methods and online surveys through Google Forms. The Feedback Committee designs a detailed questionnaire featuring 5-point rating scale questions, covering aspects such as curriculum, academic performance, the learning environment, and overall satisfaction. This questionnaire is reviewed and approved annually by the Internal Quality Assurance Cell (IQAC) to ensure its relevance and effectiveness. The IQAC is responsible for analysing the collected feedback, consolidating it into a comprehensive summary report, which includes department-specific feedback communicated to the respective departments for further action.

1.3 Curriculum Feedback and Actions Taken

1.3.1 Student Feedback

A total of 379 responses were collected from students. The feedback suggested a moderately positive perception of the curriculum. The depth of the course content received the highest mean score of 3.89, indicating that students generally find the course content to be sufficiently comprehensive, including practical components where applicable. The adequacy of textbooks and reference books also scored relatively well with a mean score of 3.53. However, the extent of coverage and time allotted for the courses, as well as the division and sequence of units in the syllabus, scored lower around 3.44-3.45. This suggested that some students felt the courses could benefit from better time management and a more logical progression of topics. The awareness of Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) among students was notably high with a mean score of 4.96. To address these findings, improvements were made to the time management and logical progression of topics in the syllabus, while ensuring continued emphasis on students' awareness of PO, PSO, and CO.





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1.3.2 Teachers' Feedback

Feedback from 117 teachers highlighted a generally positive perception of the curriculum. The depth of course content received a high mean score of 4.10, indicating that teachers found the course content to be comprehensive and inclusive of practical components. The adequacy of textbooks and reference books also scored relatively well with a mean score of 3.84. However, the extent of coverage and time allocated for the courses, as well as the division and sequence of units in the syllabus, scored around 3.26-3.77, indicating areas for improvement in course management and the logical progression of topics. The syllabus in relation to the competencies expected out of the course received a rating of 3.62, suggesting that teachers found the syllabus moderately effective in achieving the desired competencies. In response, there was an increased focus on better coverage and time management in courses, and the division and sequence of syllabus units were reviewed and adjusted to enhance logical flow.

1.3.3 Parents' Feedback

Feedback from 229 parents reflected a generally positive perception of the curriculum and teaching quality at The Cochin College. The overall programme that their wards were undergoing received a mean score of 3.64, indicating that parents were fairly satisfied with the curriculum offered. The quality of teaching at the institution received a mean score of 3.77, reflecting a higher level of satisfaction among parents regarding the teaching methods and faculty competence. The learning outcomes achieved by the wards from the programme received a mean score of 3.59, suggesting room for improvement in enhancing the effectiveness of learning outcomes. Efforts were made to improve teaching methods and ensure the curriculum meets the educational needs of the students, thus further enhancing parental satisfaction and student outcomes.

1.3.4 Alumni Feedback:

Feedback from 64 alumni suggested a generally positive perception of the curriculum. The prescribed curriculum received a high mean score of 3.80, indicating that alumni found the curriculum well-structured and appropriate for their academic growth. Course content delivery received a mean score of 3.73, reflecting satisfaction with the teaching methods and delivery of course content. The relevance of their degree to their present jobs received a mean score of 3.50, indicating that alumni found their education moderately applicable to their current professional roles. The activities organized by the college for overall development received a mean score of 3.58. In response, efforts were made to better align the curriculum with job market demands and enhance extracurricular activities to meet alumni expectations more effectively.





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1.3.5 Employer Feedback

Feedback from 50 employers suggested a highly positive perception of the curriculum. The curriculum's ability to impart knowledge relevant for employability received a mean score of 4.32, indicating that employers found graduates well-prepared for the job market. The curriculum's effectiveness in developing human values and ethics received a mean score of 4.24, reflecting employers' satisfaction with graduates' ethical standards. The curriculum's role in developing innovative thinking received a mean score of 4.70, and the syllabus's effectiveness in developing skill-oriented human resources received a mean score of 4.10. To address these findings, continued focus was placed on maintaining high standards in ethical and innovative thinking, and enhancing practical skills development to ensure graduates are well-prepared for their careers.

1.4 Communication of Results

The results of the feedback analysis and subsequent action plans were communicated to stakeholders through various channels, including the college website, email notifications, and notice boards, ensuring all stakeholders were informed about the improvements and changes made based on their feedback. In conclusion, the structured feedback mechanism at The Cochin College has facilitated the identification of key areas for improvement. The subsequent actions taken by various departments have led to enhancements in the curriculum, teaching methods, and overall educational experience, ensuring the continuous improvement of the institution's offerings.

Dr. M. Geetha,
Principal-in-charge

Date: May 24, 2023

Place: Kochi

