



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: 2023-24

Submitted to



National Assessment and Accreditation Council



THE COCHIN COLLEGE

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 2023-24

Submitted by IQAC

1.1 Overview

The Cochin College has implemented a structured feedback mechanism to collect insights from various stakeholders, including students, teachers, parents, alumni, and employers. This process helps in identifying strengths and areas for improvement, thus facilitating continuous enhancement of educational offerings and overall institutional performance.

1.2 Feedback Collection and Analysis

Feedback was collected at the end of the academic year through both offline methods and online surveys using Google Forms. The stakeholders involved in this process included students, teachers, parents, alumni, and employers. The Feedback Committee designed a detailed questionnaire, which was reviewed and approved by the Internal Quality Assurance Cell (IQAC). The IQAC was responsible for analysing the collected feedback, resulting in department-specific feedback that was communicated to the respective departments for action.

1.3 Curriculum Feedback and Actions Taken

1.3.1 Student Feedback

A total of 356 responses were collected from students. The feedback indicated a generally positive perception of the curriculum, with the depth of course content receiving a mean score of 3.98, suggesting that students found the course content thorough and practical. However, the extent of coverage and time allotted for courses, as well as the division and sequence of units in the syllabus, scored slightly lower around 3.72-3.74. This indicated that some students believed there could be better time management and a more logical progression of topics. Notably, student awareness of Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) was exceptionally high with a mean score of 4.94. To address these findings, improvements were made to time management and the logical progression of topics in the syllabus. Additionally, the coverage of the syllabus was enhanced to ensure better time allocation, and continued emphasis was placed on ensuring students' awareness of PO, PSO, and CO.

1.3.2 Teachers' Feedback

Feedback from 87 teachers highlighted a favourable view of the curriculum. The depth of course content was rated highest with a mean score of 4.10, indicating that teachers found it thorough and inclusive of practical components where





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necessary. However, the extent of coverage and time allocated for courses was rated the lowest at 3.70, implying a need for better coverage and time management. To address these issues, 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 168 parents reflected a generally favourable view of the curriculum and its components. The programme received a mean score of 3.93, indicating that parents found it satisfactory and beneficial for their wards. Teaching quality also received a high mean score of 3.93. However, the learning outcomes achieved by students were rated slightly lower with a mean score of 3.88. In response, efforts were made to improve learning outcomes and maintain and further improve teaching quality through faculty development programs.

1.3.4 Alumni Feedback:

Feedback from 255 alumni provided a comprehensive overview of their perception of the curriculum. The curriculum rating stood at a mean score of 3.63, indicating that alumni generally found the curriculum to be above average. The content delivery received a mean score of 3.58, suggesting there might be room for improvement in how the content is delivered. When assessing the relevance of their degree to their current jobs, alumni rated this aspect with a mean score of 3.29, indicating that while some found their education relevant to their professional roles, others felt there could be a stronger connection between what they studied and their current employment. In response, more practical skills and job-oriented training were integrated into the curriculum, and extracurricular activities were enhanced to better meet alumni expectations.

1.3.5 Employer Feedback

Feedback from 19 employers provided an insightful overview of their perceptions regarding the curriculum's effectiveness in preparing students for the workforce. Employers unanimously rated the curriculum's ability to impart knowledge relevant to employability with a perfect mean score of 5.00. This suggested that the curriculum was highly successful in equipping students with the necessary knowledge for their professional roles. The curriculum was also effective in fostering essential ethical values and principles among students, as well as promoting innovative thinking. However, the rating for the syllabus's ability to develop skill-oriented human resources was slightly lower at 4.95. In response, the high standards of curriculum relevance and ethical development were maintained, and skill-oriented training was further enhanced to ensure students were well-prepared for their careers.





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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. This ensured that 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.

Mrudula Menon V.,

Principal-in-charge

Date: May 22, 2024

Place: Kochi

