



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

Feedback Report - 2022-2023

Submitted to



National Assessment and Accreditation Council



THE COCHIN COLLEGE

KOCHI - 682 002

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1 Feedback Mechanism at The Cochin College

1.1 Overview

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

1.2 Feedback Collection

Feedback is collected at the end of each academic year from a variety of stakeholders. The process involves both offline methods and online surveys using Google Forms. The Feedback Committee designs a detailed questionnaire featuring a series of 5-point rating scale questions. These questions cover aspects such as curriculum, academic performance, the learning environment, and overall satisfaction. The questionnaire is reviewed and approved annually by the Internal Quality Assurance Cell (IQAC) to ensure its relevance and effectiveness.

1.3 Feedback Analysis

The IQAC gathers data from the feedback forms and consolidates it into a comprehensive summary report. This report highlights general areas for improvement without delving into department-specific feedback, ensuring a broad overview of the institution's performance. By focusing on overall trends and common themes, the IQAC can identify key strengths and weaknesses that are relevant across the entire college. This approach allows for a more holistic understanding of the institution's performance and helps prioritize actions that will have the most significant impact. The summary report is then used as a basis for developing action plans aimed at addressing the identified areas for improvement, ensuring that the feedback loop is effectively closed and continuous improvement is achieved.

1.4 Action Plan

Once the feedback is analyzed, each department assesses the feedback and makes appropriate adjustments to the curriculum, teaching methods, or infrastructure. Departments then prepare and submit Action Taken Reports to the IQAC. The IQAC consolidates these reports into an institutional action report, which is submitted to college council. This structured approach ensures that feedback is effectively addressed and used to drive continuous improvement.





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1.5 Communication

The results of the feedback analysis and the subsequent action plans are communicated to stakeholders through various channels. These include the college website, email notifications, and notice boards, ensuring that all stakeholders are informed about the improvements and changes made based on their feedback.

1.6 Feedback Committee Members

- Dr. M Geetha - Principal
- Dr. Sindhu K - IQAC Coordinator
- Dr. Soney Bhageeradhan - Department of English
- Dr. Smitha N R - Department of Zoology
- Dr. Rekha P G - Department of Commerce
- Ms. Veena R Nair - Department of Chemistry
- Mr. Amal Pavithran - Department of Mathematics
- Ms. Princy Varghese - Department of Zoology





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Overall Feedback Analysis (2022-23)

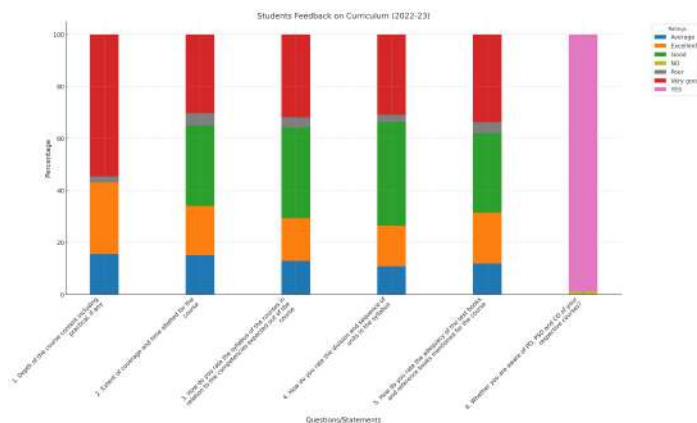
2 Curriculum Feedback - Students

- Mode of feedback Collection: Online through Google forms
- Target Group: Students of The Cochin College
- Number of responses received: 379

The college collected and analysed feedback on the curriculum from the students. There were 6 statements in total. 5 questions were measured on a 5-point measurement scale ranging from excellent to poor. Whereas the last question was measured in 5 point scale with Yes being 5 points and No being 0 points. The statements measured various aspects of the curriculum, including the depth of course content, extent of coverage, syllabus competencies, division and sequence of units, adequacy of textbooks and reference books, and awareness of Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO).

The following table shows the analysis of curriculum feedback from students.

Sl.no	Curricular Aspects	Mean Score
1	Depth of the course content including practical, if any	3.89
2	Extent of coverage and time allotted for the course	3.44
3	How do you rate the syllabus of the courses in relation to the competencies expected out of the course?	3.44
4	How do you rate the division and sequence of units in the syllabus	3.45
5	How do you rate the adequacy of the textbooks and reference books mentioned for the course?	3.53
6	Whether you are aware of PO, PSO and CO of your respective courses?	4.96





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2.1 Feedback Analysis Summary:

The feedback from the students suggests 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, both around 3.44-3.45. This suggests that some students may feel that 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 is notably high, with a mean score of 4.96. This indicates that the students were made aware of the expected outcomes of the courses. Overall, the data reflects a generally positive perception of the college's curriculum, with room for improvement in specific areas such as coverage and sequence of units.

3 Teachers' Feedback on Curriculum

- Mode of feedback Collection: Online through Google forms
- Target Group: Teachers of The Cochin College
- Number of responses received: 117

The college collected and analyzed feedback on the curriculum from the teachers. There were 5 statements measured on a 5-point measurement scale ranging from excellent to Poor. The statements measured various aspects of the curriculum, including the depth of course content, extent of coverage, syllabus competencies, division and sequence of units, and adequacy of textbooks and reference books. The following table shows the analysis of curriculum feedback from teachers.

Sl.no	Curricular Aspects	Mean Score
1	Depth of the course content including practical, if any	4.10
2	Extent of coverage and time allotted for the course	3.26
3	How do you rate the syllabus of the courses in relation to the competencies expected out of the course?	3.62
4	How do you rate the division and sequence of units in the syllabus?	3.77
5	How do you rate the adequacy of the textbooks and reference books mentioned for the course?	3.84





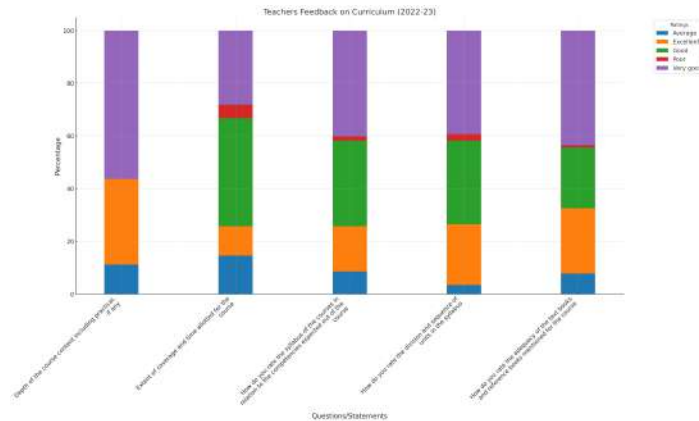
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3.1 Feedback Analysis Summary:

The feedback from the teachers suggests a generally positive perception of the curriculum. The depth of the course content received a high mean score of 4.10, indicating that teachers generally find the course content to be comprehensive and inclusive of practical components where applicable. The adequacy of textbooks and reference books also scored relatively well, with a mean score of 3.84. The extent of coverage and time allotted for the courses, as well as the division and sequence of units in the syllabus, scored around 3.26-3.77, indicating some areas for improvement in course management and the logical progression of topics. The rating of 3.62 for the syllabus in relation to the competencies expected out of the course suggests that teachers find the syllabus moderately effective in achieving the desired competencies. Altogether, the data reflects a generally positive perception of the college's curriculum, with some variations in specific aspects that could benefit from further enhancement. The teachers' feedback highlights the importance of continuous improvement in curriculum design and delivery to ensure that it meets the educational needs and expectations.

4 Parents' Feedback on Curriculum

- Mode of feedback Collection: Online through Google forms
- Target Group: Parents of students of The Cochin College
- Number of responses received: 229

The college collected and analyzed feedback on the curriculum from the parents. There were 3 statements measured on a 5-point measurement scale ranging from excellent to poor. The statements measured various aspects of the curricu-





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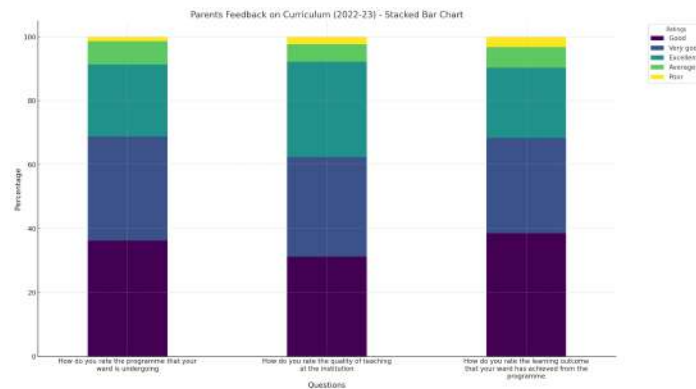
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lum, including the overall programme, quality of teaching, and learning outcomes achieved by their wards. The following table shows the analysis of curriculum feedback from parents.

Sl.no	Curricular Aspects	Mean Score
1	How do you rate the programme that your ward is undergoing	3.64
2	How do you rate the quality of teaching at the institution	3.77
3	How do you rate the learning outcome that your ward has achieved from the programme	3.59



4.1 Feedback Analysis Summary:

The feedback from the parents suggests a generally positive perception of the curriculum and teaching quality at The Cochin College. The overall programme that the wards are undergoing received a mean score of 3.64, indicating that parents are 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. This suggests that parents believe the teaching staff is effectively contributing to their wards' education. The learning outcomes achieved by the wards from the programme received a mean score of 3.59. This indicates that while parents see positive results in their wards' learning, there is still room for improvement to enhance the effectiveness of the learning outcomes. On the whole, the data reflects a favourable outlook of The Cochin College's curriculum and teaching quality from the parents' perspective. Continuous efforts to improve teaching methods and ensure the curriculum meets the educational needs of the students will further enhance the satisfaction and outcomes.

5 Alumni Feedback on Curriculum

- Mode of feedback Collection: Online through Google forms
- Target Group: Alumni of The Cochin College





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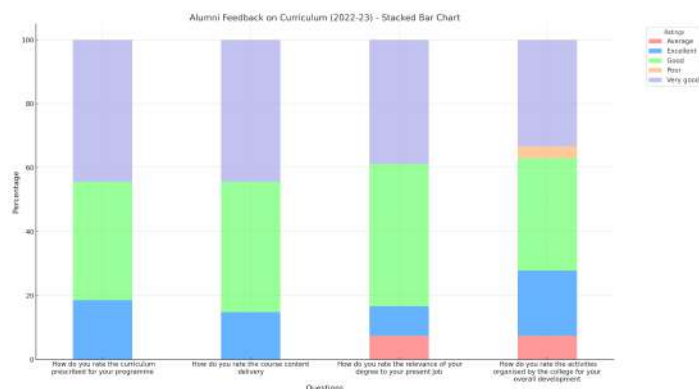
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- Number of responses received: 64

The college collected and analyzed feedback on the curriculum from the alumni. There were 4 statements measured on a 5-point measurement scale ranging from excellent to poor. The statements measured various aspects of the curriculum, including the prescribed curriculum, course content delivery, relevance to current jobs, and activities organized for overall development. The following table shows the analysis of curriculum feedback from alumni.

Sl.no	Curricular Aspects	Mean Score
1	How do you rate the curriculum prescribed for your programme	3.80
2	How do you rate the course content delivery	3.73
3	How do you rate the relevance of your degree to your present job	3.50
4	How do you rate the activities organised by the college for your overall development	3.58



5.1 Feedback Analysis Summary:

The feedback from the alumni suggests a generally positive perception of the curriculum at The Cochin College. The prescribed curriculum received a high mean score of 3.80, indicating that alumni find the curriculum well-structured and appropriate for their academic growth. The course content delivery received a mean score of 3.73, reflecting satisfaction among alumni regarding how the course material was taught. This suggests that the teaching methods and delivery of course content are effective in conveying the necessary knowledge and skills. The relevance of the degree to their present jobs received a mean score of 3.50, indicating that alumni find the education they received to be moderately applicable to their current professional roles. While the score is positive, it also highlights an area where the curriculum could be improved to better align with job market demands. The activities organized by the college for overall development received a mean score of 3.58. This indicates that alumni appreciate the extracurricular and developmental activities provided by the college, but there is still room for enhancement in this area. In conclusion, the data reflects a positive perception of The Cochin College's curriculum from the alumni's perspective. Continuous efforts to





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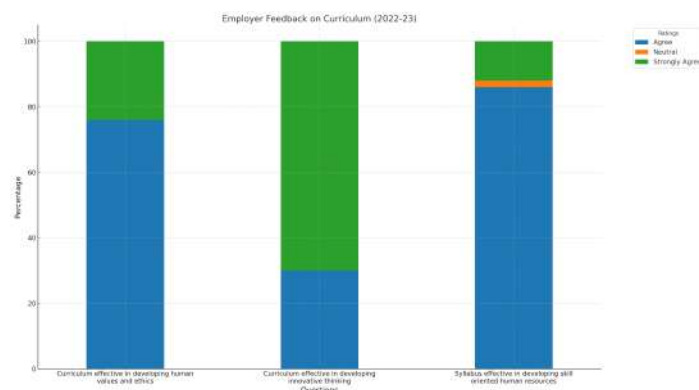
align the curriculum with industry requirements and enhance extracurricular activities will further improve alumni satisfaction and outcomes.

6 Employer Feedback on Curriculum

- Mode of feedback Collection: Online through Google forms
- Target Group: Employers of graduates from The Cochin College
- Number of responses received: 50

The college collected and analyzed feedback on the curriculum from employers. There were 4 statements measured on a 5-point measurement scale ranging from strongly agree to strongly disagree. The statements measured various aspects of the curriculum, including its relevance for employability, effectiveness in developing human values and ethics, innovative thinking, and skill-oriented human resources. The following table shows the analysis of curriculum feedback from employers.

Sl.no	Curricular Aspects	Mean Score
1	Curriculum imparts knowledge relevant for employability	4.32
2	Curriculum effective in developing human values and ethics	4.24
3	Curriculum effective in developing innovative thinking	4.70
4	Syllabus effective in developing skill-oriented human resources	4.10



6.1 Feedback Analysis Summary:

The feedback from the employers suggests a highly positive perception of the curriculum at The Cochin College. The curriculum's ability to impart knowledge relevant for employability received a mean score of 4.32, indicating that employers find the graduates well-prepared for the job market. The curriculum's effectiveness in developing human values





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and ethics received a mean score of 4.24. This reflects employers' satisfaction with the graduates' ethical standards and values, which are essential for professional success and personal integrity. The curriculum's role in developing innovative thinking received a mean score of 4.70. Employers appreciate the graduates' ability to think creatively and innovatively, which is crucial in today's dynamic work environment. The syllabus's effectiveness in developing skill-oriented human resources received a mean score of 4.10. While this is still a positive score, it suggests that there is some room for improvement in enhancing the practical skills and technical competencies of the graduates to better meet the demands of the industry. All in all, the data reflects a very optimistic view of The Cochin College's curriculum from the employers' perspective. Continued focus on practical skills development and maintaining high standards in ethical and innovative thinking will further enhance the employability and effectiveness of the graduates.

7 Conclusion

The feedback mechanism at The Cochin College demonstrates a robust and well-structured approach to continuous improvement. By systematically collecting and analyzing feedback from students, teachers, parents, alumni, and employers, the institution gains valuable insights into its strengths and areas for enhancement. The use of both online and offline methods ensures comprehensive stakeholder engagement, and the detailed questionnaire designed by the Feedback Committee covers critical aspects of the curriculum and overall educational experience. The feedback analysis conducted by the Internal Quality Assurance Cell (IQAC) provides a broad overview of institutional performance, enabling the college to prioritize actions that will have the most significant impact on enhancing educational offerings and overall institutional effectiveness. The feedback results indicate a generally positive perception of the college's curriculum across all stakeholder groups, with specific areas identified for further improvement. Students and teachers highlighted the need for better time management and logical progression of topics, while parents expressed satisfaction with teaching quality but suggested improvements in learning outcomes. Alumni feedback pointed to the relevance of the curriculum to their professional roles, with a call for more alignment with job market demands. Employers provided highly positive feedback on the curriculum's relevance for employability, innovative thinking, and ethical development, while also indicating room for enhancing practical skills. The structured feedback process, combined with effective communication of results and action plans, ensures that The Cochin College remains responsive to stakeholder needs and committed to continuous improvement, ultimately fostering a dynamic and effective educational environment.

Feedback Committee Members

- Dr. M Geetha - Principal





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