



# 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 - 2023-2024

Submitted to



National Assessment and Accreditation Council



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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 relevant bodies, including the university and the governing body. 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 (2023-24)

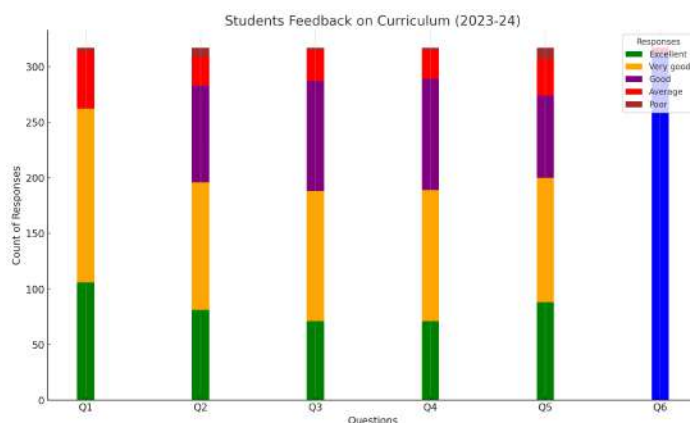
### 2 Curriculum Feedback - Students

- Mode of feedback Collection: Online through Google forms
- Target Group: Students of The Cochin College
- Number of responses received: 356

The college collected and analyzed student feedback on the curriculum, which comprised six statements. Five questions were measured on a 5-point scale ranging from Excellent to Poor, while the last question was measured on a 5-point scale with "Yes" being 5 points and "No" being 0 point. The statements assessed 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.

Table 1: Curricular Aspects and Mean Scores

Sl.no	Curricular Aspects	Mean Score
1	Depth of the course content including practical, if any	3.98
2	Extent of coverage and time allotted for the course	3.74
3	How do you rate the syllabus of the courses in relation to the competencies expected out of the course?	3.72
4	How do you rate the division and sequence of units in the syllabus	3.73
5	How do you rate the adequacy of the textbooks and reference books mentioned for the course?	3.74
6	Whether you are aware of PO, PSO and CO of your respective courses?	4.94





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## 2.1 Feedback Analysis Summary:

The student feedback indicates a generally positive perception of the curriculum. The depth of course content received the highest mean score of 3.98, suggesting that students find the course content thorough and practical. The adequacy of textbooks and reference materials also scored well, with a mean score of 3.74. 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, indicating that some students believe 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) is exceptionally high, with a mean score of 4.94, showing that students are well-informed about the expected outcomes of their courses. Overall, while the curriculum is viewed positively, there is room for improvement in the areas of course coverage, time management, and sequencing of syllabus 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: 87

The college collected and analyzed feedback on the curriculum from teachers covering five key aspects. The feedback was measured on a 5-point scale ranging from Excellent to Poor. The following table shows the analysis of curriculum feedback from teachers.

Table 2: Curricular Aspects and Mean Scores

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	3.70
3	How do you rate the syllabus of the courses in relation to the competencies expected out of the course?	3.85
4	How do you rate the division and sequence of units in the syllabus?	3.89
5	How do you rate the adequacy of the textbooks and reference books mentioned for the course?	4.08





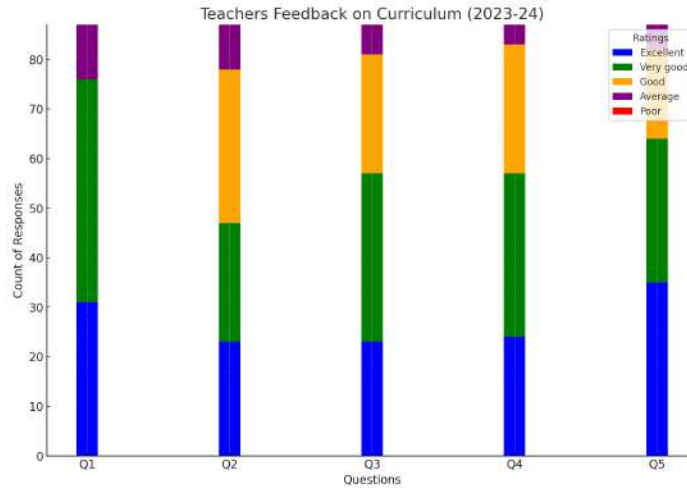
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### 3.1 Feedback Analysis Summary:

The teachers' feedback highlights a favorable view of the curriculum. They rated the depth of course content highest with a mean score of 4.10, indicating that they find it thorough and inclusive of practical components where necessary. The adequacy of textbooks and reference books also received a high score of 4.08, showing their satisfaction with the available resources. Conversely, the extent of coverage and time allocated for courses was rated the lowest at 3.70, implying that some teachers see a need for better coverage and time management. The syllabus and the organization of its units received mean scores of 3.85 and 3.89, reflecting general satisfaction but also suggesting areas for improvement. Overall, the feedback demonstrates a positive perception of the college's curriculum from the teachers' perspective with recommendations for better coverage and time management.





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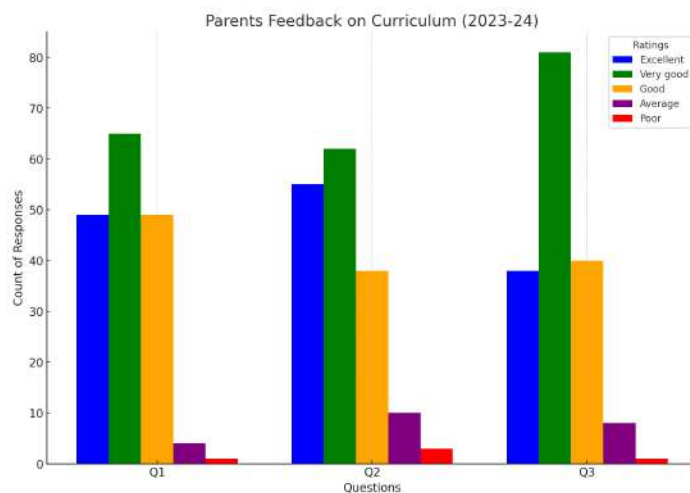
## 4 Parents' Feedback on Curriculum

- Mode of feedback Collection: Online through Google forms
- Target Group: Parents of students of The Cochin College
- Number of responses received: 168

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

Table 3: Curricular Aspects and Mean Scores

Sl.no	Curricular Aspects	Mean Score
1	How do you rate the programme that your ward is undergoing	3.93
2	How do you rate the quality of teaching at the institution	3.93
3	How do you rate the learning outcome that your ward has achieved from the programme	3.88



### 4.1 Feedback Analysis Summary:

The feedback from parents reflects a generally favorable view of the curriculum and its components. The programme received a mean score of 3.93, indicating that parents find it satisfactory and beneficial for their wards. Teaching quality also received a high mean score of 3.93, showing that parents are pleased with the effectiveness and methods of the faculty. The learning outcomes achieved by students were rated slightly lower, with a mean score of 3.88, still reflecting







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a positive perception but highlighting an area for potential improvement. Overall, parents have a positive perception of the college's curriculum, with high ratings for the programme, teaching quality, and learning outcomes, suggesting general satisfaction. However, the slightly lower score for learning outcomes suggests a need for further enhancement. Most parents expressed satisfaction with the current curriculum, offering few specific suggestions for improvement.





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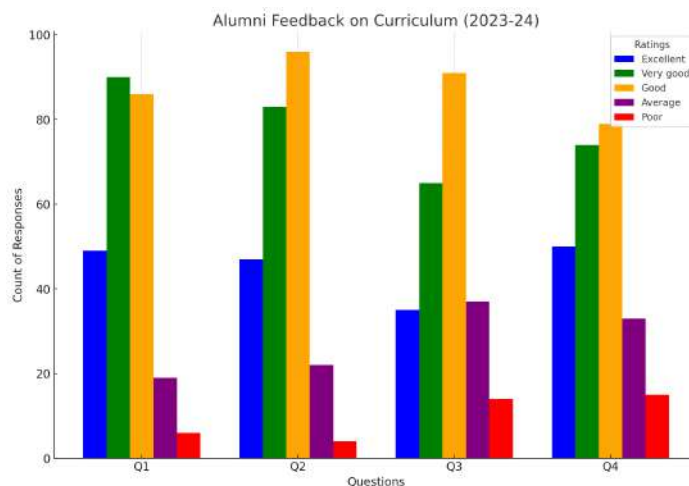
## 5 Alumni Feedback on Curriculum

- Mode of feedback Collection: Online through Google forms
- Target Group: Alumni of The Cochin College
- Number of responses received: 255

The college gathered 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.

Table 4: Curricular Aspects and Mean Scores

Sl.no	Curricular Aspects	Mean Score
1	How do you rate the curriculum prescribed for your programme	3.63
2	How do you rate the course content delivery	3.58
3	How do you rate the relevance of your degree to your present job	3.29
4	How do you rate the activities organised by the college for your overall development	3.44



### 5.1 Feedback Analysis Summary:

The feedback from alumni provides a comprehensive overview of their perception of the curriculum with several key areas evaluated. The mean score for the curriculum rating stands at 3.63, indicating that alumni generally find the curriculum to be above average. This suggests that the curriculum is considered fairly robust and capable of provid-





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ing the necessary academic foundation. In terms of content delivery, the mean score is 3.58, which points to a generally positive response but also highlights that there may be room for improvement in how the content is delivered. Alumni seem to appreciate the efforts made in teaching but may have suggestions on how it could be enhanced further for better comprehension and engagement. When assessing the relevance of their degree to their current jobs, alumni rated this aspect with a mean score of 3.29. This lower score indicates that while some alumni find their education relevant to their professional roles, others feel there could be a stronger connection between what they studied and their current employment. This suggests a potential area for the college to focus on, perhaps by integrating more practical skills and job-oriented training into the curriculum. The activities organized by the college for overall development received a mean score of 3.44. This score is moderately positive, reflecting a recognition of the extracurricular activities provided by the college but also suggesting that these activities could be more impactful or better tailored to student needs. Overall, alumni feedback suggests that while the curriculum and content delivery are viewed positively, there are opportunities to improve the relevance of the degree to professional careers and to enhance the effectiveness of developmental activities.





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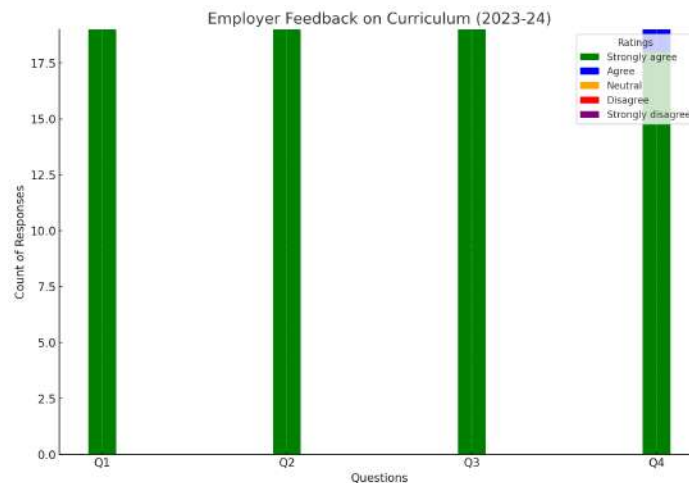
## 6 Employer Feedback on Curriculum

- Mode of feedback Collection: Online through Google forms
- Target Group: Employers of graduates from The Cochin College
- Number of responses received: 19

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.

Table 5: Curricular Aspects and Mean Scores

Sl.no	Curricular Aspects	Mean Score
1	Curriculum imparts knowledge relevant for employability	5.00
2	Curriculum effective in developing human values and ethics	5.00
3	Curriculum effective in developing innovative thinking	5.00
4	Syllabus effective in developing skill-oriented human resources	4.95



### 6.1 Feedback Analysis Summary:

The feedback from employers provides 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 suggests that the curriculum is highly successful in equipping students with the knowledge necessary for their professional roles. In terms of developing human values and





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ethics, employers also gave a mean score of 5.00. This indicates that the curriculum is effective in fostering essential ethical values and principles among students, which is highly valued in the professional environment. The curriculum's effectiveness in promoting innovative thinking was similarly rated with a mean score of 5.00. This highlights that employers perceive the curriculum as excellent in encouraging creativity and innovation, crucial skills in today's rapidly evolving job market. The rating for the syllabus's ability to develop skill-oriented human resources was slightly lower, at 4.95. Although still exceptionally high, this slight dip suggests there might be a small margin for enhancing the practical skills imparted through the curriculum. Overall, the feedback from employers is overwhelmingly positive. The curriculum is praised for its relevance to employability, its emphasis on human values and ethics, and its success in fostering innovative thinking. The slightly lower score in skill development, while still high, suggests a potential area for further enhancement to ensure that students are even better prepared with practical skills for their careers.





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## 7 Conclusion

The feedback mechanism at The Cochin College demonstrates a well-organized and effective approach to continuous improvement. By actively involving a wide range of stakeholders—students, teachers, parents, alumni, and employers—the college ensures that diverse perspectives are considered in its efforts to enhance educational quality and institutional performance. The comprehensive analysis conducted by the Internal Quality Assurance Cell (IQAC) highlights both the strengths and areas for improvement across various aspects of the curriculum. The structured approach to collecting, analyzing, and acting on feedback enables the institution to address specific concerns and implement changes that foster a better learning environment and improve overall satisfaction. 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.

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