Analysis of Stakeholders' Feedback on Curriculum Design and Implementation for the Year 2021–22

Student Feedback:

Regular feedback is taken from first-year to final-year students across the entire stream. A structured feedback form contains questions regarding student satisfaction from the institution, curriculum, and overall experience. Student feedback is collected by faculty for all courses in both semesters.

- 2021-2022 was the year of the pandemic, and students responded positively to online teaching and learning processes.
- Syllabus feedback collected from students helped us to understand how the current syllabus will help students in their future lives.
- Students appreciated teachers' efforts to deliver the curriculum on virtual platforms, including online platforms. B. Google Meet, Zoom, etc. are welcomed.
- Feedback was received in the form of assessments on various aspects such as clarity of concepts, different teaching and learning modes, classroom interaction, and many others.
- The sensitivity of faculty to the challenges faced by students during the COVID-19 pandemic and the care given to these students was noted in the feedback received.
- Teachers' communication skills were student-friendly and students appreciated the teaching methods.
- The student was concerned about the training course, especially communication skill in business for her future career.
- Students attended lectures remotely for remedial lectures and mock exams.

Alumni Feedback:

- Graduates appreciated the efforts of the Institute and faculty. Student satisfaction with the content and implementation of the curriculum was very high. Alumni appreciated the special educational and business readiness efforts for the students.
- Alumni are truely satisfied with the Institute's after-school, extra-curricular, cultural, and counselling activities.
- Alumni also suggested more emphasis on presentation techniques.

Teachers' Feedback:-

- As faculty members are involved in curriculum design, suggestions are made at each meeting and syllabus related workshops.
- Faculty suggested that additional efforts be made to prepare students for their careers in order to improve their future prospects. In line with the Institute's vision, they have promoted entrepreneurial efforts alongside a curriculum to empower girls and help them become self-reliant.

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Action Taken Report:

The Training and Placement Department organized free online courses such as the TechnoServe Employability Program and the TCS ION Certificate Program in Communication Skills, while the Mathematics Department helped to bridge the gap between high school curricula and degree programs. Faculty members emphasized attending remedial lectures to gain a better understanding of concepts and also took mock exams to boost their confidence.

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Action Taken Report:

At the request of the graduates, the institute began planning postgraduate studies at the Faculty of Arts. Starting next academic year, the Training and Placement department will work with the commercial sector to offer advanced courses in the capital markets, insurance, and banking sectors.

In order to improve students' presentation skills, the faculty trained the students to the latest trends and techniques of presentation.

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- Faculty members suggested encouraging students to keep their knowledge up to date through journals, reference books, and media support in the classroom.
- Faculty briefed about high satisfaction level students in understanding the final survey and course outcomes.
- Faculty members proposed workshops, case studies, internships, project work, and hands-on training for student sustainability in all areas of national education policy.
- Lessons were made more interesting by each faculty with the help of digital media and online platforms.

Action Taken Report:

• Institution encouraged faculty to participate in curriculum design workshops.

• Efforts were taken by the training and placement department to organize specialized courses, training courses, and workshops, such as capital market courses, tally courses, and business communication courses.

• Online journals, e-newspapers, YouTube, and e-magazines were suggested to students to update their knowledge.

• Additional training programs for communication and employability courses were requested by the faculty and TPO.

• The computer department was asked to conduct intensive training and solve problems for faculty to deliver the curriculum using various digital methods. Faculty members receive intensive training to conduct online exams and assessments as per university guidelines.

Employer Feedback:

The institute is in regular contact with employers to seek advice on how to train students according to industry needs. They are very appreciative of the training and placement cell's efforts to prepare girl students for professional life. However, the employer suggested introducing additional courses based on intensive communication skills modules such as public speaking, and GD/PI training. They believed that including these courses in their curriculum will give students an edge in the job market.

Action Taken Report:

K.B. College is actively involved in the development and growth of its students. Based on feedback from employers, in partnership with TechnoServ, the training and placement agency introduced the Campus to Corporate program to students. This included training modules on resumes, business ethics, business etiquette, and more. Various sessions were conducted by the departments and committees of the institution to give insight to the students. The soft skill certificate course was conducted by Director Dr. Renu Trivedi for the benefit of students to upgrade there communication as well as presentation skills