JBR
ARCHITECTURE COLLEGE
HYDERABAD

Stakeholders Feedback Analysis

Academic Year 2021-22

JBR Architecture College strives to provide an optimal environment and learning experience to attain academic excellence and professional competency. Key stakeholders, including students, teachers, alumni, and employers, are pivotal in enhancing the quality of the learning process. As a result, the institution annually gathers feedback from all stakeholders' students, teachers, alumni, and employers regarding the institutional curriculum and ambience. This feedback is utilized to improve the quality of learning activities within the college, aiming to enhance the professional skills, employability, and entrepreneurial capabilities of the students.

Students Feedback

Students serve as crucial stakeholders, and their input holds significance as it keeps the college informed about their desires and requirements. This input is particularly valuable when crafting elective courses and additional offerings both curricular and co-curricular.

Student feedback is collected annually in even semester. Students are furnished with a feedback form to articulate their opinions. The recorded preferences are subsequently analyzed to generate the Feedback Analysis Report.

S. No	Stakeholder	No. of feedback responses collected
1	Students	133

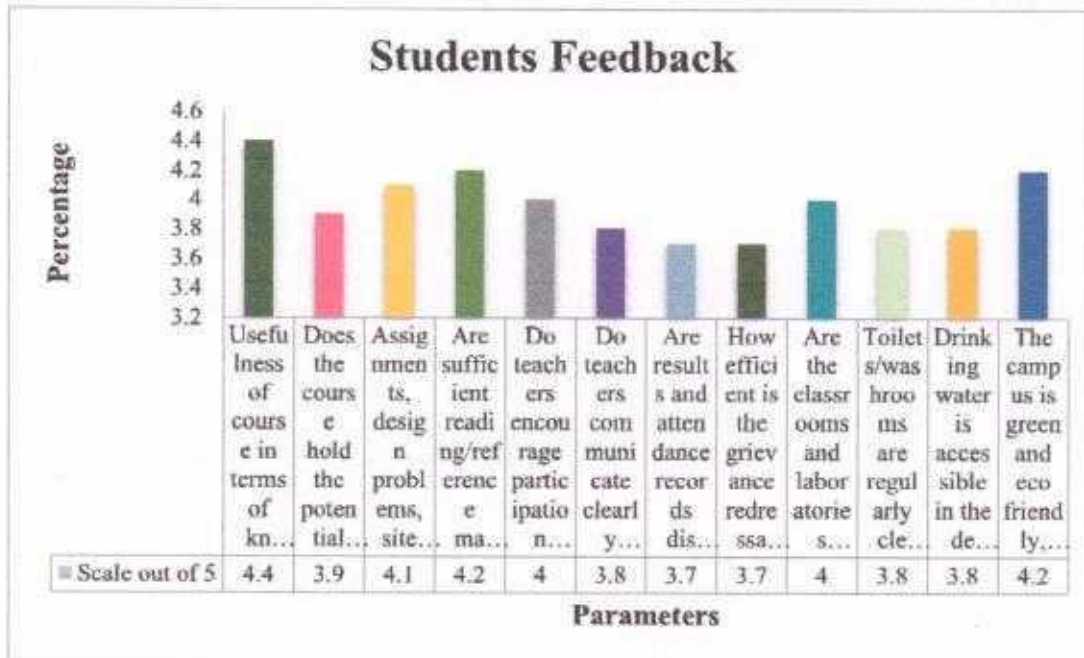| Excellent	Very Good	Good	Fair	Poor
33.46	38.91	20.05	5.95	1.63

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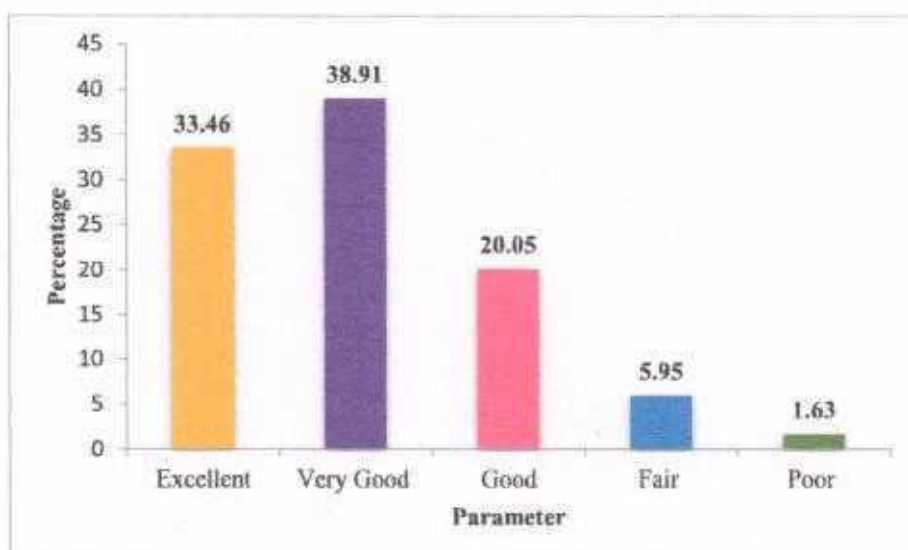
S. No	Parameter	Scale out of 5
1	Usefulness of course in terms of knowledge, concept, vocational skills, analytical abilities and broadening perspectives.	4.4
2	Does the course hold the Potential for research & development	3.9
3	Assignments, design problems, site visits etc meet the practical knowledge that you further require?	4.1
4	Are sufficient reading / reference materials were provided in the college library/by teachers?	4.2
5	Do teachers encourage participation and discussion in class?	4
6	Do teachers communicate clearly and complete the syllabus on time?	3.8
7	Are results and attendance records displayed without delay?	3.7
8	How efficient is the grievance redressal mechanism?	3.7
9	Are the classrooms and laboratories conducive to learning?	4
10	Toilets/washrooms are regularly cleaned and disinfected.	3.8
11	Drinking water is accessible in the department and on the campus.	3.8
12	The campus is green and eco-friendly, disabled friendly.	4.2

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Students Feedback

Parameters	Usefulness of course in terms of kn...	Does the course hold the poten tial...	Assig nmen ts, desig n probl ems, site...	Are suffic ient readi ng/ref erenc e ma...	Do teach ers encou rage partic ipatio n...	Do teach ers com muni cate clearl y...	Are result s and atten dance recor ds dis...	How effici ent is the griev ance redre ssa...	Are the classr ooms and labor atorie s...	Toilet s/was hroo ms are regul arly cle...	Drink ing water is acces sible in the de...	The camp us is green and eco friend ly,...
Scale out of 5	4.4	3.9	4.1	4.2	4	3.8	3.7	3.7	4	3.8	3.8	4.2

Teachers Feedback

Teachers are important stakeholders who can analyze the curriculum in all dimensions. Their feedback occupies a prominent position in curriculum review, design and implementation. It also helps to improve the accountability of the system.

S. No	Stakeholder	No. of feedback responses collected
1	Teachers	14

Excellent	Very Good	Good	Fair	Poor
46.43	42.86	10.72	0	0
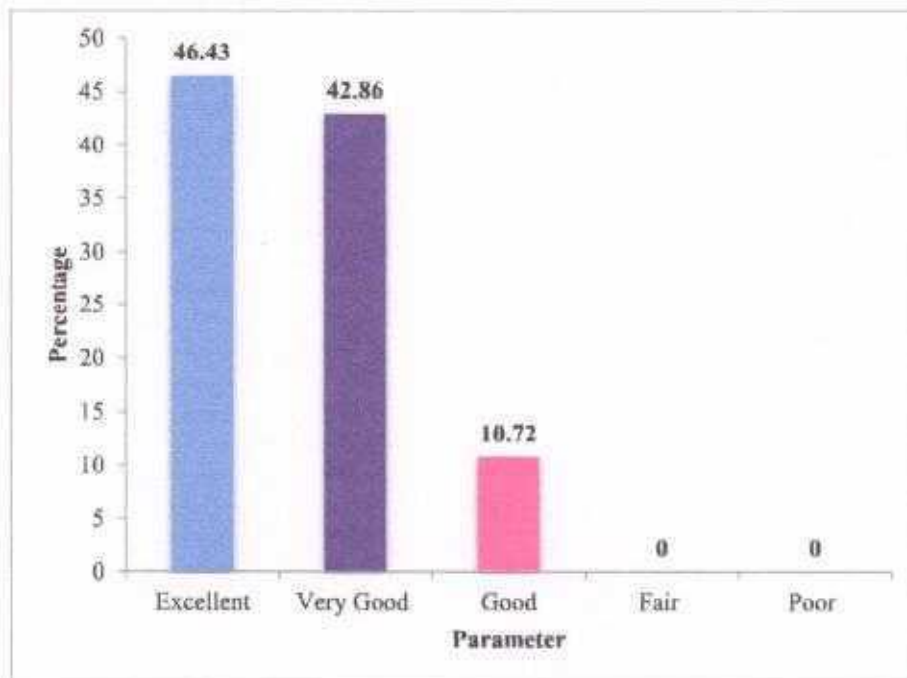
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S. No	Parameter	Average
1	Is the syllabus suitable to the course and it is need based?	4.3
2	Aims, objectives of the syllabus are well defined followed by proper content and corresponding reference materials?	4.2
3	Is the curriculum in line with the prerequisites and basic knowledge necessary for global application?	4.3
4	Tests and examinations are conducted well in time with coverage of complete syllabus.	4.4
5	Does you have the freedom to adopt new teaching techniques, educational tools, and strategies?	4.3
6	College library, and sufficient resource materials are available for effective delivery of the course.	4.4
7	Are the course content assignments /activities are provided to incorporate practical knowledge?	4.3
8	Is the department environment conducive to teaching and impactful research?	4.4
9	Infrastructural facilities, such as teacher's rooms, class rooms, reading rooms, studios are available in the college?	4.4
10	The management provides adequate and smooth support for projects and research facilities.	4.6
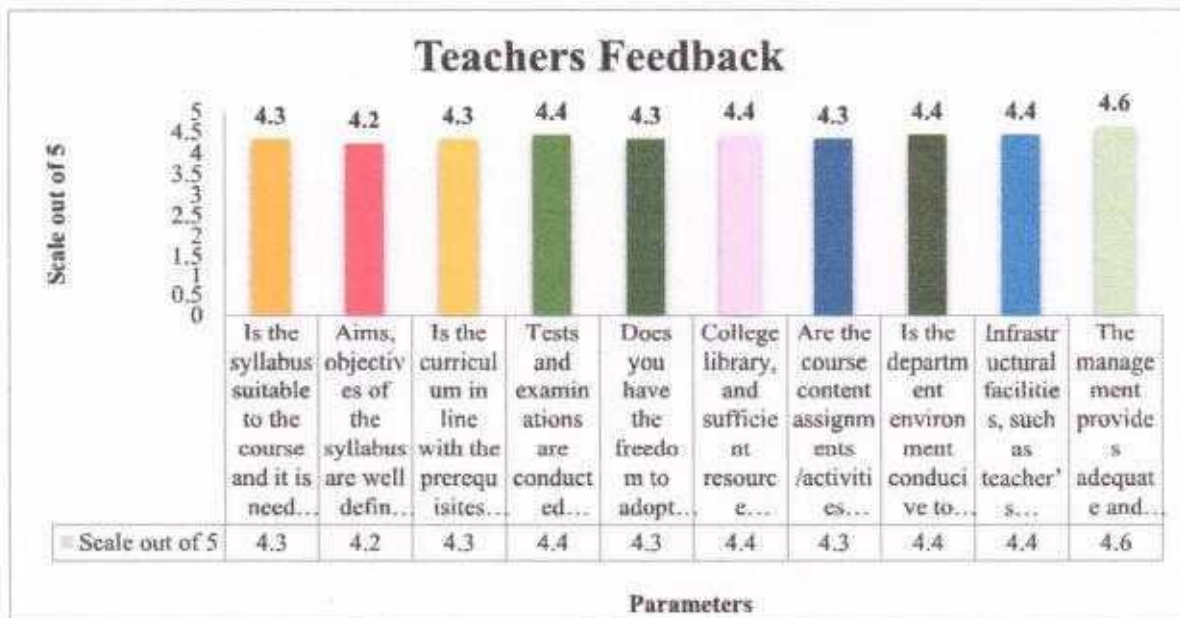
Teachers Feedback

|	Is the syllabus suitable to the course and it is need...	Aims, objectives of the syllabus are well defin...	Is the curriculum in line with the prerequisites...	Tests and examinations are conducted...	Does you have the freedom to adopt...	College library, and sufficient resource...	Are the course content assignments /activities...	Is the department environment conducive to...	Infrastructural facilities, such as teacher's...	The management provides adequate and...
Scale out of 5	4.3	4.2	4.3	4.4	4.3	4.4	4.3	4.4	4.4	4.6

Parameters

Alumni Feedback

Alumni serve as valuable resources, providing insights from a real-world perspective and illustrating expected competencies. They are regarded as essential stakeholders, and their feedback guides the college in syllabus revisions, inclusion of add-ons, career guidance programmes, and aligning the curriculum with industry needs.

Alumni feedback is collected during annual alumni meets, utilizing feedback forms to record their perspectives. The collected data is then processed to generate the Feedback Analysis Report.

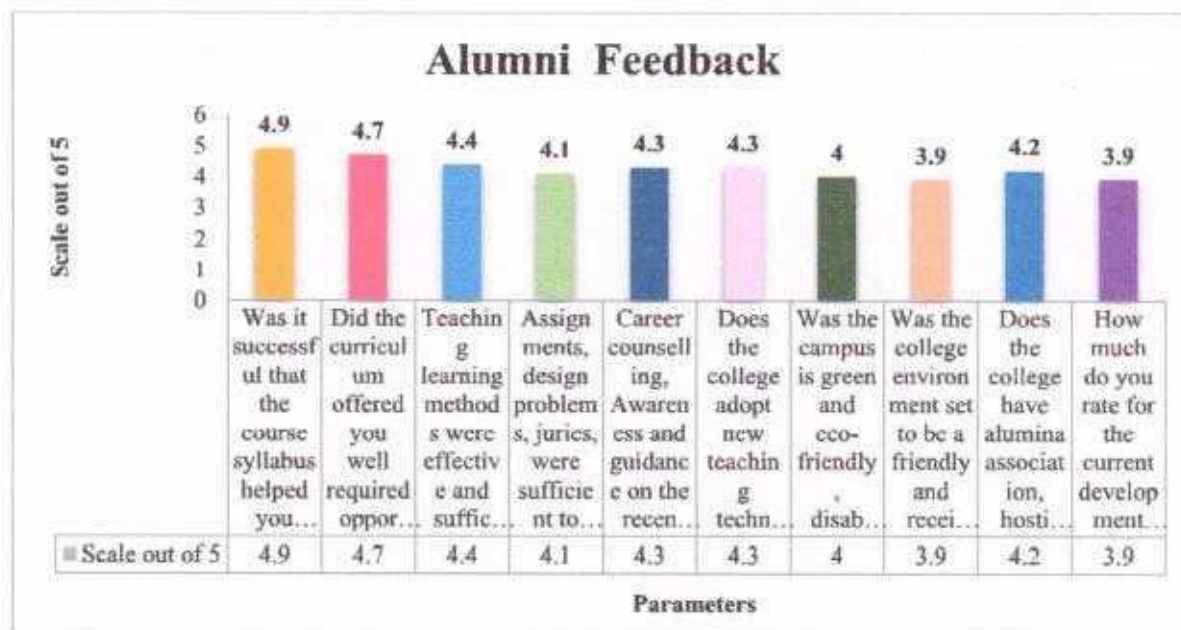| S. No	Stakeholder	No. of feedback responses collected
1	Alumni	22

Excellent	Very Good	Good	Fair	Poor
43.75	44.32	11.93	0	0
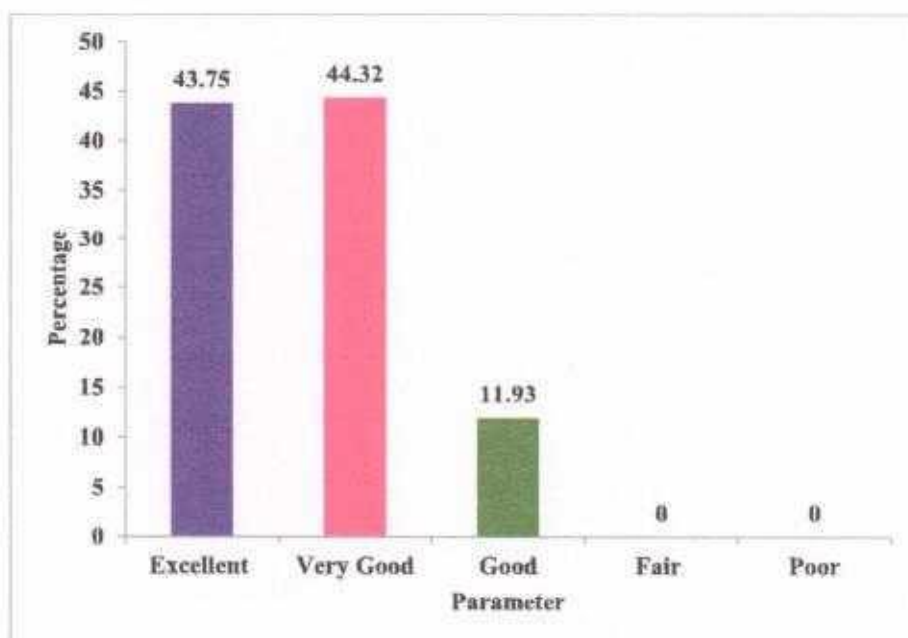
S. No	Parameter	Average
1	Was it successful that the course syllabus helped you grow as a professional?	4.9
2	Did the curriculum offered you well required opportunities to choose? (placements/higher education/research & development)	4.7
3	Teaching learning methods were effective and sufficient for course delivery?	4.4
4	Assignments, design problems, juries, were sufficient to provide proper assessment thorough out the course?	4.1
5	Career counselling, Awareness and guidance on the recent development in the field was provided?	4.3
6	Does the college adopt new teaching techniques, educational tools, and strategies?	4.3
7	Was the campus is green and eco-friendly, disabled friendly and proper amenities provided for students?	4
8	Was the college environment set to be a friendly and receiving(teacher-student, student - management relationships)	3.9
9	Does the college have alumina association, hosting the events/workshops from the alumina and gives preference to them?	4.2
10	How much do you rate for the current development of college in terms of infrastructure facilities, institutional aspects?	3.9

Alumni Feedback

|	Was it successful that the course syllabus helped you...	Did the curricul um offered you well required oppor...	Teachin g learning method s were effectiv e and suffic...	Assign ments, design problem s, juries, were sufficie nt to...	Career counsell ing, Awaren ess and guidanc e on the recen...	Does the college adopt new teachin g techn...	Was the campus is green and eco-friendly , disab...	Was the college environ ment set to be a friendly and recei...	Does the college have alumina associat ion, hosti...	How much do you rate for the current develop ment...
Scale out of 5	4.9	4.7	4.4	4.1	4.3	4.3	4	3.9	4.2	3.9

Parameters

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Employers Feedback

Understanding the significance of employer perceptions in career preparation, the college collects feedback from employers during placement drives. This feedback aims to gauge JBR.Architecture College's role in shaping careers and the performance of its graduates in workplaces. Employers are provided with feedback forms to record their opinions, and the collected data is analyzed to create the Feedback Analysis Report, facilitating the incorporation of work-relevant content into the curriculum and improve overall learning ambience

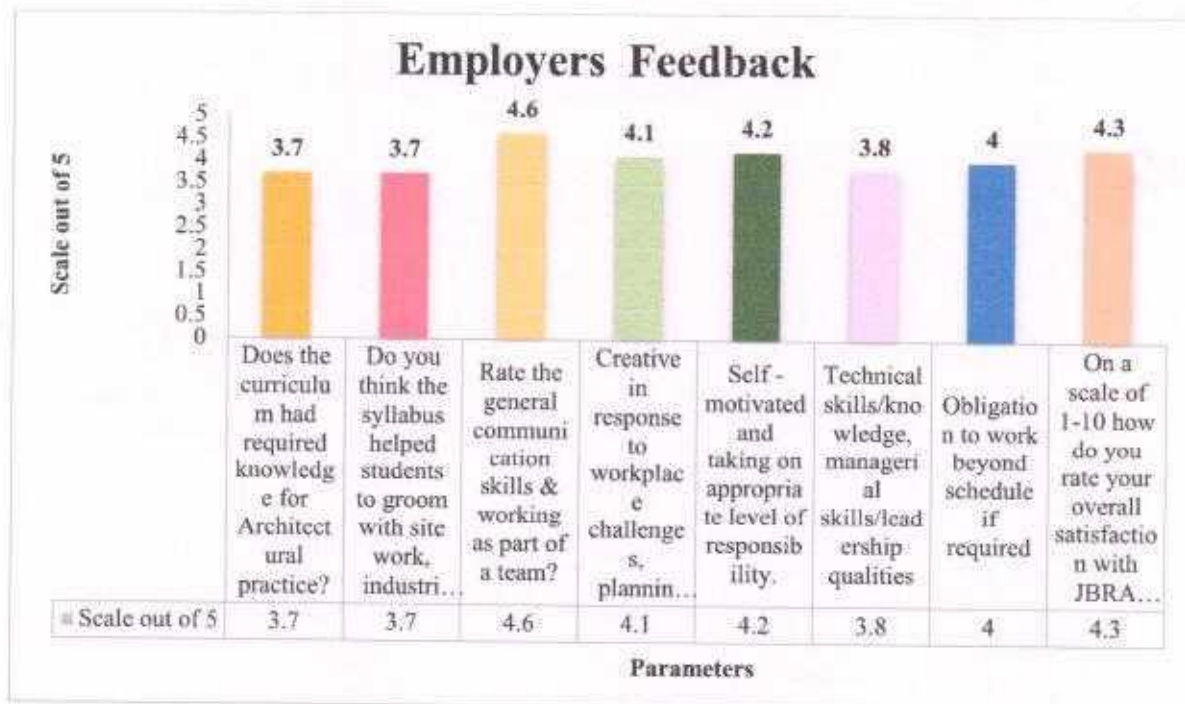| S. No	Stakeholder	No. of feedback responses collected
1	Employers	09

Excellent	Very Good	Good	Fair	Poor
30.55	43.05	26.39	0	0
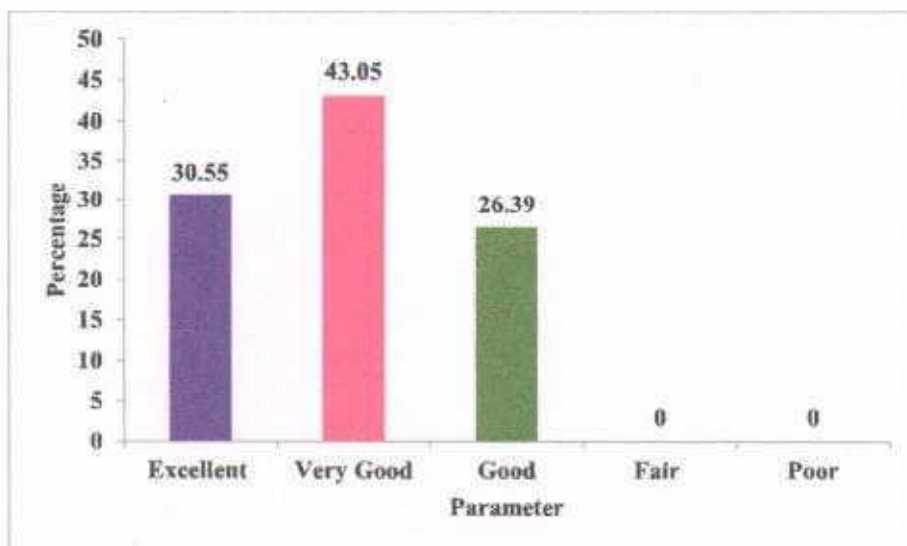
S. No	Parameter	Average
1	Does the curriculum had required knowledge for Architectural practice?	3.7
2	Do you think the syllabus helped students to groom with site work, industrial site visits, market surveys done during course of study?	3.7
3	Rate the general communication skills & working as part of a team?	4.6
4	Creative in response to workplace challenges, planning and organization skills?	4.1
5	Self -motivated and taking on appropriate level of responsibility.	4.2
6	Technical skills/knowledge, managerial skills/leadership qualities	3.8
7	Obligation to work beyond schedule if required	4
8	On a scale of 1-10 how do you rate your overall satisfaction with JBRAC students and the curriculum?	4.3

Employers Feedback

	Does the curriculu m had required knowledg e for Architect ural practice?	Do you think the syllabus helped students to groom with site work, industri...	Rate the general communi cation skills & working as part of a team?	Creative in response to workplac e challenge s, plannin...	Self - motivated and taking on appropria te level of responsib ility.	Technical skills/kno wledge, manageri al skills/lead ership qualities	Obligatio n to work beyond schedule if required	On a scale of 1-10 how do you rate your overall satisfactio n with JBRA...
Scale out of 5	3.7	3.7	4.6	4.1	4.2	3.8	4	4.3

Parameters

IQAC Coordinator

Principal
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FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

Academic Year 2021-22

Suggestions/Recommendations from Stake holders:

Students are of the feeling that, latest technology computer aided design courses and advanced subjects need to be included to have better career opportunities.

Faculty proposed to increase number of practical oriented courses, encourage students to do projects/internships from II year onwards. Recommended to have more exposure to real time projects.

Alumni expressed satisfaction on the content of curriculum and felt that courses of latest technologies may improve placements. Insisted for the add-on programmes that help the students.

Employers suggested that along with strong core concepts, students should focus on Environment sustainable courses.

Action taken:

- Suggestions/recommendations based on stakeholders' feedback are sent to affiliating university for their consideration for upcoming revision of syllabus.
- **Professional Skills, Inclusive Perspectives: Understanding Gender Sensitization, Architectural Venture Management** were offered as general skill based Add on courses to enable students to be more competent in dealing with the day-to-day challenges in a positive way.
- Subject related add-on courses - **Visual art & Creative workshop, Design and working in AutoCAD 2D and 3D, Sketch-Up for Interior design workshop, Sacred Architecture of India and 3D Modelling** were designed to update students with the latest technologies.
- Students are also encouraged to enroll for certificate courses under NPTEL, Swayam or any other MOOCs. Few students completed NPTEL courses and UDEMY.
- To promote the participative learning, students are encouraged to do group projects in Architectural Design Studio courses.
- Site visits are made mandatory for all the students to promote experiential learning.
- Seminar on **Nutrition awareness by Ms. Anjali Dange** was conducted as apart of Health awareness.
- **Photography workshop by Amarnath Sandipamu** was conducted for 3 days for all the students on rolls.
- **FDP on Pedagogical Methods** was also conducted.

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- **Heritage Walk** from Charminar to Chowmahalla Palace was done by students and faculty of JBR Architecture College with collaboration of DECCAN HERITAGE ACADEY TRUST.
- **KALAVAHINI -A Battalion of Arts** was conducted for 5 days. Students from various colleges have participated. Ten artists of different art techniques conducted hands on workshop for the students.
- To promote cocurricular activities, inter college sports meet **CLASH** was conducted under KREEDA KSHETRA SPORTS CLUB, JBRAC.

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