

# **Appasaheb Birnale College of Architecture, Sangli**

## **( Academic Year 2021-2022 )**

### **Feedback system**

The feed backs are taken in the institute at various occasions. The purpose of these feedbacks is for enhancement of teaching learning process. And these are shared with the faculty and they incorporate it in their teaching.

- **Students:** These are taken at the end of every semester from the students for their learning experience, and from faculty about their teaching experience.
- **Faculty:** Faculty gives feedback on the students' performance and also on the co-faculty's performance, and overall experience of the semester. This feedback is discussed with the principal and academic co-coordinator and becomes a major base for academic planning of the next semester.
- **Non-Teaching :** Non- Teaching staff given the feedback on overall work culture and facilities required for improve efficiency of Administration and self-development.
- **Alumni / Professionals :** There are a number of alumni who visit campus for guest lecture, or for experience sharing. They too interact with students and give feedback on intellectual and leaning levels of students and overall experience of the institute.
- **Parents :** The exhibition of students work of every year is displayed in the campus in every December, and the parents and professionals are invited to see this. This time the give feedback in a book.
- **Employers:** During Internship feedback is taken from the Principal Architect.

### **Feedback system on syllabus**

1. For review of the syllabus the feedback is taken from the faculty as they have experience of practice and are directly involved in the delivering the curricula. This feedback is taken after end the term. Some feedback forms of the faculty have been given
2. Institute takes feedback from the students too. The content of this feedback is based on their learning process, and opportunities to learn beyond syllabus. This feedback is taken anytime in between the term.
3. The institute keeps constant touch with the industry and also keeps in touch with the alumni and remains aware about their offices and employers. Remarkably the institute invites people from practice to review the teaching plan and during that time they get a complete overview of the syllabus and also of the teaching methods of the institute. This event happens in between the two semesters and there we get verbal feedback from them on syllabus. Also there is a formal feedback taken on feed back form.
4. The alumni of the institute are fresher's in industry, and they get to relate their education with practice only when they enter in the professional world. Hence the institute has designed a feed back for them separately. The next type of feedback is taken from the parents of the students. It is taken after the students are graduated. Parents may or may not

be conversant with the technical part of the syllabus; however they have aspirations about this professional course and expectations from their ward in terms of he/she become professionally competent and a mature person. Hence the feedback received from parents has non technical but questions related to overall upbringing of their ward through the process of education

### **Feedback system on syllabus**

After taking all respective feedbacks team undergo with the detailed analysis of responses given under respective category. Action taken plan is prepared based on the feedbacks of the stakeholders. Serious contents to be mentioned separately and overall action plan is made to apply for the effective curriculum & support Infrastructure

### **Action Taken Report Analysis**

The action plan on feed back is a systematic process need to adopt five point evaluation analysis and sum statistical methods too. Based on the standard statistical evaluation methods product is fetched might have certain Though all the points cannot be directly addressed or sudden changes in syllabus are also not possible. Entire curriculum planning is a research based process and such feedback plays important role in enhancing the teaching learning process. Following table represents the highlights of action plan

## **Action plan Report of Feedback at Institutional Level**

The action plan on feedback is a systematic approach that also requires the adoption of sum statistical methodologies and five point evaluation analysis. The product is evaluated using the normal statistical techniques & Quantitative methods. The action taken are shown in the following table considering responses & theirs suggestions .All measures has been taken seriously because it is important for overall college development

| Sr. No.                              | Feed back   | Received from | Action taken   |
|--------------------------------------|---|---------------|--|
| <b>Teacher Action taken Response</b> |   |               |  |
| 1                                    | Theoretical topics like Theory of Structure and Building Materials have more material to cover in a short amount of time.Such situation would prevent attaining depth.        | Teacher       | The teaching plans and programme outcomes show how the faculty had also reacted favourably, and they had used effective pedagogy.                                  |
| 2                                    | The curriculum can include smaller projects that are related to the main project while preserving the freedom for the pedagogy of each unique institute.                      | Teacher       | Faculty from all years have discovered the common threads between two or more courses, and within a semester, common explorations for two subjects were scheduled. |
| 3                                    | The call for the Professionals appointed for the External Jury panel to conduct Viva has to put in a serious way. More Professional Architects should be jury member members. | Teacher       | Internal viva and exams are suggested Faculty gave approval to call for jury members from the Architectural Industry   |
| 4                                    | Design can be matched with 50% of cognitive and technological subjects. Assignments should demonstrate what students have learned.The takeaways are then used in design.      | Teacher       | A unfiltered effort involving all the disciplines and all the years was the teaching plan. Faculty coordinated the aims.   |

### Students Action taken Response

|   |  |         |  |
|---|--|---------|--|
| 1 | They need more time and weightage to practical and hands-on experience.  | Student | More hands-on exercises were introduced in History, Climatology and theory of structures   |
| 2 | Integrating the physical training in the routine. They want some more leisure time to get refreshed and remain healthy.        | Student | Yoga classes introduced in audit course. Campus is kept open for leisure after college hours.  |
| 3 | The subjects having less credits as compared to high credit subjects (e.g.- History v/s Design) are also intensive in content. | Student | Load on students was reduced by clubbing the explorations of two subjects. At university exams also it is allowed to use same prints of the work done for with aligned objectives for two subjects |
| 4 | To get more inputs in Design.  | Student | Theoretical inputs were introduced in teaching plan of design, urban design and thesis.  |
| 5 | To include more software in the syllabus.  | Student | The new software will come in Market students must use that as tool. The basic tools like auto cad were introduced in the graphics in first year.  |

### Alumni Action taken Response

|   |   |        |  |
|---|---|--------|--|
| 1 | The syllabus should have more of practical training experience with the incorporation of studying new materials, their applications, new software applications. | Alumni | Visits to forums and exhibitions has been made mandatory and was included in the teaching plan. Time to time there are presentations on updated technologies in the institute. |
| 2 | More emphasis should be on Practical & empirical learnings  | Alumni | Outbound & Experiential learnings has taken under serious consideration. Comprises with value addition electives in Academic syllabus.   |
| 3 | Students Foundation need to be formed in college to support needy students for their fees.  | Alumni | Through Alumni foundation is started .Alumni is looking care of all this activities and it is action.  |

### Employers ( Architects) Action taken Response

|   |  |           |   |
|---|--|-----------|---|
| 1 | Framework to relate the professional practices and academics need to be well defined               | Employers | The time to time interactions with the professionals have been introduced in the Architectural curriculum.  |
| 2 | Students need to be take for foreign countries for Architectural visits so to have more exposure . | Employers | Working on formation of more Architectural visits within country. Will work on International Study Tours also .International MOU has been taken with the Universities aboard. |

### Parents Action taken Response

|   |  |         |  |
|---|--|---------|--|
| 1 | It is possible to cut down the extra co-curricular activities so to have more focus on Academics.                                    | Parents | Action has been taken by College Development committee and balanced schedule is formed with Academic & Co-Curricular activities.   |
| 2 | Kindly work on the local site visits to avoid long distance travel specific for girls candidate.                                     | Parents | Taking note from the parents side to try most of Technical & Industrial site visits local. But for getting more exposure sometimes need to go long distance site visits. |
| 3 | Students mentoring would be more effectively done by conducting students counselling session intermediately during academic sessions | Parents | Students mentoring committee is already formed to observe students performance.  |

### Non-Teaching Staff Action taken Response

|   |  |               |  |
|---|--|---------------|--|
| 1 | The Students information separate desk is to be formed   | Non -Teaching | Separate notice board is formed along with Administrative Notice board.  |
| 2 | Separate changing room facility to be provided for Non-Teaching Class-IV Employee  | Non -Teaching | The matter put forward to management for action.   |
| 3 | Proper disciplines to be maintained by the students for the using of tools & peripherals in the studios and computer labs. | Non -Teaching | Students counselling session has been taken to understand studio operating manners & handling tools , Peripherals in the labs. |