



MVPS's SP College of Architecture

Udhaji Maratha Boarding Campus, Off Gangapur Road, Nashik-13

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ACTION TAKEN ON SYLLABUS FEEDBACK-2023-24 (2019 pattern)

Academic Year: 2024-25

Branch- Architecture

MVPS SP College of Architecture values feedback from the stakeholders namely Students, Teachers, Alumni and Practicing Architects regarding its syllabi.

Course - M. Arch (Environmental Architecture)

Objectives of feedback

- To invite suggestions & comments on syllabus from stakeholders.
- To analyse the feedback and corresponding action to be taken at institute level.
- To respond the suggestion given on syllabus feedback, if required suggestions to be forwarded to the board of studies members of the university.

Summary of syllabus feedback

NOs	SYLLABUS FEEDBACK (average)	IN PERCENTAGE %				TOTAL
		VERY GOOD	GOOD	SATISFACTORY	NOT SATISFACTORY	
1	Students	18.75	65.62	15.62	0	100
2	Teacher	28.57	35.71	32.14	3.57	100
	Total Average	23.66	50.68	23.88	1.78	100

The summary of syllabus feedback indicates that, on average, 74.34% of responses from students and teachers rated the syllabus as "very good" or "good," reflecting positive overall satisfaction. However, 23.88% of responses categorized it as "satisfactory," with a small proportion (1.78%) noting areas of dissatisfaction, highlighting opportunities for improvement in specific aspects of the syllabus.

Among the student respondents, 84.37% rated the overall design and content of the syllabus as "very good" or "good," while 15.62% expressed satisfaction. Similarly, 64.28% of teacher respondents rated the syllabus as "very good" or "good," with 32.14% showing satisfaction. However, a small fraction (3.57%) of teachers highlighted areas where they were not satisfied. These findings suggest that while the syllabus is generally well-received, there is room for improvement in certain aspects to address the concerns raised and further enhance its relevance and effectiveness.





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ANALYSIS BASED ON THE FEEDBACKS AND SUGGESTIONS RECEIVED

The feedback from students and teachers provides valuable insights into areas of improvement for the M. Arch syllabus:

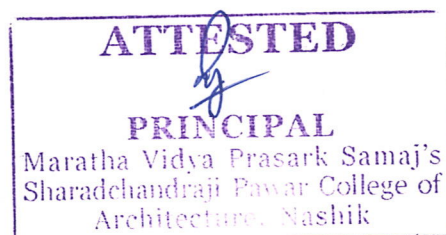
1. From Students:

- Need of greater focus on calculation-based sessional work to deepen understanding through practical applications in various subjects.
- Mandatory site visits were highlighted as essential for enhancing practical exposure and better understanding of real-world applications.
- There is a need to establish a clearer correlation between technical and design subjects, ensuring a cohesive learning experience across the curriculum.
- Enhanced alignment of assessments (e.g., exams, projects) with course content

2. From Teachers:

- The inclusion of topics such as *Decentralized Wastewater Treatment Systems (DEWATS)* and *Waste Management* was recommended to expand the scope of the syllabus.
- Greater emphasis on case study visits was suggested to provide students with hands-on learning opportunities and real-world exposure.
- The subject *Sustainability Measurement Tools* was identified as needing detailed coverage of water-related criteria mandated by green building rating systems, currently underrepresented in the curriculum.
- Teachers emphasized the importance of addressing the *commercial viability* and *global standards* of sustainability topics to better align students' knowledge with industry requirements.
- Greater integration of research and practical applications to provide a more robust and applied learning experience.

The analysis highlights the need to make the syllabus more practical, comprehensive, and closely aligned with evolving industry standards and academic objectives, ensuring students are better prepared for real-world challenges and professional excellence.





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ACTION TAKEN FOR 2024-2025

- Sem I, Environmental Design studio has been planned to incorporate calculation-based assignments such as shading device design using detailed shadow angle calculations.
- An elective course on *Carbon Footprint Mapping* has been proposed to familiarize students with global sustainability standards and industry trends. The course is planned to include calculation-based assignments, such as mapping an individual's carbon footprint and evaluating the carbon footprint of construction activities for identified case studies, ensuring alignment with real-world practices.
- To address the need for a clearer correlation between technical and design subjects, efforts will be made to ensure a cohesive learning experience across the curriculum. For example, in Environmental Design Studios, application of technical skills learned in subjects like *Lighting Lab* by using tools such as Velux to simulate and enhance design projects, will be encouraged, fostering an integrated and practical approach to learning.
- Expert sessions are proposed for identified topics under the syllabus of theory subjects, providing opportunities for the students to interact with field experts and gain practical insights into sustainable practices through real-world exposure.
- To better align assessments with course content, modifications in the in-semester assessment pattern have been proposed. Instead of having time bound written examination, in-semester week has been proposed to have assignments/activities aimed at providing detailed knowledge for the theory subjects. For example, in Environmental Laws and Legislations, interactive methods such as group discussions are proposed. This approach encourages analytical thinking and enhances communication skills among students.



ATTESTED
[Signature]
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