



MVPS's SP College of Architecture

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

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A REPORT ON SYLLABUS FEEDBACK- 2023-24 (2019 pattern)

Academic Year: 2024-25

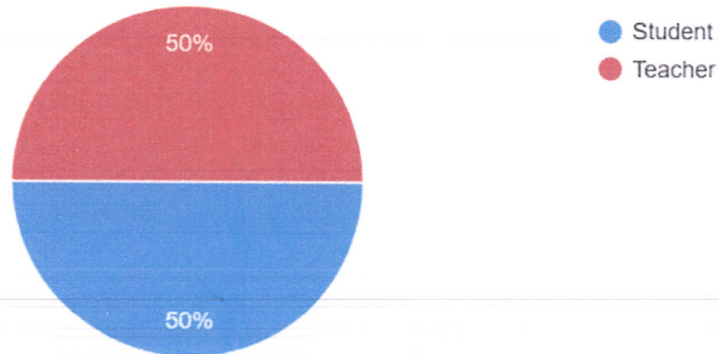
Branch- Architecture

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

Course - M. Arch (Environmental Architecture)

3. Select your Stakeholder Category.

8 responses



The responses received include 50% students and 50% teacher respondents.

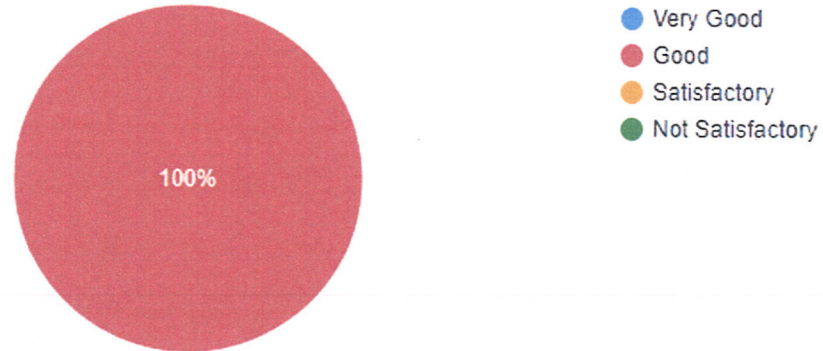




STUDENTS FEEDBACK ON M. ARCHITECTURE SYLLABUS

2. Does the syllabus cover all the essential topics needed for understanding environmental architecture and concept of sustainability?

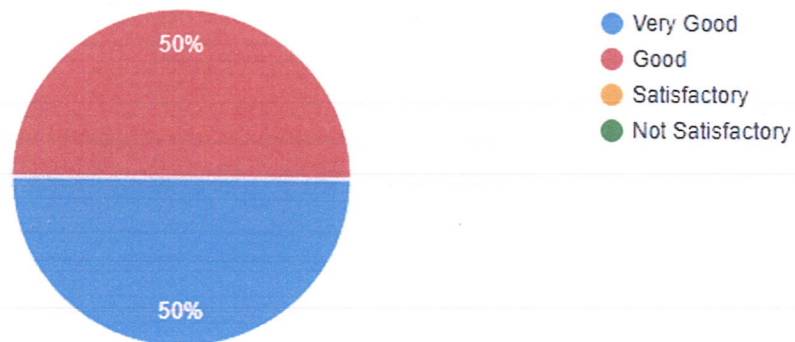
4 responses



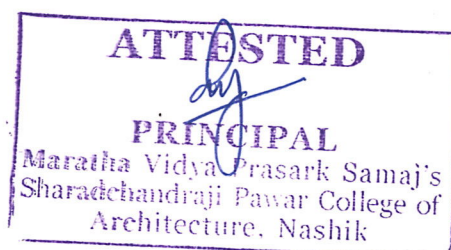
RESPONSE – All respondents rated the syllabus as "very good," indicating unanimous satisfaction with the topic coverage.

3. Are the course objectives and learning outcomes clearly stated ?

4 responses



RESPONSE – Responses were evenly split, with 50% rating it as "good" and 50% as "very good," reflecting overall positive feedback on clarity of learning objectives and learning outcomes as stated in the syllabus.





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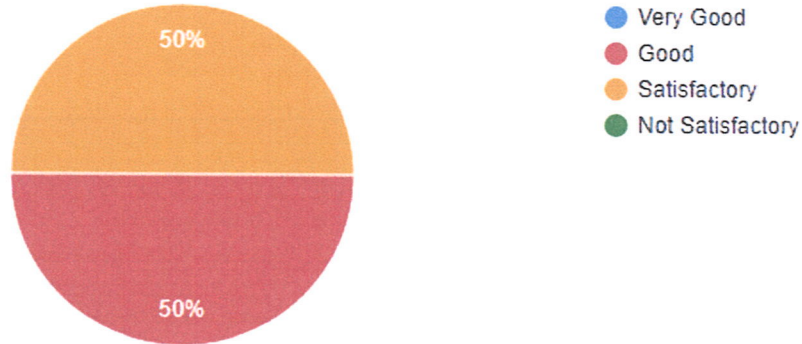
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4. Are the course outcomes achieved through the academic conduct ?

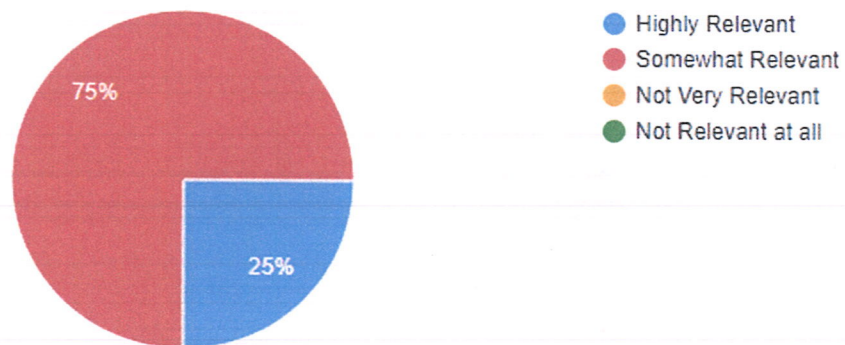
4 responses



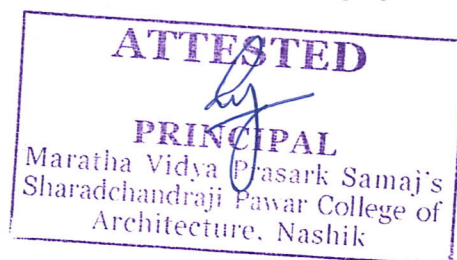
RESPONSE – 50% of respondents rated achievement of course outcomes through syllabus as "good," while the other 50% rated it as "satisfactory,"

5. How relevant do you find the syllabus content to current industry trends and practices in environmental architecture?

4 responses



RESPONSE – 75% of the student respondents have said that the syllabus content is somewhat relevant to current industry trends and practices in environmental architecture, whereas 25% of them have rated the same as highly relevant.





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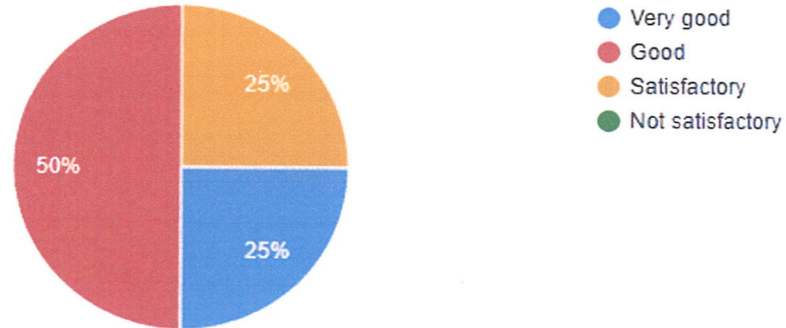
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6. Does the syllabus provides opportunities for hands-on learning, such as case studies, site visits or workshops?

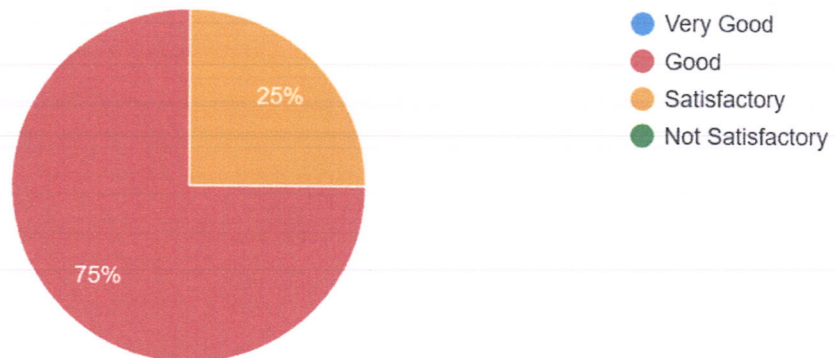
4 responses



RESPONSE – As per 25% of the student respondents, the syllabus provides very good opportunities for hands-on learning, such as case studies, site visits or workshops, however 50% of the student respondents have rated it as “Good” and 25% have rated it as “Satisfactory”.

7. Are the assessment methods (exams, assignments, projects) aligned with the course content ?

4 responses



RESPONSE – 75% of respondents rated alignment as "good," while 25% rated it as "Satisfactory" showing satisfaction with the assessment methods.



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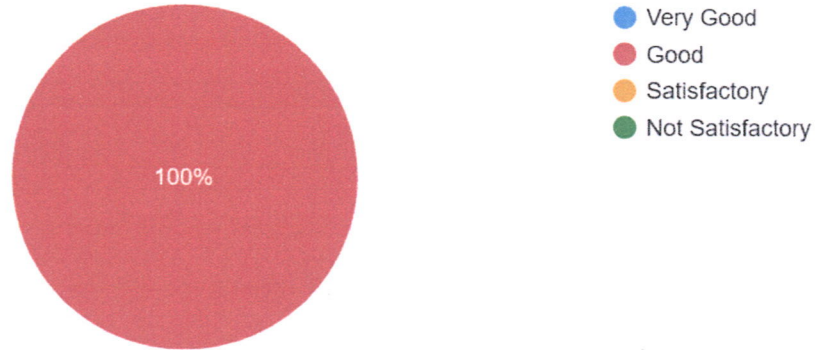
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8. Does the syllabus encourage interdisciplinary learning by integrating concepts from other fields like urban planning, engineering and environmental science ?

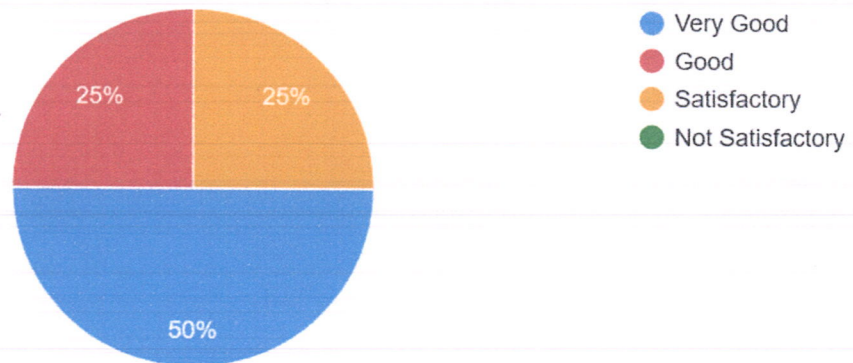
4 responses



RESPONSE – All respondents rated this aspect as "very good," indicating strong approval.

9. Does the syllabus adequately addresses the knowledge regarding current innovations, technologies and challenges in the field of sustainability?

4 responses



RESPONSE – 50% of respondents rated it as "very good," while 25% rated it as "good," and the remaining 25% as "satisfactory," reflecting a majority of positive feedback with some room for improvement.



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SR. NO	STUDENT'S FEEDBACK PARTICULAR	IN PERCENTAGE				
		VERY GOOD	GOOD	SATISFACTORY	NOT SATISFACTORY	TOTAL
1	Does the syllabus cover all the essential topics needed for understanding environmental architecture and concept of sustainability?	-	100	-	-	100
2	Are the course objectives and learning outcomes clearly stated ?	50	50	-	-	100
3	Are the course outcomes achieved through the academic conduct ?	-	50	50	-	100
4	How relevant do you find the syllabus content to current industry trends and practices in environmental architecture?	25	75	-	-	100
5	Does the syllabus provides opportunities for hands-on learning, such as case studies, site visits or workshops?	25	50	25	-	100
6	Are the assessment methods (exams, assignments, projects) aligned with the course content ?	-	75	25	-	100
7	Does the syllabus encourage interdisciplinary learning by integrating concepts from other fields like urban planning, engineering and environmental science?	-	100	-	-	100
8	Does the syllabus adequately address the knowledge regarding current innovations, technologies and challenges in the field of sustainability?	50	25	25	-	100
	Total	150	525	125	0	800
	Average Percentage	18.75	65.62	15.62	0	100



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Conclusion-

- Overall 84.37 % student respondents have given very good and good feedback on overall design and content of the M. Arch syllabus and 15.62% of student respondents are satisfied with the syllabus.

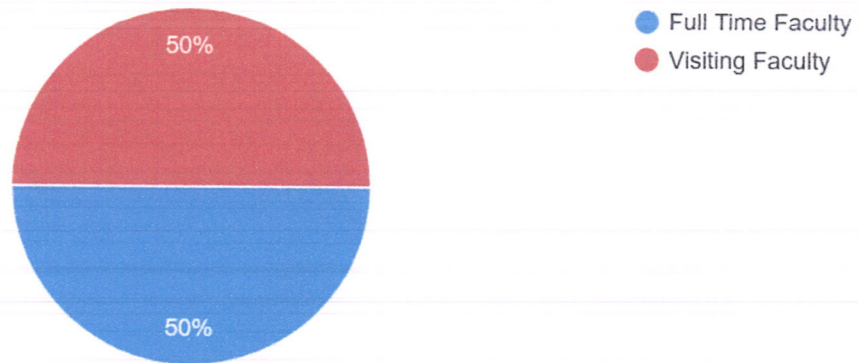
Suggestions/ remarks from the students

- Subjects like *Building Energy Management and Environment Impact Assessment* should emphasize calculation-based sessional works.
- The syllabus should include mandatory site visits to provide practical exposure and improve understanding of real-world applications.
- The syllabus must clearly establish a correlation between technical and design subjects.

TEACHER'S FEEDBACK ON M. ARCHITECTURE SYLLABUS

1. Choose your Appointment?

4 responses



Full time faculty respondents = 50%

Visiting faculty respondents = 50%





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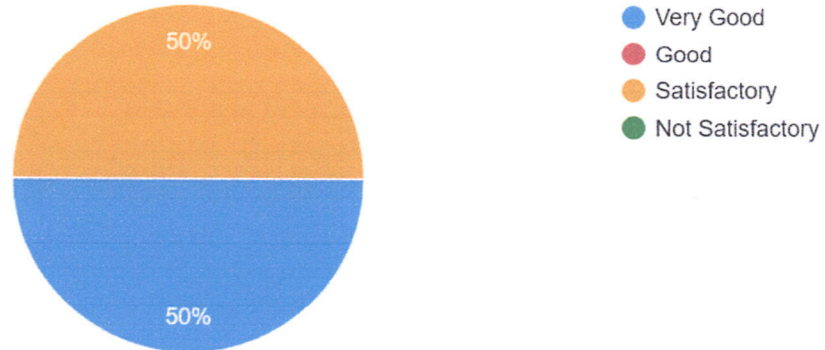
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2. Does the syllabus ensure a logical flow and coherence between topics across the course?

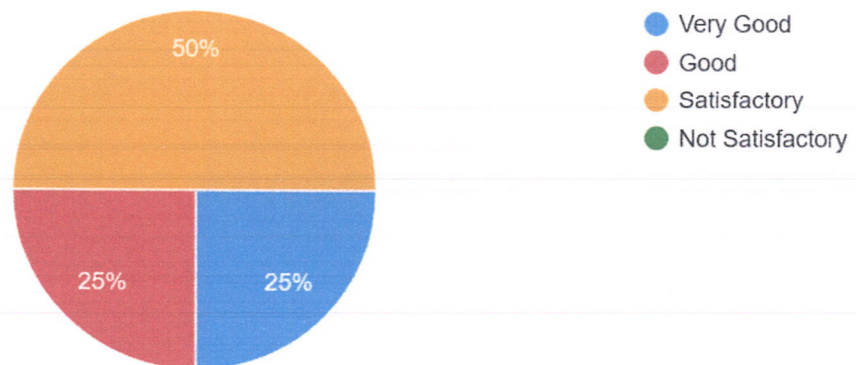
4 responses



RESPONSE – Feedback indicates a positive response, with 50% of teachers rating it as "Good" and the other 50% as "Satisfactory" highlighting overall satisfaction with the logical flow of topics.

3. Do you find allotment of adequate teaching hours for each subject as per syllabus?

4 responses



RESPONSE – Teachers provided mixed feedback, with 25% rating it as "very good," 25% as "good," and 50% as "satisfactory," showing a need for reviewing the allocation of teaching hours.



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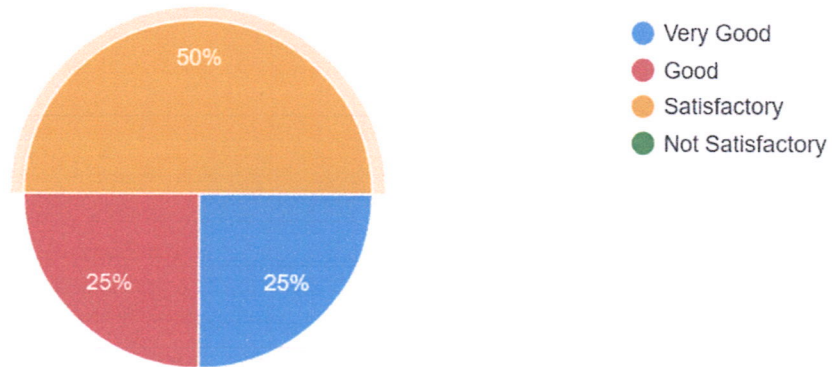
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4. Is the syllabus updated to reflect advancements and trends in environmental architecture and sustainability?

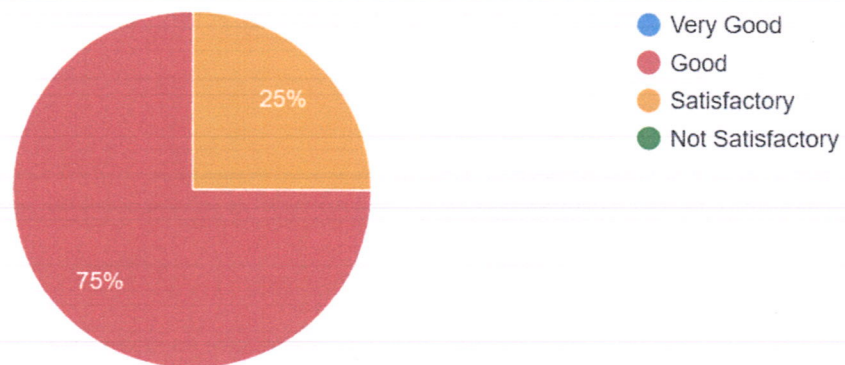
4 responses



RESPONSE – While 25% of teachers rated it as "very good," 25% rated it as "good," and another 50% as "satisfactory," suggesting that the syllabus is moderately aligned with current trends but could benefit from further updates.

5. Are there sufficient resources (reference materials, software, equipment) prescribed in the syllabus to support the topics covered?

4 responses



RESPONSE – Feedback shows that 75% of teachers rated the resources as "good," while 25% rated them as "satisfactory" indicating general satisfaction.



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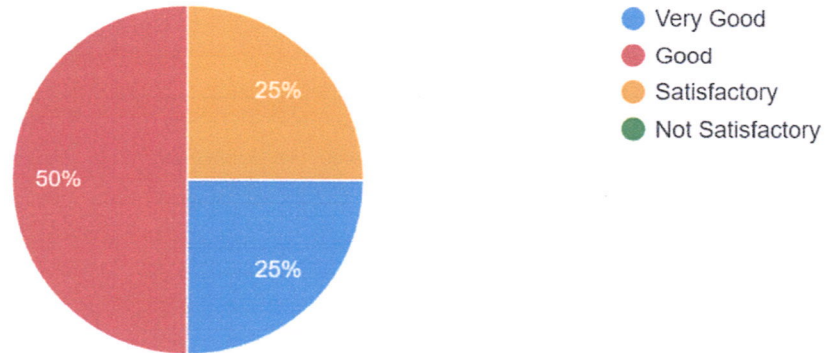
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6. Does the syllabus encourage the use of innovative teaching methods, such as simulations, modeling tools or experiential learning ?

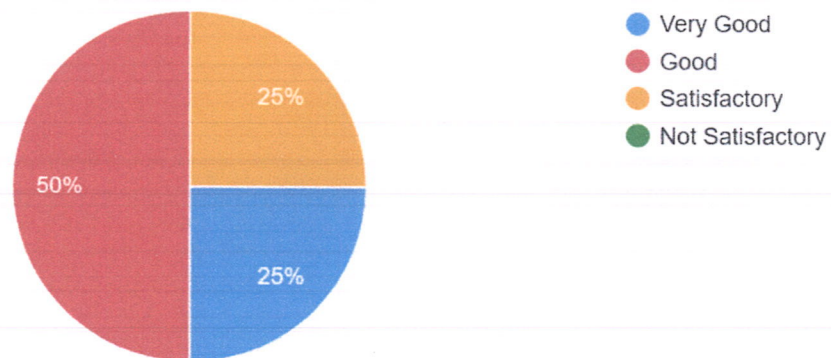
4 responses



RESPONSE – Teachers rated this aspect as 25% "very good," 50% "good," and 25% "satisfactory," reflecting a need to enhance the use of innovative teaching methods.

7. Does the syllabus allow flexibility for introducing supplementary or advanced topics based on students' interests or industry needs?

4 responses



RESPONSE – Feedback indicates that 25% rated it as "very good," 50% as "good," and 25% as "satisfactory," showing a moderate level of flexibility.



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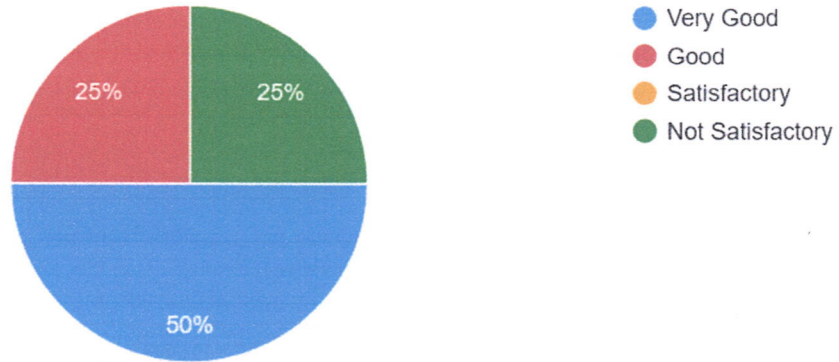
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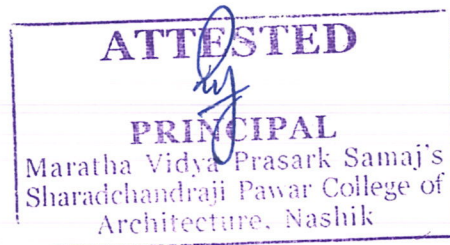


8. How well do you think the syllabus integrates research and practical applications?

4 responses



RESPONSE – Teachers responded with 50% rating it as "very good," 50% as "good," and 25% as "Not satisfactory," indicating that while the integration of research and practice is effective, there is scope for enhancement.

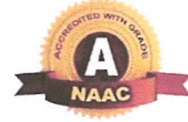




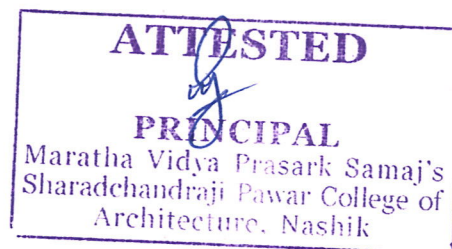
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SR. NO	TEACHER'S FEEDBACK PARTICULAR	IN PERCENTAGE				TOTAL
		VERY GOOD	GOOD	SATISFACTORY	NOT SATISFACTORY	
1	Does the syllabus ensure a logical flow and coherence between topics across the course?	50	-	50	-	100
2	Do you find allotment of adequate teaching hours for each subject as per syllabus?	25	25	50	-	100
3	Is the syllabus updated to reflect advancements and trends in environmental architecture and sustainability?	25	25	50	-	100
4	Are there sufficient resources (reference materials, software, equipment) prescribed in the syllabus to support the topics covered?	-	75	25	-	100
5	Does the syllabus encourage the use of innovative teaching methods, such as simulations, modeling tools or experiential learning ?	25	50	25	-	100
6	Does the syllabus allow flexibility for introducing supplementary or advanced topics based on students' interests or industry needs?	25	50	25	-	100
7	How well do you think the syllabus integrates research and practical applications?	50	25	-	25	100
	Total	200	250	225	25	700
	Average Percentage	28.57	35.71	32.14	3.57	100





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Conclusion-

- Overall 64.28 % teacher respondents had given very good and good feedback on overall design and content of the M. Arch syllabus and 32.14 % of them are satisfied with the syllabus. However, 3.57% are not satisfied in few aspects.

Suggestions/ remarks from the Teachers

- Add topics such as *Decentralized Wastewater Treatment Systems (DEWATS)* and *Waste Management* to the syllabus.
- Emphasis needs to be given on *case study visits* to provide students with hands-on experience and a better understanding of real-world applications.
- Under the subject *Sustainability Measurement Tools*, ensure detailed coverage of water-related criteria mandated by green building rating systems, which is currently lacking in the curriculum.
- Emphasize teaching students the *commercial viability* and *global standards* related to sustainability topics to align their knowledge with industry requirements.





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SUMMARY

SR. NOs	SYLLABUS FEEDBACK (average)	IN PERCENTAGE %				
		VERY GOOD	GOOD	SATISFACTOR Y	NOT SATISFACTOR Y	TOTAL
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

CONCLUSION

The feedback on the M. Arch syllabus indicates an overall positive response from both students and teachers. 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.

Students emphasized the need for:

- Introducing calculation-based sessional work in different subjects like *Building Energy Management* and *Environmental Impact Assessment* etc.
- Mandatory site visits to improve practical exposure and understanding of real-world applications.
- Strengthening the correlation between technical and design subjects to enhance coherence in learning.

Teachers suggested:

- Adding topics such as *Decentralized Wastewater Treatment Systems (DEWATS)* and *Waste Management* to enrich the syllabus content.
- Increasing the emphasis on case study visits for hands-on experience.
- Enhancing the subject *Sustainability Measurement Tools* by including comprehensive coverage of water-related criteria mandated by green building rating systems.
- Teaching the *commercial viability* and *global standards* of sustainability topics to better align the syllabus with industry expectations.

These collective insights from stakeholders reflect a strong foundation for the syllabus while identifying areas to further refine its content and delivery. Addressing these suggestions will ensure a more robust, practical, and industry-relevant curriculum for the M. Arch program.



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