FORM B – PART II – Category A - Quality of Teaching & Learning

Report

A8. Institutional Feedback Systems

Feedback Mechanism (2025 - 26)

The Institute implements a systematic feedback mechanism every semester to obtain structured input from various stakeholders to evaluate syllabus transaction, teaching learning processes, course contents & delivery, curriculum relevance and infrastructure etc.

The student feedbacks are mandatory components of attainment of Course Outcomes (COs) and Programme Outcomes (POs) enabling the Institute to assess its overall performance and standing. The strategies for improvements and quality enhancement are based on the feedback by various stakeholders.

Key Stakeholders, Feedback Type, Areas of evaluation and Frequency of Feedback

Stakeholders	**Objectives of Feedback and Areas of Evaluation**	**Frequency**
Students Feedbacks	Student Feedback 1 (subject wise) 2025 – 26 for A) Transaction of syllabus B) CO-PO attainment Evaluation: Students rate the course contents, course delivery, teaching learning processes, relevance of course, awareness about course outcomes, fulfilment of COs and overall learning experience.	**Third Week of the last month of each semester**
	Student Feedback 2 for Student Satisfaction in following aspects A) Teaching & Evaluation B) Infrastructure C) Extra-Curricular Activities D) Student Support E) Ethical Values Evaluation: Students rate academic support, schedules, evaluation methods, co-curricular and extra curricular activities, administrative aspects, infrastructure and amenities available on campus and student support in form of mentoring, counselling, placement & career guidance, scholarships and mandatory committees for student welfare. Rating is also given for learning environment, inclusiveness and human and environmental values practised by the institution	
Faculty	Faculty Feedback on A) Syllabus & Course Contents B) Support from Institution Evaluation: Faculty rate the relevance of B.Arch. programme, efficacy of teaching- learning processes, challenges thereof, focus on innovation, industry collaboration as well as adequacy of infrastructure and resources. They can also rate the institutional support for	**End of academic Year**

	research & publication and opportunities for upgradation of skills and qualification.	
Employers / Internship Mentors	Employer's Feedback on A) Professional Skills & Competency of Student Intern B) B. Arch Academic Programme & Curriculum Evaluation: The employers provide rating on practical and theoretical understanding of student interns, level of knowledge and skills (technical, professional, communication etc.) of interns, their industry readiness and practical performance during the internships. They also evaluate the efficacy of B.Arch Programme through various lenses provided in feedback form.	**End of Internship**

Standard Process

1. **Formats:** Simple Formats are designed to obtain objective answers for each feedback (attached)
2. **Contents of Feedback Form:** Besides objective questions, every feedback includes a descriptive question which gives an opportunity to the stakeholder to express frank opinions.
3. **Schedule:** The schedule of Feedback session is predetermined in Year planner before commencement of the semester and the students are informed about the schedule in advance.
4. **Privacy Policy:** The student and faculty feedbacks are anonymous. Only one administrative staff and a senior faculty have access to feedback data.
5. **Execution & Collection:** The links of Feedback forms are released through admin. Office. The students can access the forms on Microsoft Teams Platform.
6. **Analysis:** An Feedback committee comprising of a senior faculty member of Internal Quality Assurance Cell (IQAC along with a junior faculty) compiles, categorizes and tabulate the responses. Analysis of student feedback on COs and POs leads to indirect attainment of COs and POs.
7. **Reporting & Action:** Summary reports are shared with academic and executive council who take decisions regarding the following:
   - Revision in Couse Contents & Delivery
   - Enhancement of teaching processes
   - Structuring/ restructuring of faculty teams
   - Student Support
   - Improvement of resources & infrastructure
   - Institutional support for faculty upgradation
   - Strategies for improvement & enhancement of institutional processes etc.

Employer Feedback 2025-26 on

A) **Professional Skills & Competency of Student Intern**
B) **B. Arch Academic Programme & Curriculum**

Dear Ar.----------,

We would be grateful if you could provide your feedback on the student intern from -------- who was placed in your firm. Your valuable inputs would help us to evaluate the skills & competency of the intern, assess our academic programme's efficacy and inform future improvements.

Kindly fill and send back the feedback form is attached herewith for your response.

Date :
Name of Firm:
Name of Employer filling the Form:
Contact Number:
Email ID:
Name of Intern/ Employee:

	Questions for Response	**Excellent**	**Average**	**Poor**
1	Rate the relevance/ adequacy of the Institution's courses in meeting industry requirements considering the Intern's academic standing			
2	Rate the theoretical understanding of Intern/ Employee acquired from academic training			
3	Rate the practical understanding of Employee / Intern acquired from academic training			
4	Rate the Intern/ Employee for the following qualities			
	a) Creativity			
	b) Technical Knowledge			
	c) Representation Skills			
	d) Communication skills			
	e) Analytical & problem Solving Skills			
	f) Organisation skills			
	g) Professional Knowledge			
	h) Team Compatibility			
	i) Motivation & Initiative			
	j) Integrity/ Ethical Sensibility			
	k) Ability to align to the demanding needs of the industry			
	l) Professionalism			
5	Rate the effectiveness of B.Arch academic Programme & the Curriculum in developing analytical and problem-solving skills			

6	Evaluate B. Arch academic programme and curriculum's alignment with current industry trends, practices & technological advancements			
7	Evaluate B. Arch academic programme's efficacy to enhance entrepreneurship skills & lifelong learning			
8	Assess how effectively the B. Arch programme instills the human values and ethics in students			
9	Suggestions for Improvement (regarding curriculum/ academic training/ exposure etc.)			

Faculty Feedback Format 2025-26
Feedback on-
A. Syllabus & Course Contents
B. Support from Institution

Sr. No.	QUESTIONS FOR RESPONSE	RESPONSE		
		Yes	To some extent	No
1	Is the course content of B. Arch. programme relevant with the current scenario in Architectural field?			
2	Is sufficient flexibility offered in syllabus to accommodate innovative Teaching Methodology/ Assignments?			
3	Are the Teaching Plans formulated in relation to the Syllabus of Mumbai University?			
4	Are the Teaching Plans formulated before commencement of the semester?			
5	Does the Institute encourage adaptation of innovative teaching techniques?			
6	Does the Institute encourage Industry Collaboration in addition to regular syllabus?			
7	Does the Institute provide infrastructure for enhancing teaching learning process?			
8	Does the institute adequately support the faculty for arranging field trips, site visits, and guest lectures?			
9	Does the institute provide resources & training programmes for upgradation & enhancement of teaching skills?			
10	Does the institute encourage the faculty to engage in research & publication?			
11	Does the institute encourage and support faculty for upgradation of their qualification?			
12	Does the Institute encourage and support faculty for enhancement of their non-teaching skills?			
13	Suggestions for Improvement (Descriptive Answer)			

Student Feedback on Programme Outcomes

(Gratuating Batch in April 2026)

Note:

* This is an anonymous feedback form. Please read the Programme Outcomes of B.Arch Course (as defined by IESCOA) attached with this form.
* Your feedback is very valuable to the Institute. This will help us to validate the Programme Outcomes (POs) and offer insights for continuous improvement of academic processes and standards.
* Please select the option with a Tick √

Sr. No.	Statements for Critical Response		Strongly Agree	Agree	Disagree
1	I am satisfied with the Programme Outcomes of B.Arch Course				
2	The course outcomes of all semesters were well articulated to achieve the Programme Outcomes of B.Arch Course				
3	The curriculum succeeded in achieving **Programmes Outcome**s for the B. Arch Course as listed below -				
	PO 1	Possess 'Vocational Skills' enabling the students to conceptualise, develop, & present a comprehensive architectural projet			
	PO 2	Possess 'Professional Skills' empowering the students with professional knowlege and enabling them to demonstrate a reiterative, reflective & responsive approach to design.			
	PO 3	Demonstrate the ability of 'Critical/ Reflective Thinking' enabling the students to think, argue, analyze & synthesize and to conduct research, discuss, opine & argue in scholarly manner			
	PO 4	Imbibe 'Ethical Sensibilties' among the students making them aware of their responsibilities towards social, cultural, environmental and sustainability concerns			
	PO 5	Broadened vision towards 'Diversified Practices and Disciplines', nurturing an enterprising attitude and enterpreneurship			
	PO 6	Possess 'Soft Skills & Life Skills' which create awareness about self and relationships with other people, contribute to personality enrichment and help developing a responsible & well rounded individual.			
4	The curriculum is relevant and appropriate for professional job opportunities				
5	The curriculum is relevant and appropriate for self employment				
6	The curriculum is relevant and appropriate for career aspirations and opportunities				
7	The curriculum is relevant and appropriate for local competitiveness				
8	The curriculum is relevant and appropriate for global competitiveness				
9	Brief Suggestions for improving the curriculum, teaching learning processes and programme outcomes (Descriptive Answer/ Optional)				

Student Feedback 1 (Subject wise) 2025 – 26 for

A) **Transaction of syllabus**
B) **CO-PO attainment**

Sem.3	**301 Architectural Design**			
Q. No.	**Questions for Response**	**Response**		
		Agree	**Partially Agree**	**Disagree**
1	Students were made aware of Syllabus (Course Content) and Subject Schedule (LP-EP) at the beginning of the Semester			
2	The course delivery was done as per the Subject Schedule			
3	The Course Content was relevant to students' academic & career goals and helped them to equip with knowledge, skills and capability			
4	The course included adequate industry/field exposure through activities such as guest lectures, workshops, site visits etc (Experiential learning Opportunities)			
5	The faculty encouraged interactive & participative learning			
6	The Course promotes Critical Thinking & improves problem solving ability of students			
7	The faculty promoted use of digital tools, softwares and technology during teaching learning process as well as course work			
8	The Course Outcomes of the subject were explained by the faculty in the beginning of the semester			
9	The course outcomes of this subject were achieved			
9	Comments / Reasons for disagreement/ Suggestions for improvement (Descriptive response)			

Student Feedback 2, 2025 -26
for Student Satisfaction in following aspects

A) **Teaching & Evaluation**
B) **Infrastructure**
C) **Extra Curricular Activities**
D) **Student Support**
E) **Ethical Values**

Q. No.	Questions for Response	Response		
		Agree	Partially Agree	Disagree
	A. Teaching & Evaluation			
1	Faculty is well prepared for classes and available for academic support if required			
2	Submissions & Assignments are done as per schedule			
3	Transparency in maintained in assignment evaluation			
	B. Infrastructure			
4	Lecture Rooms, studios and Labs are well equipped and maintained in good condition			
5	Library resources (books, journals, e-resources) are sufficient.			
6	Computers and internet facilities meet academic requirements			
7	The infrastructure for hands on experiments and fabrication is excellent			
8	Common facilities (washrooms, drinking water, seating) are adequate.			
9	The Institution has efficient and student friendly administrative set up.			
	C. Extra Curricular Activities			
10	Students are encouraged to participate in competitions, sports, cultural activities and study tours etc. (extra curricular & co curricular activities			
11	The institution conducts various events like guest lectures, seminars and exhibitions which help all-round development of students			
	D. Student Support			
12	Academic mentoring and counseling services are effective.			
13	Placement and career guidance services are useful.			
14	Institution provides support for scholarships and financial aid.			
15	Institution provides support to weak and differently able students			
16	Students are aware of various policies, rules and committees of the Institution			
17	Student grievances regarding academics, ragging and other issues are addressed promptly			

E	**E. Ethical Values**			
18	The Institution is inclusive and strives to inculcate values about ethical conduct, gender parity, human dignity and equal opportunity to all.			
19	The Institution promotes environmental sustainability through theory & practice			
20	Comments / Reasons for disagreement/ Suggestions for improvement (Descriptive response)			

Exit Batch (2026) Feedback on POs

Respondent Number	Satisfied with POs of B.Arch Course	COs of all semestrs well articulated to achieve Programme Outcomes of B Arch Course	Whether the Curriculum succeeded in achieving following Programmes Outcomes for B. Arch Course						The curriculum is relevant and appropriate for professional job opportunities	The curriculum is relevant and appropriate for self employment	The curriculum is relevant and appropriate for career aspirations and opportunities	The curriculum is relevant and appropriate for local competitiveness	The curriculum is relevant and appropriate for global competitiveness	Brief Suggestions by students for improving the curriculum, teaching learning processes and programme outcomes
			PO 1	PO2	PO3	PO4	PO5	PO6						
1	3	2	2	2	2	2	1	2	2	1	2	2	2	* Reduce the course duration from 5 years.
2	2	2	2	2	2	2	1	1	2	1	2	2	2	
3	3	3	3	3	3	3	3	3	3	3	3	3	3	* Course outcome for Sem 9 &10 well articulated
4	3	3	3	3	3	3	3	3	3	3	3	3	3	
5	3	3	3	3	3	3	3	3	3	3	3	3	3	* Collaborations with institutes - multidisciplinary learning
6	2	3	3	3	3	3	2	2	2	2	3	3	2	
7	3	3	3	3	3	3	3	3	3	3	3	2	2	
8	3	3	3	3	3	3	3	3	2	2	3	3	3	* Course can be more Interactive and Collaborative
9	2	3	3	3	3	3	3	3	3	3	3	3	3	
10	3	3	3	3	3	3	3	3	3	2	2	2	2	
11	2	2	2	2	3	3	3	2	3	3	3	3	2	
12	2	2	2	2	2	2	2	2	2	2	2	2	2	
13	2	2	2	2	3	2	3	2	3	2	3	3	2	
14	2	1	2	1	3	2	1	1	2	2	2	2	2	
15	2	1	2	2	2	2	1	1	2	1	2	1	1	
16	3	3	2	2	2	2	2	2	2	2	2	2	2	
17	2	2	1	1	2	2	1	3	3	3	3	3	3	
18	2	2	1	1	2	2	3	2	2	2	2	2	2	
19	2	2	2	2	2	2	3	3	2	3	3	2	2	Observations & Recommendations
20	3	3	3	3	3	3	3	3	3	2	3	3	3	
21	3	3	3	2	3	3	2	2	3	3	3	2	2	* Less than 50% of Exit batch students have expressed their complete satiscation regarding the achievement of Pos during the programme * They have suggested to initiate collaborative and multidisciplinary learning. * In response, the Institute must focus more on diversified disciplines, more collaborative and industry related activities during the B.Arch Course.
22	2	2	2	2	2	2	2	2	2	2	2	2	2	
23	2	2	2	2	2	2	2	2	2	2	2	2	2	
24	2	2	2	2	2	2	2	2	2	2	2	2	2	
25	2	2	2	2	2	2	2	2	2	2	2	2	2	
26	3	3	3	3	3	3	3	3	3	3	3	3	3	
27	2	2	3	3	3	3	2	2	2	2	2	3	2	
28	3	3	3	3	3	3	3	3	3	3	3	3	3	
29	2	2	3	3	2	2	1	2	3	1	2	3	2	
30	2	2	2	2	2	2	2	2	2	3	3	2	2	
31	2	2	2	2	2	2	3	3	3	3	2	2	3	
32	3	2	3	2	2	3	3	3	3	3	3	3	3	
33	3	3	2	2	3	3	3	2	2	2	3	3	3	
34	3	3	3	3	3	3	3	3	3	3	3	3	3	
35	2	2	2	1	1	2	1	2	2	1	1	2	1	
36	2	2	2	1	1	2	1	1	2	1	2	2	1	
Percentage of Responses														Response Key
Strongly Agree	41.7%	41.7%	44.4%	38.9%	50.0%	47.2%	50.0%	41.7%	47.2%	41.7%	52.8%	47.2%	36.1%	3 — **Strongly Agree**
Agree	58.3%	52.8%	50.0%	47.2%	44.4%	52.8%	27.8%	47.2%	52.8%	41.7%	44.4%	50.0%	55.6%	2 — **Agree**
Dis-agree	0.0%	5.6%	5.6%	13.9%	5.6%	0.0%	22.2%	11.1%	0.0%	16.7%	2.8%	2.8%	8.3%	1 — **Dis-agree**

Faculty Feedback (2025-26)						
S. No.	Questions for Response	Responses Received	Response %			Remarks/ Action Proposed
			Agree	Partially Agree	Disagree	
1	The course content of B. Arch. Programme is relevant with the current scenario in Architectural field	20	25%	70%	5%	* Faculty has expressed their satisfaction regarding the Institute's compliance with University of Mumbai Syllabus and the discipline followed towards Teaching learning process * Though Faculty is satisfied about Institute's support for adoption of innovative taching techniques, industry collaboration and encouragement to research & publication, they expect support of Instutute in these areas * Faculty is extremely satisfied about the infrsatucture and support for site visits and field trips * Faculty has expressed their dissatisfaction and raised concern about Institute's support towards upgradation of teaching skills, qualifications and enhancement of non teaching skills. Suggesions and comments by faculty are listed below
2	Sufficient flexibility is offered in syllabus to accommodate innovative Teaching Methodology and Assignments.		50%	45%	5%	
3	Teaching Plans are formulated in relation to the Syllabus of University of Mumbai.		85%	10%	5%	
4	Teaching Plans are formulated before commencement of the semester		80%	15%	5%	
5	The Institute encourages adaptation of innovative Teaching Techniques.		65%	25%	10%	
6	The Institute encourages Industry Collaboration in addition to classroom Teaching- Learning		65%	25%	10%	
7	The Institute provides infrastructure for enhancing teaching learning process		70%	15%	15%	
8	The institute adequately supports the faculty for arranging field trips, site visits and guest lectures		80%	10%	10%	
9	The institute provides resources & training programmes for upgradation & enhancement of teaching skills		40%	50%	10%	
10	The institute encourages the faculty to engage in research & publication		60%	30%	10%	
11	The institute encourages and incentivises the faculty for upgradation of their qualification		35%	50%	15%	
12	The Institute encourages and supports faculty for enhancement of their hands-on / non teaching skills		45%	45%	15%	
	Percentage Range of Faculty in Complete Agreement		> 70%	60% to 69%	50% to 59%	< 50%	

Faculty Feedback (2025-26) - COMMENTS & SUGGESTIONS	
1. Bring more clarity and transparency in institutional processes: Having clear policies and Standard Operating Procedures (SOPs) for academic and administrative activities would help ensure transparency, consistency and smooth day-to-day functioning. It would also reduce confusion and enable faculty members to perform their responsibilities with greater confidence.	11. Innovative teaching methodologies naturally involve a certain degree of experimentation, and not every aspect of an experiment can be anticipated or defined at the outset. While clear objectives, basic planning and accountability are essential, some flexibility is equally important. If every small detail needs to be predetermined, documented and justified in advance, it can sometimes limit the freedom required to experiment.
2. Clearly define the roles and responsibilities of each faculty cadre: It would be helpful if the roles, responsibilities and expectations for each faculty cadre are clearly outlined. This would allow faculty members to understand what is expected of them, what falls within their scope of work and where their responsibilities begin and end, leading to better coordination and accountability.	12. LP-EPs, while useful for structuring and documenting teaching, could perhaps be made more flexible so that new ideas can be tried, reviewed and allowed to evolve through the semester. Often, meaningful pedagogical outcomes emerge through this process of trying, reflecting and refining maybe during the progress of the project. It may also be useful to involve a wider cross-section of faculty while developing teaching-learning frameworks and institutional processes.
3. Support faculty in keeping pace with changing technologies: The rapid growth of digital technologies, software and Artificial Intelligence (AI) is transforming higher education. Organizing regular workshops, hands-on training sessions and Faculty Development Programmes (FDPs) on these emerging tools would help faculty stay updated, enhance their teaching practices and continue delivering quality education to students.	13. Faculty from different age groups, experience levels, disciplines and backgrounds can bring very different perspectives. Branch Heads could lead such teams, while actively drawing suggestions from faculty who are directly engaged with the subjects and their day-to-day implementation. This may help create a better balance between institutional requirements and ground-level academic realities.
4. Need for More Upskilling programs for Faculty. Appreciation incentivisation for outperforming faculty members in a more formal manner will encourage the faculty team for excelling in their teaching process.	
5. More industry collaborations perticularly for technology and design build aspects of learning needed. Faculty interactions/presentation to fellow faculty members on a periodical basis shall be arranged.	14. Faculty development could also be more need-based rather than primarily dependent on common TRCs or training programmes. Different faculty members require different kinds of support. Some may benefit from software or digital-skills training, some from improving presentation and communication skills, some from developing stronger briefs and teaching methodologies, while others may require support in research, administration, leadership or management. It may therefore be useful to first identify individual training needs and then create suitable opportunities or channels for development.
6. Encourage faculty members to conduct masterclasses of specific skills can encourage cross-pollination within the team.	
7. Institute needs to explore avenues for grants and scholarships for conducting research. Transparent and inclusive practice of delegating responsibilities and appreciation of efforts would encourage the faculty to contribute wholeheartedly in all activities.	
8. Introduction of dress code for students	15. Overall, greater flexibility in academic experimentation, wider faculty participation in developing teaching processes, and more individualised faculty-development opportunities could further strengthen the teaching-learning environment of the institution.
9. While there is verbal encouragement, translating that into actual implementation and facilitation is lacking.	
10. Some type of compensation for study trips/ for working nata duties. Incentivization/acknowledgement on achievements is lacking. There should be faculty and student exchange programs, seed money for research, faculty mentorship programs. the support is usually verbal, but financial and physical support is often missing. an imbalance of work distribution is also felt.	16. The horizontal and vertical alignment and integration of subjects should also reflect in the assignments designed - the assignments should ALSO BE INTEGRATED, thereby making the students directly aware of the alignment and application as well as help in reducing their work load.
	17. Flexibility in work format for better results(without comprising on the totals hours of commitment)