

**Bombay Suburban Art and Craft Education Society's
L. S. Raheja School of Architecture
"Stakeholders' Feedback Analysis Report for Curriculum of B.Arch." (2022-23)**

The survey for "Feedback on B.Arch Curriculum" for the academic year 2022-23 was carried out for four stakeholders - students, alumni, teachers and employers. The survey was administered in the form of a Google form, the link for which was sent to the stakeholders over email/ phone.

- a) **Students feedback survey:** A total number of 357 students - (1st year - 87 nos., 2nd yr. - 85 nos., 3rd yr. - 88 nos., 4th yr. - 66 nos., 5th yr. - 43 nos) were sent the link of the google forms.
- b) **Alumni feedback survey:** Fifth year students (64 nos.) of 2021- 22 were surveyed for alumni feedback.
- c) **Teachers feedback survey:** 21 nos. core faculty were surveyed for teachers feedback.
- d) **Employers feedback survey:** Employers of intern students (66 nos.) from fourth year batch were surveyed for their feedback on B.arch curriculum.

Stakeholders surveyed				
Question	Students	Alumni	Teachers	Employers
No.of surveys administered	369	64	21	66
No.of responses	96	16	16	23
Response rate (%)	26.02%	25.00%	76.19%	34.85%

(Please Note: The % mentioned in the report below corresponds to the % of responses.)

Questions administered to the students:

Q. How did you find the curriculum?

- 51% of responding students found the curriculum to be difficult and 15% found it very difficult.
- 2.1% of the students found the curriculum to be very easy.



Q. Which courses (subjects) were easy to understand?

- 61.5% of students found Humanities to be the easiest course to understand.
- Allied design (59.4%), Architectural design (53.1%) and electives (51%) come a close second as courses easy to understand followed by theory (44.8%) and value added subjects (42.7%).
- 15.6% of students found Design Dissertation to be easy.

Q. Which courses (subjects) were difficult to understand?

- Courses difficult to understand as per the survey were Technical (52.1%), Theory (41.7%), AD (38.5%), Allied Design (29.2%), Electives (21.9%), DD (20.8%) in that order.
- Less than 20% of students found Humanities (15.6%) and Value added subjects (14.6%) to be difficult.

Q. Did the curriculum help in practical application?

- 38.5% of responding students felt that the curriculum helped and 56.3% felt that it might have helped in practical application. 5.2% did not agree.

Q. Did the curriculum help in developing your personality?

- 16.7% of responding students felt that the curriculum did not help in developing their personality.

Q. What electives can be made a part of the curriculum?

- Out of the students that responded, 36.17% students felt that Advanced software should be made a part of the electives.
- 23.4% students felt the need for electives that teach graphical representation and presentation techniques.
- 17.02% students prefer to have electives that are hands-on or application based about building material exploration and construction techniques.
- 6.38% of students requested communication skills.



Q. What kind of value-added subjects can be made a part of the curriculum?

- Students suggested topics like Time management, Finance management, wellness & mental health, Soft skills, Understanding human behavior to be covered under value-added subjects in the curriculum.

Questions administered to the Alumni:

Q. How did you find the curriculum?

- 62.5% of responding alumni found the curriculum to be satisfactory and 12.5% found it to be easy.
- 18.8% found it to be difficult and 6.2% found it to be very difficult.

Q. Did the curriculum help in practical application?

- 43.8% of responding alumni felt the curriculum helped in practical application and 43.8% felt that it might have helped.
- 12.5% alumni felt that the curriculum did not help in practical application.

Q. Which courses (subjects) were applicable in practical life?

- The applicability of various courses in practical life for alumni is as follows: , Technical - 93.8%, Theory - 75%, AD - 68.8% , DD - 68.8%, allied Design - 62.5%, Electives - 50%, Value added subjects - 37.5%, Humanities - 31.3%.
- Technical and theory subjects are the most applicable, followed by design subjects.

Q. Is the curriculum relevant for job/ future aspirations?

- 43.8% each of responding alumni felt the curriculum is or might have been relevant for job/ future aspirations.
- 12.5% do not agree.

Q. Did the curriculum help in developing your personality?

- 81.3% of responding alumni felt that the curriculum helped in developing their personality.



Q. Have you deviated from Architectural Practice? If Yes, in what field?

- Out of the responses received, 50% of alumni have deviated from Architectural Practice.
- The deviations mentioned are various fields like Finance, set design & art direction, Project management, Sustainable management, Experiential graphic design, Space branding.
- Other than finance, all the other fields mentioned above are not necessarily a complete deviation as they are either part or extension of courses taught in the B.Arch curriculum.

Q. Was the curriculum useful in the deviation considered?

- 62.5% of the alumni that deviated from Architectural practice felt that the curriculum was useful and 12.5% felt that it might have been useful in the deviation considered.
- 25% do not agree.

Q. What kind of electives and value added subjects should be made a part of the curriculum?

- For electives, 37.5% alumni suggested software, 25% suggested the need for electives that teach entrepreneurship, finance management and understanding real estate.
- 12.5% alumni feel that research and analytical tools should be taught as electives.
- Time management, Finance management, wellness & mental health, Soft skills, Understanding human behavior were various value added subjects suggested by alumni that should be made a part of the curriculum.

Q. What was the most useful part of the curriculum?

- Out of the students that responded, 56.25% felt that technical subjects were useful, 31.25% felt that Design subjects and dissertation were useful, and 18.75% students felt co-curricular and extra curricular activities comprising site visits, field visits, documentation trips were useful.

Q. Any suggestions for the improvement of the existing curriculum?

- Alumni feel that the period of internship could be longer and software should be made a part of the curriculum.



Questions administered to the teachers:

Q. How is the design of the curriculum in terms of teaching goals?

- The design of the curriculum in terms of teaching goals was found to be excellent by 6.2%, good by 62.5%, and satisfactory by 31.3% of responding teachers.
- None of the teachers felt that the curriculum was average or poor.

Q. Are the learning objectives mentioned in the curriculum clear and appropriate to the needs of the student?

- Out of the responses received, 12.5% teachers felt that the clarity and appropriateness of the objectives mentioned in the curriculum, in terms of needs of the student, are excellent, 43.8% consider it to be good, 37.5% consider it to be satisfactory and 6.2% felt that it is average.

Q. Is the curriculum well organized and easy to follow?

- 12.5% each of responding teachers felt that the curriculum is average and satisfactory in terms of being well organized and easy to follow.
- 68.8% found it to be good and 6.2% felt it was excellent.

Q. How is the design of the curriculum in terms of output from students?

- 100% teachers felt that the design of curriculum is satisfactory and/or above in terms of output from students.

Q. Is the curriculum applicable to the professional field?

- 68.8% teachers felt that the curriculum is applicable and 31.2% felt that it might be applicable to the professional field.

Q. Is the curriculum relevant for job/ future aspirations?

- 62.5% of responding teachers felt that the curriculum is relevant and 37.5% felt that it might be relevant for job/ future aspirations.

Q. Is the curriculum relevant in terms of global scenarios?

- 43.8% teachers feel that the curriculum is average and 56.2% feel that the curriculum is satisfactory and/ or above in terms of its relevance to the global scenario.



Q. Does the curriculum help in developing the personality of the students?

- 25% teachers felt that the curriculum might have and 68.8% felt that the curriculum did help in developing the personality of the students.
- 6.2% did not agree.

Q. Are the evaluation methods sufficient for providing proper assessment?

- 100% teachers feel that the evaluation methods are sufficient for providing proper assessment.

Q. What do you like about the current curriculum as is?

- Teachers like the flexibility of the curriculum in terms of integration of design subjects with theory and technical subjects, freedom to incorporate various design fields under the subject of Allied Design and exploration of various topics under the subject of electives.

Q. Any suggestions for improvement of the curriculum?

- Curriculum needs to be refined to accommodate innovations in technology and practice for global awareness of future needs in the professional field.
- Subjects related to policy making, administration, management and finances in practice could be included.
- Credit attribution for Environmental studies (Subject heads 107 & 207) should be reviewed as it is only 2 credits against College projects which has 6 credits.
- Viva Voce exams should be introduced for technical subjects like Building construction and services.

Questions administered to the employers:

Q. Do you employ interns?

- 91.3% of responding employers employ interns.

Q. Do you employ freshly graduated architects?

- 87.5% of responding employers employ freshly graduated architects.



Q. Are the freshly graduated architects able to apply their academic teachings into professional practice?

- 5% of the responding employers felt that the freshly graduated architects are not able to apply their academic teachings into professional practice.
- 70% felt that they are able to apply and 25% felt that they might be able to apply their academic teachings into professional practice.

Q. How is their technical understanding at work?

- In terms of technical understanding at work, 25% of responding employers felt that it was average, 15% felt satisfactory, 50% felt it was good and 10% felt that it was excellent.
- Overall 65% felt that the technical understanding of freshly graduated architects, at work, is satisfactory and above.

Q. How is their design sense at work?

- Out of the responses received, 60% employers felt that the design sense of freshly graduated students is good and above.
- 15% of employers felt that it is satisfactory and 25% felt it is average.

Q. Professionally, what are the strengths of the freshly graduated students?

- 30.43% employers felt that freshly graduated students are good with innovative and fresh ideas of design.
- 21.74% employers felt that the freshly graduated students are good with softwares and eagerness to learn.

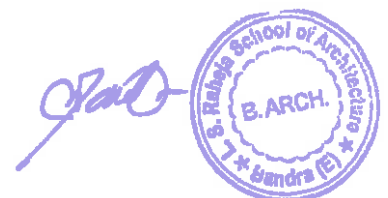
Q. Professionally, what do the freshly graduated architects lack in?

- 43.48% employers felt that freshly graduated architects lack in practical know-how, management, site execution and solution, whereas 34.78% felt the lack in technical understanding of materials, technology and detailing.



Summary of feedback from multiple stakeholders:

- Out of the responses received, 63.5% students and 25% alumni feel that the curriculum is difficult to very difficult. Students seem to be developing a better understanding of the curriculum as they go to higher classes of study.
- 56.25% students find Design subjects, whereas 46.9% students find theory and technical subjects to be easy to understand. 52.1% students consider it easy to understand subjects like humanities and value added subjects as against 15.1% students who find it difficult. 51% students find it easy to understand electives and 15.6% find it easy to understand DD.
- Alumni felt that Technical subjects (93.8%) and theory subjects (75%) are the most applicable in practical life, followed by design subjects (68.8%).
- Of the alumni that deviated from architectural practice, 75% felt that curriculum was useful in the deviation considered.
- 94.8% of responding students and 87.6% of alumni felt that the curriculum has or might have helped in practical application.
- 100% teachers felt that the design of curriculum in terms of teaching goals and output from students is satisfactory and/or above satisfactory. And evaluation methods are sufficient for providing proper assessment.
- 68.8% teachers felt that the curriculum is applicable to the professional field and 56.2% feel that the curriculum is satisfactory and/ or above in terms of its relevance to the global scenario.
- 12.5% alumni and 0% teachers felt that the curriculum is not relevant for job/future aspirations.
- Out of the responses received, almost 90% of the employers employ interns as well as freshly graduated architects.
- 75% of employers felt that the technical understanding and design sense of the freshly graduated architects is satisfactory and/or above at work.
- 83.4% students, 81.3% Alumni and 93.8 % teachers felt that curriculum has helped or might have helped In developing the personality of the student.
- Elective in software is the most preferred elective by students (36.17%) and alumni (37.5%) alike. Second most preferred electives by students (23.4%) is graphical



representation and presentation techniques, followed by hands-on or application based electives on building material exploration and construction techniques (17.02%). 6.38% of students requested communication skills. 25% alumni feel the need for electives that teach entrepreneurship, finance management and understanding real estate whereas 12.5% students prefer research and analytical tools as a subject.

- Alumni feel that internship experience could be longer. Both alumni and employers feel that the latest software knowledge could be made a part of the curriculum. Teachers feel that subjects related to policy making, administration, management and finances in practice could be included. Viva Voce exams could be introduced for technical subjects like Building construction and services. And credit attribution for Environmental studies could be reviewed as it is only 2 credits against College projects which have 6 credits. Both teachers and employers suggested that the curriculum needs to be refined to accommodate innovations in technology and practice for global awareness of future needs in the professional field. Employers suggested incorporating subjects like Vastu and finances. They also feel that students should be exposed to more real life projects, field visits, and practical workshops.



