

Stakeholders Feedback Analysis

Academic Year 2018-19

JBR Architecture College strives to provide an optimal environment and learning experience to attain academic excellence and professional competency. Key stakeholders, including students, teachers, alumni, and employers, are pivotal in enhancing the quality of the learning process. As a result, the institution annually gathers feedback from all stakeholders students, teachers, alumni, and employers regarding the institutional curriculum and ambience. This feedback is utilized to improve the quality of learning activities within the college, aiming to enhance the professional skills, employability, and entrepreneurial capabilities of the students.

Students Feedback

Students serve as crucial stakeholders, and their input holds significance as it keeps the college informed about their desires and requirements. This input is particularly valuable when crafting elective courses and additional offerings both curricular and co-curricular.

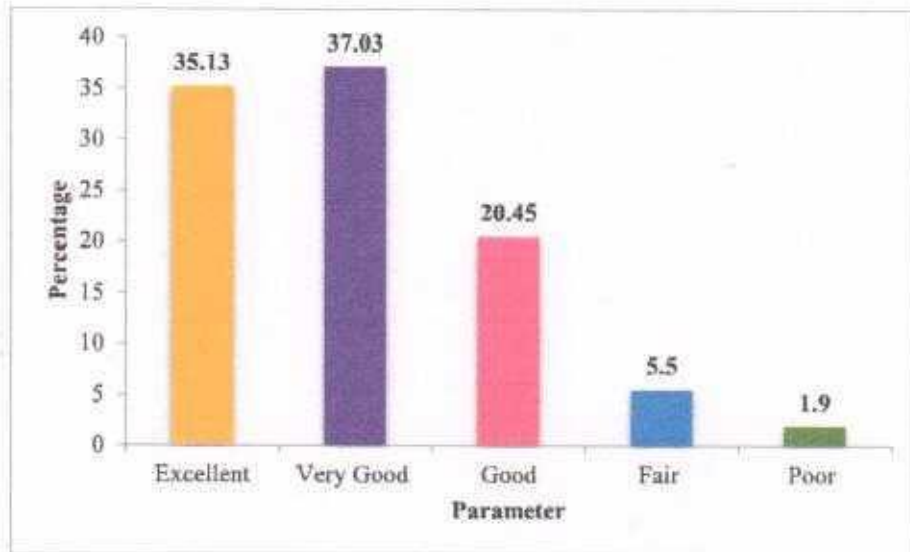
Student feedback is collected annually in even semester. Students are furnished with a feedback form to articulate their opinions. The recorded preferences are subsequently analyzed to generate the Feedback Analysis Report.

S. No	Stakeholder	No. of feedback responses collected
1	Students	88

Excellent	Very Good	Good	Fair	Poor
35.13	37.03	20.45	5.5	1.9



Ganpatra J
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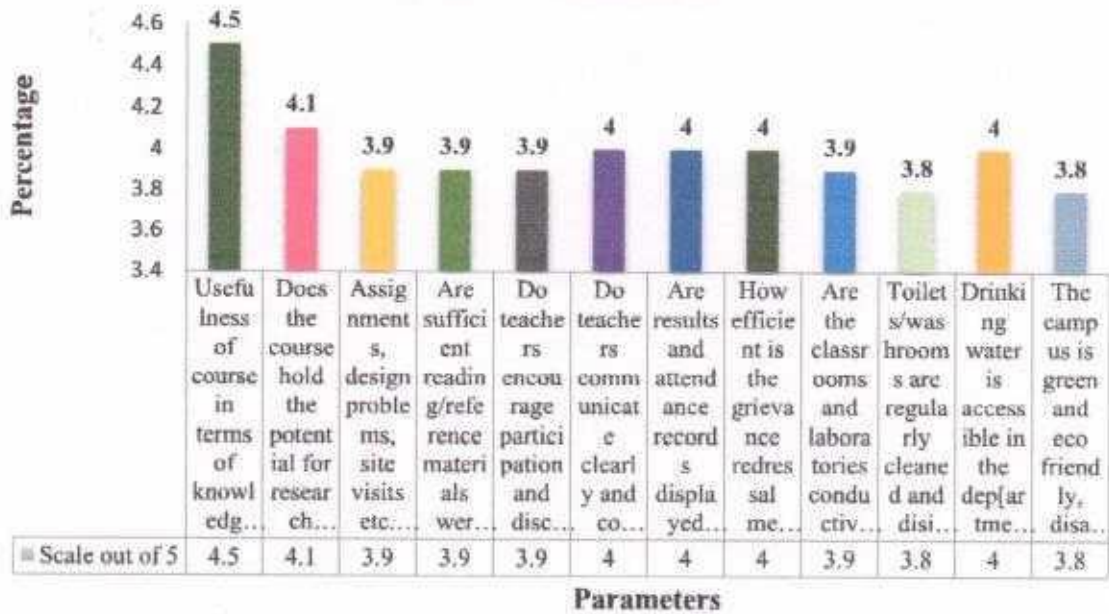


S. No	Parameter	Scale out of 5
1	Usefulness of course in terms of knowledge, concept, vocational skills, analytical abilities and broadening perspectives.	4.5
2	Does the course hold the Potential for research & development	4.1
3	Assignments, design problems, site visits etc meet the practical knowledge that you further require?	3.9
4	Are sufficient reading / reference materials were provided in the college library/by teachers?	3.9
5	Do teachers encourage participation and discussion in class?	3.9
6	Do teachers communicate clearly and complete the syllabus on time?	4
7	Are results and attendance records displayed without delay?	4
8	How efficient is the grievance redressal mechanism?	4
9	Are the classrooms and laboratories conducive to learning?	3.9
10	Toilets/washrooms are regularly cleaned and disinfected.	3.8
11	Drinking water is accessible in the department and on the campus.	4
12	The campus is green and eco-friendly, disabled friendly.	3.8




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 Dist-500 075, T.S.

Students Feedback




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Teachers Feedback

Teachers are important stakeholders who can analyze the curriculum in all dimensions. Their feedback occupies a prominent position in curriculum review, design and implementation. It also helps to improve the accountability of the system.

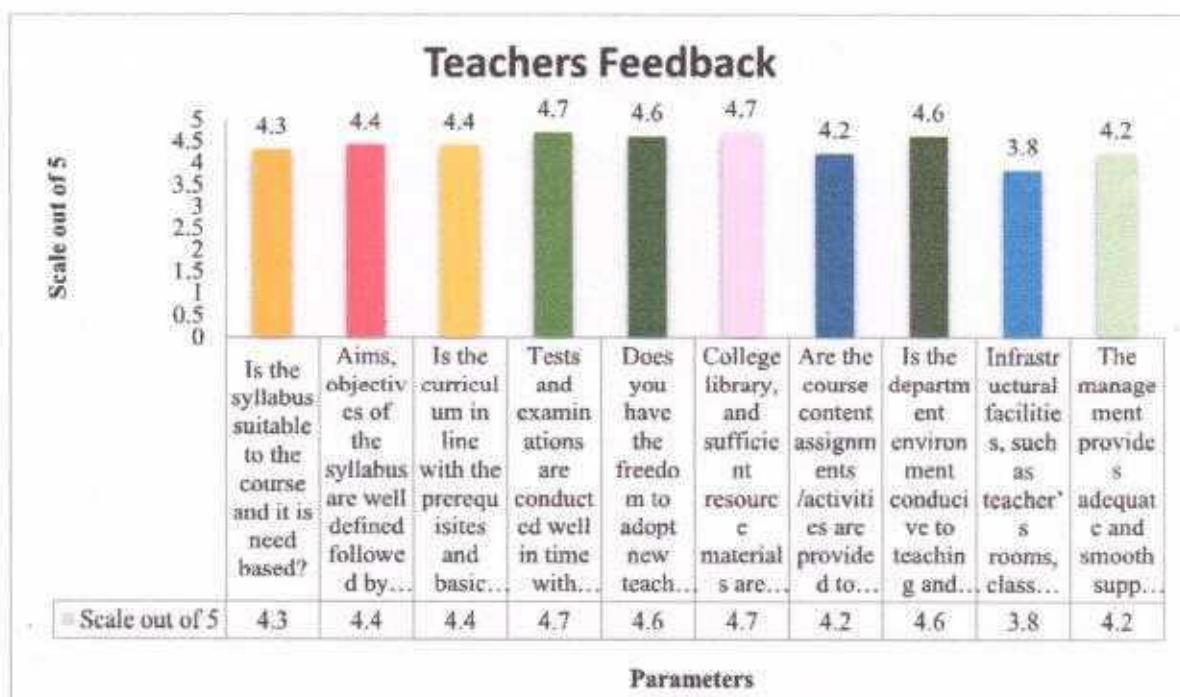
S. No	Stakeholder	No. of feedback responses collected
1	Teachers	09


Excellent	Very Good	Good	Fair	Poor
46.67	48.89	3.33	0	0



Gayatri P.T.
PRINCIPAL
J.B.R. Architecture College
Yashwanth (Vill.)

S. No	Parameter	Average
1	Is the syllabus suitable to the course and it is need based?	4.3
2	Aims, objectives of the syllabus are well defined followed by proper content and corresponding reference materials?	4.4
3	Is the curriculum in line with the prerequisites and basic knowledge necessary for global application?	4.4
4	Tests and examinations are conducted well in time with coverage of complete syllabus.	4.7
5	Does you have the freedom to adopt new teaching techniques, educational tools, and strategies?	4.6
6	College library, and sufficient resource materials are available for effective delivery of the course.	4.7
7	Are the course content assignments /activities are provided to incorporate practical knowledge?	4.2
8	Is the department environment conducive to teaching and impactful research?	4.6
9	Infrastructural facilities, such as teacher's rooms, class rooms, reading rooms, studios are available in the college?	3.8
10	The management provides adequate and smooth support for projects and research facilities.	4.2




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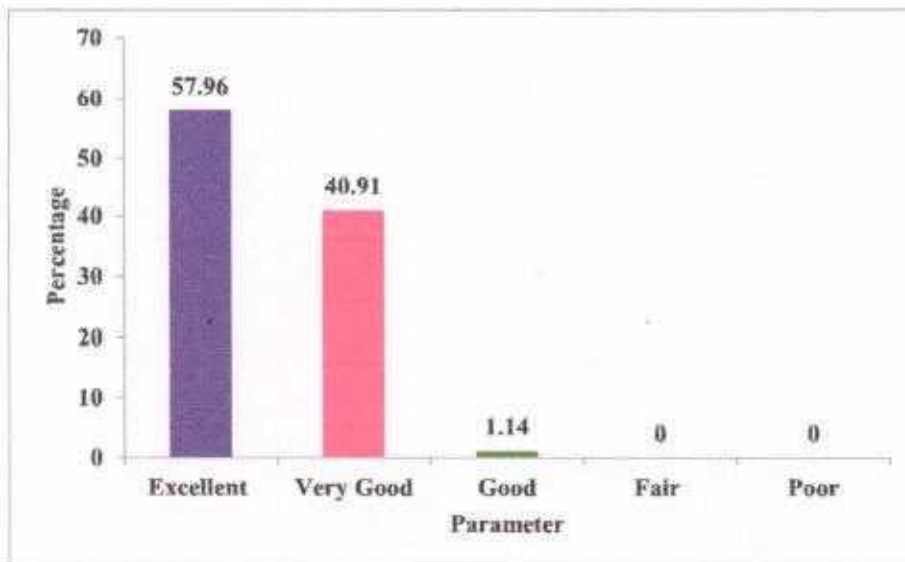
Alumni Feedback

Alumni serve as valuable resources, providing insights from a real-world perspective and illustrating expected competencies. They are regarded as essential stakeholders, and their feedback guides the college in syllabus revisions, inclusion of add-ons, career guidance programmes, and aligning the curriculum with industry needs.

Alumni feedback is collected during annual alumni meets, utilizing feedback forms to record their perspectives. The collected data is then processed to generate the Feedback Analysis Report.

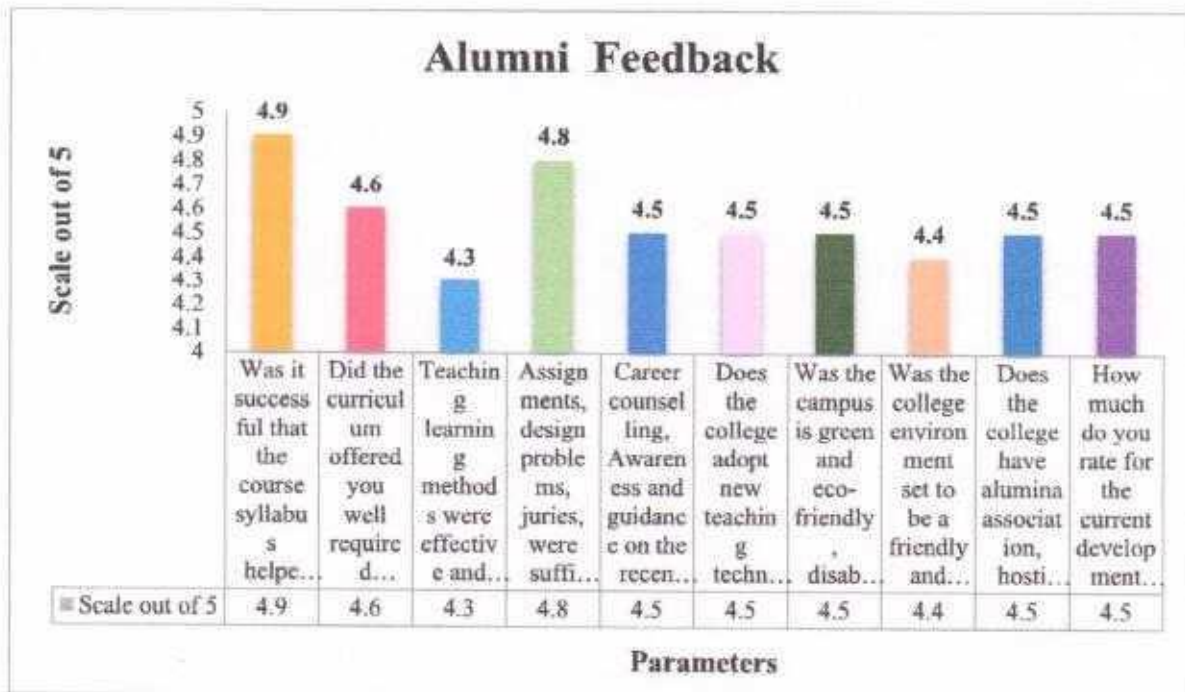
S. No	Stakeholder	No. of feedback responses collected
1	Alumni	11

Excellent	Very Good	Good	Fair	Poor
57.96	40.91	1.14	0	0



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Moinabad (M), R.R. Dist-500 075. T.S.

S. No	Parameter	Average
1	Was it successful that the course syllabus helped you grow as a professional?	4.9
2	Did the curriculum offered you well required opportunities to choose? (placements/higher education/research & development)	4.6
3	Teaching learning methods were effective and sufficient for course delivery?	4.3
4	Assignments, design problems, juries, were sufficient to provide proper assessment thorough out the course?	4.8
5	Career counselling, Awareness and guidance on the recent development in the field was provided?	4.5
6	Does the college adopt new teaching techniques, educational tools, and strategies?	4.5
7	Was the campus is green and eco-friendly, disabled friendly and proper amenities provided for students?	4.5
8	Was the college environment set to be a friendly and receiving(teacher-student, student - management relationships)	4.4
9	Does the college have alumina association, hosting the events/workshops from the alumina and gives preference to them?	4.5
10	How much do you rate for the current development of college in terms of infrastructure facilities, institutional aspects?	4.5



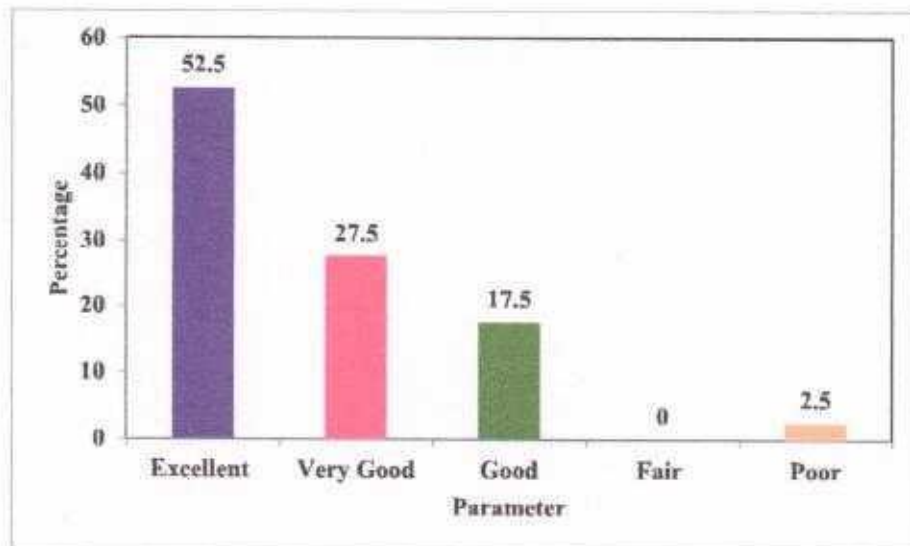

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 Minabadi (M), R.R. Dist-500 075, T.S.

Employers Feedback

Understanding the significance of employer perceptions in career preparation, the college collects feedback from employers during placement drives. This feedback aims to gauge JBR.Architecture College's role in shaping careers and the performance of its graduates in workplaces. Employers are provided with feedback forms to record their opinions, and the collected data is analyzed to create the Feedback Analysis Report, facilitating the incorporation of work-relevant content into the curriculum and improve overall learning ambience.

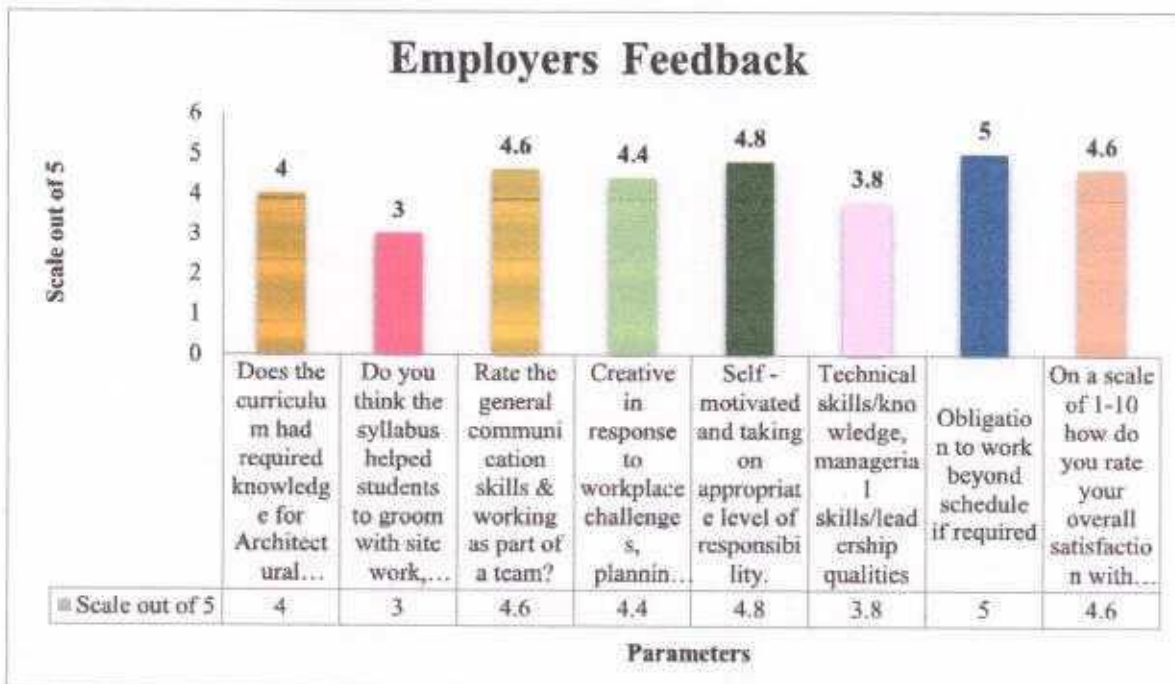
S. No	Stakeholder	No. of feedback responses collected
1	Employers	05

Excellent	Very Good	Good	Fair	Poor
52.5	27.5	17.5	0	2.5



Gayatri S
PRINCIPAL
J.B.R. Architecture College
Bhasa Nagar, Yerkaipally (V),
Mahaidevi (M.R.) - 575 002 - TS

S. No	Parameter	Average
1	Does the curriculum had required knowledge for Architectural practice?	4
2	Do you think the syllabus helped students to groom with site work, industrial site visits, market surveys done during course of study?	3
3	Rate the general communication skills & working as part of a team?	4.6
4	Creative in response to workplace challenges, planning and organization skills?	4.4
5	Self-motivated and taking on appropriate level of responsibility.	4.8
6	Technical skills/knowledge, managerial skills/leadership qualities	3.8
7	Obligation to work beyond schedule if required	5
8	On a scale of 1-10 how do you rate your overall satisfaction with JBRAC students and the curriculum?	4.6




 IQAC Coordinator


 Principal



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J.B.R. Architecture College
 Bhaskar Nagar, Yenkapally (V),
 Moinabad (M), R.R. Dist-500 075, T.S.