YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	SMEF's Brick School of Architecture
• Name of the Head of the institution	Dr. Poorva Keskar
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	8380886066
• Mobile No:	7276043700
• Registered e-mail	info@brick.edu.in
• Alternate e-mail	rupalidhanwade@brick.edu.in
• Address	50/3/2/2 Undri Pisoli Pune
• City/Town	Undri
• State/UT	Maharashtra
• Pin Code	411060
2.Institutional status	
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Self-financing

• Name of the Affiliating University	**Savitribai Phule Pune University**	
• Name of the IQAC Coordinator	**Shraddha Manjrekar**	
• Phone No.	**09819001025**	
• Alternate phone No.	**9923088839**	
• Mobile	**09819001025**	
• IQAC e-mail address	**shraddhamanjrekar@brick.edu.in**	
• Alternate e-mail address	**iitrshraddha@gmail.com**	

3.Website address (Web link of the AQAR (Previous Academic Year)

www.brick.edu.in

4.Whether Academic Calendar prepared during the year?

Yes

• if yes, whether it is uploaded in the Institutional website Web link:

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B+**	**2.71**	**2021**	**31/08/2021**	**30/08/2026**

6.Date of Establishment of IQAC

04/10/2017

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

• Upload latest notification of formation of IQAC

View File

9.No. of IQAC meetings held during the year

2

• Were the minutes of IQAC meeting(s) and compliance to the decisions have been

No

uploaded on the institutional website?		
• If No, please upload the minutes of the meeting(s) and Action Taken Report	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

IQAC equipped faculty and students to adopt and adapt to the online mode of teaching learning

It encouraged faculty to attend the online research talk series that motivated them for research and register for doctoral program.

Introduction of center of excellence encouraged students and faculty with the same areas of interest to research and publish papers in the niche areas. The proposed center of excellences being Energy, Environment and Sustainability, Urban Design and Urban and Rural Planning, Innovations in Design and Technology and Critical Thinking and theories in Architecture. These centres were encouraged to participate in national and international competitions.

Exploring online mode as an opportunity to expand the horizons of teaching learning by collaborating with international universities. In this regard a collaborative studio was conducted for fourth year batch.

IQAC encouraged to develop the course structure and syllabus for new post graduate course on 'Design and Project Management' to be proposed.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Developing systems to accommodate online academic administration	Looking at the impact of COVID 19 pandemics, the maximization of use of existing ERP system (Edumarshal) was proposed by academic coordinator to the IQAC. As the online mode was the key for teaching-learning, the participation and communication with all the stakeholders (students, parents, teachers, administrators) was important. And ERP had facilitated the same, in the form of teaching administration. It included the posting of the e-content, attendance and communication with the students and parents too. The students having poor internet connectivity had access to all the learning resources at all times. The management of the institute invited Prof. Rob Fleming from University of Philadelphia to demonstrate the use of various tools to include jam boards, white boards, classroom platform, etc. which helped in capacity building of the faculty for online teaching.
Encourage faculty for quality improvement programs, pursuing PhD	Two faculty Manali Deshmukh and Shraddha Manjrekar registered themselves in the Phd programs in SRM university, Chennai and Amity university, Gurugram respectively. A number of faculty had taken various courses under QIP.
Writing minimum one paper and publishing from each of the center of excellence. Students and teachers jointly to publish the research work- based on thesis or dissertation projects'	Brick faculty from all four centers of excellence had presented and published one paper in UGC listed internatonal journal, three papers in national conferences.

	The faculty and students together presented and published 10 papers in national conference and publications.
Strengthening international collaborations	2020-21 Fourth year B. Arch. Habitat Design Studio from SMEF's Brick School of Architecture collaborated with the M.S. in Sustainable Design Studio from Jefferson University (Philadelphia University + Thomas Jefferson University). This collaboration studio was conducted for a first semester. The Evidence based design approach followed during this collaboration led to outstanding student outcomes for a Net- zero Affordable Habitat design project.
Exploring niche areas to start PG course	As proposed by the IQAC committee, research and survey was conducted to understand the need of the specialized areas linked with architectural education in the industry. A number of institutes offering post graduate courses in India, Maharashtra and Pune city were also studied. The number of students opting to join the post graduate courses offered in India and the availability of seats for the same was also studied for understanding the demand ratio. The academic committee further brainstormed on which course could be offered by the institute keeping in mind the demand of the industry and the ones which are in line with institute's philosophy and reach to the resources. It was thus proposed to offer a new post

	graduate course in 'Design and Project Management' that would equip the young architects to be well versed with the changing trend in the architectural industry.
Participation of the students or/and faculty in the architectural competitions related to societal concern projects. Different areas of contribution- architectural, non-architectural etc.	The students participated in the below mentioned competitions which related to societal concern projects. 1. Liveable Leh, a project which aimed to make Leh a liveable, resilient Himalayan town/city in the era of climate change initiated and funded by the European Union. 2. Archstorming's new competition based in the site of Senegal (Africa), a country with regions where only 50% of school-age children and having limited access to education. In this competition students researched and proposed innovative and low-cost construction techniques in order to replace this temporary school with built structures. 3. Karwan National Design Competition 2020- This competition competition was about designing a quarantine facility for Covid pandemic. The students proposed this facility through their entry at New Sangvi, Pimpri Chinchwad, Pune. 4. Investigation of the self-organizing and adaptive strengths of rural communities- This competition was hosted by an international organization Non-Urbanism in collaboration with Mango Architecture. It was about investigating into the self-organizing and adaptive strengths of rural communities. In this competition entry

	students tried to rejuvenate the traditional fishing lifestyle while keeping in mind the effects of climate change on marine life and how we can try to change the scenario while having a sensitive approach towards the environment.
13.Whether the AQAR was placed before statutory body?	**No**

- Name of the statutory body

Name	Date of meeting(s)
IQAC	**22/12/2021**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	**23/02/2022**

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	**65**

File Description	Documents
Data Template	[View File]

2.Student

2.1 Number of students during the year	**401**

File Description	Documents
Data Template	[View File]

2.2	40
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

2.3	82
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3.Academic

3.1	30
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2	29
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	14
Total number of Classrooms and Seminar halls	

4.2	96.57
Total expenditure excluding salary during the year (INR in lakhs)	

4.3	40
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

This NAAC cycle (AY 2020-21) was implemented before the peer review team visit and hence followed the learnings from the previous years. Brick practices a pedagogical approach for the curriculum delivery which is based on the strategies that are pre-discussed by the academic committee before the start of the academic year. This academic year (2020-21) was during the pandemic and covid norms and regulations had to be considered which changed the pedagogical approach for effective implementation of curriculum. Additionally, in response to the covid regulations and restrictions, semester I was scheduled to begin a week prior (week 0) to the teaching weeks to set a tone to the on-line mode of teaching learning- that needed to be implemented for the semester. In semester II, like every year a 'Zero week' that was a part of the curriculum objective for settlement study of the Design project was scheduled but this time keeping in mind government regulations, the settlement study was done in smaller group of students living in the same city. Adopting and adapting to the online teaching for efficient learning experience for the students was the focus of the methodology to be followed. Like every year, at the end of the semester the faculty's feedback was given to the academic committee, that includes their experience, objectives achieved, limitations of the methodologies followed and their preferences to choose teaching the same subject or different subjects for the next term. The academic committee considered the feedbacks of the faculty and accordingly subjects were allocated. The faculty then brainstormed on the objectives and content of the syllabus and prepared a lesson plan based on the expected learning outcomes for their respective subject and the blended methodology that needs to be adopted. The lesson plan represented the interpretation of the syllabus and the pedagogical approach to deliver the intent for the subject. The following points are considered in design of lesson plan.

- Objective & Content of the syllabus is effectively delivered.
- Assessing the learning levels of students and explorations designed for effective learning through online tools
- Faculty's own research and inputs for the subject is planned and scope of research by the students is well defined.
- Pedagogical approach to overall learning is executed.

- What knowledge base will the students be building at the end of the semester
- Online platforms for participatory learning through group discussions and explorations
- Field trips and site visits in the students residing city and market survey needed for the subject are included
- Resources required, and/or Expert lecture to be planned for exposure to professional practices.
- Development of application base of the subject
- Weekly schedule and quarterly check of integrated learning across the subjects.

The teaching plan presentation was reviewed by an industrial expert (external) and by all the faculty. Emphasis was given to the overall learning across the years and integration of all the subjects across the semester. With extensive discussions, the teaching plan was enriched with expert comments before it is executed

In the beginning of the semester, in the first class, the faculty introduced the intent of subject and the lesson plan to be followed for the entire term. An exploration planner, that represents day and date of submission of the assignment and the schedule of intermediate milestones, / midterm reviews, and or in-semester exams/ tutorials was shared at the beginning of the semester with the students

The learnings of the students were assessed by giving progressive assessment and after every assessment the faculty gave a feed back to the above average students to achieve higher targets and and mentored the below average students and help them to reach upto the mark. The attendance and performance data for all the subjects was shared with students at the end of every four weeks (quarterly) and displayed on their notice-boards. The students having poor attendance were highlighted in the same sheet. The mentors contacted the parents of students having very low attendance or poor performance. At the end of the semester one week was kept as an assimilation week, where the teachers and students discussed the learning of the complete semester. The students doubts were resolved and guidance was given to prepare for written exams and viva.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

This NAAC cycle (AY 2020-21) was implemented before the peer review team visit and hence followed the learnings from the previous years.

Aa a pedagogical approach of evaluating the teaching learning process, the aim of the Continuous Internal examination system has always been to improve the efficiency, reliability, transparency and accuracy in the examination system. In the AY 2020-21.the institute integrated a robust internal system in tune with academic calendar prescribed by university to improve the quality and efficiency in the various processes of the conduct, administration and evaluation to test the skill and knowledge acquired by the students during the course of their study. The institutional level academic calendar included evaluation system which had two components, (1) Continuous Internal Evaluation (CIE) and the (2) End Semester Examination (ESE).

(1) Continuous Internal Evaluation (CIE);

Although this year was during the pandemic and covid norms and regulations had to be considered, the institute followed a regular system of reviewing the progress of students both on the attendance front and their work status. A schedule as marked in the institute's academic calendar was followed to review and assess the same by generating 2 types of reports.

- (a) Quarterly review report (4weeks) and (b) Mid-term review report which is generated at the end of the 8th week
- (a) Quarterly review report: This spread-sheet generated at the end of every quarter (4weeks) was filled by the individual subject faculty. It included progress of each student in view of his/her attendance status and the work status which indicated the overall progress of the student. The aim of the quarterly assessment system this year also was to share with the students a transparent feedback on their performance by emailing the overall status report to them. A colour coding system followed in the previous years was taken ahead. This included White - submitted and approved. Yellow- submitted but could be improved, Red- Submitted but not approved, and Brown - Not submitted. Students with poor attendance/work status were marked in Red and Brown and their parents were communicated by a mail that was sent from the administration head. These students were also counselled by the subject faculty and the academic coordinator who suggested a remedial

learning to improve on their performance. Some of the critical students are also counselled by a professional counsellor appointed by the institute to understand the reasons of poor progress and motivated to participate in their learning experiences

- (b) A mid- term review report was generated at the end of the eight week This week was marked in the academic calendar as a non- teaching week where the students were given time to complete or improve their work that was assessed earlier. This system followed by the institute gives the students a pause to comprehend their learnings till the mid of the semester and are prepared for better understanding for the teachings continued till the end of the semester. At this stage, the same procedure of mentoring the students and communicating with parents which is applied during the quarterly review was followed.

Based on the quarterly and mid-term review reports and referring to the lesson plan that had been followed, at both the stages the academic coordinator schedules meetings with the subject faculty to discuss whether the studio outcomes are as expected and whether the learning experience of students reflects in their work. If any gap has been observed and indicated by the faculty then as a stimulus to the learning methodology a workshop, a review from an expert, a site visit or even a market survey is inserted at the right time to regain the lost energy in the studio.

The institute believes that this continuous internal evaluation system of reviewing and assessing the progress of the students helps in qualitative learnings. The assessment of the students takes into account a number of essential abilities such as drive and capacity for hard work, leadership and team-work, motivation, quality of imagination, institution and speculation, skilled use of hands. The distribution of weightages to various forms of assessment is decided by the concerned subject studio team and is announced in the class within the first fortnight of the semester. Continuous assessment being an important component of semester system, it encourages the students to work systematically throughout the year and there is increased self-reliance on the part of the students in respect of schedule, evaluation and performance improvement. Students have the opportunity to discuss their answers through all accepted tools of internal evaluation. This adds to reliability and also transparency of the system. There is increased rapport and relationship between the teachers and the students.

As the marks obtained in examinations are not a reliable and valid

measure of a student's learnings. The objectives considered while designing the Continuous Internal Evaluation system for the institute were

To allow subject faculty to evaluate the performance of their students in accordance with the objectives they had set for their subject.

To follow an intent of learning for the set syllabi and prepare the students for external examinations based on them by a system of internal and continuous evaluation by the teachers.

To make the examination an internal and integral part of the teaching process

To take into account a number of essential abilities such as drive and capacity for hard work, leadership and team-work, motivation, quality of imagination, intuition and speculation, skilled use of hands, etc.

To de-link the award of degrees and diplomas, from the performance of a student in a number of courses

To assess the performance of students over a well-distributed interval of time within the semester and to award grades instead of marks to the students at the internal assessments.

The careful monitoring and analysis of grievances filed by the students and the comments received from the subject teachers and the academic coordinator also gives an important feedback on allocation of subject faculty and reviewing studio methodologies to improve quality of teaching learning as a process. This system of reviewing and assessing the progress of the students helps in qualitative learnings by timely reviewing of the content taught & Quarterly and Mid-term discussions.

We at BSOA believe in sharing a compatible relationship with the students and that a good faculty student dialogue always facilitates the teaching learning process. The academic coordinator and the Principal at BSOA take random rounds of visiting studio during their breaks to understand the student's feedback and their overall progress of academic/co-curricular/ extra-curricular activities and their participation in the same which the institute believes is important for an overall growth of the student. Also at an administration level it is considered important to understand the mind-set of the students that plays an important role in building

the culture of the institute. The academic coordinator and the
Principal have quarterly interactions with the student council – the
members who are elected by the student body to understand the issues
that the students have raised or the need of any facility by the
students.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

16

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

1

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

5

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

5

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The Institute believes in the pedagogy of decoding the intent of the curriculum in the three labs,' thinking', 'design' and 'tool and

technology'. Thinking lab developing a base of thought process in students' mind that what are moral, societal and contextual needs and value of their profession for serving the world on this basis. Design lab helping them to develop their creativity to translate the thinking base to physical form, and Tool and Technology Lab helping them to execute these ideas with sound technological base and develop the skill set.

This NAAC cycle (AY 2020-21) was implemented before the peer review team visit and hence followed the learnings from the previous years. The regulatory norms of the government due to COVID were taken as an opportunity. The methodology in implementing integrating cross cutting issues into the curriculum considered designing of the explorations based on the students residing cities and the issues observed

The subjects mentioned in syllabus like previous years were classified under these labs by Brick Faculty. They read the content of the syllabus and interpreted in a way in which the base could be developed. For example History, Humanity, Urban studies, Communication Skills, Research, Professional Practice, etc. come under thinking lab, Architectural Design, Landscape design, etc come under design lab and BMT[1], TOS[2] , ABTS[3], Workshop etc. come under Construction Lab. Right from second semester the design exercises were based on societal concerns of the cities of the students residing. Every year students visited an area/ settlement in their city, interact with people, study the geographical, social and cultural setting of the area and then identify the architectural intervention, that would set best for the needs and context of the area.The briefs of design were drafted based on the societal, environmental and contextual concerns of their city.

The intent of the thinking lab was that the students should offer sustainable solutions to the society through profession. They shall value, conserve and continue the rich architectural culture of the Nation. During the course of education they developed the skills based on strong value system and thinking for fulfilling the needs and demands of all the sector of society and economy with regard to the cultureof their city /residing area . They were groomed as professionals with abilities of communicating their ideas to the society.

The institute also believes in transferring knowledge of basic principles and developing ability to adapt to the ongoing technological changes in the present. Construction lab emphasizes on building up a conceptually strong technological knowledge and

developing research based attitude in the students. Sustainability remains core theme of construction lab with following objectives

- To make students feel about the responsibility of profession and having holistic approach.
- To raise awareness, about natural materials, like mud structures, their aesthetic quality and long lasting character
- To explore construction technologies for bio-climatic architecture

SPPU syllabus has a progressive learning system. For example, in BMT, if syllabus contains building materials, the teachers do discussions on physical properties of the materials like thermal properties, embodied energy recyclability potential etc.. This was inteprepted with an intent to teach the students how they can appreciate the traditional, low energy, recyclable, rapidly renewable materials based on the technical data. They designed stone walls, brick bonds etc. in the initial years and high rise towers with sustainable principles in the fourth and final year on the different typologies of buildings studied during their course. This design in construction is a unique part of pedagogy at brick.

As a result of their thought process being sensitized to cross-cutting issues, the research and design thesis of the students for the AY2020-21 were also based on societal and contextual basis.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

25

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

83

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	**No File Uploaded**
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	**No File Uploaded**

1.4.2 - Feedback process of the Institution may be classified as follows	B. Feedback collected, analyzed and action has been taken

File Description	Documents
Upload any additional information	View File
URL for feedback report	Nil

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

88

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

37

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

This NAAC cycle (AY 2020-21) was implemented before the peer review team visit and hence followed the learnings from the previous years. Brick faculty believes that every student has some special ability, which makes him/ her distinctive individual. Architectural education

and the curriculum have a balance of creativity, technological knowledge, thinking, and their applications. This year too the Brick faculty categorized the students into three types, i.e., 'Visual', 'Kinesthetic' and 'Auditory learners'. The visual learners are the ones who learn more by seeing, have intense concentration, and are organized while problem-solving. The Kinesthetic learners learn more with hands-on exercises, they are not avid readers and also not attentive to visual or auditory presentation so may seem distracted. Whereas Auditory learners Learn through verbal instructions from self or others. Following are the stages where the different methods are adopted to assess the learning levels and organize teaching accordingly. Apart from these categories , as the online mode of teaching that had to be adopted in the pandemic – the designing of exploration had to take into account the availability and knowledge of the online tools for the students.

Admission Stage:

Class mentors interacted with the new entrant students after admissions and a survey further was conducted categorizing them in these three categories. To understand them even better, there was a 3-4 days long orientation program which was designed by the first faculty team. This program introduced students to architecture with some explorations that needed creativity, reading, traveling, writing, drawing, model making, and presentation skills and also to the ICT tools adopted by the institute. This orientation gave the opportunity to the faculty to identify the cognitive abilities of the students.and also prepared the students to adopt the online mode of teaching.

Teaching plan stage:

A right balance of all the types of students in both the sections was maintained and the pedagogy (intent & methodology of teaching) was formed in a way that it addressed learning of the three categories of students. The academic works -'Explorations' were based on collective learning where peer learning was encouraged The teaching plan was thoughtfully designed in a way that the explorations address the learning needs of all these types of learners. In most of the courses, there were some online group explorations where they had the opportunity to apply the knowledge and computer skills in the individuals that enhanced the quality of outcome. Also, there were parameters where individual performance needs to be accounted for. Faculty gave individual attention to each of the students and helped them compete with the challenges in academics. Although the teacher to student's ratio in major studio

subjects is 1:10 a manageable ratio to understand the students, faculty had to work alongside with the students helping them to cope -up with the online learning.

Teaching stage:

There was continuous internal evaluation based on quizzes. online debates conducted at the end of every studio, and every 4 weeks the work status of students that was assessed helped to understand the performance of the students. Even for fast learners if the attendance was not good the performance could low down and hence equal attention was given to make them 'punctual and attentive'. There was a continuous dialogue between the students and faculty to improve their learnings. Special attention is also given to the brighter students to help them research and excel further through their ability to thinking innovatively and also to the poor performers to empower them with smaller achievable tasks

The attached document is a case study of the teachng pedagogy that addresses all the levels of learners in their studio methodology

File Description	Documents
Link for additional Information	Nil
Upload any additional information	[View File](#)

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
401	30

File Description	Documents
Any additional information	[View File](#)

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

This NAAC cycle (AY 2020-21) was implemented before the peer review team visit and hence followed the learnings from the previous years. The year being marked as the pandemic, the studio methodologyconsidered students working in smaller groups living in

close proximity of travel and experiencing the study areas together.

Pedagogy with inclusiveness: The institute believes in teaching that is inclusive in nature and addresses the societal concerns, understanding the needs of all kinds of individuals. Also, there are opportunities to perform as a group and individual in a particular assignment. They are assigned activities based on their area of capability that can bring in a holistic learning and enhance the overall understanding of the subject. These assignments thus propose solutions to the issues. The studio methodology that include on site data collection, interviews of the concerned group and talks with the experts of the field thus enhances the learning pedagogy

Experiential Learning: Every course was contextualized to the group of students living in the same zone.. Always there was participative learning, where the concepts and basic content of knowledge were taught by the teachers, and the application and present-day practices are explored by the students in the form of site visits, industrial visits, and also by book based readings. They learnt a lot by experience sharing (discussions/ presentations) and interactive sessions through the online tools .

Place-Based Learning: There were virtual site visits, industrial visits, etc. for technological subjects. However, for Design and Thinking Lab- the geographical, economical, environmental, cultural, community-level aspects were derived from a specific location. Design was a combination of 'Problem Solving' and 'Project Based' Learning. They were given a project on a real site, where they visited and understood how they could solve the issues by identifying the scope of the architectural intervention.

Combination of Formal and Informal methods of learning-. The core strength of teaching is in the design of rich content of knowledge, focus on developing a concept base. This year, adopting and adapting to online mode was an opportunity in which students developed their competencies, going beyond dimensions and think at a global level of application. Having a strong concept base and developing thinking ability broadened the scope of the students to do further research in any area. Interactive sessions in every class. helped them to understand the need for the course and build their confidence in problem-solving in the present context.

Effective use of the google scholar portal along with articles from Books : A this year , students could not physically visit the institute library, abstract of book articles and links for reference reading was shared by the subject faculty Explorations are based on

the reference material shared. Teachers also suggested books that they could add to their personal library

Mentorship Program: As the students were not able to physically discuss, online mentorship was conducted. Mentors identified the problems of struggling students and help them to deal with them. Apart from the academic discussions, informal online sessions or outside the campus, where they make a bond with the mentors and strive for improvement was implemented.

The teaching plan was reviewed at the beginning and at mid-term and all these approaches were reviewed by the academic coordinator and at the end of the semester, there was a presentation on the teaching documentation that was different for this year .The supporting documents include teaching documentation of four different types of subjects demonstrating these approaches

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

This NAAC cycle (AY 2020-21) was implemented before the peer review team visit and hence followed the learnings from the previous years.

Enhancing the teaching-learning experience for the students has always been the pedagogy at SMEF's Brick School of Architecture. This year being marked as the pandemic, faculty were encouraged to research the use of the ICT tools as an opportunity created by the pandemic norm to teach online. Integrating various tools that could help in enhancing and attaining a broader perspective of the particular subject. Student centric tls like the jam board, and tracing on Power-point were used for discussion over the students work. The use of videos helps in demonstrating the processes/methodologies in architectural practices. Faculty also used 'Sketch-up models' as a tool that helped in a deeper understanding of the components and the working systems in various architectural typologies. Assignments designed for the students encouraged them to use various ICT tools which help them to explore innovative solutions through research and use of technology. In this regard, there were a number of ICT platforms through which

information was communicated effectively and teaching-learning became a robust system

Process tools- Methods of compiling the information

For communicating effectively, the content of a subject, every faculty did a background research and study of the various ICT tools that could be used for transmitting the knowledge before delivering the input in the classrooms Some of them used include

1. PowerPoint presentations with plug -ins like the jam board, white board annotation pens,etc.
2. Drawings and sketch up models to explain the components individually
3. Designed content of input with a combination of PowerPoint presentations, movies, animations, and blackboard teaching videos.
4. .Study material with readers as e-content for each of the subjects, that is shared with the students as reference material
5. A culture was set by faculty to explore the use of various software to impart a better understanding of the subject and to guide the students in the use of various software in makingmodels for decoding some important structures.
6. Use of google drive and e-mail help the students to inward the soft copies of their submissions and also help the faculty to share information and comments on the submitted work which also encourages peer learning.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

30

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	**No File Uploaded**

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

30

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

02

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

116

File Description	Documents
Any additional information	**No File Uploaded**
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	[View File](#)

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

In 2020-21, it was a challenge to cope with the online assessment due to the pandemic period. The internal assessment was done with some tactical changes in the Continuous Internal Evaluation system at our institute runs at multiple stages. The objective was to keep assessment transparency in online learning and evaluation. Also, the format and ways of the evaluation process were discussed during online faculty meeting sessions. Due to the online medium, subject teachers tactically introduced syllabus content and all explorations, their structure, and marking weightage initially at the very first session of the respective subject class. The design of the exploration and its assessment structure is made considering available online tools and doable tasks in the pandemic period. At the beginning of the new academic year, the students were made aware of the evaluation process and course structure of their respective syllabus patterns by our exam department team. Also, Class coordinators mailed an exploration planner and shared it on ERP to get a complete comprehensive schedule of sessions every day. The individual teachers gave an assignment that was individually discussed in online meetings. This evaluation and assessment meeting was organized by an individual or group of the faculties as per the demand. The remarks are listed and students are marked stage-wise in google sheet for keeping a stagewise record. Class coordinators prepared monthly performance and attendance reports which were mailed to students and parents. Our institute always sensibly thinks about the burden on students' minds about their submission load. Therefore, to avoid these situations teachers planned midterm stage submission. It helped to remind underperformed students of their parents and elevated their performance and attendance. Students' digital presentations, research reports, data collection reports were marked at the respective stages. Also, online juries were conducted open to class students due to which they got assessed and their work evaluated by the expert. This was aimed to make the system transparent as well as informative for all the students.

Also, our faculty planned remedial meetings for backlog underperformed students for their submission work and marked them on a progressive sheet. The submission for backlog students was planned before 1 month of the end semester submission. This provided a breathing space for students to avoid a critical situation of regular and backlog submission at one time. Our institute scheduled the last two weeks for end semester submission out of which the first week was assigned for assimilation submission for all subjects excluding Architectural Design. The last week was scheduled for Architectural Design subject only. It provided flexibility for students to complete all the subject submissions before the final week of the term.

Our institute planned a different assessment policy for thesis students. Because due to pandemic situations, the exam of the 2019-20 batch was delayed and it happened in July 2020. Thesis coordinators guided them and gave them the benefit of additional time for improvising their work. For the next batch i.e. 2020-21 the process started in September 2020. The students were grouped in 4nos. under every guide. Thesis coordinators provided progress and marking report format where individual guides filled their comments and marked as per stage-wise discussion with the students. The coordinators also plan intermediate expert juries to gear up the submission status. After the finalization of the whole architectural project scheme of individuals, thesis coordinators plan a grand jury event named 'Synthesis'. This event involves eminent jury members from National and International levels and students get an opportunity to convey their design ideas in front of the juries. This event was not happened due to difficult logistics and rules, regulations in the pandemic period. Bur thesis coordinators invited various experts in intermediate juries to assess the work of the students and got valuable comments from them. Though there is an online medium was imposed due to the pandemic, the internal assessment schedule was strictly followed where there was no scope left for wrong practices. The intent was to keep parity in the assessment process and keep the system robust.

File Description	Documents
Any additional information	[View File]()
Link for additional information	**Nil**

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

In 2020-21 the challenge was to conduct the examinations for all universities throughout the nation due to the pandemic situation Savitribai Phule Pune University (SPPU) also faced these challenges and did some tactical changes in the structure of the exams and results preparation. The University published several circulars regarding conduct and assessment-related rules and regulations. Chief Examination Officer and exam coordinator received these circulars. Many circulars received from SPPU were in the native language. As the students were admitted to various states, the exam team translated all these circulars into English and conveyed them to staff and students from time to time. The examination team worked extensively to solve examination-related grievances. Because sudden changes were happening from SPPU in the policies of examinations due to pandemic situation. The dedicated clerical staff member handles routine examination-related work. The CEO organized a faculty meeting and conveyed various instructions and changes received from the University portal, circulars regarding the forthcoming examination. Also, our exam team planned an orientation session for the first-year students to make them aware of these rules and regulations prescribed by SPPU. In this meeting, our exam team tried to solve the queries from the students about the understanding of the whole system. The dedicated clerical staff also sent the entire circular and messages, decisions by the University to the students from time to time on webmail on designed web groups. The staff also helped students in the online filling of examination forms to avoid mistakes committed by students. Because in 2020-21 the form filling procedure was different due to restrictions on physical presence. After filling the forms by the student, the exam staff checked and inward the form and generated a payment link for examination fees. The issues and grievances regarding payment were solved by exam staff by communicating with the university.

In 2020-21, the result of the previous term was published in a delayed period. The marks of the theory subject were calculated based on a formula decided by SPPU. Therefore, as per circulars from SPPU, our exam team solved the queries of students and guided them for further proceedings. Also, in 2020-21, the exams were conducted by online method. The students faced some technical glitches while appearing for the exam and sometimes in submitting the online paper. The exam team continuously guided the students in this period and guided the students in the grievance filling system prescribed by the university on the portal. The clerical staff mailed every schedule of the exam to the students and staff well in advance. The result is immediately conveyed to the students by the examination department. CEO along with the exam coordinator analyzed the result

of every subject prepares a list of failed students and also marked who achieved good marks in their result. The coordinator sent the list of failed students to the respective individual subject faculty for their reference. The processes of revaluation and photocopy were not available to students due to online examinations. After the result analysis, our clerical staff conveyed a result of critical students to their respective parents and they were allowed to discuss the grievances, queries with the CEO where required technical and administrative information is provided to clarify the issue under question. Also, some parents discussed their ward's performance and attendance with the respective subject faculty and class coordinator to improve. Our clerical staff also maintained the communication register which included the notes and important points of discussion with parents for future reference.

In case of complicated issues, the CEO discussed with a member of the Board of studies and also with the examination officer appointed by the university for online examinations to find out the best possible solution in the interest of the student. The principal guided the exam team to structure the ways of solving grievances in the online period. This made a valuable addition in executing a more efficient system and systematic way of working. Our institute also called a professional counselor once in the week for the students to sort out and help them in managing time, stress situations, and other psychological problems in online learning due to the pandemic period.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

This NAAC cycle (AY 2020-21) was implemented before the peer review team visit and hence followed thelearnings from the previous years.

At SMEF's Brick Group of Institutes, education isn't confined to classrooms, textbooks, and exams. It goes beyond conventional learning and teaching techniques to encompass a global approach. For the school, learning opportunities are endless.

We reinforce a culture of innovation and experimentation to expand the discipline of design, and change the world. And importance is given to time to time interactions with the students, faculty, parents, and alumni. The program outcome is considered as the complete cycle of the teaching and learning process. At the time of admission of students, the new batch of the institute along with their parents are given a detailed induction on the institute's philosophy, pedagogy, and program outcome.

The new faculty when joining the institute, are given an orientation of the same and particularly about the teaching, they are guided to prepare the teaching plan in line with the program outcomes..This AY 2020-21 marked as the pandemic year and online mode of teaching to be adopted. at the time of the beginning of the new academic year, the class mentors gave a complete orientation on the

format of architectural education during the five years as well as of the academic year, their faculty and new faculty, and the program and course outcomes.

The program outcomes have been defined at a broader level by the university, whereas the course outcome was decoded by the course faculty after interpreting the syllabus given by the university and aligning it with the philosophy of the institute. For example, Research in architecture a course as prescribed by the university, Brick faculty inculcated the research culture in the institute and inspired students to publish their papers in the National Conference. As a result, in the year 2020, fourth year students presented and published their paper at a national conference.

In line with this, all the faculty defined their course objectives and focused on the students learnings at the end of this course. The teaching plans were presented to an industrial expert from outside the institute at the beginning of the semester. There was a mid-term review of the teaching plan and at the end, it was documented as a teaching-learning process. Every course faculty presented their methodology followed in front of all the faculty and there were critical and unbiased reviews given by all. The faculty worked on these critical and peer reviews and also from their own experiences to refine the course outcomes for the next term. Though the course outcomes were defined at the beginning of the semester, every semester there were micro-level refinements in order to meet the need of the hour, context, and the respective changes in the syllabus.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	[View File](#)

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

This NAAC cycle (AY 2020-21) was implemented before the peer review team visit and hence followed thelearnings from the previous years.

Teaching-learning is a continuous process, and the institute has worked out a methodology for some standard activities, and also there is a lot of scope to accommodate innovation and experimentation in the entire process. In this regard, for the AY2020-21 the course outcomes were defined by the faculty while designing the teaching plan. The material forms of evaluation of the course outcome were

1. the work submitted by the students
2. feedback given by the external examiners
3. the examination results
4. students' feedback
5. faculty feedback

To summarize these three, Brick faculty of each course, documented the teaching of the previous semester. The documentation format included a summary of the teaching plan, weekly schedule, and the methodology to conduct the course. Later students' work was documented in three categories, good work, and average work, and below par work. It was observed that a few students were able to comprehend 100% of the inputgiven and their work reflected the same. Similarly, there were works that are not so good. In these circumstances, what went successful and what could not work well was identified. This analysis formed a base for teaching learning for the next term. The management of the institute encouraged faculty for innovation and experimentation in order to improvise the overall teaching-learning experience. Hence new ideas were welcomed and are taken ahead. A documentation presentation is one of the major steps in the evaluation of teaching learning process. The critical analysis thus gives further direction to an integrated learning across the subjects, which are cross-checked at the time of

documentation presentation.

Feedback is an important part of the evaluation of the teaching-learning process. The principal and academic coordinator also conducted a direct feedback for the learning experience from the students, and from the faculty. This evaluation of the course outcome, formed a base for the academic planning of next term.

Attainment of Program outcomes (PO) and Program-specific outcomes (PSO)

The institute believes that the portfolios prepared by the students at the end of the course, an overview of the works of the alumni, and employers' feedback gives a holistic evaluation of the attainment of Program outcomes. Hence time to time interactions with the alumni and faculty and also alumni and students is encouraged. This also gives an overview of how students qualified from this institute represent the institute. and the institute gets to know the real front of program outcome by the performance of the alumni. One example of a second year student and link of works of an alumniare given in the supporting documents.

File Description	Documents
Upload any additional information	[View File](View_File)
Paste link for Additional information	https://in.linkedin.com/in/shreya-kothawale-16707213a?trk=people-guest_people_search-card

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

78

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	**Nil**

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://drive.google.com/file/d/1NQ6T6o_rjsvbeoxHuULPPDe8YxDXKcX4/view?usp=sharing

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

0.55

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

1

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	View File
Paste link to funding agency website	https://trustxtremeg2.in/

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

16

File Description	Documents
Report of the event	View File
Any additional information	**No File Uploaded**
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

1

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings during the year

8

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Our institute believes in social contribution through extension activities. In 2021-21, due to pandemic situations, students were unable to involve in participatory activities in a physical manner. Still, our institute took the efforts to create sensitivity about society and experiential learning in this period. The institute listed down the parameters to fulfill the objectives of extension activities. After our faculty worked on these parameters and designed the events according to the objectives.

In the academic year 2020-21, experiential learning was practiced in the institute through several courses. The period of lockdown was taken as an opportunity to connect architectural education to the context. The assignments were framed to increase the practical learning of the students even from the distance. In this course, fourth-year urban design subject aimed at Study of Urban Areas in terms of Urban level issues like Mobility, movement network, built form disposition, character, identity, activities, open space networks, walkability, inclusiveness, etc., Community participation initiatives, and analysis. Identify issues related to the above aspects at the Neighborhood level and offer design solutions for improving the status of the neighborhood with reference to the above aspects. Setting up Guidelines to achieve the master plan objectives and broad implementation strategy to achieve sustainable neighborhoods. As there were students from various cities in Maharashtra in the batch, the design team took the decision of having a common theme that could be studied in various cities. They decided to take 'Resilience' as a broader theme under which students will be studying various Urban Disasters which has occurred in the selected cities. The result was the batch of around 80students were divided into 8 groups and a total of 4 cities were studied based on their history. The urban risks and vulnerability mapping of the

cities helped us what disasters to look at and in which areas of the cities. The useful data and innovative solutions are generated for disaster management which benefits society.

The faculties motivate their colleagues and students to organize and participate in extension activities. The social contribution through our knowledge base is Also, our faculty Ar. Ninad Rewatkar presented his works under tactical urbanism and motivated the faculties to participate in the extension activities. He demonstrated a data-driven approach and its importance in the process of tactical urbanism. He further discussed the usual practices and stressed the systematic approach for urban strategies.

In online learning, our institute took immense efforts to introduce Research in Architecture to the Bachelor students and make them aware of varied methodologies and methods applied in Architectural research. Applying these methodologies and Methods to their own research themes. The social extension activities also need background research and a methodological action plan. Our faculties carried out research activities in different groups of students. The first group researched habitual preferences of spaces by the occupants in covid time at their residence. The other group researched light and ventilation quality in the studio for comfortable use of space. Also, the third group focused on how the common space is utilized by the user in the pandemic period. These exercises helped students to sensitize themselves towards issues of a user and ultimately a large group of people in a society.

Our faculty Dr. Vaidehi Lavand participated in 2 days webinar on cultural landscape organized by Tilak Maharashtra Vidyapeeth, Pune. The intent of the activity is to identify and understand the importance of cultural landscape in the history of architecture. Dr. Vaidehi Lavand also presented her research in the activity. Also, she participated and presented her research at multiple international conferences.

Gender discrimination is one of the major social issues faced by the world today. Even if the literacy rate is growing up, there are some unsaid rules that society follows, and many times there are difficulties faced by society as a whole because of these rules. Dr. Dilmeher had been invited to the institute with that intent. She gave a presentation and briefed on the overview of gender perception in India, and how the scenario is different in urban and rural areas. This session sensitized our students to social issues.

The institute believed in social commitments and organized online

activities to create the moral attachment of students with society in the pandemic year.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

14

File Description	Documents
Any additional information	**No File Uploaded**
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

06

File Description	Documents
Reports of the event organized	View File
Any additional information	**No File Uploaded**
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

06

File Description	Documents
Report of the event	View File
Any additional information	**No File Uploaded**
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

7

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	View File

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

3

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	[View File](#)
Any additional information	**No File Uploaded**
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	[View File](#)

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The first NAAC peer review team visit had happened in the August 2021. Year 2020-21 being a year affected by COVID pandemics there were some infrastructural reforms in terms of IT infrastructure.

In terms of learning infrastructure, the land, campus, classrooms, laboratories and computing equipment, the numbers remain same as these have been stated in the first submission. There was no new purchase of any item in these categories. However, for the distance learning the major tasks for the institute was to upkeep the infrastructure in the good conditions and also to increase safety provisions in the campus.

The internet broadband width was increased from 100 mbps to 150 mbps. 14numbers CCTV cameras were installed in the campus and 10 hand sanitizers with pedestal were placed in the campus.

The campus is spread over 17758 sqm with total Built up area of 3529.27 sqm distributed over multiple split levels.

Institute has class rooms and studios, infrastructure on campus includes library, computer lab, workshop, material museum, seminar hall, open air theatre, a number of outdoor spaces for teaching, exhibition area, girls common room, boys common room, girls and boys washrooms and all allied facilities required for out of class room teaching and learning.

There are Architectural Studios for all five years of B.Arch., equipped with drawing boards, studio chairs, lockers, soft boards and audio-visual facilities. Every class has two mezzanine floors

that are used for keeping and exhibiting models and doing extra activities of the studio and studies.

The studios have uniform layout and flexibility in design to suit to the requirements of the progressive classes. The first- and second-year studios have arrangement to keep drawing boards and the studios for higher classes have provision of laptop charging points for each desk. The studios have soft boards for display of drawings and information, glass table for model making, lockers and two mezzanines where they can prepare the models and display the same.

There are two workshops in the campus that are used for multiple purposes, like arts and crafts, dance, rehearsals for events, and cultural activities. The students are introduced to multiple tools and technologies, and the outdoor and semi covered areas near the workshops are used for the workshop related activities.

There are two laboratories in the campus, i.e., A Surveying and Leveling lab and a Climatology lab.

The outdoor and open areas facilitate very good interaction between the students and also between students and faculty.

There is a designated area for exams on level 1as exam room. The only users of this room are the Chief exam officer, examination team and a person from admin staff. The room is furnished with shelves for exam related stationary materials, a photocopier and three work stations and intercom phone, and cctv camera and wi-fi connection.

The institute has state of art library, with provision of book shelves, drawings shelves for working drawing library and also for material museum.

The digital brain of Brick campus housing 40 computers with latest technology sits bang opposite to the library on level II. The whole campus is under Jio Wifi network for the benefit of students and faculty.

Separate Girls and Boys rooms are provided for students to self study or rest or for group interactions.

Architecture students need stationery and printing facility on daily basis. To facilitate them, a stationary shop is right there in the campus.

The campus has audio visual rooms that accommodate more people at

the time of common presentations for all the classes. It has capacity of 120.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://brick.edu.in/Learning-Infrastructure

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Considering the lock down period and no students on campus the infrastructure for sports and cultural activities is same as submitted in the first SSR. This infrastructure includes:

- **Spaces, fields and courts**
- **Playing objects for various types of sports**
- **Cultural infrastructure**

Spaces, fields and courts

1. **The central courtyard - Muktangan houses infrastructure for volleyball and basket ball.**
2. **There are two flag posts, one at the entrance of the institute and one at Muktangan.**
3. **The morning sessions of Yoga and also the celebration of 'International Yoga Day', happen in a part of central courtyard. This place, as placed in the central location has dynamic character. Its close proximity to the studios, help students to play even during short breaks, long breaks and post college hours. This place keeps them sporty as well as disciplined as during the class hours they are supposed to be in the studios or in classes.**
4. **The huge ground in the campus is used for playing cricket, and also during kite festival.**
5. **There are separate common rooms for girls and boys.**

Infrastructure for various types of sports

The institute has sports facilities for basket ball, table tennis, badminton, volleyball and cricket. There are separate common rooms for girls and boys, which have table tennis, carom and chess. The movable infrastructure for sports in the campus are as follows.

1. Basket ball hoop attached with rim and net
2. Referee's whistle
3. Basket balls
4. Cricket bats
5. Stumps
6. Cork balls for Cricket
7. Table for table-tennis
8. Rackets and tennis balls
9. Net for Badminton
10. Net for Volleyball
11. Carom board and its complete set
12. Chess board and its complete set

Cultural infrastructure

A number of open spaces, courtyards, viewing galleries in the campus gives complete cultural environment for all these festivals. Every year there is blood donation camp on Independence Day, and the cost of common rooms are used for the same.

Every achievement of students is celebrated with these Dhols in the central place.

Institute owns a well-maintained set of 10 Dhols and 10 Tashas, which are the traditional festive musical instruments of Maharashtra State. The other equipment includes harmonium, tabla, and sound amplification system.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://brick.edu.in/Infrastructure

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

10

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

10

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://brick.edu.in/Learning-Infrastructure
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

4.73

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

Name of the of the ILMS Software: KOHA

Nature of Automation: Library is fully Automated

Version: 3.18.05.100

Library has a book collection of 2044 books (at the end of year 2020-2021). Due to global pandemic the physical form of library was not accessible to students & faculties so library committee has decided to subscribe for the database to bridge the gap between the library and the users. Institute had subscribed for the database called "K-Hub". This database provides 1000+e-journals, 1000+ e-books, 100+ videos, Newsletter, Abstracts, and Articles etc related to architecture.

The other systems and books in the library remained same as mentioned in NAAC cycle 2015-16 to 2019-2020. As per that systems are as follows:

For proper organization of the library material, library is using KOHA library software.

Software is upgraded time to time. One terminal is reserved for students to search information of availability and issue of Books. Web based Library Software with Web OPAC, Email & SMS Alert etc. (Online Public Access Catalogue- OPAC) and Single Window Where Complete Information about the Users Along with Circulation Status, Fine Status, Contact Details, Reading & circulation History etc.

Various types of reports can be generated with the use of above-mentioned software which is useful for various committees and inspections from time to time. Book database is created along with user's database.

Issue return process is fully automated and manual cards are kept as supporting documents for students and faculty.

Bar-coding used: Yes

Book issue and return is carried out with the help of barcode system. Each book and user's borrower card is bar coded

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	https://brick.edu.in/Library

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

1.4

File Description	Documents
Any additional information	**No File Uploaded**
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

104

File Description	Documents
Any additional information	**No File Uploaded**
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The three major additions in IT infrastructure in year 2020-21 are-

1. Installation of LAN in the studios for conducting online classes.

2. Upgradation of internet connectivity from 100 Mbps to 150 Mbps.

3. Installation of CCTV cameras in the campus.

Following is the summary of the IT infrastructure at campus.

Computer lab is well-equipped with branded PC's adequately supported by 150 Mbps lines for internet connectivity. The computer to students ratio is 1:10 in the campus. There is one computer for every 10 students. The computer lab is also equipped with a wide range of licensed system software and application software.

This core switching is extended to Distributed Switching for departments. As per the requirements of access point 100/1000 (Gigabit Switches) are used.

The up gradation of hardware is done as per the requirement including PC Hardware like RAM, graphics card etc. Recently we have upgraded our computers RAM.

As per software company licensing policy, we regularly renew / upgrade softwares.

The important data related to academics and faculty are stored in server network drive.

In year 2020 -21 the institute has upgraded our broadband internet line of 100 Mbps to 150 Mbps.

The IT department extends the complete support to the students and faculty to carry out their academic and other work. Even during COVID times the students got these services by visiting campus in person (with all Covid protocols). The IT person is available to support students and faculty in their queries.

Wi-Fi facility: There are Separate internet lines for WiFi by Reliance Jio and connected 11 indoor & outdoor access point. Each user can access WiFi login with mobile number.

Internet provision to each department is with Cisco Switch high speed connectivity. Computer lab is well connected to the internet. The institute has provided internet bandwidth to all staff members and student's laptops. There is restricted access policy to users under the firewall.

The campus has CCTV cameras for monitoring administrative office, Computer lab, Library,Exam Room, entrance and also at various locations in the campus.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://brick.edu.in/Computer-Lab

4.3.2 - Number of Computers

40

File Description	Documents
Upload any additional information	[View File](#)
Student – computer ratio	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	**No File Uploaded**
Details of available bandwidth of internet connection in the Institution	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

38.86

File Description	Documents
Upload any additional information	**No File Uploaded**
Audited statements of accounts.	[View File](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View File](#)

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The campus had the same systems in year 2020-21 as they have been mentioned in NAAC cycle 2015-16 to 2019-20.

The major challenge of the Covid time was to upkeep the furniture and learning infrastructure when the on-campus classes were not going on. The institute has Maintenance committee that oversees the maintenance of buildings Classrooms & Laboratories. This committee took all the efforts to keep all the places in the campus clean. The different spaces have different requirements like in the classrooms, studios the classes were not there, then the furniture was neatly stacked and regular dusting and cleaning schedules were planned. As per COVID protocols the pedestal-based hand sanitizers were installed in all the locations. Also, two electronic thermometers were bought for two gates in the campus for keeping record of the body temperature of the visitors. Regular sanitization happened in the campus.

- The Maintenance committee headed by the office superintends who in turn monitors the work of supervisor next level. The supervisor is accountable to the office superintendent and functions as the coordinator who efficiently organizes the workforce maintaining duties files containing details about their individual floor wise responsibilities timings leave etc. The officer conducts periodic checks to ensure proper working of infrastructure.
- Adequate in-house staff is employed to maintain hygiene, Cleanliness and infrastructure on the campus. Classrooms, faculty area, seminar halls, library, laboratories etc cleaned and maintained regularly by the batches of cleaners periodically. The same team is assigned to work in the various areas, so that they get trained and become experienced to maintain all the areas in the campus. Wash rooms and rest rooms are well maintained, and dust bins are placed on every floor
- Lab assistants under the supervision of the system administrator maintain the efficiency of the college Computers & accessories.
- Parking facility is well organized and maintained efficiently.
- The reporting of special needs of repair and maintenance are done by the class representatives to class mentors, and then class mentors raise it to the administrative office. The respective lab assistants, librarian, too report such needs to the admin office. There is faculty meeting on every Monday,

and the if some need is noticed by the faculty the admin staff also becomes part of this meeting and these needs are communicated to the admin office. The major requirements, like purchase of furniture, fixing of switch boards, removal of defective furniture, etc. are processed in every semester break as to keep things ready for the new semester

- Pest control of library books and records is done every year by the maintenance department.
- The staff (peons and office boys) is also trained in maintenance of science and computer equipment.

Electrical Maintenance of generator UPS batteries, EPABX

Following standard procedures are adopted for electrical equipment.

- Monitoring of electrical Equipments such as generator, UPS, Batteries, EPABX monthly and enter the status in the log book
- Calling the contractor in case of major fault the contractor analyses the fault & submits the report if replacement of any part is required calls for the quotation & the it is purchased through purchase procedure.
- Inspecting the work done by the contractor and ensure smooth functioning of equipment
- Reporting of work is submitted to principal and the director

Institutional mechanism for maintenance and upkeep of infrastructure, Facilities and equipment of the college.

The Institute has given a contract to Uniform Infrastructure Maintenance and Services LLP which looks for the maintenance of campus holistically.

The major steps taken for maintenance of sensitive equipments:

UPS 20KVA, 5KVA is installed in an air-conditioned separate room from dust free environment to ensure constant supply.

Generator 30 KVA is installed in separate ventilated room in a well-organized environment for proper power supply an air-conditioned separate room from dust free environment to ensure constant supply.

Transformer 320 KVA is installed in the institute.

Lab in charge and technical assistant's monitor working of sensitive equipments regularly.

Transformers are installed to control voltage fluctuations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	**Nil**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

162

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	**A. All of the above**

File Description	Documents
Link to institutional website	https://brick.edu.in/Capacity-Building
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

83

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

83

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student	**A. All of the above**

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

0

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

7

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

10

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.

20

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Brick School of Architecture has active body the student council. This body is an interface between the students and faculty. They represent all the students of the institute. Student council is the committee elected by the students of Brick every year. The elected council of 2020-21 consisted of following members:

1. Poojal Jagad – General secretary (4th year)
2. Piyush Shah - Senior Cultural secretary (4th year)
3. Parth Shah - Treasurer (4th year)
4. Chaitanya Bhosale - Sr. Sports secretary (4th year)
5. Arya Singoure - Arch. Enhancement Representative (4th year)
6. Gaurav Mali - Jr. Cultural secretary (3rd year)
7. Kaiwalya Barde - Jr. Sports secretary (3rd year)
8. Garima Mutha - NASA Unit secretary (3rd year)
9. Ashutosh Gaware - NASA Unit Designee (2nd year)
10. Swapnil Wagh - S.Y. Representative (2nd year)
11. Tanvee Abhyankar - BSID Representative (3rd year)

Over the academic year of 2020-21 a lot of activities were initiated and hosted by the council members.

The council has formed various student clubs with a purpose of encouraging and enriching fellow mates to practice their hobbies or allied activities that they are inclined to.

Various clubs are as follows:

1. Dance club
2. Music club
3. Drama club
4. Literature club
5. Sketching club
6. Trekking club
7. Photography club

Under each of these clubs the various activities and performances were carried out. Experts from different fields were invited to share their experience and knowledge.

In the annual budget of the institute, there is a definite fund assigned for Student Council activities. They have the right to invest or utilize this money, for the activities of the institute.

They have regular meetings and interactions with the students and then the student Council brings it forward towards management and faculty. At the time of juries, and exhibitions arrangements are usually done by the Students Council.

File Description	Documents
Paste link for additional information	https://brick.edu.in/Student-Council
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

24

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

The alumni of the Brick school of architecture are a registered body under Society's activities and have active participation in the institute from time to time. As this is an association of very young architects, their contribution is primarily in the innovative and progressing ideas for the institute. The financial contributions can be expected after they get established in the profession. However, the Institute values the strong connect of the alumni, and the efforts that alumni association is taking for development of the institute with their unique approach. In the first year affected by Covid pandemics, the regular events of alumni (walk the talk series)

could not take place. However, their representatives did take sincere part in the IQAC meetings. The activities of alumni that took place in the year are

1. The alumni were invited for internal juries as jurors for design and also for thesis.
2. The alumni who have gone for higher studies, exchanged their viewpoints, like which courses are available in India and abroad, and what would be the most suitable course.
3. They had a number of informal interactions with the students for mentoring for the career options and networking. They share the overview of the projects they are working on and give a lot of exposure on the current practices in architecture and planning.
4. The social network of faculty, the visiting faculty and ex-faculty, students and alumni too are very strong. They keep on discussing and posting on events, conferences and competitions at city, state, National and international levels.
5. Final year thesis is a stage after which the students become alumni. Institute is proud to say that the thesis done by the students is recognized by the National and International organizations. The efforts for award process are jointly taken by the alumni, and faculty. The Council of Architecture, India's Architecture thesis award is a topic where the first batch of Alumni had participated, and now there is tradition of the final year students getting mentorship from the Alumni to think about thesis from a different view point and opting for this award.
6. In July 2020, works of Brick Alumni Mohsin Podinwala and Anmol Waychal were shortlisted by the prestigious forum of COA thesis Awards. The alumni of the previous years have major contribution in mentoring these students for qualifying the pre-requisites and quality addition in the award process.
7. The institute values the mentoring done by Brick alumni Bhairumal Sutar to final year student Purven Shah of batch 2019-20 who achieved an honorable position among top 10 entries as mentioned by an international organization "Mango Architecture" (https://www.mangoarchitecture.com/) in December 2020.

File Description	Documents
Paste link for additional information	https://brick.edu.in/Alumni
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	E. <1Lakhs

File Description	Documents
Upload any additional information	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision

- **SMEF's Brick School of Architecture to be recognized for imparting holistic learning and research oriented architecture education in an inclusive learning environment where teachers effectively engage with students and impart the ability to communicate, collaborate and compete in a global economy with strong skills, in-depth knowledge and humility**

Mission

- **Creating an open platform for learning that welcomes every student from diverse cultural backgrounds**
- **Giving every student the freedom to learn, and the encouragement to become life-long learners.**
- **Building a bridge between teachers and students to ensure open communication and promote a two-way learning process.**
- **Developing social-emotional learning with skills like respect, listening, self-awareness and attention to foster mindfulness in education.**

Governance of the Institute

AS this NAAC cycle i.e. 2020-21 was before the NAAC peer review i.e. August 2021, we continued following the same systems as mentioned earlier

We followed the bottom up approach where every individual would have a role to play in the institute. We envisioned IQAC as a strategy level committee which would try and tie up the vision to actions that need to be taken up to set a path for the institute to achieve

its vision.

Other committees refer to the strategy plan and take further decisions. There are protocols for the financial, academic and administrative approvals. And every decision is implemented through proper channel. The most frequent and weekly activity in the campus is Monday Faculty meeting, where upcoming events, planning decisions regarding academic, co-curricular and extracurricular are discussed. The faculty is the pivot for most of the planning and implementation strategies on campus. They have close contact with students and have most of the updates on the institutional matters. The discussed points are on record as the minutes of the meeting and referred to the top management, academic committee, and administration for approval

Our students are our identity and their 360 degrees development is our aim. The student's council is elected every year. This year the election was conducted online. Annual conventions, magazine and publications, exhibitions, juries, cultural events are events where students council takes major responsibility. In this way they get opportunities to work and interact with the experts and getting insightful ideas.

Other than academics the focus of the institute is also on the societal concerns that arise in the city and professional competence in the form of architectural competitions. The faculty has identified some social, cultural, environmental and health related issues and some architectural competitions where groups of students across the batches choose to work at least for eight weeks in a semester on these matters. In this event there is close interaction between the faculty and students and also the institute contributes to society through these projects.

File Description	Documents
Paste link for additional information	https://brick.edu.in/AboutUs
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

SMEF's Brick School of Architecture follows the Organogram for all the flow of decisions that are taken. There are various committees such as Internal Quality Assurance Committee, Academic Coordination

Committee, Infrastructure Committee, Human Resource Committee, Purchase Committee and Library Committee. The Principal generally takes decision on administrative matters while as the Principal and Academic Coordinator take decisions for the academic matter. The faculty representatives are a part of academic coordination committee while as the administrative staff are a part of other committees that support academic activities. The student participation in decision making is encouraged by way of Student Council Meetings. This can be noted in the case study.

Case study (academics) Brick 12 on 12 (Online) :

Brick 12 on 12' is an initiative that happens every year; where 8 presentations from B.Arch. (two students present from every batch of first to fourth year) and 4 presentations from RDID are presented in an auditorium, that is located in the central location of city and this event is made open to public. There is an eminent architect on this occasion who comments on the students works and also presents own work. This event is organized in the month of June on the first Saturday, so that there is maximum participation of audience in it.

However, this year due to COVID the institute could not do this in an auditorium. Student Council suggested that this could happen online. This idea was then discussed in Monday faculty meeting and approved. The Academic Coordination Committee took this up and agreed to do this event online. Budget was assigned for the online platform and the event took place on 17th and 18th of July 2021.

Case study 2

As per the strategy plan for year 2018-2023, for year 2020-21 plan had mention of National Collaboration and encouraging faculty and students for writing in national and international conference. However, the management of the institute had gone little beyond it and thought of organizing an International conference. The benefits of hosting of an international conference for the institution were imagined in many regards like, exposure to global research approaches and architectural practices. As per institute's philosophy every event takes place with joint efforts of the management, faculty, admin and the students. Hence organizing such event was looked at with opportunity of capacity building and management capabilities for the whole institute. The call for papers would enhance the publication experience for the students and faculty. At the same time, it would establish the connection with the participating international universities. With all these intentions the hosting of an international conference was approved

by the management. The roadmap of hosting this grand event was plotted in the following framework.

- The theme was given a thought.
- Brief was finalized considering the basic concept. Four main parts of the conference were identified- the key-note addresses from the global experts/professionals, paper presentations, design competition, and panel discussions.
- Tentative Schedule and the dossier for the conference were prepared.
- The coordinating faculties made various groups of teachers and students together to cater to the various aspects of the conference. The teams were built up for- Research, Co-ordination, International Relations, Media and Technical support team.
- Few experts from the industry were approached for the advice, and were requested to be on the advisory board of the conference.
- Research team of the institute was expanded in terms of addition of students' representative. They researched on various international experts from the industry
- The team of International relations was given the responsibility to connect to various experts from international universities
- Coordinating and research team together prepared the abstract and paper format and the format of the design competition. The schedule was revised and published to the architecture fraternity in India and abroad.
- Various international and national speakers and panellist were invited.
- Media team and tech support team were asked to look for various online mediums for conducting the conference.

All this background work had happened till May 2021.

File Description	Documents
Paste link for additional information	https://fb.watch/aVEW6omCOe/
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Strategic Plan for year 2020-21 states that we should try for National Level Collaboration. We were successful in having an international collaboration for our 4th Year Habitat studio with Thomas Jefferson University (TJU).Our Director had met Prof. Barbara from TJU during her visit to Philadelphia and talked about possibilities of collaboration. Prof. Rob Flemming visited our institute and had an interaction with the faculty (Put a photo of Rob interacting with faculty from documentation archive).He was excited and eager to work with the institute further.

The academic coordinator put forth the idea of having a collaboration with TJU for Habitat Studio. This idea was discussed in the faculty meeting and academic coordination committee meeting and put into action. A budget was allocated for this collaboration so as to facilitate the online interaction. The fourth year Design Faculty was initiated in the process to decide the details of the Habitat studio so that we work in one direction. The Studio pedagogy was modified to accommodate the collaboration.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	Nil
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

As this cycle of reporting is 2020 June to 2021 May and that our NAAC peer committee report was received in August 2021, we had started working as per our earlier systems. Hence the policies, administrative framework and procedures followed for this cycle are similar to the ones earlier adopted. The effective functioning of the institute is clearly evident as the institute has been listed as one of the top most 25 institutes' in India, imparting architecture education last year, only after 7 years of the formation of the institute. This year we have been the 6thtop most to be chosen by students in the Centralized admission process carried out by Directorate of Technical Education (DTE) in Maharashtra

We evolved administrative framework over time that supports the strategizing and implementation of the strategic plan that propels the institute one step at a time to reach its goals. The institute

in its early days had a Local Managing Committee (LMC), Academic Coordination Committee and a General Administration Committee to decide and coordinate for all the activities of the institute. Other committees such as Anti Ragging committee, Women's grievance redressal committee and Reservation redressal committee were also established in these early days. Over time, other committees such as HR Committee, Infrastructure Committee, Purchase Committee, Library Committee etc. were established. After the Savitribai Phule Pune University started following the amended University Act, the LMC was changed in College Development Committee (CDC) reviewing the function of the institute, the IQAC was formed. When the institute decided to use NAAC manual for reviewing the function of the institute, the Internal Quality Assessment (IQAC) was formed. The institute has created a document that lists these committees, their objective, composition as well as the frequency of the meetings for each committee.

Care was taken that the framework defined does not hinder the decision making, but aids the overall enrichment and delivery of the strategic plan. Hence some flexibility was inbuilt in the decision making. Induction program for the administrative staff as well as the faculty is designed so as to brief them about the administrative framework, rules and regulations as well as vision and the yearly strategic plan so that the new resource gets aligned quickly to the philosophy of the institute and able to deliver better. Induction program is also arranged for parents so that they are aware about what the institute believes in and are able to appreciate and contribute towards the overall development of their ward.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	https://brick.edu.in/Statutory-Declaration
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

There is financial outlay for the welfare measures for teaching and non-teaching staff. These welfare measures include funding quality improvement programs for faculty and non-teaching staff, funding for faculty to participate in conferences to present research papers. Paid leaves are offered to faculty for participating in conferences or attending seminars. We also arrange workshops and seminars for faculty in the term breaks so that they can concentrate on self-development. Faculty is encouraged to write articles in newspaper and supported by the Brick Publication House which is established at the institute. We not only offer maternity leave

Other than the academic welfare, the culture of the institute is very much interactive. Every year a retreat session for bonding between facultiesis organized by the management, where the faculties spend some time in a pleasant location and exchange ideas. This year the retreat was organized at Panchgani for 2 days in the month of October 2020

The institute encourages celebration of important event in personal lives of the staff like wedding or birth of a babyor even personal achievements.

The admin staff, peons and helpers are facilitated every year by management during Brick Fest. There are festive bonus and Diwali gifts given every year to the admin staff.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

5

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

2

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

11

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Performance Appraisal System has been established at our institute as mentioned in the last cycle. We are following the same system this time as well. The feedback from the students and faculty both are taken at the end of semester to know the state of teaching learning process. The questionnaire that is made for faculty takes opinion on the teaching experience, self-assessment and performance of the co-faculty, students, overall experience at the institute. The feedback form is completed by the entire faculty and then there are discussion with the Principal, academic co-coordinator and the director. This discussion and feedback remain as key points for deciding on the subject allocation and also assigning allied responsibilities for the next term. This also helps in mentoring the faculty on their further development.

The personal one to one discussion on the feedback submitted by faculty and staff ensure that the culture of the institute is also discussed and faculty gets aligned to it holistically. The appraisal can help in not only identifying areas for training but also strengths of the faculty which can be used for institutional building.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Yearly statutory audit of the accounts as well as internal audit is done by an independent auditor in accordance with established accounting standards and auditing norms. Thus the optimal utilization of resources are done at several levels.

The internal financial Audit for 2020-21was conducted in June 2021 and queries raised by the Chartered Accountant were reviewed and responded to. The external audit was done in the same period.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

2

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The resource mobilization policy is to understand the Strategic Plan for that year and try and budget for executing the strategy. Budget allocation is done which serves as the pivot for doing expenditure for various activities and initiatives at the college level.

Major budget heads can be predicted and do not get modified drastically. Hence budgeting them is easier. Such heads are discussed in College Devolvement Committee (CDC) and budgeted for.

The Academic coordinator identifies year wise activities, expert lectures, workshops, additional resources after the Lesson Plan presentation by the faculty and presents it to the Academic Coordination Committee (ACC).The ACC then identifies budget heads for college level activities. Further the Principal gives inputs on developmental activities. IQAC also reviews this and identifies areas of improvement. Finally the Director and CDC approves the budget which guides the institute expenditure.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

COVID struck in March 2020.The Strategic Plan outlined by IQAC for 2020-21 had already mentioned about accommodating online academic administration. During the work from home (WFH) period, the faculty was delivering online lectures for around 18 to 22 hours a week and preparing for the online lectures by creating e content and readers. We realized that without targets the faculty may not end up utilizing the time when not in lectures. A system was devised for reporting the work done in non-lecture hours during WFH period. This system got institutionalized and will be used henceforth during WFH period.

The role of visiting faculty in architecture education is significant. The Council of Architecture mentions that there should be minimum 25% of visiting faculty involvement in academics. When in online mode. The system of considering the contribution of visiting

faculty online was established and implemented.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	[View File](#)

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

Please note that even though we are reporting for the subsequent cycle after our accreditation was done after the reporting period for the next cycle. Hence we continued on the same lines for this cycle.

The objectives of the Teaching Learning Quality Assurance Tool activity has evolved every year to include learnings from each year feedback and outcome analysis. We realized that the documentation of the teaching and outcome done by faculty needs to be integrated in the lesson plan. Hence the Teaching Learning Quality Assurance Tool framework was modified to include a summary of "Learnings from last year". The learnings may be innovations, positive outcomes or limitations of the teaching pedagogy of the entire course or a single exploration. This assures that the learnings are addressed in the next semester or year depending on the continuity.

The framework for the Teaching Learning Quality Assurance Tool would now include

Introduction of "Teaching Learning Quality Assurance Tool"

This year we deliberated on the conventionally used Lesson Plan initiative done by the institute to schedule the teaching to cover the syllabus. We thought of converting this into "Teaching Learning Quality Assurance Tool". This tool will not only help in scheduling course content delivery but also help planning, monitoring and evaluating the quality of teaching learning at the institute.

Objectives and Implementation Process

   1. To document the outcomes of the exercises/explorations designed in the precious semester/year for that subject

2. To understand the work done by previous batch i.e. good work, average work and not so good work
3. To synthesize learnings regarding the teaching learning process from the previous semester/year
4. To assure that syllabus content is covered for each subject in the prescribed time
5. To assure that explorations are designed considering varied learner types
6. To identify additional or specific books for that subject
7. To identify additional resources i.e. expert lectures/workshops/software/equipment
8. To identify site visits /study tours/settlement studies required to enrich the teaching learning
9. To assure that learnings from seminar/conferences conducted at the institute are referred to in the teaching.
10. To innovate the teaching learning pedagogy for the subject
11. Think of a long term plan to develop this subject
12. Helps in exploration planner.
13. To assure an integrated approach towards teaching various subjects for that semester/year
14. To help in understanding the expectations by the profession when delivering the subject

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	D. Any 1 of the above

File Description	Documents
Paste web link of Annual reports of Institution	**Nil**
Upload e-copies of the accreditations and certifications	**No File Uploaded**
Upload any additional information	[View File](#)
Upload details of Quality assurance initiatives of the institution (Data Template)	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

SMEF's Brick School believes that all humans are equal and if given an opportunity, each tends to give their best. The initiatives which were carried out in the first cycle are continued for this year as well. This is being reported this year additionally.

1. Internal Complaint Committee (ICC): Internal Complaint Committee has been set up at the institute which is responsible to accept, evaluate and take action on any complaints received for boys and girls regarding sexual harassment.

2. Women's Grievance Redressal Committee: This committee is separately set up to address any issues faced by women in the campus. They could be teaching, non-teaching staff as well as students. Regular meetings are conducted and minutes maintained.

3. Gender ratio: Gender ratio in all the classes is thought of while making sections, so that there are equal numbers of male and female students.

4. Safety and Social Security: Institute displays emergency contact numbers in college campus. There is CCTV Surveillance throughout the campus for safety and security purpose. Students Council and faculty members ensure that all girl students leave the campus and reach their homes safely after late night events. Female faculty and girl students are regularly counselled on safety and security.

5. Personal counseling: The faculty of the college carry out the responsibility of taking personal care of students on the individual

level. As the students come from different geographical and cultural backgrounds, there are chances of emotional ups and downs while being with people of different kinds. To support that there is a counselling cell that help students to cope up with such situations. Personal Counselor Shweta Joshi remains in constant touch with the students

6. Common Room: Both Girls' and Boys' common rooms are spacious and airy. They have various indoor game facilities like carom board and chess.

7.Orientation sessions: An online session on gender sensitization by renowned psychiatrics Dr. Dilmeher Bharucha Bhola,was arranged.

File Description	Documents
Annual gender sensitization action plan	https://docs.google.com/document/d/16icBvGzSu-EEiImGDOb1gUhc66kFJBA9/edit?usp=sharing&ouid=115299477530074429658&rtpof=true&sd=true
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://brick.edu.in/Infrastructure

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	D. Any 1 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

This year the institute was conducting online classes and there were no students in the college. Hence, there was hardly any waste

generation. However, for the little waste generated, we have followed the same policy and infrastructure as in the last cycle for waste management in the institute. The institute follows strict practice of segregation of waste at source. There are waste bins two types tagged with biodegradable and recyclable waste kept at various locations in the campus. All the toilets for girls have disposal machines for sanitary pads. Segregated waste is given to the Gram Panchayat of the Pisoli area. There are no sources of Hazardous chemicals and radioactive substances in any of the activities of the institute.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	https://goo.gl/maps/T7UM7ZscaCrAFvsk8
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	E. None of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	No File Uploaded
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants	A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	E. None of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	<u>View File</u>
Policy documents and information brochures on the support to be provided	**No File Uploaded**
Details of the Software procured for providing the assistance	**No File Uploaded**
Any other relevant information	<u>View File</u>

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Architecture is not only about constructing buildings but also about understanding people, their behavior and designing spaces that are inclusive, economical, and sustainable. The values are not only inculcated by way of integrating them in the curriculum but also by other initiatives. For the year 2020-21, these initiatives were done.

Curriculum delivery- There are various opportunities for exposing students to various cultures, economic, social, and regional diversities. The institute through its design and thinking lab explores various social, cultural, and economic issues.

1. In the subject of History and Contemporary history, Seminars were arranged to understand the temple architecture as well as how Christianity affected the architecture of those times.
2. The Design studio for 4th year explored the issues of sustainable and resilient habitats by way of "evidence-based design". Resource efficiency i.e. energy and water were explored with an focus.

In final year students themselves select a context-based thesis topic.

Travel and Research Grant- This year the travel grant was converted to research grant as students could not travel due to COVID. The objective of the grant is to experience, document and analyze architecture, culture, people and places. This helps in understanding the diverse culture, socio economic conditions and their reflection in architecture. This year the grant was given "To Understand Goan Culture and it's Interiors by Comparative Analysis

Between Portuguese Style and Traditional Goan Style"; to study the "Eco villages of Ladakh". The students after completion of the grant period present their work to students across all years.

Societal concern projects- The institute has always ignited students minds towards national contribution from the time it was instituted. We were happy to see that our alumni and students thought and implemented an initiative in COVID times. As this was the times when we all were struggling with COVID, getting admitted in a COVID center was a terrifying situation not only for the patient but also the relatives. There was news about COVID patients running away from these centers. Responding to this situation, some of the alumni and students did an extensive initiative. They wore the kit and entered the COVID centers and observed and analyzed the conditions. They realized that meager modifications in the functional layout, sprucing up the environment with positive visual cues and introducing activities in these centers could turn this situation. The institution felt that this initiative should reach all the students so that they too get sensitized and motivated to work for disaster management when the nation needs them to contribute as architects.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institution believes in creating responsible individuals who will be able to serve the Nation by way of ethical and responsible architecture practice or any other allied field he/she chooses to practice. The sensitization process happens not only in the classrooms and within schedule time table but across and over and above it.

Understanding and experiencing the nation by finding opportunities to integrate these values by way of course work.

The faculty believes in pedagogy that inspires students to contribute towards Nation through their profession. The students are also sensitized towards villages which are real identity of a

nation. The faculty tries to design exercises or as we call it explorations as a part of coursework that would help in sensitizing students towards the National responsibility.

This year the 2nd year students were asked to study the market places in their own cities to understand not only the functioning of the markets but also the transactions between various stakeholders from differ cultural and economic background. This sensitized students towards not only the vendors and the buyers but also the daily wage laborers.

This pedagogy followed upto the 4th year of the course is reflected when students chosen topics that deal with addressing national issues in their final year architecture design project.

List of thesis topics has been given in the supporting documents.

Sensitization about Social and National responsibility of Architects- This year on Founders Day, we had invited Mr. Pradeep Bhargava who talked to the students on "Contribution of Architects in Nation Building". Every year National commemorative days are opportunities to expose students to their social responsibility and the institute invites personalities who have contributed in Nation building. Report of Founders Day is attached in the supporting documents.

We also encourage students to participate in seminars that expose them to these values. Please refer toposter of INHAF (on cities for migrants) in the supporting documents.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	View File

| 7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff   4. | B. Any 3 of the above |

Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	**No File Uploaded**

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

This year due to COVID pandemic most of the national/international commemorative days and festivals were celebrated in online mode. When students were ready to come to campus in limited numbers, the celebrations happened in a blended mode. Some days that we celebrated include

1. Guru Purnima- Even though we had online teaching learning happening, students celebrated Guru Pournima by creating a video that salutes the contribution of teachers in their life. They also did a social media campaign where they made small videos introducing their mentors and f teachers.

2. Republic Day -Republic Day was organized by the Students Council on an online platform. Some representative students, faculty and non-teaching staff were present for flag hoisting and this was shared live on Zoom and Facebook page of the institution. The event included panel discussion discourse and presentation on "Architects who built the Nation". The drama and music club presented a folk lore on Laurie baker in the specific style of "Powada". Powada is a kind of verse written in appreciation of kings. This Powada conceptualized and written by Prof. Sudhir was dedicated to Ar. Lourie Baker.

3. Shiv Jayanti - This year on Independence Day, we had invited Mr. Pradeep Bhargava who talked to the students on "Contribution of Architects in Nation Building". Every year National commemorative days are opportunities to expose students to their social responsibility and the institute invites personalities who have contributed in Nation building.

4. International Women's Day – This year the faculty have come up with an idea of celebrating and recognizing the achievements of a lady architect. Ar. Richa Sing was invited for this event. Richais an architect and Master of urban and rural planning, alumni and gold medalist of IIT Roorkee. At present she is People and Functional manager at Google and leading the team Pixel.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	[View File](#)
Geo tagged photographs of some of the events	[View File](#)
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

1. Title of the Practice: Travel Grant and Research Grant

Objectives of the Practice

Research Grant

Research grant program is designed specifically for the students who have this attitude of research and learning for advanced study in any area of architecture, which effectively contributes to the knowledge, teaching or practice of the art and science of architecture. During the course of five years students come across a wide range of design, technical and thinking based subjects.

- To inculcate the research attitude among the students.
- To provide opportunities to create, develop, and communicate a project about architecture and the designed environment that will contribute to their creative, intellectual, and professional growth.
- To help them communicate their work in the public realm.

Travel Grant

Travel Grant program is designed specifically to assist students from Brick Group of Institutes to travel across the country

experiencing and documenting architecture, people and places. The grant is not for the purpose of doing research for an advanced academic degree. Instead, S.M.E.F. intends the recipient to study by travel and contemplation while observing, reading, writing, or sketching.

- To see and experience architecture, landscapes and cultures firsthand
- To think and grow as a professional.
- To acquire knowledge useful for the recipient's future work, contribution to their profession, and contribution to society.
- To build the in-house database of documentation.

The Context

There are philanthropists in the city who like to contribute towards architectural research and education. When institute was just laying its foundation, the management focused on building up a culture that is adopted by the students. There are no imposed ideas but the management and faculty encourage all the creative and innovative ideas in the students. The contribution of the misanthropes needs to be channelized well in the process. Hence the idea of these grants had come into the picture.

The Practice

Under both these program School offers two grants of INR 15000/- as supplemental funding to the winning students. The posters of these grants are put on the notice boards and emailed to all the students in the first week of the academic year (June first or second week). Application forms are made available in the admin office. The co-ordinator and other faculty members brainstorm the students' ideas for these two grants. Till July end or August first week the proposals are received from the students. A jury is organized in Second week of August of every year. The jurors are the research coordinator and the senior most faculties of the institute. The winners are announced on the occasion of Founders' day. And they get 10 months' time to work on the grant. The travel grant students utilize either weekends or semester break to travel. The work done by the students is again reviewed time to time by the research co-ordinator. Institute has given freedom of format for travel grant students. They can submit a movie, travelogue or report. However the research grant students submit the report only. The final approval of the report or movie is done by the research co-coordinator between 7-15th of August every year. These students present their work to all the people in the institute on the Founders day. This is

the day for announcing the winners of the current academic year and presentation of the works done by the previous year winners. Following table mentions the topics of both these grants and gives a fair idea of the successful execution of this program. Works of these grants are available in the library.

Evidence of Success

This program has been started in year 2015-16. Every year there are interesting and insightful ideas are coming, and the Institution is building up culture of learning by experiencing, travelling and researching in the students. Many times, they surprise faculty by their approach to plan economical travel, sketching and painting ability and beautiful presentation of ideas.

Problems Encountered and Resources Required

This year Travel Grant was converted into Research Grant as it was impossible for students to travel due to the COVID pandemic. Also, for out station student's library was not available. Online research papers were referred for the research grant.

This year Travel Grant was converted into Research Grant as it was impossible for students to travel due to the COVID pandemic. Following were the winning entries.

Year

Research grant winner

Topic of Destination

Research Grant Winner

Topic of Research

2020-21

Nimish Sonawne

Vertical residential farms- Integrating Hydrophonics into residential building design

Tanay Mahajan

Study of Hemadpanthi temples of Maharashtra

2 Title of the Practice: BRICK WEB Series-Getting Ready for Online Teaching Learning

Objectives of the Practice

1. To enable faculty to be prepared for online teaching learning
2. To improve the quality of online interaction
3. The students and the faculty get comfortable with online interaction
4. To address the technical requirements of the teaching learning process
5. To keep the students engaged in the times of COVID in non-teaching period.

The Context

The COVID pandemics and government's notification of not allowing students on campus, had delayed many decisions because of which academic calendar was affected. The exams were delayed and there was a period when everyone was supposed to wait for government's order for next point of action. In such situation the connect of students to the institute was at a challenging phase. Hence, in a faculty meeting it was decided to conduct the sessions by the faculty, not on hard core syllabus related topics but on some other areas, where they have got expertise in the area of their research or professional practice.

This idea was given a thought as a practice of conducting the online interactions and giving exposure to the students on new areas of knowledge.

The Practice

The sessions were conducted from 22nd June, 2020 through a 2hr online session each day - under the banner "Brick-Web-series". These morning sessions focused on variousperspectives of the subject. Post that the students were given some exercises/ assignment. Where they had comprehended and explored through research/experimentsas was instructed by your concerned faculty. A timetable was prepared, so,

that all the batches and faculty get engaged in such activities. This schedule was observed till August 10th, 2020. And then the regular classes were conducted in on-line mode.

This practice was one of its kind as it gave opportunity to students to understand the various specializations of the faculty. The faculty were also benefitted by this as they could explore and research more in the area of their interest. The topics that were relevant to the background knowledge and learning level of the students were selected by the faculty. In this way, very interesting, intellectual and context-based topics were taken in these sessions. Few examples of these topics are given below.

- My habitat during Lockdown period (an urban design and spatial organization related session for fourth year)
- Decoding the basics of form active long span structures.
- Sustainability - an outlook, what do we know
- "Building Construction & Materials...a direct connection to our lifestyle!
- History for the modern man
- Principles of Load Bearing Structures
- The Wall and Responsible Architecture

Evidence of Success

Students and faculty of the institute have made a difference in teaching learning process by exploring the possibility of the areas where architectural profession can contribute. These sessions got good attendance also kept the connection alive. The institute took best advantage of the time, which could have been an adverse situation. The faculty were enabled for formal teaching before start of the semester by these sessions. These sessions gave good exposure to handle the online interaction and to keep connect with the audience during the sessions. In this process the faculty explored ways to keep the students engaged with the quizzes, and small assignments. It in tern improved the quality of online interaction. And the students and the faculty got comfortable with online interaction. The technical requirements of the teaching learning process were also understood by the team. And it turned into very good interactive mode between the faculty and students in the times of COVID in non-teaching period.

Problems Encountered and Resources Required

We did not call this as problem, it was just a situation, that was to be dealt with right decisions. The never ever known platforms for

online interaction were explored by the faculty. Some of the subscriptions were expensive too, and it was a challenge to take a wise decision out of various options available. There were many options explored and it took efforts and time to finalize the appropriate solution. Also, the period of the series of these sessions was not definite, as university notifications for exams or start of the new session might have come at any time.

File Description	Documents
Best practices in the Institutional web site	**No File Uploaded**
Any other relevant information	[View File]()

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Introduction of "Teaching Learning Quality Assurance Tool"

This year we deliberated on the conventionally used Lesson Plan initiative done by the institute to schedule the teaching to cover the syllabus. We thought of converting this into "Teaching Learning Quality Assurance Tool". This tool will not only help in scheduling course content delivery but also help planning, monitoring and evaluating the quality of teaching learning at the institute.

Objectives and Implementation Process

1. To document the outcomes of the exercises/explorations designed in the precious semester/year for that subject

Generally the process starts with documentation of the previous semester work done by students. Faculty documents the work done in the given format.

2. To understand the work done by previous batch i.e. good work, average work and not so good work

This faculty categorizes the work into i.e. good/average/not good. The work done is not only assessment of students work but also one of the indicator for quality of teaching. This serves as a self-assessment tool for the faculty. The teaching strategy for that subject gets formulated based on this learning.

3. To synthesize learnings regarding the teaching learning process

from the previous semester/year

Each batch has certain strengths and limitations. e.g. Group work works better for some batches, while as for others individual assignment works better. The student work output also gives this indication as to which pedagogy worked for the specific batch. Pedagogy then can be chosen for teaching the subject for that specific batch.

4. To assure that syllabus content is covered for each subject in the prescribed time

The format includes the syllabus coverage for that subject as mentioned by SPPU.The faculty further gives their interpretation of the syllabus as well as how the syllabus is going to be covered in the semester. Week-wise teaching plan with the nature of engagement i.e. lecture/studio/quiz by the respective faculty is mentioned.

5. To assure that explorations are designed considering varied learner types

A survey to gauge the varied learner types is administered during the "Induction Program". This survey is shared with faculty, and the faculty plans varied exercises/explorations to address the learner types. This tool has a column where faculty assures this coverage

6. To identify additional or specific books for that subject

Some reference books are already mentioned in the syllabus, but there are other books that faculty come across every year which enrich the teaching learning process. This tool captures this list of books that could be procured before the teaching begins.

7. To identify additional resources i.e. expert lectures/workshops/software/equipment

The full time faculty has grip over theoretical and research oriented knowledge. Architecture education cannot be holistic without hands on workshops. Experts give exposure to the latest technologies and practices that are practiced in profession. Hence the tool urges the faculty to list the experts and workshops required for enrichment. The availability of experts can then be planned in advance.

8. To identify site visits /study tours/settlement studies required to enrich the teaching learning

Experiential learning or learning by way of observation is a deeper learning. Visiting site to experience the construction; different villages and cities to understand the way of life is an important pedagogy used to enrich architecture education. This tool captures way in advance the requirements for this. Travel and stay arrangements can then be planned so as not to miss out on these aspects of learning.

9. To assure that learnings from seminar/conferences conducted at the institute are referred to in the teaching.

The institute conducts various seminars and conferences. The learning from the seminars & conferences can be taken forward by contextualizing the syllabus content/explorations to the proceedings. This tools reminds the faculty to refer to these learnings or helps connecting with experts.

10. To innovate the teaching learning pedagogy for the subject

As this tools has a space for the faculty to define the pedagogy used for the subject, it triggers the faculty to think about this and there is a chance that faculty may innovate their own pedagogy.

11. Think of a long term plan to develop this subject

The tool expects the faculty to think outside the box and think for the future development of the subject. Some suggestions for the long term plan can be chosen to be put in action to develop expertise in that subject. Some collaborations also get mentioned which could be looked at for enrichment.

12. Helps in exploration planner.

The tool gives the teaching schedule as well as the exploration submission schedule for a particular subject. Once this tool is filled by all subjects, it becomes easier to have the exploration planner generated. This exploration planner helps in spreading the explorations over time so that students are not overloaded as well as the explorations do not get overlapped.

13. To assure an integrated approach towards teaching various subjects for that semester/year

Once the faculty fills up this tool for a particular subject, they present this to the entire faculty teaching for that year. This helps other faculty understand the interrelationship of teaching

learning across subject for that year. There is a possibility of one subject faculty contributing to another subject pedagogy for that year. At times the schedule of teaching or even sequence of topics of a subject gets calibrated for better learning.

14. To help in understanding the expectations by the profession when delivering the subject

The institute invites a practicing architect at the time of presentation of the populated tool by each subject faculty. The architect reviews the documentation, learnings from last semester, teaching plan, pedagogy and other content as planned by the subject faculty and gives his perspective on additions/omissions and enrichment. This helps in capturing the industry perspective and expectations. Every semester a different architect is called so as to get varied view point. Faculty then modifies the content of the tool to submit the final version to the academic coordinator who further monitors.

File Description	Documents
Appropriate web in the Institutional website	**No File Uploaded**
Any other relevant information	[View File](#)

7.3.2 - Plan of action for the next academic year

Plan for year 2021-22

Evolving systems and process to monitor and enhance teaching learning processes

Review the online teaching method used as rapid response and device e content as per protocols. Implement"Blended teaching Learning"

Faculty Competency Building

   1. Faculty training for "Blended Teaching Learning"
   2. Faculty to undergo training and qualification in the respective centers of excellence

Enhancing Research Capabilities

   1. Under centre of excellence with special interest groups encouraging publications

2. Exploring possibilities of funding in the research
3. Identify opportunities for Institutional research

Strengthening collaborations

Collaborate with consultancy firms on Global platforms forlearning and exchanging ideas. Hosting an international conference

Extension Programs in Allied Disciplines /Doctorate

Getting the PG course approved by the university

Enhanced Community Engagement

Increasing participation of the students or/and faculty in the architectural competitions related to societal concern projects- 2-3 such competitions should be explored

Developing Infrastructure

Enhancing the universal accessibility in the campus.Developing faculty area