



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

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.	919764535255
• Mobile No:	8380886066
• Registered e-mail	info@brick.edu.in
• Alternate e-mail	manalideshmukh@bricl.eu.in
• Address	Survey No. 50 / 3, Jagdamba Bhawan Marg, Undri
• City/Town	Pune
• 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 (SPPU), Pune				
• Name of the IQAC Coordinator	Shraddha Manjrekar				
• Phone No.	9819001025				
• Alternate phone No.	8380886066				
• Mobile	9422341010				
• IQAC e-mail address	shraddha@brick.edu.in				
• Alternate e-mail address	rupalidhanwade@brick.edu.in				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://assessmentonline.naac.gov.in/public/index.php/hei/generateAqar_PDF/MTU4MDE=				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	no				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.71	2021	31/08/2021	31/07/2026
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		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	No	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>IQAC developed a system in which faculty was given time to prepare the e-content and pre-recorded lectures. 100% faculty have excelled in the online delivery of the lectures. This content was reviewed by the academic committee and has become a continuous evolving process. Blended teaching learning system (as per the NEP 2020 guidelines) was followed after shifting to offline mode. Also, an integrated studio method was adopted for the first year where all the subjects had a common goal and the exercises were designed to integrate the theoretical knowledge and practical aspects of all the subjects together.</p>		
<p>Institute encouraged the faculty to take orientation and training sessions for taking up research activities. These two trainings were taken by a few faculties in 2020. At present 5 of them are pursuing PhD programs. Institute revised the leave rules to accommodate the requirements of the faculty who are doing PhD. This included, paid leave on the day of DRC (Doctoral Research Committee) review and Consideration in terms of time for research related activities.</p>		
<p>Under the centre of excellence with special interest groups encouraging publications were formed. This year 10 papers were published from faculty, 5 research papers with students as co-authors were selected for publication, 2 grants were received from outside.</p>		
<p>International conference "Blurred Boundaries- In search of an Identity" was organized by the institute with collaboration of international universities as knowledge partners. These universities</p>		

were- Thomas Jefferson University, Philadelphia, University of Palermo, Italy, Maipal Academy of Higher Education, Dubai, University of Adelaide, Australia, and Universidad Tecnológica de la Habana José Antonio Echeverría, Cujae, La Habana, CU, Havana Cuba. An important collaboration was done with Vidya Laxmi Charitable trust, and Shilpa Sagar Academy, Goa in the International Conference on "Architectural introspection of Sustainable Development Goals held on December 10th and 11th, 2021 in Goa.

The background regulatory work for the permission for the PG course in Design and Project Management was done in the year 2020-21. In the year 2021-22, the detailed syllabus was created and this syllabus was approved by the Board of Studies, Savitribai Phule Pune University, and now it has become part of SPPU' website.

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
<p>Strategic goal 1: Evolving systems and process to monitor and enhance teaching learning processes</p>	<p>IQAC developed a system in which faculty was given time to prepare the e-content and pre-recorded lectures. 100% faculty have excelled in the online delivery of the lectures. This content was reviewed by the academic committee and has become a continuous evolving process. Blended teaching learning system (as per the NEP 2020 guidelines) was followed after shifting to offline mode. Also, an integrated studio method was adopted for the first year where all the subjects had a common goal and the exercises were designed to integrate the theoretical knowledge and practical aspects of all the subjects together.</p>
<p>Strategic goal 2: Faculty Competency Building</p>	<p>Institute encouraged the faculty to take orientation and training sessions for taking up research activities. These two trainings were taken by few faculty in</p>

	<p>year 2020 and later 5 of them got registered for PhD program • Research Talk Series organized by SRM university, Chennai • Doctoral Research Orientation Program organized by Board of studies (architecture), SPPU, Pune Institute revised the leave rules to accommodate the requirements of the faculty who are doing PhD. This included, • Paid leave on the day of DRC (Doctoral Research Committee) review • Consideration in terms of time for research related activities</p>
<p>Strategic goal 3: Enhance Research capabilities</p>	<p>Under centre of excellence with special interest groups encouraging publications were formed. This year 10 papers were published from faculty, 5 research papers with students as co-authors were selected for publication, 2 grants were received from outside.</p>
<p>Strategic goal 4: Strengthening collaborations</p>	<p>1. In year 2021-22 GBRI - Green Building Research Institute-Scholarships for online courses based on capacity building for sustainability core concepts, green building rating systems 2. An online session was conducted by the Knowledge partner universities for the participants of the International Conference on 'Blurred Boundaries: In Search of an Identity' organized by the institute. The objective of the event was to make students aware of the various courses in the knowledge partner universities. The session provided a platform to the students to directly</p>

	receive information and interact with the experts from the universities.
Strategic goal 5: Extension Programs in Allied Disciplines/ Doctorate	<p>As proposed by the IQAC committee, research and survey was conducted to understand the number of institutes offering post graduate courses in India, Maharashtra and Pune city. 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 also brainstormed on the industrial need and which course could be offered by the institute keeping in mind the demand of the industry. It was thus proposed to offer a 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. The Background regulatory work for the permission for the PG course in Design and Project Management was done in the year 2020-21. In year 2021-22, the detailed syllabus was created and this syllabus was approved by Board of Studies, Savitribai Phule Pune University, and now it has become part of SPPU' website.</p>
Strategic goal 6: Enhance Community Engagement	Plan for year 2021-22 was about 'Increasing participation of the students or/and faculty in the architectural competitions related to societal concern projects- 2-3 such competitions

	<p>should be explored' • 4 such competitions on societal concern projects were won by the teams of students and faculty. • 1 Project (Brushstroke for Better Public Life) was implemented on ground • 1 Grant was received from Unnat Bharat Abhiyaan</p>
<p>Strategic goal 7: Developing infrastructure</p>	<p>The upgradation of faculty area The seating capacity of the faculty area has been increased, from 28 to 39. The dining area has been moved to the semi-covered area in one of the courtyards. To facilitate better interaction between faculty and students, the 2 discussion areas have been added to the existing layout. The sliding doors are added to the courtyards of the faculty area. Also, for enhancing the visual and thermal comfort, the blinds have been added to the conference room. The storage facility in the administration area has been increased. An additional area for scholarship office has been added in the administration area. Building Material lab has been enriched with more samples of building materials and teaching aids of the models made by the students. These models are in the form of construction details, sectional models, structural systems and models of historical buildings, and high-rise structures.</p>
<p>Strategic Goal 8: Holistic Development of the students</p>	<p>Following activities have been conducted for holistic development of the students. • Brick 12 on12- to give them exposure to talk about their</p>

	<p>design in front of non architectural community • Research and Travel Grant- For encouraging the research-based attitude • Library- Wholesome reading experience to develop their style of referencing and also developing as a responsible human • Societal Concern Projects- Various projects conceptualized by the faculty and students getting sensitized and working on that. • Periscope- Career guidance cell, portfolio and internship • Workshops - Hands on workshops every year on traditional and contemporary artforms • Certificate programs- For spending time on the area of their own passion • Exposure tours- National and International tours to get exposure about places, people, culture and architecture • Physical and mental wellbeing- Through counselling and intermediate sessions on Yoga • Student clubs- Sports, Theater, Music, Dance, Sketching, Spiritual club, Photography, Movie club • Celebration of the days of national and international importance • Placement drive is an additional portfolio added in this year.</p>
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13. Whether the AQAR was placed before statutory body?	Nil
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<ul style="list-style-type: none"> Name of the statutory body 	
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Name	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	25/02/2022

15. Multidisciplinary / interdisciplinary

The institute always has given the emphasis on holistic development of the students and gave importance to bringing in some extra-curricular activities that keep bringing up various abilities of the students on the one hand and on the other hand they are given exposure to various contextual activities happening all over the world. Following are some milestones achieved in the area of multidisciplinary and interdisciplinary approach.

International conference titled "Blurred Boundaries- In search of identity" was conceptualized with a point of view to give exposure to the international practices in the field of architecture and also the allied fields. The keynote speakers, and session chairs, and paper presenters from all over the world (11 nationalities) had contributed on various fronts. The conference had five themes- Architecture and the local community, Heritage as an anchor, Identity and Sustainability, Resilience in the era of change, and Space as an expression of Democracy had brought in various speakers and paper presenters together to share the global practices. These papers and presentations were advantageous to the institute, as in the later times these were referred to integrate the ongoing academics with the global contexts.

Participation in Interdisciplinary design competition (collaboration between Engineering and architecture students) Solar Decathlon. The Solar Decathlon India is a challenge among postgraduate and undergraduate students from Indian institutions to learn and design net-zero-energy-water, affordable, and resilient design solutions for real, live projects to combat Climate Change through the buildings sector. Student teams of BSOA along with engineering students from MIT, Pune proposed affordable and industry-ready solutions for real projects. This was done with the help of online Self-Learning Modules and expert mentorship provided during this year-long challenge. It was a hands-on, practical, innovation-based challenge that moved the construction and real estate industry towards implementing net-zero solutions developed by students. The students' team from Brick won the first award of Solar Decathlon.

Audit courses and electives- The institute offers audit courses on

various skill development, like communication skills, etc. The electives offered in last academic year were- Cultural Landscape, Solar Decathlon, Architecture and Project Management, Quality and Safety management, Environment management, Biophilic Design, Design theory, Services and high-rise, Building economics, Bio-mimicry and Prototyping

Certificate courses- Institute offered four certificate courses in year 2021-22. These included a course on "Earthworks", where students understood the philosophy, science and techniques to work with Earth (mud). The second course was on "Bamcrete", where they could explore the integration of bamboo (as a reinforcing member) structure with concrete. The next course was "A brushstroke for better public life", in which they could apply their space making skills to activate the positive public life.

A certificate course on "Study of Ecology and Culture in indigenous settlements of Western Ghats in collaboration with ICOMOS was offered to second year students of architecture, and this gave exposure to nature, culture and heritage aspects of the area.

Focus on physical and mental well-being- Yoga and sports are integral part of the institutional activities. Every year the institute celebrates International Yoga day with some insightful sessions on Pranayama, Surya Namaskar and Mediation activities. The Adhyatma club activities of the institute focus on mental well-being, leadership qualities, time management and collaborative working.

16.Academic bank of credits (ABC):

The university notification regarding ABC was awaited during this year. Hence the institute waited for the administrative set-up at university level.

17.Skill development:

Institute has primary endeavor to produce trained professionals with the skills to address the design challenges of the 21st century. Holistic development of students and life is primary focus and concern of the institute. We try to make students able to sustain in outside world with confidence and groom them completely as a person, professional and a responsible citizen.

Along with learning their profession, students are also trained in areas like soft skill development (emotional well-being, leadership and team work) critical thinking, oral and written communication,

problem analysis, computer applications, ICT tools and many other diverse areas of design and its affiliated disciplines.

Faculties guide students in building up communication skills. They mentor them especially when they represent institute at various forums. Institute has Language lab with special focus on communication skills. There are Yoga and meditation, Remedial coaching, and Personal Counselling too for the students. Institute conducts a workshop in December month of every year, which is mainly focused on development of soft skills. It also organizes a public event in June month of every year, where students from every batch give academic works' presentation in an auditorium.

The teaching learning process at Brick is integrated with the latest technologies. The academic planning too focuses on the programs that enrich the teaching learning process by the computer aided tools. The teachers as well as the students use a number of software.

Teachers use it for delivering lectures, and sharing the data, whereas the students use a number of software in presenting their work for examinations and juries.

Following are the major initiatives taken by the institute.

1. Taking workshop on computing skills
2. Conducting elective courses on computers.

The students have demonstrated the works with use of these tools. The students have geared up in following tools.

1. Autocad
2. Photoshop
3. Revit
4. Archicad
5. Lumion
6. GIS
7. For model making they are well equipped with preparation of right format for laser cut drawings.
8. Presentations on power point at public speaking platforms
9. Movie making
10. Blog and Vlog writing

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The architectural education at SMEF's Brick School of Architecture,

focuses on the Indian Knowledge system of development of settlements with respect to culture, traditions, languages as well as practices for sustaining ecology and heritage. The primary approach of the institute is to connect the academics with these matters, so that students associate themselves as a responsible citizen of India with the knowledge system that we have in the country. The faculty of the institute tried to connect this notion by identifying different sites of explorations that had connected the wisdom of Indian knowledge system with their academic skills. The students interacted with the people in the local languages (Marathi, Konkani, Malwani, Gujarati, etc.). And these site visits done by students gave exposure to the local terminology of spatial aspects and the value system of the native Indian areas.

The first-year faculty had selected the site of quaint village of Bhutonde, in the Bhor Taluka, 60 km from the city of Pune, nestled in the foothills of Rajgad and Torna fort, a site that was home to the valiant hero- Senapati Yesaji Kank, a fearless warrior from the army of Shivaji Maharaj. The village, apart from resonating with tales of bravery and valour, is also a cradle to rich traditional knowledge systems all embedded within vernacular space-making. The site selected thus reflected multiple layers that enabled different subjects to intervene and aid in the decoding process which was crucial to the integrated studio.

For second year students of architecture, the institute had collaborated with ICOMOS India where 7 experts from ICOMOS, and 5 faculty of BSOA had oriented 76 students of architecture for Comprehensive study of heritage settlements in Western Ghats". In this program they studied Kudase village, Maharashtra- Human and environment interactions in Tillari region of Western Ghats Maharashtra. They explored relations of communities, settlement and nature in the context of Kudase village, of Dodamarg Taluka, Sindhudurga district Maharashtra, which is one of the eight biological hotspots in the country. The aim of this activity was to explore Nature Culture Relationship through study of vernacular architecture and settlements in relation with ecological & historic context.

The program was also aimed at enhancing students' knowledge in settlements rich in living and cultural heritage. The study added to their understanding of tangible and intangible heritage within the context of symbiotic relation of ecology and communities. The site visit was led by Dr. Vaidehi Lavand, coordinator of the activity and NSC HTV member. This led to a guidance document on undertaking studies in the context of historic settlements in such regions.

Fourth year students explored a pilgrimage city of Alandi for their urban design exploration. There is a variety of topologies of the Indian Cities for example we have colonial cities, medieval cities, temple town cities, hydrotropic cities, hill cities etc. Each city has a different urban form and Urban Grain which is the derivation of its past. Along with its geo-political context, climate results in a particular environment leading to traditions and rituals followed every day. Today, these cities are thriving due to their distinct spatial character. Alandi is one such example where we see distinct strong spiritual character. Alandi is about 25 km in the north of Pune City, well known as an ancient temple town. About 10 lakh people visit Alandi every year. Thus, it becomes an important tourist hub, especially during Ashadi Ekdashi and Kartiki Ekdashi, where one can find an influx of varkaris travelling from various parts of Maharashtra, Karnataka and Andhra Pradesh. Since Alandi is located very close to two megacities- Pune and Pimpri chinchwad, today Alandi is seeing unprecedented urban growth in the last 2-3 decades, thus also acting like a satellite town with geographical potential. Due to such influential magnets, Alandi is facing an identity crisis. Therefore, the Studio aims in investigating the past and current trends of development and tries to envision what would be the most appropriate nature of Future development of Alandi which could recall its image.

Some of the final year students also chose different cultural and geographical regions of India for making their thesis proposals. These included- Kashmir, Leh Laddhakh, West Bengal, Gujarat (Earthquake affected areas), Himachal Pradesh (Kullu valley and Dharmshala), Maharashtra (Konkan, Pune, Nashik, etc.)

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The university has defined program educational outcomes as development of Theoretical Base, Knowledge and Skills, Values of universal values of equity, environmental care, accessibility, and respect for heritage and equip them to address these through design, Research, Practice and Ethics, and adaptability to the Changes and Diversification.

The program outcomes as per the university's guidelines are development of Creativity, inculcating ability of collaborative Working, Inclusivity, Technological Knowhow and ability to choose Area of Specialization or Practice.

The Teaching and learning Quality assessment tool (TQAT) is the tool developed by the institute and in this tool, the program outcome is

considered as the important milestone in 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 program outcomes and orientation of the courses offered. This induction program aims to communicate the intent of the program, institute's philosophy, pedagogy, and

The new faculty when joining the institute, are given an orientation of the same and particularly about the teaching, they are oriented to prepare the TQAT in line with the program outcomes.

~~Expected 2021 to 2022~~ In 2022, all the faculty defined their course objectives and focused on the students' learnings outcomes expected at the end of this course. As per the regular practice of the institute, the objective based Teaching and Learning Plan was presented to the industrial expert whose critics further enriched the TQAT and helped to bridge the gap between theory and practice in architectural pedagogy. There was a mid-term and the end term review of the students' outcome helped to evaluate the process and the expected Program and course outcomes as defined at the beginning of the semester.

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, 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 input given 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.

20.Distance education/online education:

The institute has one of the strategic goals of Evolving systems and processes to monitor and enhance teaching learning processes. This year the plan under this goal was to review the online teaching method used as rapid response and device e-content as per protocols and also to implement "Blended teaching Learning". A system has been developed in which faculty was given time to prepare the e-content and pre-recorded lectures, that are always accessible to the students (from any location or at any time). 100% faculty have excelled in the online delivery of the lectures. This content was reviewed by the academic committee and has become a continuous evolving process. The attendance and performance of the students was recorded. The average attendance during the period of online classes remained like this

First year - 82%

Second year - 76%

Third year- 72%

Fourth year- 77%

Pre-recorded videos and e-content is ready in one location in a drive. The faculty have prepared these videos and e-content for 85% topics of the whole courses as per SPPU 2019 syllabus. The methods of e-content delivery were documented by a faculty, and he has got award for delivery of e-content by MASA (Maharashtra Association of Schools of Architecture)

International online conference titled "Blurred Boundaries- In search of identity" was conceptualized with a point of view to give exposure to the international practices in the field of architecture

and also the allied fields. The keynote speakers, and session chairs, and paper presenters from all over the world (11 nationalities) had contributed on various fronts. The conference had five themes- Architecture and the local community, Heritage as an anchor, Identity and Sustainability, Resilience in the era of change, and Space as an expression of Democracy had brought in various speakers and paper presenters together to share the global practices. These papers and presentations were advantageous to the institute, as in the later times these were referred to integrate the ongoing academics with the global contexts.

One more success story of online teaching was winning an international competition of Solar Decathlon- Student teams developed affordable and industry-ready solutions for real projects with the help of online Self-Learning Modules and expert mentorship provided during this year-long challenge. This was a hands-on, practical, innovation-based challenge that moves the construction and real estate industry towards implementing net-zero solutions developed by students.

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	69
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File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	406
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File Description	Documents
Data Template	View File

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	40
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File Description	Documents
Data Template	View File
2.3	66
Number of outgoing/ final year students during the year	
File Description	Documents
Data Template	View File
3.Academic	
3.1	31
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	13
Total number of Classrooms and Seminar halls	
4.2	184
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	81
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 2021-22) was implemented after the peer review team visit and as suggested, the curriculum delivery was further systemized by documenting the course outcomes, programme outcomes and educational objectives in all the courses. The strategies for the same were pre-discussed by the academic committee and included in the teaching plan for the academic year 2021-22.

Based on the faculty's feedback and their preferences of subjects to teach in the next term subjects were allocated, who then brainstormed and prepared a lesson plan focusing on expected outcomes. The following points are considered in the design of the TQAT.

- Objective & Content developed as the intent for effective delivery
- Explorations designed addressing learner type.
- Scope of research by the students is well defined.
- Participatory learning encouraged through group discussions, explorations field trips, site visits and market survey.
- Exposure to professional practices by experts invited
- Application oriented teaching
- Weekly and quarterly monitoring of integrated learning across the subjects.

The academic calendar, timetables and exploration planner are planned accordingly. The report on these plan and an example of application of this tool is given in the supporting documents.

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)

In the AY 2021-22, the institute integrated a robust continuous internal evaluation system reviewing the expected outcomes of the studio and assessing the attendance and work progress of the students. Two types of reports were generated.

(1) Quarterly review report (4weeks) This report was generated at the end of every 4 weeks. The attendance and work progress of the student was emailed to them. The critical student's parents were additionally emailed and counselled by faculty mentors, and in some cases by professional counsellor appointed by the institute.

(b) Mid- term review report (end of the 8th week) was generated at the end of the eight week, marked in the academic calendar as a non-teaching week giving time to students to comprehend their learnings and to complete/improve their earlier work. At this stage, the same procedure of counselling and communicating was followed.

At both stages, the academic coordinator reviewed expected outcomes of the studios with the subject faculty and a remedial action plan was suggested.

Random studio visits and interactions with the student council (members elected by the student body) by the academic coordinator and Principal aided to understand the student's end which the institute believes is important

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

1.1.3 - Teachers of the Institution participate in A. All of the above 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

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded

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

1

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)

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

4

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

250

File Description	Documents
Any additional information	No File Uploaded
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 decoding the intent of the curriculum in the three labs (1) Thinking lab that develops a thought process about the moral, societal, contextual needs and responsibility for serving the world. (2) Design lab developing their creativity to translate the thinking base to physical form and (3) Tool and Technology Lab helping them execute these ideas with sound technological base.

Right from second semester the design exercises were articulated based on the societal, environmental and contextual concerns.

The intent of the thinking lab was to value, conserve, continue the rich architectural culture of the nation and fulfill the needs and demands of the society and economy with regard to the culture of their city /residing area.

Tools and technology lab emphasized on building a conceptually strong technological and research based attitude in the students with sustainability as a core theme with following objectives

- Awareness about the physical properties, thermal properties, embodied energy recyclability potential, aesthetic quality and long lasting character of the material
- Explore bioclimatic construction technologies

As a resultant of being sensitized to cross- cutting issues, the research and design thesis of the students for the AY 2021-22 were also based on societal and contextual basis.

File Description	Documents
Any additional information	No File Uploaded
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

38

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

80

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

A. All of the above

from the following stakeholders Students
Teachers Employers Alumni

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

26

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

The institute believes that every student has some special ability, which makes him/ her a 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.

1. Admission Stage:
2. Teaching Plan stage:
3. During Teaching

The details are given in the attached document.

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
406	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

Following student centric methods are adopted .

Pedagogy with inclusiveness: 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.

Experiential Learning: Students in this institute learn 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, economic, environmental, cultural, community-level aspects were derived from a specific location.

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.

Use of library sessions to enhance learning experience: The library committee of Brick is a joint group of Brick Faculty and librarian, it works towards inculcating library, and reading a routine activity of the daily schedule for all faculties and students.

Mentorship Program: Combination of offline andonline mentorship was conducted. Mentors identified the problems of struggling students and help them to deal with them.

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

ICT tools are used at four stages of teaching.

1. Content preparation-Faculty are encouraged to integrate various tools that can help in better understanding and aid in attaining a broader perspective of the subject. Comprehensive content of the topic is presented to the students by using the PowerPoint tool. The use of videos helps in demonstrating the processes/methodologies in architectural practices. Faculty also use 'Sketch-up models', revit, GIS, autocad etc. that help in visualization and a deeper understanding of the components and the working systems in various architectural typologies.

2. Content Delivery- The content is delivered through power point presentations, documents, movies, etc. with combination of online and offline modes.

3. Students reflection on learning- Assignments designed for the students encourage them to use various ICT tools to explore innovative solutions through research and use of technology. In this regard, there are a number of ICT platforms through which information is communicated effectively and teaching-learning becomes a robust system.

4. Teaching administration- The ERP named Edumarshal is used for keeping record of attendance, posting assignments, assessing assignments, evaluation and communicating with the students. Use of Google drive and google classroom is done to organize the teaching.

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

29

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	View File

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

2

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

139

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 2021-22, teaching-learning was conducted in both offline and online modes. The term I was completely online. The institute started offline in between the second term. Accordingly, faculties and students both changed their way of working, mode of submission. The objective was to keep assessment transparency in online and offline learning and evaluation. 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. Also, Class coordinators mailed an exploration planner and shared it on ERP. The individual teachers gave an assignment that was individually discussed in online meetings. The remarks are listed and students are marked stage-wise in google Sheets by respective subject faculties. Class coordinators prepared monthly performance and attendance reports which were mailed to students and parents. The submission for backlog students was planned 1 month before the end-semester submission. Our institute scheduled the last two weeks for end-semester submission and assimilation. Though there is an

online medium, the internal assessment schedule was strictly followed and 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 2021-22 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 received by Chief Examination Officer. The CEO organized a faculty meeting and conveyed various instructions and changes received from the University portal. Also, our exam team planned an orientation session for the first-year students to make them aware and tried to solve the queries of the students.

The exam team continuously guided the students in case of some technical glitches and sometimes in submitting the online paper. After the result analysis, our clerical staff conveyed a result of critical students to their respective parents to discuss the grievances and queries with the CEO to clarify the issue under question. In case of complicated issues, the CEO discussed with a member of the Board of studies 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.

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.

The institute follows Savitribai Phule Pune University syllabus. The program outcomes have been defined at a broader level by the university, whereas the course outcomes are decoded by the course faculty. This process includes interpretation of the syllabus given by the university and aligning it with the philosophy of the institute.

According to the university, the objectives are- development of Theoretical Base, Knowledge and Skills, inculcating the Values, venturing into Research based approach, practices with Ethical base and adapting to the Changes and Diversification.

In year 2021-22, all the faculty defined their course objectives and focused on the students' learnings outcomes expected at the end of this course. As per the regular practice of the institute, the objective based Teaching and Learning Plan was presented to the industrial expert whose critics further enriched the TQAT and helped to bridge the gap between theory and practice in architectural pedagogy.

There was a mid-term and the end term review of the students' outcome helped to evaluate the process and the expected Program and course outcomes as defined at the beginning of the semester.

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.

There is a system to assess whole teaching and learning process. Based on the students' outcome, every subject faculty evaluated their TQAT to check the attainment of the course outcomes. This process summed up the inputs given to the students and exploration designs. AY 2021-22 the course outcomes were defined by the faculty while designing the teaching plan.

The institute believes that the works 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.

The example of documentation of TQAT representing program outcome and course outcomes are attached in the supporting documents. The works of Alumni are also given in the supporting documents.

A format was adopted. The attached document gives overview of the same.

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

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

66

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/1EZf0BAVa4bDC-Q7AWyuTVJt7Xe81i5qh/view?usp=share_link

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)

4

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	Nil

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

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	No File Uploaded

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

11

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

As a part of extension activity and getting connected to the society

be belong Institution promotes activities outside of the classrooms. With the help of hands-on experience, students experience social values, culture, and people. As an architectural student and a designer with a holistic approach, all the activities involved students from all classes and all years. While sketching and visiting places working on-site activities helped them to nurture more sensitivity towards society.

Activities such as Unnat Bharat Abhiyan where villages are adopted to understand the local context and lack of infrastructure. As a part of the initial study, the faculty visited the villages to get in touch with the local authorities, get a gist of the development potential, and chalk down the next action plan. These visits helped us to know the basic issues in the villages, as we had detailed discussions with the local people. Whereas Redevelopment of the student learning center at Bhavani Peth in collaboration with SAANS Foundation in collaboration with SMEF'S Brick School of Architecture, Pune helped students and the local community with hands-on experience. Sketch walk located in different cities builds students' awareness about local architecture and styles evolved by several philanthropists. For the activity Brushstroke, the intent was to introduce to the students the basics of public realm design using simple, context-specific, and cost-effective design strategies. The workshop will give the students a hands-on experience in demonstrating their strategies on-site, through a tactical urbanism intervention.

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

10

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

4

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

85

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

1

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 existing system

Institute has maintained the same physical infrastructure in terms of building, as presented in AQAR 2020-21. In addition to that following systems have been added in this academic year.

The systems added in year 2021-22

The seating capacity of the faculty area has been increased, from 28 to 39. The dining area has been shifted to the semi-covered area in one of the courtyards. To facilitate better interaction between faculty and students, the 2 discussion areas have been added to the existing layout. The sliding doors are added to the courtyards of the faculty area. Also, for enhancing the visual and thermal comfort, the blinds have been added to the conference room. An additional area for scholarship office has been added in the administration area. Building Material lab has been enriched with more samples of building materials and teaching aids of the models made by the students. These models are in the form of construction details, sectional models, structural systems and models of historical buildings, and high-rise structures.

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

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

The sports and cultural infrastructure includes Spaces, fields and courts and Playing objects for various types of sports, and Cultural infrastructure

Spaces, fields and courts

1. The central courtyard - Muktangan houses infrastructure for volleyball and basketball.
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.
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 basketball, table tennis, badminton, volleyball and cricket, Chess and Cultural infrastructure. A number of open spaces, courtyards, viewing

galleries in the campus gives complete cultural environment for all these festivals. Institute owns a well-maintained set of 10 Dhols and 10 Tashas, which are the traditional festive musical instruments of Maharashtra State.

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

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

11

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

11

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

12.06

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)	No File Uploaded

4.2 - Library as a Learning Resource

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

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

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

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 **B. Any 3 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)

3.07

File Description	Documents
Any additional information	View File
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

21

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

Following points give update on the operation and upgradation of the IT infrastructure in the institute in year 2021-22.

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 computers adequately supported by 150 Mbps lines for internet connectivity. The computer to student's 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. In 2020 -21 the institute has upgraded our broadband internet line from 100 Mbps to 150 Mbps, and it was continued till year 2021-22.

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

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

4.3.2 - Number of Computers

81

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)

48.58

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)	No File Uploaded

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 institute has a Maintenance Committee that takes care of maintenance of buildings Classrooms & Laboratories. The Maintenance Committee headed by the office superintends who in turn monitor the work of the supervisor next level.

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. 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.

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.

Pest control of library books and records is done every year by the maintenance department.

Electrical Maintenance of generator UPS batteries, EPABX

Reporting of maintenance work is submitted to the principal and the director. .

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

156

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
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

2

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	Nil
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

320

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

320

File Description	Documents
Any additional information	View File
Number of students benefitted 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 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

A. All of the above

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	No File Uploaded

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

2

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

13

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
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

16

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.

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
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 an active 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 2021-22 consisted of following members:

1. General Secretary- Shivangi Agarwal
2. Senior Cultural Secretary- Tanishqa Navalakha
3. Senior Sports Secretary-Esha Jagtap
4. Treasurer-Rounak Tambi
5. Architectural enhancement representative-Amay Rathi
6. Junior Cultural Secretary-Swapnil Wagh
7. Junior Sports Secretary-Prithviraj Khandare
8. BSID Representative-Aditya Ghule
9. Second Year Representative-Vedant Joshi

Over the academic year of 2021-22 a number 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:

- Dance club
- Music club
- Drama club

- Literature club
- Sketching club
- Trekking club
- 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	Nil
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

15

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
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 representatives did take sincere part in the IQAC meetings. The activities of alumni that took place in the year are

1. The walk the talk series initiated in 2021-22, and the alumni visited the 'Deck House' in Nashik.
2. The alumni contributed for internal juries as jurors for design and also for thesis.
3. They had a number of informal interactions with the students for mentoring for 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. The institute now has a knowledge and database, where the present students can opt for scholarships. They have also shared the places where they are employed at present. This helps students to get exposure about work opportunities.
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. and also encourage current students to join hands participating in the same
5. The institute values the mentoring done by Brick alumni Purven Shah to final year students.

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

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

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

The institute adopts the bottom up approach where every individual has a role to play in the institute. IQAC of the institute is a strategy level committee which tries and ties 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 channels. 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 student's council is elected every year. Annual conventions, magazine and publications, exhibitions, juries, cultural events are events where the student council takes major responsibility. In this way they get opportunities to work and interact with the experts and get insightful ideas. The faculty have 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.

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

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

.0The committees at Brick School of architecture include, Academic coordination committee, Committee, Infrastructure Committee, Human Resource Committee, Purchase Committee and Library Committee. The student participation in decision making is encouraged by way of Student Council Meetings.

Case study I (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 BSID (Brick School of Interior Design) are presented on a public forum. This event takes place with the joint leadership of faculty, administration and students.

Case study 2

AQAR 2020-21, had mention of planning National Collaboration and encouraging faculty and students for writing in national and international conferences, and over and above this the Institute had decided to organize an International conference. The title of the conference was "Blurred Boundaries: In Search of an Identity". There was complete involvement of the students, faculty, admin and management to take every single decision of the conference.

File Description	Documents
Paste link for additional information	Nil
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 the year 2021-22 had seven goals. An additional strategic goal on "Holistic development of the students" was added to the plan. These goals were aligned with the measurable parameters of the NAAC criteria and the measurable milestones were identified and documented in the beginning of the year. All these milestones were monitored and scrutinized by the IQAC. These milestones and the activities of IQAC are attached here.

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.

The institutional setup includes five major committees- College Development Committee (CDC), Internal Quality Assurance Committee (IQAC), Academic Co-ordination Committee (ACC), General Administration Committee (GAC) and various portfolios that are handled by faculty leads. Students council and various committees to support students (Anti-Ragging committee, Internal Complaints Committee, Women's Grievances Cell, Reservation Cell, etc.) are also an important part of the institute. This set-up is visible from the organogram of the institute as displayed on the website.

The committees follow a schedule of meetings at regular intervals. There is a system of approval of all major decisions on appointment of new employees, infrastructural needs, decisions related to academics and extra-curricular activities.

The institute follows the guidelines of Council of Architecture (COA) and Savitribai Phule Pune University (SPPU), for appointment of faculty. The HR policy of Satish Misal Educational Foundation is framed in accordance with UGC, COA and Maharashtra State Guidelines. This policy is applicable to all the employees of the institute. The leave rule is in place, and all the employees are made aware of it.

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

The practices as mentioned in the SSR for period 2015- 2016 to 2019-20 and AQAR 2020-21 remain same in the institute. The year 2021-22 marks two more additions in faculty welfare measures. As the number of faculty pursuing PhD are increasing, the institute has extended the support by incorporating following flexibilities.

1. paid leave for 2-weeks at the time of final report preparation
2. relaxation in teaching load for a period of 6 months (1 semester) in the whole course of Phd.

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 newspapers and supported by the Brick Publication House which is established at the institute. Maternity leave is offered to the female members of staff for six months, out of which, 3 months is paid leave.

Every year a retreat session for bonding between faculties is organized by the management, where the faculties spend some time in a pleasant location and exchange ideas. This year the retreat was organized at the Principal's residence.

Other than the leave rule, all the employees have facility to

consult the counselor in the campus.

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

30

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

The 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 the 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, and overall experience at the institute.

The feedback form is completed by the entire faculty and then there are discussions 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 ensures 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 are done by an independent auditor in accordance with established accounting standards and auditing norms. Thus the optimal utilization of resources is done at several levels.

The internal financial Audit for 2021-22 was conducted in September 2022 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)**

2.08

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 takes cognizance of the Strategic Plan for that year and plan the 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 approve 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

After the PEER review team visit in August 2021, the IQAC have revisited the prospective plan, which was made for the period of 2018-2023. The strategic goals were aligned with the NAAC criteria and the Key Result Areas were identified against each of these strategic goals. The institute has always given stress on holistic development of the students, however, the title of Holistic Development of the Students was added in one of the strategic goals in the plan.

For student support activities, two cells- The Certificate Courses Cell, and The Placement Cell were established in the institute. The formal activities started happening under these cells.

In the architectural profession the trend of campus interviews has not taken place to great extent. However, the institute had contacted a number of offices and made them agree to be part of the Campus Placement initiative of the institute.

The TQAT (Teaching and learning Quality Assurance Tool) envisaged by the Principal Dr. Poorva Keskar was evolved to the next level and all the documentation of all the teaching plans was done to reflect the objective based Teaching and Learning process.

In order to encourage the research front of faculty, the leave role was modified by IQAC to accommodate the study needs of the faculty who are doing PhD.

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

The "Teaching Learning Quality Assurance Tool" was developed and implemented since the last cycle. This tool is developed to review the teaching learning process, and its continuous evolution. It functions with the following set processes across all the subjects of all years.

- Documentation of the the outcomes of the exercises/explorations designed in the previous semester/year

for that subject

- Understanding and reviewing the work done by previous batch i.e. good work, average work and not so good work
- Synthesizing learnings regarding the teaching learning process from the previous semester/year
- Ensuring that the syllabus content is covered for each subject in the prescribed time
- Ensuring that the learning explorations are designed considering varied learner types
- Identification of additional or specific books for that subject
- Identification of additional resources i.e. expert lectures/workshops/software/equipment
- Identification of site visits /study tours/settlement studies required to enrich the teaching learning
- Inclusion of learnings from seminars/conferences conducted at the institute and outside the institute are referred to in the teaching.
- Innovating the pedagogy for the subject
- Thinking of a long-term plan to develop this subject
- Integrating teaching with various subjects for that semester/year
- Taking cognizance of the expectations by the profession when delivering the subject

The TQAT presentation is the institutional activity, where all the faculty participate and give their inputs, feedback, and also incorporate integration of other subjects in their teaching-learning process. This is how it is part of continuous learning and evolving process.

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	View File
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.

Internal Complaint Committee (ICC), and Women's Grievance Redressal Committee are functional to address any issues faced by teaching, non-teaching staff as well as students. Regular meetings are conducted and minutes are maintained.

Gender ratio: Gender ratio in all the classes is thought of while

making sections to maintain equal ratio of male and female students.

Safety and Social Security: Institute displays emergency contact numbers on college campuses. There is CCTV Surveillance throughout the campus for safety and security purposes.

Paternal leave: The paternal leave for the male employees is offered by the institute. This year it was availed by Ar. Sudhir Deshpande.

Event: A session on International women's day was organized by the institute where Ar. Pratima Joshi was invited. The chief guest invited for this event was Ar. Pratima Joshi, who is Co-founder and executive director of Shelter Associates, Pune. She was invited as a guest of honor on international women's day.

File Description	Documents
Annual gender sensitization action plan	https://docs.google.com/document/d/16icBvGzSu-EEiImGDOblgUhc66kFJBA9/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

The institute follows strict practice of segregation of waste at

source. There are waste bins of 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://www.google.co.in/maps/@18.4374697,73.9094232,3a,75y,90t/data=!3m8!1e2!3m6!1sAF1QipM0rObY098Jr1DG3kDOWvWNrnkOdje-ww_PwJ-S!2e10!3e12!6shttps:%2F%2Flh5.googleusercontent.com%2Fp%2FAF1QipM0rObY098Jr1DG3kDOWvWNrnkOdje-ww_PwJ-S%3Dw203-h360-k-no!7i720!8i1280
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: **C. Any 2 of the above**

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

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

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
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	View File

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).

Architectural education is also about understanding people, their behavior and designing spaces that are inclusive, economical, and sustainable. For the year 2021-22, these initiatives were done.

Curriculum delivery

1. II Year -socio-cultural, ecological and vernacular architecture studies of Kudase and Vanoshiwadi villages in Western Ghats of Maharashtra, on the basis of this they designed a project for Rurban context.
2. III year- The various research topics have addressed the socio-cultural issues on various fronts.
3. IV Year The housing typologies of various socio-economic groups and geographical and cultural contexts were explored by the students. The Design studio explored the pilgrimage town Alandi using a Data driven approach to give possible design strategies and interventions.
4. V Year - context-based thesis topic

Travel and Research Grant- This year the grants were given to these two topics.

"Controlling the Downsides of Community Based Tourism Tribal areas of Madhyapradesh"

"The Resistance: Shielding from Cyclones in Konkan area of Maharashtra"

Societal concern projects- 4 competitions on societal concern projects were won by the teams of students and faculty. A Project (Brushstroke for Better Public Life) was implemented on ground, and a grant was received from Unnat Bharat Abhiyaan.

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	No File Uploaded

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.

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

The pedagogy inspires students to contribute towards Nation through their profession. The pedagogy followed upto the 4th year of the course is reflected in final year architecture design project. List of thesis topics has been given in the supporting documents.

Sensitization about National responsibility of Architects- This year the chief guest invited on republic day was Ar. Atul Rajwade. Atul Rajwade is an architect of the structural system of world's largest flag at Indian Navy's headquarters at Mumbai. He is an architect and industrial designer who specializes in the design of steel structures. Since 2006, he has designed many lightweight long-span structures, including bridges, domes, atrium roofs, and buildings in steel through his design firm, Third Wave Designs, based out of Pune. Through this project he shared his journey of design of the structural system, its transportation and installation at site and the kind of fulfillment after working for own nation..

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

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. **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 a number 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. Republic Day -

2. Holi Festival

3. International Yoga Day

4. Independence Day

5. Navaratri

6. International Women's Day

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.

Best Practice 1: Travel Grant and 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. The Travel Grant program is designed specifically to assist students to travel across the country experiencing and documenting architecture, people and places.

Winning entries-Year 2022-23

"Controlling the Downsides of Community Based Tourism Tribal areas of Madhyapradesh"

"The Resistance: Shielding from Cyclones in Konkan area of Maharashtra"

Best Practice 2: Societal Concern Projects

The university prescribes 38 periods (of 45 minutes) for teaching in a week. Right from the beginning the academic committee engaged students for 40 periods in a week. These two extra hours are utilized in engaging students in working for societal projects.

Following projects were identified and executed in the present

academic year.

1. Background work for Unnat Bharat Abhiyaan
2. Technological solutions for SAANS foundation for redesigning the dilapidated house with sustainable cost effective technologies.
3. Prototype of sustainable community toilet block in rural areas
4. Participation in the architectural design competitions that focus on societal concerns

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

Quality management system for Academic Excellence

The effectiveness of teaching and learning process is reflected in the competitiveness of the students. Three academic labs- "Design", "Thinking" and "Tools and Technologies" and TQAT- Teaching and learning Quality Assurance Tool are functioning well in curriculum delivery and teaching and learning process, and also in building up students' potential. The students perform well in university exams. In the university exams the pass percentage across the years remained more than 83% in year 2021-22.

Design Thesis, is the final year project of the course, that culminates all the knowledge gained during the course and is major reflection of academics. In year 2021-22, the students of the institute won 9 awards in a number of National and International Thesis competitions.

The sound process of academic delivery is reflected in the performance of the students in the architectural competitions.

Participation in architectural competitions needs application of multiple skillset including but not limited to- ability to understand the context, sensitivity towards social issues, theoretical knowledge, technical robustness, design and graphical ability, writing skills, use of software, presentation skill and communication skills. In year 2021-22 the students of the institute won 27 awards at national and international level.

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 2021-22) was implemented after the peer review team visit and as suggested, the curriculum delivery was further systemized by documenting the course outcomes, programme outcomes and educational objectives in all the courses. The strategies for the same were pre-discussed by the academic committee and included in the teaching plan for the academic year 2021-22.

Based on the faculty's feedback and their preferences of subjects to teach in the next term subjects were allocated, who then brainstormed and prepared a lesson plan focusing on expected outcomes. The following points are considered in the design of the TQAT.

- Objective & Content developed as the intent for effective delivery
- Explorations designed addressing learner type.
- Scope of research by the students is well defined.
- Participatory learning encouraged through group discussions, explorations field trips, site visits and market survey.
- Exposure to professional practices by experts invited
- Application oriented teaching
- Weekly and quarterly monitoring of integrated learning across the subjects.

The academic calender, timetables and exploration planner are planned accordingly. The report on these plan and an example of application of this tool is given in the supporting documents.

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)

In the AY 2021-22, the institute integrated a robust continuous internal evaluation system reviewing the expected outcomes of the studio and assessing the attendance and work progress of the students. Two types of reports were generated.

(1) Quarterly review report (4weeks) This report was generated at the end of every 4 weeks. The attendance and work progress of the student was emailed to them. The critical student's parents were additionally emailed and counselled by faculty mentors, and in some cases by professional counsellor appointed by the institute.

(b) Mid- term review report (end of the 8th week) was generated at the end of the eight week, marked in the academic calendar as a non- teaching week giving time to students to comprehend their learnings and to complete/improve their earlier work. At this stage, the same procedure of counselling and communicating was followed.

At both stages, the academic coordinator reviewed expected outcomes of the studios with the subject faculty and a remedial action plan was suggested.

Random studio visits and interactions with the student council (members elected by the student body) by the academic coordinator and Principal aided to understand the student's end which the institute believes is important

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

A. All of the above

**of Curriculum for Add on/ certificate/
Diploma Courses Assessment /evaluation
process of the affiliating University**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded

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

1

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)

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

4

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

250

File Description	Documents
Any additional information	No File Uploaded
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 decoding the intent of the curriculum in the three labs (1) Thinking lab that develops a thought process about the moral, societal, contextual needs and responsibility for serving the world. (2) Design lab developing their creativity to translate the thinking base to physical form and (3) Tool and Technology Lab helping them execute these ideas with sound technological base.

Right from second semester the design exercises were articulated based on the societal, environmental and contextual concerns.

The intent of the thinking lab was to value, conserve, continue the rich architectural culture of the nation and fulfill the needs and demands of the society and economy with regard to the culture of their city /residing area.

Tools and technology lab emphasized on building a conceptually strong technological and research based attitude in the students with sustainability as a core theme with following objectives

- Awareness about the physical properties, thermal properties, embodied energy recyclability potential, aesthetic quality and long lasting character of the material
- Explore bioclimatic construction technologies

As a resultant of being sensitized to cross-cutting issues, the research and design thesis of the students for the AY 2021-22 were also based on societal and contextual basis.

File Description	Documents
Any additional information	No File Uploaded
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

38

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

80

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

26

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

The institute believes that every student has some special ability, which makes him/ her a 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.

1. Admission Stage:
2. Teaching Plan stage:

3. During Teaching

The details are given in the attached document.

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
406	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

Following student centric methods are adopted .

Pedagogy with inclusiveness: 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.

Experiential Learning: Students in this institute learn 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, economic, environmental, cultural, community-level aspects were derived from a specific location.

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.

Use of library sessions to enhance learning experience: The library committee of Brick is a joint group of Brick Faculty and librarian, it works towards inculcating library, and reading a routine activity of the daily schedule for all faculties and students.

Mentorship Program: Combination of offline and online mentorship was conducted. Mentors identified the problems of struggling students and help them to deal with them.

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

ICT tools are used at four stages of teaching.

1. Content preparation-Faculty are encouraged to integrate various tools that can help in better understanding and aid in attaining a broader perspective of the subject. Comprehensive content of the topic is presented to the students by using the PowerPoint tool. The use of videos helps in demonstrating the processes/methodologies in architectural practices. Faculty also use 'Sketch-up models', revit, GIS, autocad etc. that help in visualization and a deeper understanding of the components and the working systems in various architectural typologies.

2. Content Delivery- The content is delivered through power point presentations, documents, movies, etc. with combination of online and offline modes.

3. Students reflection on learning- Assignments designed for the students encourage them to use various ICT tools to explore innovative solutions through research and use of technology. In

this regard, there are a number of ICT platforms through which information is communicated effectively and teaching-learning becomes a robust system.

4. Teaching administration- The ERP named Edumarshal is used for keeping record of attendance, posting assignments, assessing assignments, evaluation and communicating with the students. Use of Google drive and google classroom is done to organize the teaching.

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

29

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	View File

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

2

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

139

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 2021-22, teaching-learning was conducted in both offline and online modes. The term I was completely online. The institute started offline in between the second term. Accordingly, faculties and students both changed their way of working, mode of submission. The objective was to keep assessment transparency in online and offline learning and evaluation. 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. Also, Class coordinators mailed an exploration planner and shared it on ERP. The individual teachers gave an assignment that was individually discussed in online meetings. The remarks are listed and students are marked stage-wise in google Sheets by respective subject faculties. Class coordinators prepared monthly performance and attendance reports which were mailed to students and parents. The submission for backlog students was planned 1 month before the end-semester submission. Our institute scheduled the last two weeks for end-semester submission and assimilation. Though there is an online medium, the internal assessment schedule was strictly followed and 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 2021-22 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 received by Chief Examination Officer. The CEO organized a faculty meeting and conveyed various instructions and changes received from the University portal. Also, our exam team planned an orientation session for the first-year students to make them aware and tried to solve the queries of the students.

The exam team continuously guided the students in case of some technical glitches and sometimes in submitting the online paper. After the result analysis, our clerical staff conveyed a result

of critical students to their respective parents to discuss the grievances and queries with the CEO to clarify the issue under question. In case of complicated issues, the CEO discussed with a member of the Board of studies 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.

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.

The institute follows Savitribai Phule Pune University syllabus. The program outcomes have been defined at a broader level by the university, whereas the course outcomes are decoded by the course faculty. This process includes interpretation of the syllabus given by the university and aligning it with the philosophy of the institute.

According to the university, the objectives are- development of Theoretical Base, Knowledge and Skills, inculcating the Values, venturing into Research based approach, practices with Ethical base and adapting to the Changes and Diversification.

In year 2021-22, all the faculty defined their course objectives and focused on the students' learnings outcomes expected at the end of this course. As per the regular practice of the institute, the objective based Teaching and Learning Plan was presented to the industrial expert whose critics further enriched the TQAT and helped to bridge the gap between theory and practice in architectural pedagogy.

There was a mid-term and the end term review of the students' outcome helped to evaluate the process and the expected Program and course outcomes as defined at the beginning of the semester.

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.

There is a system to assess whole teaching and learning process. Based on the students' outcome, every subject faculty evaluated their TQAT to check the attainment of the course outcomes. This process summed up the inputs given to the students and exploration designs. AY 2021-22 the course outcomes were defined by the faculty while designing the teaching plan.

The institute believes that the works 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.

The example of documentation of TQAT representing program outcome and course outcomes are attached in the supporting documents. The works of Alumni are also given in the supporting documents.

A format was adopted. The attached document gives overview of the same.

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

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**

66

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/1EZf0BAVa4bDC-Q7AWyuTVJt7Xe81i5qh/view?usp=share_link

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)**

4

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	Nil

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**

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	No File Uploaded

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

11

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

As a part of extension activity and getting connected to the society be belong Institution promotes activities outside of the classrooms. With the help of hands-on experience, students experience social values, culture, and people. As an architectural student and a designer with a holistic approach, all the activities involved students from all classes and all years. While sketching and visiting places working on-site activities helped them to nurture more sensitivity towards society.

Activities such as Unnat Bharat Abhiyan where villages are adopted to understand the local context and lack of infrastructure. As a part of the initial study, the faculty visited the villages to get in touch with the local authorities, get a gist of the development potential, and chalk down the next action plan. These visits helped us to know the basic issues in the villages, as we had detailed discussions with the local people. Whereas Redevelopment of the student learning center at Bhavani Peth in collaboration with SAANS Foundation in

collaboration with SMEF'S Brick School of Architecture, Pune helped students and the local community with hands-on experience. Sketch walk located in different cities builds students' awareness about local architecture and styles evolved by several philanthropists. For the activity Brushstroke, the intent was to introduce to the students the basics of public realm design using simple, context-specific, and cost-effective design strategies. The workshop will give the students a hands-on experience in demonstrating their strategies on-site, through a tactical urbanism intervention.

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

10

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

4

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

85

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

1

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 existing system

Institute has maintained the same physical infrastructure in terms of building, as presented in AQAR 2020-21. In addition to that following systems have been added in this academic year.

The systems added in year 2021-22

The seating capacity of the faculty area has been increased, from 28 to 39. The dining area has been shifted to the semi-covered area in one of the courtyards. To facilitate better interaction between faculty and students, the 2 discussion areas have been added to the existing layout. The sliding doors are added to the courtyards of the faculty area. Also, for enhancing the visual and thermal comfort, the blinds have been added to the conference room. An additional area for scholarship office has been added in the administration area. Building Material lab has been enriched with more samples of building materials and teaching aids of the models made by the students. These models are in the form of construction details, sectional models, structural systems and models of historical buildings, and high-rise structures.

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

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

The sports and cultural infrastructure includes spaces, fields and courts and Playing objects for various types of sports, and Cultural infrastructure

Spaces, fields and courts

1. The central courtyard - Mukatangan houses infrastructure for volleyball and basketball.
2. There are two flag posts, one at the entrance of the institute and one at Mukatangan.
3. The morning sessions of Yoga and also the celebration of 'International Yoga Day', happen in a part of central courtyard.
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 basketball, table tennis, badminton, volleyball and cricket, Chess and Cultural infrastructure. A number of open spaces, courtyards, viewing galleries in the campus gives complete cultural environment for all these festivals. Institute owns a well-maintained set of 10 Dhols and 10 Tashas, which are the traditional festive musical instruments of Maharashtra State.

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

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

11	
4.1.3.1 - Number of classrooms and seminar halls with ICT facilities	
11	
File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
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)	
12.06	
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)	No File Uploaded
4.2 - Library as a Learning Resource	
4.2.1 - Library is automated using Integrated Library Management System (ILMS)	
<p>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</p>	

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

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

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

B. Any 3 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)**3.07**

File Description	Documents
Any additional information	View File
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****21**

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**

Following points give update on the operation and upgradation of the IT infrastructure in the institute in year 2021-22.

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 computers adequately supported by 150 Mbps lines for internet connectivity. The computer to student's 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. In 2020 -21 the institute has upgraded our broadband internet line from 100 Mbps to 150 Mbps, and it was continued till year 2021-22.

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

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

4.3.2 - Number of Computers

81

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)

48.58

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)	No File Uploaded

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 institute has a Maintenance Committee that takes care of maintenance of buildings Classrooms & Laboratories. The Maintenance Committee headed by the office superintends who in turn monitor the work of the supervisor next level.

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. 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.

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.

Pest control of library books and records is done every year by the maintenance department.

Electrical Maintenance of generator UPS batteries, EPABX

Reporting of maintenance work is submitted to the principal and the director. .

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	
156	
File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
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	
2	
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	<p style="text-align: center;">Nil</p>
Any additional information	<p style="text-align: center;">View File</p>
Details of capability building and skills enhancement initiatives (Data Template)	<p style="text-align: center;">View File</p>
5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
320	
5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
320	
File Description	Documents
Any additional information	<p style="text-align: center;">View File</p>
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<p style="text-align: center;">View File</p>
5.1.5 - The Institution has a transparent mechanism for timely redressal of student 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	A. All of the above

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	No File Uploaded

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

2

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

13

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
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

16

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.**

30

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
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 an active 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 2021-22 consisted of following members:

1. General Secretary- Shivangi Agarwal
2. Senior Cultural Secretary- Tanishqa Navalakha
3. Senior Sports Secretary-Esha Jagtap
4. Treasurer-Rounak Tambi

5. Architectural enhancement representative-Amay Rathi
6. Junior Cultural Secretary-Swapnil Wagh
7. Junior Sports Secretary-Prithviraj Khandare
8. BSID Representative-Aditya Ghule
9. Second Year Representative-Vedant Joshi

Over the academic year of 2021-22 a number 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:

- Dance club
- Music club
- Drama club
- Literature club
- Sketching club
- Trekking club
- 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	Nil
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

15

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
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 representatives did take sincere part in the IQAC meetings. The activities of alumni that took place in the year are

1. The walk the talk series initiated in 2021-22, and the alumni visited the 'Deck House' in Nashik.
2. The alumni contributed for internal juries as jurors for design and also for thesis.
3. They had a number of informal interactions with the students for mentoring for 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. The institute now has a knowledge and database, where the present students can opt for scholarships. They have also shared the places where they are employed at present. This helps students to get exposure about work opportunities.
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. and also encourage current students to join hands

participating in hte same

5. The institute values the mentoring done by Brick alumni Purven Shah to final year students.

File Description	Documents
Paste link for additional information	Nil
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

The institute adopts the bottom up approach where every individual has a role to play in the institute. IQAC of the institute is a strategy level committee which tries and ties 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 channels. 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 student's council is elected every year. Annual conventions, magazine and publications, exhibitions, juries, cultural events are events where the student council takes major responsibility. In this way they get opportunities to work and interact with the experts and get insightful ideas. The faculty have 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.

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

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

.0The committees at Brick School of architecture include, Academic coordination committee, Committee, Infrastructure Committee, Human Resource Committee, Purchase Committee and Library Committee. The student participation in decision making is encouraged by way of Student Council Meetings.

Case study I (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 BSID (Brick School of Interior Design) are presented on a public forum. This event takes place with the joint leadership of faculty, administration and students.

Case study 2

AQAR 2020-21, had mention of planning National Collaboration and encouraging faculty and students for writing in national and international conferences, and over and above this the Institute had decided to organize an International conference. The title of the conference was "Blurred Boundaries: In Search of an Identity". There was complete involvement of the students, faculty, admin and management to take every single decision of the conference.

File Description	Documents
Paste link for additional information	Nil
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 the year 2021-22 had seven goals. An additional strategic goal on "Holistic development of the students" was added to the plan. These goals were aligned with the measurable parameters of the NAAC criteria and the measureable milestones were identified and documented in the beginning of the year. All these milestones were monitored and scrutinized by the IQAC. These milestones and the activities of IQAC are attached here.

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.

The institutional setup includes five major committees- College Development Committee (CDC), Internal Quality Assurance Committee (IQAC), Academic Co-ordination Committee (ACC), General Administration Committee (GAC) and various portfolios that are handled by faculty leads. Students council and various committees to support students (Anti-Ragging committee, Internal Complaints Committee, Women's Grievances Cell, Reservation Cell, etc.) are also important part of the institute. This set-up is visible from the organogram of the institute as displayed on the website.

The committees follow schedule of meetings at regular interval. There is a system of approval of all major decisions on appointment of new employees, infrastructural needs, decisions related to academics and extra-curricular activities.

The institute follows the guidelines of Council of Architecture (COA) and Savitribai Phule Pune University (SPPU), for appointment of faculty. The HR policy of Satish Misal Educational Foundation is framed in accordance with UGC, COA and Maharashtra State Guidelines. This policy is applicable to all the employees of the institute. The leave rule is in place, and all the

employees are made aware of it.

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

The practices as mentioned in the SSR for period 2015- 2016 to 2019-20 and AQAR 2020-21 remain same in the institute. The year 2021-22 marks two more additions in faculty welfare measures. As the number of faculty pursuing PhD are increasing, the institute has extended the support by incorporating following flexibilities.

1. paid leave for 2-weeks at the time of final report preparation
2. relaxation in teaching load for a period of 6 months (1 semester) in the whole course of Phd.

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 newspapers and supported by the Brick Publication House which is established at the institute. Maternity leave is offered to the female members of staff for six months, out of which, 3 months is paid leave.

Every year a retreat session for bonding between faculties is organized by the management, where the faculties spend some time in a pleasant location and exchange ideas. This year the retreat was organized at the Principal's residence.

Other than the leave rule, all the employees have facility to consult the counselor in the campus.

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**

30

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

The 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 the 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, and overall experience at the institute.

The feedback form is completed by the entire faculty and then there are discussions 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 ensures 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 are done by an independent auditor in accordance with established accounting standards and auditing norms. Thus the optimal utilization of resources is done at several levels.

The internal financial Audit for 2021-22 was conducted in September 2022 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)

2.08

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 takes cognizance of the Strategic Plan for that year and plan the 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 approve 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

After the PEER review team visit in August 2021, the IQAC have revisited the prospective plan, which was made for the period of 2018-2023. The strategic goals were aligned with the NAAC criteria and the Key Result Areas were identified against each of these strategic goals. The institute has always given stress on holistic development of the students, however, the title of Holistic Development of the Students was added in one of the strategic goals in the plan.

For student support activities, two cells- The Certificate Courses Cell, and The Placement Cell were established in the institute. The formal activities started happening under these cells.

In the architectural profession the trend of campus interviews has not taken place to great extent. However, the institute had contacted a number of offices and made them agree to be part of the Campus Placement initiative of the institute.

The TQAT (Teaching and learning Quality Assurance Tool) envisaged by the Principal Dr. Poorva Keskar was evolved to the next level and all the documentation of all the teaching plans was done to reflect the objective based Teaching and Learning process.

In order to encourage the research front of faculty, the leave role was modified by IQAC to accommodate the study needs of the faculty who are doing PhD.

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

The "Teaching Learning Quality Assurance Tool" was developed and implemented since the last cycle. This tool is developed to review the teaching learning process, and its continuous evolution. It functions with the following set processes across all the subjects of all years.

- Documentation of the the outcomes of the exercises/explorations designed in the previous semester/year for that subject
- Understanding and reviewing the work done by previous batch i.e. good work, average work and not so good work
- Synthesizing learnings regarding the teaching learning process from the previous semester/year
- Ensuring that the syllabus content is covered for each subject in the prescribed time
- Ensuring that the learning explorations are designed considering varied learner types
- Identification of additional or specific books for that subject
- Identification of additional resources i.e. expert lectures/workshops/software/equipment
- Identification of site visits /study tours/settlement studies required to enrich the teaching learning

- Inclusion of learnings from seminars/conferences conducted at the institute and outside the institute are referred to in the teaching.
- Innovating the pedagogy for the subject
- Thinking of a long-term plan to develop this subject
- Integrating teaching with various subjects for that semester/year
- Taking cognizance of the expectations by the profession when delivering the subject

The TQAT presentation is the institutional activity, where all the faculty participate and give their inputs, feedback, and also incorporate integration of other subjects in their teaching-learning process. This is how it is part of continuous learning and evolving process.

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	View File
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.

Internal Complaint Committee (ICC), and Women's Grievance Redressal Committee are functional to address any issues faced by teaching, non-teaching staff as well as students. Regular meetings are conducted and minutes are maintained.

Gender ratio: Gender ratio in all the classes is thought of while making sections to maintain equal ratio of male and female students.

Safety and Social Security: Institute displays emergency contact numbers on college campuses. There is CCTV Surveillance throughout the campus for safety and security purposes.

Paternal leave: The paternal leave for the male employees is offered by the institute. This year it was availed by Ar. Sudhir Deshpande.

Event: A session on International women's day was organized by the institute where Ar. Pratima Joshi was invited. The chief guest invited for this event was Ar. Pratima Joshi, who is Co-founder and executive director of Shelter Associates, Pune. She was invited as a guest of honor on international women's day.

File Description	Documents
Annual gender sensitization action plan	https://docs.google.com/document/d/16icBvGzS_u-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

The institute follows strict practice of segregation of waste at source. There are waste bins of 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://www.google.co.in/maps/@18.4374697,73.9094232,3a,75y,90t/data=!3m8!1e2!3m6!1sAF1QipM0rObY098Jr1DG3kDOWvWNRnkOdje-ww_PwJ-S!2e10!3e12!6shttps:%2F%2F1h5.googleusercontent.com%2Fp%2FAF1QipM0rObY098Jr1DG3kDOWvWNRnkOdje-ww_PwJ-S%3Dw203-h360-k-no!7i720!8i1280
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

C. Any 2 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

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
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	View File

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).

Architectural education is also about understanding people, their behavior and designing spaces that are inclusive, economical, and sustainable. For the year 2021-22, these initiatives were done.

Curriculum delivery

1. II Year -socio-cultural, ecological and vernacular architecture studies of Kudase and Vanoshiwadi villages in Western Ghats of Maharashtra, on the basis of this they designed a project for Rurban context.
2. III year- The various research topics have addressed the socio-cultural issues on various fronts.
3. IV Year The housing typologies of various socio-economic groups and geographical and cultural contexts were explored by the students. The Design studio explored the pilgrimage town Alandi using a Data driven approach to give possible design strategies and interventions.
4. V Year - context-based thesis topic

Travel and Research Grant- This year the grants were given to these two topics.

"Controlling the Downsides of Community Based Tourism Tribal areas of Madhyapradesh"

"The Resistance: Shielding from Cyclones in Konkan area of Maharashtra"

Societal concern projects- 4 competitions on societal concern projects were won by the teams of students and faculty. A Project (Brushstroke for Better Public Life) was implemented on ground, and a grant was received from Unnat Bharat Abhiyaan.

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	No File Uploaded

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.

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

The pedagogy inspires students to contribute towards Nation through their profession. The pedagogy followed upto the 4th year of the course is reflected in final year architecture design project. List of thesis topics has been given in the supporting documents.

Sensitization about National responsibility of Architects- This year the chief guest invited on republic day was Ar. Atul Rajwade. Atul Rajwade is an architect of the structural system of world's largest flag at Indian Navy's headquarters at Mumbai. He is an architect and industrial designer who specializes in the design of steel structures. Since 2006, he has designed many lightweight long-span structures, including bridges, domes, atrium roofs, and buildings in steel through his design firm, Third Wave Designs, based out of Pune. Through this project he shared his journey of design of the structural system, its transportation and installation at site and the kind of fulfillment after working for own nation..

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

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. Annual awareness programmes on Code of Conduct are organized

B. Any 3 of the above

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 a number 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. Republic Day -

2. Holi Festival

3. International Yoga Day**4. Independence Day****5. Navaratri****6. International Women's Day**

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.

Best Practice 1: Travel Grant and 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. The Travel Grant program is designed specifically to assist students to travel across the country experiencing and documenting architecture, people and places.

Winning entries-Year 2022-23

"Controlling the Downsides of Community Based Tourism Tribal areas of Madhyapradesh"

"The Resistance: Shielding from Cyclones in Konkan area of Maharashtra"

Best Practice 2: Societal Concern Projects

The university prescribes 38 periods (of 45 minutes) for teaching in a week. Right from the beginning the academic committee engaged students for 40 periods in a week. These two extra hours

are utilized in engaging students in working for societal projects.

Following projects were identified and executed in the present academic year.

1. Background work for Unnat Bharat Abhiyaan
2. Technological solutions for SAANS foundation for redesigning the dilapidated house with sustainable cost effective technologies.
3. Prototype of sustainable community toilet block in rural areas
4. Participation in the architectural design competitions that focus on societal concerns

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

Quality management system for Academic Excellence

The effectiveness of teaching and learning process is reflected in the competitiveness of the students. Three academic labs- "Design", "Thinking" and "Tools and Technologies" and TQAT- Teaching and learning Quality Assurance Tool are functioning well in curriculum delivery and teaching and learning process, and also in building up students' potential. The students perform well in university exams. In the university exams the pass percentage across the years remained more than 83% in year 2021-22.

Design Thesis, is the final year project of the course, that culminates all the knowledge gained during the course and is major reflection of academics. In year 2021-22, the students of

the institute won 9 awards in a number of National and International Thesis competitions.

The sound process of academic delivery is reflected in the performance of the students in the architectural competitions. Participation in architectural competitions needs application of multiple skillset including but not limited to- ability to understand the context, sensitivity towards social issues, theoretical knowledge, technical robustness, design and graphical ability, writing skills, use of software, presentation skill and communication skills. In year 2021-22 the students of the institute won 27 awards at national and international level.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

S.No

Strategic Goals

Plan for 2022-2023

1.

Evolving systems and process to monitor and enhance teaching learning processes

1. Evaluation of objectives based learning. Grading the teaching plan in terms of percentage of achieved objectives in skills, thinking and design development.

2. Evaluation and Feedback system for blended learning (teachers, students, experts from the industry) including indicators of key areas of learning.

2.

Faculty Competency Building

Under the Centres of Excellence - developing the labs and experimenting along with their students for innovations.

3.

Enhancing Research Capabilities

Writing minimum one paper and publishing from each of the center of excellence

Students and teachers jointly publish the research work- based on thesis or dissertation projects.

4.

Strengthening collaborations

Strengthen collaborations with industry- Exploring and encouraging industrial projects as part of the assignment that could be taken under all subjects. integrated learning.

Explore opportunities for collaboration and focus on exchange of faculty expertise inputs

5.

Extension Programs in Allied Disciplines /Doctorate

Collaborate with consultancy firms on Global platforms on consultancy based projects

6.

Enhanced Community Engagement

Publishing architecture related articles in regional language that reaches to society at large.

7.

Developing Infrastructure

Extension of seating capacity in the faculty area.

Hostel facility to be made available on campus

8

Holistic development of students

Continuation of all activities of student support- in terms of scholarship, skill development, organization of cultural events, participation in architectural, sports and cultural competitions, etc.