SSR (2019 - 20 TO 2023 - 24)	
Criterion 1 – Curricular Aspects - 1.4: Feedback System	Satish Misal Educational Foundation's **BRICK** SCHOOL OF ARCHITECTURE
1.4.1. Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website	

SR.NO	CONTENTS
A	**Filled in Feedback Forms from Stakeholders (Students, Faculty, Employers, Alumni)**
A1	**Filled in Feedback Forms** 2023-2024
A2	**Filled in Feedback Forms** 2022-2023
A3	**Filled in Feedback Forms** 2021-2022
A4	**Filled in Feedback Forms** 2020-2021
A5	**Filled in Feedback Forms** 2019-2020

Dr. Poorva Keskar
Principal

1

SR.NO	CONTENTS
A	**Filled in Feedback Forms from Stakeholders (Students, Faculty, Employers, Alumni)**
A1	**Filled in Feedback Forms** 2023-2024

Dr. Poorva Keskar
Principal

1st Year B.Arch Students Feedback Form-1st Term of A.Y. 2023-24

Hello all, hope you have completed your First Term successfully. We need you to fill out this form as a feedback on course structure, content, and instructor.

Email *

dishakanpile2004@gmail.com

How would you rate the overall academic of this term *

◉ Good

◯ Satisfactory

◯ Very Good

◯ Excellent

◯ Other:

How much did you learn / grow in each subject: (A - most, B, C, D, E - least) *

	A	B	C	D	E
Basic Design	○	◉	○	○	○
Architectural Graphic & Design	○	○	◉	○	○
History of Architecture & Culture	○	○	◉	○	○
Workshop	○	◉	○	○	○
Building Construction & Materials	◉	○	○	○	○
Theory of Structure	○	◉	○	○	○
Communication Skill	○	◉	○	○	○

Clarity & ability to tackle whatever work was given, in the Subjects ::(A - most, B, C, D, E - least)   *

	A	B	C	D	E
Basic Design	●	○	○	○	○
Architectural Graphic & Design	○	○	●	○	○
History of Architecture & Culture	○	●	○	○	○
Workshop	○	●	○	○	○
Building Construction & Materials	●	○	○	○	○
Theory of Structure	○	●	○	○	○
Communication Skill	●	○	○	○	○

Way the Subjects were handled: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
Basic Design	○	●	○	○	○
Architectural Graphic & Design	○	●	○	○	○
History of Architecture & Culture	○	●	○	○	○
Workshop	○	●	○	○	○
Building Construction & Materials	●	○	○	○	○
Theory of Structure	○	●	○	○	○
Communication Skill	●	○	○	○	○

Particular faculty members of each subject: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
Ketaki P (Basic Design)	○	◉	○	○	○
Iravati Nath (Basic Design)	◉	○	○	○	○
Devika Nevaskar (Basic Design)	○	○	○	◉	○
Gurudatt Ingale (BCM)	○	◉	○	○	○
Bhavna Gaikwad (BCM)	◉	○	○	○	○
Omkar Kale (BCM)	◉	○	○	○	○
Sharduli Joshi (AGD)	○	◉	○	○	○
Swati Oak (AGD)	◉	○	○	○	○
Mayukh Gosavi AGD)	○	◉	○	○	○
Shreya Shirsath (AGD)	○	◉	○	○	○
Ruchi Bajaj (HOA)	○	◉	○	○	○
Iravati Nath (HOA)	◉	○	○	○	○
Kanchan Shinde (TOS)	◉	○	○	○	○
Shrikrishna Pandey (Communication Skill)	◉	○	○	○	○
Sharduli Joshi (Workshop)	○	◉	○	○	○

Omkar Kale (Workshop)	◉	○	○	○	○

Ideas related to academics or otherwise for BRICK: *

AGD sheets should be allowed to take home.. we face completion load during assimilation .

This form was created inside of Brick Group of Institutes.

Google Forms

2nd year M.Arch (Design & Project Mgm) 1st term feedback form A.Y. 2023-24

Hello all, hope you have completed your first term successfully. We need you to fill out this form as a feedback on course structure, content, and instructor.

Email *

mundesomesh@gmail.com

How would you rate the overall academic of this term *

○ Satisfactory

○ Good

⦿ Very good

○ Excellent

How much did you learn / grow in each subject: (A - most, B, C, D, E - least) *

	A	B	C	D	E
Project cost & contract Management Studio	○	◉	○	○	○
Research II	◉	○	○	○	○
Design and Project Management Framework and Practical Training	◉	○	○	○	○
Project Financial Management & Risk Management	◉	○	○	○	○
Quality Management & Health, Safety &Environment (HSE)	◉	○	○	○	○
Softlab III- Project Management & ERP	○	◉	○	○	○

Clarity & ability to tackle whatever work was given, in the Subjects ::(A - most, B, C, D, E - least) *

	A	B	C	D	E
Project cost & contract Management Studio	○	◉	○	○	○
Research II	○	◉	○	○	○
Design and Project Management Framework and Practical Training	◉	○	○	○	○
Project Financial Management & Risk Management	◉	○	○	○	○
Quality Management & Health, Safety &Environment (HSE)	○	◉	○	○	○
Softlab III- Project Management & ERP	◉	○	○	○	○

Way the Subjects were handled: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
Project cost & contract Management Studio	○	◉	○	○	○
Research II	◉	○	○	○	○
Design and Project Management Framework and Practical Training	◉	○	○	○	○
Project Financial Management & Risk Management	◉	○	○	○	○
Quality Management & Health, Safety &Environment (HSE)	◉	○	○	○	○
Softlab III- Project Management & ERP	◉	○	○	○	○

Particular faculty members of each subject: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
Nalini NaikNimbalkar (PCCM)	●	○	○	○	○
Farhana Kapadia (RSH II)	●	○	○	○	○
Abhishek Kulkarni(DMF)	●	○	○	○	○
Farhana Kapadia(DMF)	●	○	○	○	○
Hemant Joshi (QnS)	●	○	○	○	○
Farhana Kapadia (QnS)	●	○	○	○	○
A Raghunandan (SFLB III)	●	○	○	○	○
Rajeshwari Jagtap (PCCM)	○	●	○	○	○
Aditi Watve (FnR)	●	○	○	○	○
Nalini NaikNimbalkar (FnR)	●	○	○	○	○

Ideas related to academics or otherwise for BRICK: *

Another lecture about Laws and How to get your first individual project

This form was created inside of Brick Group of Institutes.

Google Forms

FACULTY FEEDBACK FORM

Name of the Faculty   - Kanchan Shinde
Subject taught – TOS I, ABCS I, Elective IV - KineTecVerse

> **The overall BRICK experience**: Any particular thing in the year that you want to share

I am sincerely grateful to the institute for their exceptional consideration of personal and unique requests during emergencies. Their understanding and support during such times have been invaluable, allowing me to navigate challenges effectively while maintaining my responsibilities as faculty.
I want to express my heartfelt thanks to BRICK for providing me with ample opportunities for personal growth and professional development, enabling me to expand my skill set and expertise in meaningful ways. I would like to extend my appreciation to the administrative department for their outstanding cooperation and support, enhancing the overall BRICK experience for both faculty and students.

I am particularly appreciative of Poorva Madam and Manali Madam for considering me to teach a subject that holds special significance to me, namely ABCS. Your recognition of my passion for this subject has not only allowed me to contribute meaningfully to the curriculum but has also opened doors for exciting collaborations, such as our partnership with the international firm Coop Himmelblau.

Through teaching ABCS and collaborating with Coop Himmelblau, we've had the privilege of engaging in innovative projects that bridge academia and industry. This collaboration has not only enriched the learning experience for students but has also provided valuable insights and networking opportunities for faculty, fostering a culture of collaboration and excellence at BRICK.

I am deeply grateful for the supportive environment, personalized attention, and collaborative opportunities that BRICK provides. It's been an enriching experience, and I look forward to continuing to contribute to the institute's mission of academic excellence and innovation.

> **How was your Subject handled: (in reference to the intent decided by the team)?**

1. **Theory of Structures I**

- The subject was effectively handled with the intent to emphasize that a building is a system of forces in equilibrium through an application-based teaching module.
- **Application-based exercises and examples** were used to reinforce the concept of equilibrium and its significance in structural design.
- **The students had 9ᵗʰ and 10ᵗʰ online, so they lack a lot of basics, which had to be taught and revised time and again. Due to which teach the subject was slow.**

2. **Advance Building Construction and Services**

- The subject was adeptly managed with the intent to explore aesthetics through structures and practical imagination.
- Practical exercises and case studies enabled students to apply theoretical knowledge to real-world scenarios, enhancing their ability to envision and create aesthetically pleasing structures.
- **The international collaboration with the firm Coop Himmelblau** effectively encouraged students to think innovatively and critically about the intersection of architecture and structural aesthetics, aligning with the intended learning objectives.

3. **Elective on Skill Building IV – KineTecVerse**

- The elective on KineTecVerse, focusing on kinetic façade fabrication, was skillfully conducted to familiarize students with this dynamic field and explore the intersection of architecture and kinetic design.
- The teaching approach successfully integrated theoretical concepts of kinetic facades with practical fabrication techniques, providing students with **hands-on experience in designing and constructing kinetic structures.**
- **Introduction to Rhino and Grasshopper software** applications facilitated a parametric approach to designing kinetic facades, empowering students with valuable skills for innovation and experimentation in architectural design.

➢ **What were the innovations brought in the studio and how were the learnings from the previous years incorporated in the intent of the studio?**

1. Theory of Structures I:
- **Innovations:**

Innovative Application-Based Learning: Implemented innovative teaching methods focused on practical application, ensuring thorough analysis of each topic.
Thumb Rule Journal for Design: Introduced a practical **"Thumb Rule Journal"** to aid structural design, providing students with useful guidelines.
Module-Based Teaching Approach: Adopted a **module-based teaching approach**, combining units for a comprehensive understanding of structural principles**.**
- **Learnings Incorporated:** Refined curriculum – module-based teaching, enhanced problem-solving exercises, active learning strategies, and continuous assessment.

2. Advance Building Construction and Services:
- **Innovations:**

International Collaboration with Coop Himmelblau, Vienna, Austria: Collaborated with the international firm Coop Himmelblau to bring real-world insights and experiences into the classroom, providing students with exposure to global best practices in building design and construction.
Ethical Use of Artificial Intelligence: Addressed the ethical considerations surrounding the use of artificial intelligence in building design ideation.
Parametric Tools: Introduced parametric design tools to optimize building performance and efficiency, enabling students to explore design variations and iterations for better outcomes.
Exploring Advanced Technologies & Innovative Materials: Explored cutting-edge technologies and innovative materials in construction.
Material-Driven Design Decisions: Encouraged design decisions driven by material properties and performance.
- **Learnings Incorporated:** Industry collaboration, student feedback integration, and expanded experiential learning opportunities.

3. Elective on Skill Building IV - KineTecVerse:
- **Innovations:**

Experiential Learning: Integrated hands-on fabrication techniques, allowing students to apply theoretical knowledge to practical exercises in kinetic façade fabrication.
Case Studies: Analyzed book case studies of kinetic façade projects, gaining insights into the integration of movement and functionality in architectural facades.
- **Learnings Incorporated:** Enhanced digital design training, industry collaboration opportunities, and student-led projects.

> **In the intent followed what worked well with the students and what did not?**

1. Theory of Structures I:

- **Worked Well:**

Practical application emphasis.
Thumb Rule Journal aided long term understanding.
Module-based teaching clarity.
BCM I integration beneficial.

- **Didn't Work Well:**

Consistent journal application.

2. Advance Building Construction and Services I:

- **Worked Well:**

Engaging tech and materials exploration.
Service-oriented structure relevance.
Critical material-driven design focus.
Ethical AI discussion resonated.
Parametric tool introduction valuable.

- **Didn't Work Well:**

Advanced tech complexity.
AI abstract- applications / understanding
Parametric tool implementation challenges.

3. KineTecVerse – Elective IV:

- **Worked Well:**

Hands-on learning boosted understanding.
Case studies provided valuable insights.
Fabrication site visits enriched learning.

- **Didn't Work Well:**

Application challenges persisted.
Fabrication site visit logistics were complex.

> **Where there any studio challenges and how did you/the team address the same? (your time management, students time management, teaching experience, students' performance)**

1. Theory of Structures I:

- **Challenges Faced:**

Time management for covering all topics effectively.
Balancing student workload with other courses.
Addressing variations in student performance and understanding.

- **Approach Taken:**

Structured lesson plans to optimize time for each topic.
Provided clear guidelines and schedules to help students manage their workload.
Implemented interactive teaching methods to maintain student engagement.
Offered additional support through office hours and review sessions for struggling students.

2. Advance Building Construction and Services I:

- **Challenges Faced:**

Time constraints in covering advanced topics and materials.
Coordinating project deadlines with students' schedules.
Ensuring practical understanding of service-oriented structures.
Monitoring and supporting diverse student performance levels.

- **Approach Taken:**

Prioritized key topics and utilized efficient teaching methods.
Established clear project milestones and provided flexibility where possible.
Incorporated hands-on activities and case studies to enhance understanding.
Offered individualized support to address varying student needs.

3. KineTecVerse – Elective IV:

- **Challenges Faced:**

Time management.
Coordination of fabrication site visits with student schedules.
Addressing performance gaps among students with diverse skill levels.

- **Approach Taken:**

Scheduled dedicated studio time for hands-on fabrication exercises.
Organized & scheduled various fabrication site visits for students to attend at their time schedule.
Offered supplementary resources and tutorials to support understanding.
Implemented peer learning and juries to address performance gaps.

> ## What strategies/systems did you think could help address these challenges in future?

1. Theory of Structures I:

Implement a more structured guide to ensure completion of all topics within the allocated time frame.
Offer additional review sessions or peer tutoring opportunities to provide extra support for students struggling with the material.
Ask students to keep on revising the basics/ revise them before each class. Make a thumb rule book.

2. Advance Building Construction and Services I:

Develop a more detailed curriculum outline with clearly defined learning objectives to optimize time allocation for advanced topics.
Incorporate more hands-on activities and practical demonstrations to reinforce understanding of service-oriented structures.
Implement various assessment strategies such as quizzes or group discussions to monitor student progress and identify areas for improvement.

3. KineTecVerse – Elective IV:

Allocate dedicated studio time for fabrication exercises.
Offer personalized feedback and guidance to students based on their individual skill levels and performance.

> ➤ **How did individual faculty in the team enhance the pedagogy of the subject and the intent? Was the expertise of individual faculty taken as a thread to build the pedagogy**

For Advance Building Construction and Services, I (ABCS):

Swati Ma'am: With her experience dealing with real construction scenarios, Swati Ma'am made the subject come alive by sharing practical challenges faced on construction sites. Her insights helped students understand how theory applies to real-world situations, making the subject more relatable and engaging.

Anurakti Yadav: Anurakti Yadav's extensive expertise in the subject and years of teaching experience brought depth to the class. She enriched discussions with advanced concepts and presented case studies that illustrated complex topics in a more understandable manner. This not only broadened students' understanding but also encouraged critical thinking and application of knowledge.

Any special mention of resources /references (in-house/external) /collaborations/industrial connect that enhanced the studio. How were these resources shared with the students?

1. **Theory Of Structures I:**

   ▪ **Resources:**

   Textbooks such as "Structural Analysis" by Russell C. Hibbeler.
   Structural analysis software like ETABS.
   Journals like "Structural Engineering and Mechanics".

2. **Advance Building Construction and Services:**

   ▪ **Resources:**

   Project documentation from notable construction projects like Burj Khalifa or One World Trade Center.
   Building Green and Construction World magazines for sustainable building practices and industry news.
   ▪ **References:**
   Indian standards such as IS 456 for concrete and IS 800 for steel structures.
   ASTM standards for materials testing and specifications.
   Research papers from Indian institutions like IITs or NITs on advanced construction techniques.
   ▪ **Collaborations:**
   Collaboration with construction companies like Larsen & Toubro or architectural firms like **Coop Himmelb(l)au** for industry insights and collaborative projects**.**

3. **Elective on Skill Building IV - KineTecVerse:**

   ▪ **Resources:**

   Fabrication equipment like CNC machines and 3D printers - Siddharth Sancheti in Undri
   +91 88301 49925.
   Software tools such as Rhino and Grasshopper for parametric design- website – food4rhino-
   https://www.food4rhino.com/en
   ▪ **References:**
   Case study: "The Eden Project Biomes" designed by Grimshaw Architects.
   Architectural Record and Dezeen magazines for innovative kinetic architecture projects.
   ▪ **Collaborations:**
   Collaboration with architectural firms like Coop Himmelb(l)au and fabrication workshops like the Institute for Advanced Architecture of Catalonia (IAAC) in Barcelona for workshops and knowledge exchange.
   ▪ **Industrial Connect:**
   Field trips to exhibitions like the Venice Biennale or the IAAC in Barcelona for exposure to cutting-edge architectural and fabrication technologies.
   Alumni networking events with professionals working in the field of kinetic architecture.
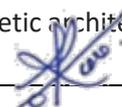
➢ **Which were the reference books you included in the studio exploration and how did it enhance the learning?**

1. **Theory Of Structures I:**

Case Studies in Structural Engineering: A Systems Approach by Milija N. Pavlović- This book offers a systems approach to structural engineering by presenting real-world case studies that illustrate the behavior of various structural systems under different loads and conditions.

Structural Dynamics: Theory and Applications by Tedesco, J. W., McDougal, W. G., & Ross, C. A. - this book includes case studies and practical applications of structural dynamics principles.

Engineering Failure Analysis (Journal) - this journal publishes case studies and analyses of engineering failures, including structural failures. It provides a wealth of real-world examples.

2. **Advance Building Construction and Services:**

Space Structures: Principles and Practice by Subramanian Narayanan: Provides fundamental principles and practical insights into space structures, essential for understanding advanced construction techniques and structural systems in building design and construction.

Analysis, design and construction of steel space frames by Du Shougun, Sun Jianheng, Xia Hengxi: Offers detailed guidance on the analysis, design, and construction of steel space frames, crucial for implementing innovative structural solutions in building construction.

Building Design and Construction Handbook, Sixth Edition by Frederick S. Merritt, Jonathan T. Ricketts: Serves as a comprehensive reference for building design and construction practices, covering various aspects including structural systems, materials, and construction methods, providing essential knowledge for designing and constructing high-rise buildings.

Skins, Envelopes, and Enclosures: Concepts for Designing Building Exteriors: Explores concepts and principles related to building exteriors, offering insights into the design and construction of building enclosures, facades, and skins, relevant for achieving aesthetic and functional goals in building design.

3. **Elective on Skill Building IV - KineTecVerse:**
- Parametric Architecture with Grasshopper" by Arturo Tedeschi
- Digital Fabrication in Architecture" by Nick Dunn
- Kinetic Architecture: Designs for Active Envelopes" by Russell Fortmeyer and Charles Linn

These books focused on parametric design, digital fabrication, and kinetic architecture, offering valuable resources for exploring innovative design methodologies and fabrication techniques. They inspired studio exploration by showcasing cutting-edge projects, theoretical frameworks, and practical applications, fostering creativity and experimentation among students.

➢ **Any leads for the subject learning to be improved next time (Clear tips):**

1. **Theory Of Structures I:**
Provide additional practice problems and interactive exercises to reinforce theoretical concepts. Integrate more real-world examples and case studies to illustrate the practical application of structural principles.

2. **Advance Building Construction and Services:**
Incorporate more hands-on activities and site visits to enhance understanding of construction techniques. Offer regular review sessions and tutorials to address specific challenges or complex topics encountered during the course.

3. **Elective on Skill Building IV - KineTecVerse:**
Offer more structured tutorials and workshops on software applications like Rhino and Grasshopper.
Facilitate collaborative projects or design challenges to encourage practical application of techniques.

> ➤ **Your preference for teaching next term (continuing with the subject / batch or changing) with reasons:**

  ▪ **First Year - Theory of Structures (TOS)** - A subject I've cherished throughout my five-year journey, finding immense joy in its exploration.
  ▪ **Fourth Year - Advance Building Construction and Services (ABCS)** - This subject aligns closely with my studies in my master's program, making it particularly relevant and engaging for me.
  ▪ **Second Year - Computer-Aided Design and Graphics (CADG)** - A skill-based subject where I can leverage my expertise to contribute effectively.
  ▪ **First Year - History** - I've thoroughly enjoyed delving into the topics, finding excitement in understanding the correlation between historical its construction practices and relation in understanding construction techniques. I've particularly appreciated uncovering parametric influences in temple architecture.
  ▪ **Third Year - Design** - This year presents an opportunity to integrate software skills seamlessly into the design process. I aim to highlight this integration to enhance design workflows, viewing it as an opportunity rather than a hurdle.

> ➤ **Can you share your ideas for Integrated/collaborative Teaching Learning" as a pedagogy – could be across the same year or vertical integration- and the probable structure that could help doing so.**

Integrated or collaborative teaching and learning is a powerful pedagogical approach that fosters holistic understanding and real-world application of concepts.
below are some ideas that could be used for implementing integrated/collaborative teaching-learning:
  ▪ **Vertical Integration:** Collaborative projects that span across different academic years, allowing students from different levels to work together. For instance, senior students could mentor junior students on a shared project, facilitating knowledge transfer and skill development.
  ▪ **Thematic Units:** Designing thematic projects that explore a central theme or problem from various years. Each subject contributes unique insights and approaches to address the theme comprehensively.
The probable structure for implementing integrated/collaborative teaching-learning could involve:
  ▪ Creating flexible scheduling arrangements to facilitate cross-disciplinary collaboration and project work.
  ▪ Regular assessment and evaluation of integrated learning experiences to identify areas for improvement and refinement.

> ➤ **What are your views on use of LMS (Leaning Management systems) as an effective learning tool? And whether this could enhance the quality of teaching learning experience? (could be a complete change in our systems of delivery of content)**

I think that the use of Learning Management Systems (LMS) as an effective learning tool and its potential to enhance the quality of teaching-learning experience
Accessibility: LMS provides easy access to course materials anytime, anywhere.
Organization: Structured content delivery ensures clarity and consistency.
Personalization: Customized learning pathways cater to individual needs.
Assessment: Efficient tools enable effective feedback and evaluation.
Analytics: Data-driven insights support instructional decision-making.
Collaboration: Facilitates resource sharing and collaborative projects.
Flexibility: Adaptable to diverse learning styles and preferences.

> ➤ **Any recommendations for the library? Is the reader for your subject this term shared with the students and uploaded on the drive?**

- **Structures: Or Why Things Don't Fall Down by J.E. Gordon** - Provides case studies and examples to explain structural concepts in everyday objects.

- **Why Buildings Stand Up: The Strength of Architecture by Mario Salvadori** - Offers case studies of iconic buildings and structures to illustrate principles of structural engineering.

- **The Art of Structures: Introduction to the Functioning of Structures in Architecture by Aurelio Muttoni and Sigrid Adriaenssens -** Features case studies and analysis of architectural structures, emphasizing their design and functionality.

- **Building Construction: Principles, Materials, & Systems by Medan Mehta, Ph.D.** - Includes case studies of construction projects to demonstrate the application of construction principles and materials.

> ➤ **Any long term /short term development ideas for BRICK that could contribute towards further growth of the institute   –if possible, could you support the same by citing examples.**

- **Long-Term Development Ideas for BRICK:**

Enhancing infrastructure by investing in advanced fabrication lab and digital design studio.
Investing in an advanced fabrication lab and digital design studio would provide students with state-of-the-art facilities to explore innovative design concepts and fabrication techniques. The fabrication lab would enable students to prototype and manufacture architectural models with precision and efficiency.

Expanding international partnerships for academic exchanges and joint research projects.
These partnerships would enrich the learning environment at BRICK and expose students to diverse perspectives and global best practices in architecture and design.

- **Short-Term Development Ideas for BRICK:**

Organizing workshops on software skill development and graphic design fundamentals.
Launching a seminar series inviting experts to discuss the integration of software-based skills in early architectural education.
Providing access to cutting-edge software tools and resources for students to experiment and innovate.

> ➤ **How do you see yourself contributing to the above?**

As a faculty member at BRICK, I envision contributing by:

- Leading workshops and courses on software skill development and graphic design.
- Mentoring students – in a workshop- to explore and apply advanced technologies in their projects.
- Advocating for the inclusion of software-based skillful thinking from the early years of architectural education.
- Collaborating with industry partners to ensure alignment between curriculum and industry needs in terms of software skills and technological advancements.
- Conducting workshops on Mindfulness and counselling sessions (after a year)
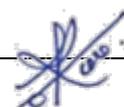
- ➢ **Which course have you shortlisted to enroll for this summer – (Knowledge base/skill base that can add to your area of expertise**

- ▪ I am currently Pursuing an **Advanced Master's Course in Adult Psychology to become a certified counselor** with a comprehensive understanding of psychological theories, assessment techniques, and therapeutic interventions tailored specifically for adults. I will gain expertise in conducting psychological assessments, diagnosing mental health disorders, and developing treatment plans to address the unique needs and challenges faced by adult clients.

- ▪ **I am also learning Various Levels of Integration of AI Tools in Architecture Academia and Practice**: Acquiring knowledge and skills related to the integration of AI tools in architecture academia and practice to allow me to leverage cutting-edge technologies to enhance the design process, optimize building performance, and streamline decision-making.

- ▪ I have also enrolled to an online book Club – where we will be reading books and discussing on them either online or in the book café.

Kanchan Shinde.

Signature of the Faculty

FACULTY FEEDBACK FORM

Name of the Faculty   - Ninad Rewatkar
Subject taught - AD 6

The overall BRICK experience:

Research & Writing: The last year started on a really happy note that we were able to coordinate and I personally got a chance to present alongside stalwarts of Urban Design. I took a small module myself on Tactical Urbanism work during the COA TRC - Reimagining Urban Voids. This semester we saw a great development in this direction by completing a publication based on Our COA TRC. This publication was having an ISBN number given and launched by COA during their Students' biennale.

Academics: The overall experience was pleasant. It was very pleasant as students were enthusiastic and it became very hectic during design development of this semester. Major concern was due to the very bad reputation of the design studio starting post 8:30 am. This seemed to be causing concern as the attendance records reflected students' absence. Infact my co faculties were also late, which resulted in a delay in the commencement of the studio and I had wasted a lot of time. This point was raised twice during the semester as it was shunting my interest to work with the studio team. Moreover, to facilitate discussions with the absent students who were critical, it required a good amount of extra time which resulted in a very hectic schedule for myself as well as the team towards the end. Although we were able to complete the tasks and students were able to make justice to the design brief, personally I was not really very happy with the outcome in comparison to previously conducted Habitat studios. Thus offering a new subject by the Senior Academic committee at the end of semester has acted like a boon for me. I also request that it needs to be conveyed to my previous co faculties that my subject getting changed was due to the reason that i was offered that new subject not because that i didn't want to teach with them (which is false) as it has resulted in some sort of uncomfortable conversations. I truly cherish the fond memories conducting some of the very best and discourse oriented design studio while teaching with the same team for more than 4 years consistently. These w

Job Satisfaction: Personally, I'm **quite happy with the work environmen**t as well as **the opportunities** coming in my way towards enhancement in my Academic as well as teaching career. I truly admire our
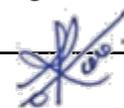
institute for the above points and it motivates me to work further but as mentioned in my earlier feedback. After looking back at the growth in **my salary** during the last **6 years** working for our Institute, I feel their growth is relatively slower in terms of overall remunerations which has only grown by 15 -16 k. Additionally, I also observed that my **basic pay** (as per my salary breakout statement) has increased only twice in the duration of 6 years which may also be looked upon as a matter of concern in terms of recognition of the levels / bands promoted with respect to the experience at the institute.   I request you to kindly consider these above two points as they were also discussed twice in last two semesters.

How was your Subject handled: (in reference to the intent decided by the team)?

The subject was handled the way we had intended initially in the lesson plan. We were able to deliver more creative and better design outcomes as we wanted to conduct a studio in the manner that students had to evolve individual design statements based out of their sites so as to satisfy the open ended brief of the design competition hosted by Graphisoft Archicad. This time sites offered were located near Swargate Transit Hub and so themes like Rental housing, Students housing, Affordable housing added with principles of sustainability, TOD, etc. were largely taken up by the students. Although the work was very nicely addressed at the start, students lacked overall detailing of the designs. This resulted, In comparison to previous batch students in O and A category were lesser. Overall students' work was still rated higher in comparison to the other colleges by the externals who came during SPPU viva.

What were the innovations brought in the studio and how were the learnings from the previous years incorporated in the intent of the studio?

1. **Model making Approach:** Personally I felt that conducting the model making exercises (in the initial week) had both good as well as bad effects on the overall semester.
   Good point: Students really were able to capture the essence of the site and its context. Making a site model especially helps the students who don't have the ability to come up with responses to the site just by mere site visits.

Bad Point:Students lack the ability to work cohesively for class level site models and I personally think it should be made mandatory for all batches as this factor is relatively time consuming. The overall model took ore than 7-8 weeks for getting completed.

2) **Iterative workflow in studio:** As intended in the previous habitat studios we did try to work out this method and we were able to complete almost 3-4 complete cycles of the design development stages using various approaches for the Habitat designing.

Good: this strategy helped all students.

Bad: Although the portion of students who were able to complete this were relatively lesser than previous batches.

3) **Peer learning in studio:** As intended in the lesson plan, we increased the number of Pin up discussions upto 6 times. This really helped them to come up with different design approaches as well as there was considerable learning while discussing together at a time.

Good: this   strategy helped them. Additional sessions with students beyond studio hours were encouraged when students were given lot of discussion time s dring my interactions in Mktangan over their studio work.

4) **Exposure to work done by Seniors:** We have planned this session in the two weeks before assimilation to facilitate students to make them aware about different ways to make their presentation is stronger.

Good: this strategy helped them.We are expecting better presentation in final submissions.

5) **Guest Lecture:**

Singapore HDB Planning by P & T consultants Pte Ltd from Singapore

Services and basements planning by Girish Bhrahme's lecture really helped students to relook at their design.Good: this strategy helped them.

6) **Exposure to works done by famous Architects**: This was not planned as a common review but these projects were shown and discussed in detail individually with a major proportion of students whose ideas were in lines with that particular case study project.

Good: this strategy helped a big proportion of students.

In the intent followed what worked well with the students and what did not?

I have mentioned this in a previous answer.

Were there any studio challenges and how did you/the team address the same? (your time management, students time management, teaching experience, students' performance)

Time management: It became difficult to work as students wasted a lot of time early in the morning. Also students were relatively slower in completion of various smaller tasks. Relatively it was better managed during the later portions of the semester.

Infrastructure: Studio does not offer a good environment for inputs. Great that we are building a dedicated space for input sessions currently.

teaching experience: Explained previously.

students' performance: Explained previously . Strategies were operated wherein one on one level discussions were given to students who were critical. They were also provided mentors as per their ease of comfort levels with the respective design faculties.

What strategies/systems did you think could help address these challenges in future ?

If offered the opportunity, I think we should be having larger tables, without any partitions wherein instead of faculty tables in the studio. The furniture layout operates well for an input lecture but fails miserably while conducting a studio where they need to consistently work and discuss with the tutors. Also there are no dedicated spaces where they can keep class level models and where these wont get damaged. We also need to keep an end semester exhibition of all the best works of all design studios (online/ offline) showcased to many where students get a chance to show their work to experts and also get motivated. this can act like a precursor to the 12 on 12 and we get good quality.

How did individual faculty in the team enhance the pedagogy of the subject and the intent? Was the expertise of individual faculty taken as a thread to build the pedagogy

Amrut Deshmukh: He started the studio with the establishing the social housing scenarios in Singapore. He also invited two industry experts who presented online mode the state of housing and HDB planning

in Singapore. He was the only faculty who was always on time during the commencement of the studio. He was also favored by many of the students who were finding communication as a barrier in one of the batch. His inputs played an important role as he had pedagogical understanding while teaching the same set of students in the previous semester. Additionally he was very supportive of our methods.

Rohit Gadiya: He was very helpful during design discussions as well as suggesting and explaining some case studies done by famous architects. He also conducted an input around the design of floor plans. Both Rohit and Amrut were present only for one batch so their approach resulted in shaping some unique qualities in both batches.

Girija : She was also adequately helpful. She conducted the session on showcasing work done by Seniors students, which helped. Being Core faculty, I guess she would be also equally stressed in the later half as students were always discussing voluntarily during the week.

Ninad: I took input sessions on Services and Core design and Elevator calculations and had taken a class input on prominent case Housing studies using the books suggested by me during lesson plan. Apart from it I had personally demonstrated resolving the parking layouts and its relationship with floor plans. Additionally I studied many relatable case studies and discussed them with a lot of students at one on one discussion level. I had initially planned to collaborate with a film club and wanted to showcase some interesting habitat project's documentaries, which I could not show due to less time. I wish to do this next time, if possible.

Abhijit: He was very helpful during various group level discussions. He didn't take any input by himself but he collaborated with the team during Area calculation input. Since he was the common faculty for both semesters he did give a lot of discussion time to our students.

As a team: Everyone collaborated during the input focused on explaining the Area Calculation and UDCPR. Followup discussion of Girish sir online input.

Any special mention of resources /references (in-house/external) /collaborations/industrial connect that enhanced the studio. How were these resources shared with the students?

We have started to share works of prominent Indian as well as foreign Architects.

Which were the reference books you included in the studio exploration and how did it enhance the learning?

Apart from it I shared these two books and conducted a input based on following books,

● In the Name of Housing

● Housing and urbanism- Charles correa

● https://crit.in/ (research website)

● Works done by Master of Housing from Arch. dept. @ CEPT University (social media and website)

● Citing examples from FEED Lectures during studios.

Any leads for the subject learning to be improved next time (Clear tips):

Semester end exhibition and more peer learning through pinups and class level activities.

Your preference for teaching next term (continuing with the subject / batch or changing) with reasons:

Already in action. I would love to teach any design studio from 2nd to 4th year next semester. Working drawing and ADG are other preferred subjects. Reason being i have taught these subjects and know the faculties pedagogy.

Can you share your ideas for Integrated/collaborative Teaching Learning" as a pedagogy – could be across the same year or vertical integration- and the probable structure that could help doing so.

Vertical Integration is a great way to help our students. But it's seen that students like to visit different contexts in each semester. so, I'm very skeptical and not in favor of it.

Integrated Teaching Learning is very difficult for fourth year first semester students as it would be difficult for the US and RIA. We can discuss this in detail with the respective subject's faculties and may
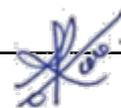
resolve this. The integrated approach in the UD studio is not possible as the pedagogy as well as SPPU

syllabus doesn't allow it.

What are your views on the use of LMS (Learning Management systems) as an effective learning tool?

And whether this could enhance the quality of teaching learning experience?   (could be a complete

change in our systems of delivery of content)

Our team was very comfortable using Google classroom, an online integrated software which is used for

creating, delivering, tracking, and reporting educational courses and outcomes. Although the other

systems we tried earlier were fairly usable. We would continue to use the Google classroom system later

as well.

Any recommendations for the Library? Is the reader for your subject this term shared with the

students and uploaded on the drive?

I had individually prepared one reader for Habitat studio last year and had shared the same with

students. This semester since I'm teaching third year, I have started working on it with my team and it's

in the completion stage.

Any long term /short term development ideas for BRICK that could contribute towards further growth

of the institute   –if possible could you support the same by citing examples.

I want to work on a book which focuses on Urban planning aspects with Sharduli.


How do you see yourself contributing to the above?

Completed publication with COA TRC.

Currently working as FEED coordinator, we saw Brick maximum number of participation in FEED in

college of Pune after coordinating college.

Currently working on Competition Portfolio and we have achieved better results compared to last year.

We won Rookies for the first time and continued with last year's achievements. This year's target is to
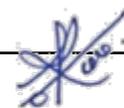
get COA Thesis awards. Apart from it, we have also created a few new systems and therefore achieved

our goals.

Apart from it I had collaborated with authors on a research chapter in a reputed publication . Hopefully

it will be published this year

Which course have you shortlisted to enroll for this summer – (Knowledge base/skill base that can add

to your area of expertise

Understanding Undergraduate Architectural Thesis

Ninad Rewatkar

Signature of the Faculty

FACULTY FEEDBACK FORM

Name of the Faculty   - A Raghunandan
Subject taught in 2023-24 Term I
1. Project Budget Planning and Time Scheduling Studio - coordination
2. Project Management I – PMBOK Framework – Teaching
3. Functional Performance of Building Services – Teaching
4. Softlab III – Teaching
5. Working Drawing I (BIM) – Teaching

The overall BRICK experience: Any particular thing in the year that you want to share

Brick faculty team is highly motivated and inspiring. It's a pleasure working at such an institute. With regards to the Design & Project Management, it is unique. Its deliverable and outcome need to be clarified to the industry (as they are not able to an architect contributing beyond design). In Pune, the PG program aimed for Architecture Graduates has always focused either in Design/planning verticals or Management vertical. Whereas, DPM is a much broader offering as it is not just producing better architects.

How was your Subject handled: (in reference to the intent decided by the team)?

A) Project Budget Planning and Time Scheduling Studio – Prof. Ade led the studio. His immense expertise in scheduling techniques and project management framework is evident in his approach. His proven approach to the course involves studying a small clubhouse and develop and monitor schedule. I was coordinating faculty, could enhance learning through incorporating their assigned live project in the study. It is challenging to learn in depth and width at the same time. A smaller project can be studied in depth whereas a larger project (more exposure & challenges) can only be studied to limited extent due to quantum of work. Trying to find the right balance.

B) Project Management I – PMBOK Framework – Took up this subject along with Ar. Abhishek Kulkarni. Understanding the deliverables for this subject is tricky as it is a theoretical subject that requires sessional work. Had multiple discussions to decide the intent, we somehow landed on covering few knowledge areas of PMBOK. However, it still needs lot of work to have clarity. Abhishek is good with conducting small activities to explain management concepts. This semester PMF was split on 2 days to manage time table, which presented challenge in coordination.

C) Functional Performance of Building Services – Taught along with Prof. Nalini Naik Nimbalkar. We formulated intent together (how services contribute to performance of building) and then divided topics to be taught. We both kept to our topics, not much of coordination was required. The course is vast and should be considered to be taken up in 2 semesters. Topics such as fire, and acoustics needs to be added to it.

D) Softlab III – Conducted for the first time. Explore Autodesk Build for construction document management, Atlassian Jira for Agile project Management and ERP tools were kept on introductory basis. Intent was evolved individually and kept basic. Exploring Architectural Design as an agile project is a novel though and has scope for further exploration.

E) Working Drawing I (BIM) – Was led by Prof. Abhang Kamble. I was involved in using Revit as a tool for preparing working drawings. The initial thought that the object-oriented modelling would make it easier and faster was met with a challenge. Each design is unique and managing the Revit elements needed expertise. This affected the quality of final output. Revit didn't prove to be friendly for drafting and detailing. Maybe it can be explored for AD or it can be used in combination of AutoCAD for better output.

What were the innovations brought in the studio and how were the learnings from the previous years incorporated in the intent of the studio?

A) Project Budget Planning and Time Scheduling Studio – Included their assigned Live Project in this term, which was the first step into integrating this course with their sites. This was reflected in the onsite learning objectives shared with the collaborating industry partners as well. Needs to be refined further.

B) Project Management I – PMBOK Framework – Formulated a hypothetical case which created interest in studio. However, the implementation of this exercise needs to be well thought. Having different time slots for myself and Abhishek was the issue. That can be managed better next time.

C) Functional Performance of Building Services – Students were constantly encouraged to think like a manager and understand the building services from managerial point of view (instead of seeing it as a technical subject). Performance criteria was stressed upon more than the technical aspects.

D) Softlab III – considering Architectural design as agile project for working with Jira is a new approach to design management and the results are promising. This needs to be explored further in the next semester.

E) Working Drawing I (BIM) – Using Revit for WD was an experiment which brought out many learning points for students.

In the intent followed what worked well with the students and what did not?

A) Project Budget Planning and Time Scheduling Studio – Live project is large in quantum and translating the learning from small project to large project is challenging. The outcome needs to be refined.

B) Project Management I – PMBOK Framework – Hypothetical case created interest but it needs to be conducted better to get the desired output. Output was mostly AI generated (or so it felt), which need mentoring.

C) Functional Performance of Building Services – Most of topics where theoretical note and the studio exercises were not taken up enthusiastically. Probably due to FPBS being theoretical subject in the syllabus.

D) Softlab III – ERP tools are not available for free or for trial. This limited the extent to which it could be taught.

E) Working Drawing I (BIM) – Exposure to Revit and Bim was very well received. The outcome was not of expected standard as managing Revit model is complex.

Where there any studio challenges and how did you/the team address the same? (your time management, students time management, teaching experience, students' performance)

A) Project Budget Planning and Time Scheduling Studio – Students presentation helped. Need to increase its frequency. Better scope definition for assignment is required.

B) Project Management I – PMBOK Framework – Assignments must be taken up after a classroom discussion and output discussion frequency needs to be increased.

C) Functional Performance of Building Services – Rigorous follow up for assignments to be done.

D) Softlab III – ERP tools for education version toe explored and purchased.

E) Working Drawing I (BIM) – BIM could be addressed in AD

What strategies/systems did you think could help address these challenges in future?
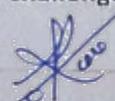
Most of the issues boils down to interest and involvement of students, which requires continuous motivation. I need to learn how to become a positive motivator.

How did individual faculty in the team enhance the pedagogy of the subject and the intent? Was the expertise of individual faculty taken as a thread to build the pedagogy

- For Project Budget planning and time scheduling studio, the intent was majorly defined by the expertise of Prof. Ade. I had a minor part in enhancing intent.
- For Functional Performance of Building Performance, intent was formulated together with co-faculty. No specific expertise played any role in formulating intent
- For Project Management I PMBOK framework, intent was mostly formulated by me. The course requirement in syllabus was discussed with co-faculty and Prof. Ade on multiple occasion, without reaching a consensus.
- For soft lab, I formulated intent considering the requirement of subject. I do not have expertise in any of the tools discussed in studio.
- Working Drawing intent was taking into consideration, my expertise in Revit. It was helpful in modelling but not for detailing.

Any special mention of resources /references (in-house/external) /collaborations/industrial connect that enhanced the studio. How were these resources shared with the students?
Project sites assigned to the students were certainly useful for them. Apart from this visit to vendor of HVAC also added value.

Which were the reference books you included in the studio exploration and how did it enhance the learning?
PMBOK 6th Edition, 7th Edition, Agile Framework, Building services by F. Hall, online resources

Any leads for the subject learning to be improved next time (Clear tips):

Better communication within faculties and shared understanding of the course and program objective.

Your preference for teaching next term (continuing with the subject / batch or changing) with reasons:

Continue with the same subjects excluding Working Drawing.
1. Revit was working drawing was not the best tool. It could be better used for Design explorations
2. Managing time was challenging for me due to handling 3 other technical subjects for teaching 1 subject for coordination.

Can you share your ideas for Integrated/collaborative Teaching Learning" as a pedagogy – could be across the same year or vertical integration- and the probable structure that could help doing so.
We try integrating the courses with the assigned live project. The challenge is due to vast nature of project, students being in introductory stage and confidential nature of project. Irrespective of MOU getting relevant information for the project is always a challenge.
Having relevant project data is crucial for have integration across same year or vertical integration.

What are your views on use of LMS (Leaning Management systems) as an effective learning tool? And whether this could enhance the quality of teaching learning experience? (could be a complete change in our systems of delivery of content)

3

LMS is currently being used for attendance monitoring and faculty leaves. Beyond this the sharing of materials, assignment and submission is not currently explored. Tis is being done through google drive, which is very effective (sharing and access control, version history review, activity of file etc.) Edumarshal is not being explored due to its limitations in being user friendly. It also has a limitation in terms of customer support.

Using a combination of tools may not be the best solution for integrated learning management. However, acceptance by users and common format for input/output can be considered even more important.

Current system of using Edumarshal for attendance and Google drive for academic interaction works well.

Any recommendations for the library? Is the reader for your subject this term shared with the students and uploaded on the drive?
Library is very efficient as it promptly responds to the requirements of faculty and provides the needed resources. The time schedule of M. Arch doesn't have any gap for exclusive library visits, which is a concern. I could be addressed by allowing students to visit during studio hours, wherever possible. The readers for M. Arch subjects are not in place. It needs to be developed for students.

Any long term /short term development ideas for BRICK that could contribute towards further growth of the institute —if possible, could you support the same by citing examples.
Design Incubation Centre – To mentor the design startups (product & project) of its alumni (BSID & BSOA). Investment avenues for faculties and other alumni. This will become more relevant with the upcoming growth as Design University

How do you see yourself contributing to the above?

As investor

Which course have you shortlisted to enroll for this summer – (Knowledge base/skill base that can add to your area of expertise
Complete PMP certification,

Learn Advance Excel, Python and Power BI

Signature of the Faculty

OVERALL FEEDBACK OF THE EMPLOYER:

KARISHMA HAS DONE HER INTERNSHIP TENURE IN SATISFACTORY WAY.

- SHE WAS PUNCTUATE
- HAS GOOD UNDERSTANDING OF DETAILS
- WAS WELL ALIGNED TO OFFICE SYSTEM.
- HAS GOOD GRAPHICAL, SOFTWARE SKILLS
- WAS VERY MUCH ACTIVE IN SITE VISITS.
- SHE HAD GOOD INVOLVEMENT IN ENTIRE PROJECT DESIGN DEVELOPMENT, DETAILING & DOCUMENTATION.

WE WISH BEST OF LUCK.—!

AR. RAHUL NANDKUMAR VIKHE

Stamp and Signature of the Employer   VD DESIGN ALLIANCE

Partners

Satish Misal Educational Foundation's

BRICK®

SCHOOL OF ARCHITECTURE ·

This is to certify that ·

Mr. / Ms **KARISHMA SANJAY RAWOOL**

has successfully completed the Practical Training program as a part

of partial completion of the Bachelor of Architecture Degree course

for __21__ weeks/ ~~months~~, starting from __01/06/2023__ to __04/11/2023__

During this time his/ her performance was found __good &__

__satisfactory_____ and this certificate can be used

as an experience certificate for working with our office.

For SMEF's Brick School of Architecture   For Employer

Date: Date: 4-NOV. 23

ALUMNI FEEDBACK FROM ON THE ACADEMIC PERFORMANCE AND AMBIENCE OF THE INSTITUTION FOR THE A.Y. 2023-24

Name of the Alumni *

Nikunj Karva

E-mail ID of the Alumni *

karvanikunj@gmail.com

Grade the comprehensiveness of the academic learnings in terms of building up your competency for architectural professional practice *

- ◉ A (highest grade)
- ○ B (Good)
- ○ C (average)

Grade the transfer of knowledge and skills and its relevance to adopting the changes and diversification in the current practices *

◉ A (100%)

○ B (75%)

○ C (50%)

○ D (25%)

Grade the learnings in terms of your development in creativity *

◉ A (100%)

○ B (75%)

○ C (50%)

○ D (25%)

Grade the level of your soft skill developed during the 5 years of the B. Arch course (e.g. language, etiquette, professional negotiations etc.) *

🔘 A (100%)

⚪ B (75%)

⚪ C (50%)

⚪ D (25%)

Grade your collaborative working skills and your team player abilities developed in the 5 years of B. Arch course *

🔘 Yes

⚪ No

⚪ Maybe

Has the school culture developed your confidence in decision making ability to choose the area of specialization? *

◉ Yes

◯ No

◯ Maybe

Any suggestions *

☐ Build or enhance partnerships with industries to create more internship, job placement, and networking opportunities

This form was created inside of Brick Group of Institutes.

Google Forms

SSR (2019 - 20 TO 2023 - 24)	
Criterion 1 – Curricular Aspects - 1.4: Feedback System	
1.4.1. Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website	Satish Misal Educational Foundation's **BRICK** SCHOOL OF ARCHITECTURE

SR.NO	CONTENTS
A	**Filled in Feedback Forms from Stakeholders (Students, Faculty, Employers, Alumni)**
A2	**Filled in Feedback Forms** 2022-2023

Dr. Poorva Keskar
Principal

1st Year B.Arch Students Feedback Form-2nd Term of A.Y. 2022-23

Hello all, hope you have completed your Second Term successfully. We need you to fill out this form as a feedback on course structure, content, and instructor.

Email *

rishi272004@gmail.com

How would you rate the overall academic of this term *

◉ Good

○ Satisfactory

○ Very Good

○ Excellent

○ Other:

How much did you learn / grow in each subject: (A - most, B, C, D, E - least) *

	A	B	C	D	E
Architectural Design	○	○	○	○	●
Architectural Graphic & Design II	○	○	●	○	○
History of Architecture & Culture II	●	○	○	○	○
Workshop II	●	○	○	○	○
Building Construction & Materials II	●	○	○	○	○
Theory of Structure II	●	○	○	○	○
Fundamental of Architecture	●	○	○	○	○

Clarity & ability to tackle whatever work was given, in the Subjects ::(A - most, B, C, D, E - least)   *

	A	B	C	D	E
Architectural Design	○	○	○	○	◉
Architectural Graphic & Design II	○	○	◉	○	○
History of Architecture & Culture II	◉	○	○	○	○
Workshop II	◉	○	○	○	○
Building Construction & Materials II	◉	○	○	○	○
Theory of Structure II	◉	○	○	○	○
Fundamental of Architecture	◉	○	○	○	○

Way the Subjects were handled: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
Architectural Design	○	○	○	○	◉
Architectural Graphic & Design II	◉	○	○	○	○
History of Architecture & Culture II	◉	○	○	○	○
Workshop II	◉	○	○	○	○
Building Construction & Materials II	◉	○	○	○	○
Theory of Structure II	◉	○	○	○	○
Fundamental of Architecture	◉	○	○	○	○

Particular faculty members of each subject: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
Vaibhavi Agrawal (Arch Design)	○	○	○	○	◉
Bhagyashree Bandekar (Arch Design)	○	○	○	○	◉
Shreya Shirsath (Arch Design)	◉	○	○	○	○
Devika Nevaskar (Arch Design)	○	○	○	○	◉
Gurudatt Ingale (BCM)	◉	○	○	○	○
Bhavna Gaikwad (BCM)	◉	○	○	○	○
Omkar Kale (BCM)	◉	○	○	○	○
Shraddha Gurjar (BCM)	◉	○	○	○	○
Swati Oak (AGD)	◉	○	○	○	○
Sharduli Joshi (AGD)	◉	○	○	○	○
Bhagyashree Bandekar (AGD)	◉	○	○	○	○
Mayukh Gosavi AGD)	◉	○	○	○	○
Shraddha Gurjar (HOA)	◉	○	○	○	○
Ruchi B (HOA)	◉	○	○	○	○
Kanchan Shinde (TOS)	◉	○	○	○	○

Sharduli Joshi

Shardul Joshi
(Workshop) ⦿ ○ ○ ○ ○

Ketaki Pednekar
(Workshop) ⦿ ○ ○ ○ ○

Ramiya G
(Fundamental of
Arch) ⦿ ○ ○ ○ ○

Ideas related to academics or otherwise for BRICK: *

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This form was created inside of Brick Group of Institutes.

Google Forms

M.Arch (Design & Project Mgm) 1st and 2nd term feedback form A.Y. 2022-23

Hello all, hope you have completed your first and Second Term successfully. We need you to fill out this form as a feedback on course structure, content, and instructor.

Email *

leena81099@gmail.com

How would you rate the overall academic of both the terms *

○ Satisfactory

◉ Good

○ Very good

○ Excellent

How much did you learn / grow in each subject: (A - most, B, C, D, E - least) *

	A	B	C	D	E
Project Budget Planning & Time Scheduling studio	●	○	○	○	○
Project Management I- PMBOK framework	○	○	○	○	●
Advanced Building Construction Technology & Structural Systems	○	●	○	○	○
Functional Performance of Building Services	○	○	○	○	●
Softlab- Design Management & ERP	○	●	○	○	○
Elective I	●	○	○	○	○
Design & Engineering Integration Studio for Performance	○	●	○	○	○
Project Management II - PMBOK Framework	●	○	○	○	○
Project Procurement Management	○	○	●	○	○
Research I	○	○	○	○	●

| Soft Lab II - Building Simulation | ○ | ○ | ○ | ○ | ● |
| Elective II | ● | ○ | ○ | ○ | ○ |

Clarity & ability to tackle whatever work was given, in the Subjects ::(A - most, B, C, D, E - least)   *

	A	B	C	D	E
Project Budget Planning & Time Scheduling studio	●	○	○	○	○
Project Management I- PMBOK framework	○	●	○	○	○
Advanced Building Construction Technology & Structural Systems	○	●	○	○	○
Functional Performance of Building Services	○	○	○	●	○
Softlab- Design Management & ERP.	○	●	○	○	○
Elective I	●	○	○	○	○
Design & Engineering Integration Studio for Performance	○	○	●	○	○
Project Management II - PMBOK Framework	○	●	○	○	○
Project Procurement Management	○	○	○	●	○
Research I					

Soft Lab II - Building Simulation	○	○	○	○	◉
	○	○	○	○	◉
Elective II					
Elective II	○	◉	○	○	○

Way the Subjects were handled: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
Project Budget Planning & Time Scheduling studio	●	○	○	○	○
Project Management I- PMBOK framework	○	●	○	○	○
Advanced Building Construction Technology & Structural Systems	○	●	○	○	○
Functional Performance of Building Services	○	○	○	○	●
Softlab- Design Management & ERP.	○	●	○	○	○
Elective I	●	○	○	○	○
Design & Engineering Integration Studio for Performance	○	○	●	○	○
Project Management II - PMBOK Framework	○	●	○	○	○
Project Procurement Management	○	○	○	●	○
Research I	○	○	○	○	●

Soft Lab II - Building Simulation	◯	◯	◯	◯	◉
Elective II	◯	◯	◉	◯	◯

Particular faculty members of each subject: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
B.T. Ade (BPST)	●	○	○	○	○
A Raghunandan (PMF)	○	●	○	○	○
Abhishek Kulkarni(PMF)	○	○	○	●	○
Hemant Joshi (ABCT)	○	●	○	○	○
Farhana Kapadia(ABCT)	○	○	○	○	●
Farhana Kapadia(FPBS)	○	○	○	○	●
A Raghunandan (SFLB)	○	○	●	○	○
Abhishek Kulkarni (SFLB)	○	●	○	○	○
Rohit Sardesai (EL)	●	○	○	○	○
A Raghunandan (FPBS)	○	○	●	○	○
A Raghunandan (DEIS)	○	○	●	○	○
Abhishek Kulkarni (DEIS)	○	○	●	○	○
Vinita Lulla (SFLB II)	○	○	○	○	●
A Raghunandan (SFLB II)	○	○	○	●	○
B T Ade (PMF II)	●	○	○		
Farhana Kapadia (PMF II)					

(PMP II)

Ramiya Gopalkrishnan (RSH I)	○	○	○	○	●
Farhana Kapadia (RSH I)	○	○	○	○	●
Nalini Naik Nimbalkar (PPM)	○	○	○	○	●
Rohit Sardesai (EL II)	○	○	○	●	○
Farhana Kapadia (EL II)	●	○	○	○	○
Farhana Kapadia (EL II)	○	○	○	○	●

Ideas related to academics or otherwise for BRICK: *

Need to improve working system

Google Forms

FACULTY FEEDBACK FORM

Name of the Faculty   - Abhang Kamble
Subject taught – AD V and WD II

The overall BRICK experience:

This semester was quite a journey. The most challenging so far. In terms of scheduling of the academic work as well as the unresponsiveness from students end. Sometimes it became difficult to come to terms with the challenge.

How was your Subject handled: (in reference to the intent decided by the team)?

The Long exploration was quite complex, as a requirement of the syllabus and also the way we had structured the Brief. However, the intent was kept technically simple but gave plenty of encouragement to be more creative with the Designs.

What were the innovations brought in the studio and how were the learnings from the previous years incorporated in the intent of the studio?

The Short Exploration was very different from anything that has been done before. It was designed around a live project with an integrated studio and also conducted in groups of three. The students responded well, fully utilizing the skillset of each individual within the group.

Procrastination was rife in the previous semester. This happened whenever there was a lull in the schedule. It was ensured that without burdening the students, a continuous stream of light assignments was given.

The semester was interspersed with the requirement of making one model every month. Thereby keeping their interest alive.

In the intent followed what worked well with the students and what did not?

To make them think freely, without the limitations of technical requirements, a form-based exercise was conducted at the very start of the semester. The expressions that came out in the form of physical models were quite unique.

It was observed that despite doing many book and live case studies, the students would often fail to incorporate their learnings in the design. This involved repeated feedback by the faculty, causing repeat ion of teachings.

Where there any studio challenges and how did you/the team address the same? (Your time management, students time management, teaching experience, students' performance)

There were plenty of challenges

Too many interruptions – BRICK Fest – 2 weeks, Examinations – 1 week, Sporting events - interspersed, our own college events (too many) had an impact on teaching. The flow of the process was lost. There was frustration among students as well as faculty.

Unresponsiveness and absenteeism from students to a worrying degree. All measures to address absenteeism almost failed.

What strategies/systems did you think could help address these challenges in future?

Give tasks with assessment at the end of each day. These should be carried over into the progressive total.

How did individual faculty in the team enhance the pedagogy of the subject and the intent? Was the expertise of individual faculty taken as a thread to build the pedagogy

AD V – The faculty contributions were good and appropriate to their expertise and skillsets

WD II – Could do with a core faculty who has less burden of infrastructure responsibilities. Was difficult to maintain continuity of academic responsibilities.

Any special mention of resources /references (in-house/external) /books that enhanced the studio.

How were these resources shared with the students?

The students were directed to the library for all case studies and specific learnings about hotel design

Any leads for the subject learning to be improved next time (Clear tips):

Your preference for teaching next term (continuing with the subject / batch or changing)
 Would like to continue with the same subjects and same batch
Can you share your ideas for Integrated Teaching Learning" as a pedagogy – could be across the same year or vertical integration- and the probable structure that could help doing so.

Integrated teaching was attempted for a short two-week period this semester. It has proved to be quite successful as apparent rom the feedback given by students. It will be an endeavor to implement it across the Long Exploration in the coming semester.

What are your views on use of LMS (Learning Management systems) as an effective learning tool? And whether this could enhance the quality of teaching learning experience?   (Could be a complete change in our systems of delivery of content)

Any long term /short term development ideas for BRICK that could contribute towards further growth of the institute   –if possible, could you support the same by citing examples.

How do you see yourself contributing to the above?

Which course have you shortlisted to enroll for this summer – (Knowledge base/skill base that can add to your area of expertise?
Would like to improve my skills on Revit software, with am aim to implement in the WD Subject.

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Signature of the Faculty

FACULTY FEEDBACK FORM

Name of the Faculty   - Ar. Sudhir Deshpande
Subject taught – BCM V, BS III

The overall BRICK experience: It was challenging in terms of changing teaching learning mode from online to offline from day one to us and students also. But the periodical staff meetings helped me to work out the possible solutions. The overall experience for me in this term was enriching in terms of knowledge gaining, discussion with seniors and experimentation with students.

How was your Subject handled: (in reference to the intent decided by the team)?

This year we as a team followed an experimental approach for BCM V and BS II. We tried to orient the students towards client discussions for interior project. Students individually selected different clients and designed the interior project for their respective residences. Also it was to students to maintain a communication sheet with their clients for understanding periodical development in design and detailing decisions. The intent was to understand the challenges in interior work and to have actual project experience by discussing with their client. It will help them in their practice. And for commercial interior, they individually designed an office with required furniture, false ceiling and portioning and paneling work. This time we took the same office for designing Centralized AC layout in BS III. It really helped to understand the coordination between interior work and services.

What were the innovations brought in the studio and how were the learnings from the previous years incorporated in the intent of the studio?

As explained earlier, client discussions actually gave learning experience for the students. Also, we took advantage of physical learning environment i.e. use of blackboard, individual discussions, group discussions etc. We did general stress buster discussions in class room to keep their interest for the studio for whole day. Students designed and detailed out two projects i.e. residential and commercial interior as an integrated projects i.e. Furniture design, false ceiling, Partitioning and Paneling in coordination with each other. In BS III, we developed some process diagrams to remember different air conditioning systems. Also we taught each system by its composition, coordination and architectural facilitation required for the same. Also I taught them all AC system calculations with respect to ASHRAE charts. It helped them in designing their own individual layouts.

In the intent followed what worked well with the students and what did not?

The client discussions were regular in the initial time for first 7-9 weeks. Later it was disturbed. Otherwise we as a team desperately tried to cope with the intent and methodology.

What were the challenges that you addressed in the on-line platform? (Your time management, students time management, teaching experience, students' performance) and What opportunities did the online platform offer that you would like to take forward in a blended manner.

In a last period of online learning, students lost the interest and this challenge we tried to overcome by doing some allied talks on social topics. I realized that the online teaching-learning can't be a replacement to offline but some fixed theory modules can be taught in online mode. It is also required to maintain the skills of online teaching learning that we developed in last past years. Therefore, this term offered us to do BSIII in a blended fashion. It was gone well in first few weeks and later sessions we did physically in the college.

What strategies/systems did you apply to address these challenges?

- Showing some practice drawings
- Discussion on some latest news regarding architecture and allied fields
- Focusing on group work
- Did one debate session on HVAC with respect to Mumbai context
- Some talks about students interests , their hobbies

How did individual faculty in the team enhance the pedagogy of the subject and the intent? : **Was the expertise of individual faculty taken as a thread to build the pedagogy**

In BS III Vinita and me designed a lesson plan and discussed few topics. Vinita presented some presentations and took several inputs in natural and mechanical ventilation. She designed some assignments and taught to analyze them in climate consultant software according to respective city location. It added a value to our content. I majorly took initiative in discussing air conditioning systems. I taught them all the systems by its composition, coordination and architectural facilitation required for the same. Also I developed some process diagrams to remember different air conditioning systems. Also I taught them all AC system calculations with respect to ASHRAE charts. It helped them in designing their own individual layouts. We managed to have a true learning field visit at Daikin experience center, Bavdhan. In BCM V, Sumedh and me took individual and also joined sessions on interior work. Sumedh discussed some his own experiences in managing interior project. Hemant Sir took an initiative in delivering inputs on RCC flooring systems, Basement and retaining wall. He also gave valuable periodical inputs on challenges in interior work from structural point of view.

Any special mention of resources /references/books that enhanced the studio:

We did two filed visits for BCM and one visit for BS III. Two were planned at Clover mall, Kondhwa and Kesari tours and travel office, Baner for basement construction and commercial interior respectively. Also students visited one of the modular furniture showrooms on Baner road. We invited Ar. Chinmay Huddar (Principal architect, INTRAA design studio) on Baner site to explain the design and detailing at Kesari tours and travel office, Baner. Also one field visit is done at Daikin experience center, Bavdhan. Mr. Bhagat Singh (Chief enginner) took a detailed informative session on latest air conditioning systems.
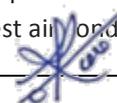
Also he demonstrated with every AC component. We also sent the students some readers for understanding interior details basic ergonomics of the project. Also we showed them some technical videos created by Shapoorji and Paloonji for understanding topic like Paints and Varnish.

Any leads for the subject learning to be improved next time (Clear tips):

It is necessary and very convenient to have blended teaching learning method. It will help in improving and maintaining online teaching learning skills that we acquired. I am thinking to have integrated studio this time with all subjects but yet I have not discussed with other faculty members.

Your preference for teaching next term (continuing with the subject / batch or changing) with reasons:

Same subjects because now I have a good hold on BCM VI. I previously taught BS IV before 6-7 years ago. Therefore, if I get the opportunity to teach, I can upgrade my learning and can convey to my students. But I will be ready if any alter is required for betterment of myself and the institute.

Can you share your ideas for Integrated Teaching Learning" as a pedagogy – could be across the same year or vertical integration- and the probable structure that could help doing so.

Integrated Teaching learning is a great tool to understand architectural design comprehensively. Following are the ideas Integrated Teaching Learning as a pedagogy.
- Initially can be followed for one term by looking contributing learning intent across the subjects.
- It should start from First year second semester for getting habitual to it.
- Some theory modules can be fixed in the time table for specific period. And studios can be integrated.
- Specific outcome in terms of structure can be decided initially for every subject and then it can be a part of design portfolio.
- The expert sessions and field visits also can be integrated as per requirement of project stage

What are your views on use of LMS (Leaning Management systems) as a tool, with respect to advantages of online mode and effective use of offline mode? And whether this could enhance the quality of teaching learning experience?   (Could be a complete change in our systems of delivery of content)

Right now we use different platforms and softwares for various activities. I think there should be one point solution in LMS tool for activities like
- delivering and recording lectures, good cloud space for uploading submissions, lectures videos
- Tracking college administrative things like payment details, leave status and application, pre declared holiday lists
- Arranging online events with large participants capacity
- Tracking students performance
- Faculty appraisals

Any long term /short term development ideas for BRICK that could contribute towards further growth of the institute   –if possible could you support the same by citing examples.

There should be a 2 day or 3 day induction session for new faculties to understand different areas, curriculum procedures, protocols, examinations and other ethical aspects of brick. There should be a proper schedule for this and the senior faculty can be appointed to deliver.

Also there should be a session from experts about investments for all employees.

There should be a team who will take care in publishing Brick activities in a newspaper continuous throughout the year.

How do you see yourself contributing to the above?

I can contribute in motivating the students in their difficult times. Students need to develop a capability of handling stress. I always tried this in my small teaching career and I received good results. Currently I am heading examination portfolio. I have honestly put immense efforts in this work last year with continuous exams and circulars from university. Hereby I can proudly say that we as a college pro-actively responded to sudden circulars and directives from SPPU. Now currently I am assisting to Manali madam in academic coordination work. I am also heading some portfolios like material lab and competitions. Also I wish to take memberships of professional bodies like AESA, IIA, ICI etc. for building professional relationship for college betterment.

Signature of the Faculty

OVERALL FEEDBACK OF THE EMPLOYER:

As a direct report, Raunak is a successful, easy to manage trainee and he always gave that extra effort to meet deadlines.

Raunak demonstrated superior analytical capabilities and soon became an expert in the areas design and visualization. which clearly reflected strong architectural background.

I would also like to mention his strong software skills made him a valuable contributor to the team.

Wish You all the luck for future endeavours.

Stamp and Signature of the Employer

BRICK

SCHOOL OF ARCHITECTURE

This is to certify that

Mr. / ~~Ms~~ __Rounak   Nitin   Tambi__

has successfully completed the Practical Training program as a part

of partial completion of the Bachelor of Architecture Degree course

for __24__ weeks/ ~~months~~, starting from __01-06-22__ to __25-11-22__

During this time his/ ~~her~~ performance was found __hardworking &__

__extremely talented_____ and this certificate can be used

as an experience certificate for working with our office.

For SMEF's Brick School of Architecture   For Employer

Stamp   Sign   Stamp   Sign

Date: Date: __25-11-22__

Council of Architecture Registration No.: __CA/2015/67/292__

ALUMNI FEEDBACK FORM ON SYLLABUS AND ITS TRANSITION AT THE INSTITUTE FOR A.Y. 2022-2023

Name of the Alumni *

Rishabh Agarwal

E-mail ID of the Alumni *

rishabha18071996@gmail.com/ sunilagarwal2863@gmail.com

Grade the comprehensiveness of the academic learnings in terms of building up your competency for architectural professional practice *

◉ A (highest grade)

○ B (Good)

○ C (average)

Grade the transfer of knowledge and skills and its relevance to adopting the changes and diversification in the current practices *

🔘 A (100%)

⭕ B (75%)

⭕ C (50%)

⭕ D (25%)

Grade the learnings in terms of your development in creativity *

🔘 A (100%)

⭕ B (75%)

⭕ C (50%)

⭕ D (25%)

Grade the level of your soft skill developed during the 5 years of the B. Arch course (e.g. language, etiquette, professional negotiations etc.) *

- ⦿ A (100%)
- ◯ B (75%)
- ◯ C (50%)
- ◯ D (25%)

Grade your collaborative working skills and your team player abilities developed in the 5 years of B. Arch course *

- ⦿ Yes
- ◯ No
- ◯ Maybe

Has the school culture developed your confidence in decision making ability to choose the area of specialization? *

○ Yes

○ No

○ Maybe

Any suggestions *

na

This form was created inside of Brick Group of Institutes.

Google Forms

SSR (2019 - 20 TO 2023 - 24)	
Criterion 1 – Curricular Aspects - 1.4: Feedback System	
1.4.1. Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website	Satish Misal Educational Foundation's **BRICK** SCHOOL OF ARCHITECTURE

SR.NO	CONTENTS
A	**Filled in Feedback Forms from Stakeholders (Students, Faculty, Employers, Alumni)**
A3	**Filled in Feedback Forms** 2021-2022

Dr. Poorva Keskar
Principal

4

2nd Year B.Arch Students Feedback Form-2nd Term of A.Y. 2021-22

Hello all, hope you have completed your Second Term successfully. We need you to fill out this form as a feedback on course structure, content, and instructor.

Email *

pranjalvyas.academics@gmail.com

How would you rate the overall academic of this term *

○ Very good

○ Excellent

○ Satisfactory

○ Other:

How much did you learn / grow in each subject: (A - most, B, C, D, E - least) *

	A	B	C	D	E
Building Services	●				
Site Survey & Analysis			●		
History of Architecture & Culture		●			
Design		●			
Building Construction & Materials		●			
Theory of Structure	●				
Environmental Science		●			

Clarity & ability to tackle whatever work was given, in the Subjects ::(A - most, B, C, D, E - least) *

	A	B	C	D	E
Building Services	●	○	○	○	○
Site Survey & Analysis	○	○	●	○	○
History of Architecture & Culture	●	○	○	○	○
Design	○	●	○	○	○
Building Construction & Materials	○	○	●	○	○
Theory of Structure	●	○	○	○	○
Environmental Science	○	●	○	○	○

Way the Subjects were handled: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
Building Services	●	○	○	○	○
Site Survey & Analysis	○	○	●	○	○
History of Architecture & Culture	○	●	○	○	○
Design	○	○	●	○	○
Building Construction & Materials	○	○	●	○	○
Theory of Structure	●	○	○	○	○
Environmental Science	○	○	●	○	○

Particular faculty members of each subject: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
Vaidehi Lavand (Design)		◉			
Meghana Patel (Design)	◉				
Vineeta Lulla (Design)					◉
Gurudatt Ingale (BCM)		◉			
Jayalaxmi Deshmukh (BCM)				◉	
Rajdatt Dewang (BCM)	◉				
Ramiya G (History)		◉			
Sudhir Deshpande (Services)	◉				
Jayalaxmi Deshmukh (Services)			◉		
Shraddha Manjrekar (Site Survey)			◉		
Noopur Rugvedi (Site Survey)		◉			
Sharduli Joshi (Environmental Sci)		◉			
Hemant Joshi (TOS)	◉				
Gurudatt Ingale (TOS)	◉				

(TOS)

Ideas related to academics or otherwise for BRICK: *

Just love the management and planning systems, arranged in BRICK!
Students should be encouraged to apply for internships part from academics. And if they are doing so,
they should not be demotivated ,if they are balancing it well.

This form was created inside of Brick Group of Institutes.

Google Forms

FACULTY FEEDBACK FORM

Name of the Faculty   - Girija Indulkar
Subject taught – Design VIII _Urban Design and Urban Studies

The overall BRICK experience: The experience in brick is very good so far. The level of challenges taken and belief in the faculty has always attracted and amazed me. This has resulted into envisioning higher goals for future years. Apart from academics, the open relation (not so formal) between faculty and students has developed a very good culture in the school, which needs to be maintained with new systems coming into picture.

How was your Subject handled: (in reference to the intent decided by the team):

The intent was to learn urban design by using a larger vision of imagibility of Alandi as a town. The intent was achieved while doing the group work and to come up with the detailed precinct level plan with urban design guidelines. The intent went a little off guard at the middle of the semester while working on the individual interventions. But it was achieved at the end of the semester at substantial levels.

This time as I was the link between UD and US, it helped us strike a balance of work in both the subjects. The topics were referred in both the subjects and they were taken parallel.

What were the innovations brought in the studio and how were the learnings from the previous years incorporated in the intent of the studio?

The innovation was to take the architectural intervention for 7 weeks from 15 weeks using imagibility as a larger vision. This was deliberately done after understanding the learning from the last year online semester, which was that the students get very less time to work on their individual interventions. Also the precinct plan was done instead of strategy plan on entire Alandi town, which was done looking at the response of the students to the studios of urban design.

In the intent followed what worked well with the students and what did not?

The idea of working in groups of 10 students max to document whole Alandi created by the students themselves worked. Also the idea of making the precinct plan worked. It gave a fare idea to the students about the scale and grain that they wanted to achieve. Because we dint do a stratergy plan and just worked on understanding strategies on Alandi town level through case study, students faced an issue

while detailing the precinct plan. Though our students did try to come up with a holistic precinct plan, but it could have been more precise.

What were the challenges that you addressed in the on-line platform? (your time management, students time management, teaching experience, students' performance) and What opportunities did the online platform offer that you would like to take forward in a blended manner.

The 80 together inputs and distribution and discussions of group were easier to manage online. But the drawback was faced by students where in they had no idea what other groups are doing and we could see loss of collective learning.

What strategies/systems did you apply to address these challenges?

As we were running out of time on strategy plan we took a day workshop with both the classes to come up with the strategies and select the most impactful area as a precinct plan. We did the same while coming up with individual interventions before we went to exam study break.

How did individual faculty in the team enhance the pedagogy of the subject and the intent? : **Was the expertise of individual faculty taken as a thread to build the pedagogy**

Vishwas Sir was the biggest support for our team and his smaller suggestions made a larger difference in the process. And at the end he gave a lot of inputs in the individual designs.

Abhijeet was a great help while strategizing the studio. And also while reconstructing all the strategies when the students went off-track. He has his fixed ideas and notions about the ways in which the things are to be done, which can become a bit of a difficulty to the core faculty. Also inconsistency in terms of absentee, in few studios was a small issue.

Rohit was a good this semester. He looked a little indifferent in this semester. There was difference in approach towards formulation of the entire semester and handling the difficult situations. Along with that, he is more inclined towards conventional methods of architecture and urban design. He will stick to one point and lead the entire conversation in that direction, which prolongs sometime.

Ninad was a fare addition to the team. He helped me while regulate the students. None the less more involvement and proactiveness would have helped it achieving the desired day to day studio goals leading to a larger goal.
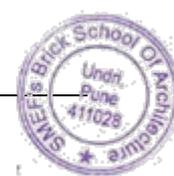
Rohit Gadiya gives bare minimum inputs in the entire process and the involvement in indifferent.

Any special mention of resources /references/books that enhanced the studio:

We had a midterm critic after we were done with a rough draft of precinct plan. We had invited 6 jurors

namely - Ar. Tejaswini, Ar. Mrinalini Kulkarni, Ar. Ashwini Pethe, Ar. Poorva Keskar. The critics were

given at the right time and it helped students to come up with detailed precinct plans with urban design

guidelines. Which eventually helped them in coming up with thoughtful individual interventions.

A guest lecture by Ar. Prathyaksha Krishna Prasad on introduction to conservation was indeed help to

understand Alandi as a spiritual town.

Any leads for the subject learning to be improved next time (Clear tips):

A smaller area could be taken of about 1 km X 1 km. The students can be taken up various elements of

urban design to detail out. Or we could take the urban design study done by earlier years and build

further study. Urban sketching should be emphasized on the students in the urban design studio.

Because it is different from structure /portrait/ furniture/ stationary material sketching. It is more of

sketching various activities and scenarios which includes the structures, humans, landscape and other

urban elements.

**Your preference for teaching next term (continuing with the subject / batch or changing) with
reasons:**

I would like to continue teaching design subject for 4th year. Along with that I would also like to guide

students for thesis as I enjoyed working with thesis students this year. Researching and working on their

thesis have been challenging and added a lot to my knowledge. Also I would like to take an elective

related to my work of interest which is Urban Design.

Teaching 4th year because, I think it is more challenging to deal with students who have already set their

minds and philosophies. Dealing with various people and philosophies gives you a different perspective

and also teaches you a lot of things.

**Can you share your ideas for "Blended Teaching Learning" with respect to what can be done in online
mode and what to concentrate on for offline mode? (once your entire course work is covered in 15
min recorded ppts and quizzes)**

Few set smaller inputs of basics of urban design could be pre recorded. Having said that, few inputs one on one is important adhering to the design topic taken for the semester. Having one on one design discussions help immensely while the semester is on. As it save a lot of time and the faculty understands and ensures that the student is perceiving the same as what they want.

Any long term development ideas for BRICK to improve the experience –if possible could you support the same by citing examples.

More informal discussions with co-faculties and students related to architecture can happen for overall development of the institute. When I joined Brick I had an opportunity to learn, understand the systems and methods of the institute first and then try to induce my ideas in the given boundaries. This ensures that the culture of the institute doesn't change drastically and is not alien. As there are new people joining the institute, this processes which I experienced should continue.

Brick should maintain its open and free culture, where everyone is heard and given an opportunity to place their opinions and not get judged.

How do you see yourself contributing to the above?

I would like to take-up various competitions, workshops and onsite projects along with students. I would like to work in the design cell of the institute to get a hands-on experience of the profession.

Girija Indulkar

Signature of the Faculty

OVERALL FEEDBACK OF THE EMPLOYER:

Aaditi has been a great addition to the team! Given her understanding, she picked up things to do, revisions, co-ordination and research she was quick and efficient with suggestions, ideas and always enthusiastic. She was a part of a LEED-0 4 M project for Thermax house, Pune; competitions, research, co-ordination for ENS - Eco Niwas Samhita, research and content preparation as an academic intern as well.

Her ideas were thoughtful and added to the many brainstorming sessions for research, paper writing among the many other projects. She also co-ordinated for an interior kitchen project and was a part of co-ordination with the trolley fabricator and carpenter as well as the installation. She has also been an important part of the ENS competition co-ordination with jurors and other experts.

Aaditi has been an integral part of the firm. We wish her all the best for all that the future holds!

AR. DIVYA
MALLAVARAPU
CA 2010 47487

Stamp and Signature of the Employer

Satish Misal Educational Foundation's

BRICK

SCHOOL OF ARCHITECTURE

This is to certify that

Mr. / Ms___AADITI ABHAY MAHAJAN_____

has successfully completed the Practical Training program as a part

of partial completion of the Bachelor of Architecture Degree course

for__6__ weeks/ months, starting from__4/06/2020__ to__4/12/2020__

During this time his/ her performance was found_____

_____and this certificate can be used

as an experience certificate for working with our office.

For SMEF's Brick School of Architecture   For Employer

Stamp   Sign   Stamp   Sign

Date: Date: 16·01·2021

Council of Architecture Registration No.:

Satish Misal Educational Foundation's

BRICK ™

SCHOOL OF ARCHITECTURE

This is to certify that

Mr. / Ms__AADITI ABHAY MAHAJAN_____

has successfully completed the Practical Training program as a part

of partial completion of the Bachelor of Architecture Degree course

for__6__ ~~weeks~~/ months, starting from__04/06/2020__to__04/12/2020__

During this time his/ her performance was found_____

_____and this certificate can be used

as an experience certificate for working with our office.

For SMEF's Brick School of Architecture   For Employer

Stamp   Sign   Stamp   Sign

Date: Date: 15.01.2021

Council of Architecture Registration No.:

ALUMNI FEEDBACK FORM ON SYLLABUS AND ITS TRANSITION AT THE INSTITUTE FOR A.Y. 2021-2022

Name of the Alumni *

Vivek Patel

E-mail ID of the Alumni *

vivekpatel17494@gmail.com

Grade the comprehensiveness of the academic learnings in terms of building up your competency for architectural professional practice *

◉ A (highest grade)

○ B (Good)

○ C (average)

Grade the transfer of knowledge and skills and its relevance to adopting the changes and diversification in the current practices *

○ A (100%)

○ B (75%)

○ C (50%)

○ D (25%)

Grade the learnings in terms of your development in creativity *

○ A (100%)

○ B (75%)

○ C (50%)

○ D (25%)

Grade the level of your soft skill developed during the 5 years of the B. Arch course (e.g. language, etiquette, professional negotiations etc.) *

◉ A (100%)

◯ B (75%)

◯ C (50%)

◯ D (25%)

Grade your collaborative working skills and your team player abilities developed in the 5 years of B. Arch course *

◉ Yes

◯ No

◯ Maybe

Has the school culture developed your confidence in decision making ability to choose the area of specialization? *

◉ Yes

○ No

○ Maybe

Any suggestions *

Host regular clean-up events to maintain and improve campus cleanliness and foster a sense of community.

This form was created inside of Brick Group of Institutes.

Google Forms

SSR (2019 - 20 TO 2023 - 24)	
Criterion 1 – Curricular Aspects - 1.4: Feedback System	
1.4.1. Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website	Satish Misal Educational Foundation's **BRICK** SCHOOL OF ARCHITECTURE

SR.NO	CONTENTS
A	**Filled in Feedback Forms from Stakeholders (Students, Faculty, Employers, Alumni)**
A4	**Filled in Feedback Forms** 2020-2021

Dr. Poorva Keskar
Principal

4th Students Feedback Form of A.Y. 2020-21

Email *

vvvvvanvikar@gmail.com

How would you rate the overall academic of this term *

○ Poor

◉ Good

○ Very good

○ Excellent

How much did you learn / grow in each subject: (A - most, B, C, D, E - least) *

	A	B	C	D	E
QSE	◉	○	○	○	○
PP	○	◉	○	○	○
Urban Studies	○	◉	○	○	○
Design	○	○	◉	○	○
ABTS	○	◉	○	○	○
Dissertation & Arch. Project	◉	○	○	○	○
SW	◉	○	○	○	○
Electives	○	◉	○	○	○

Clarity & ability to tackle whatever work was given, in the Subjects ::(A - most, B, C, D, E - least)   *

	A	B	C	D	E
QSE	●	○	○	○	○
PP	●	○	○	○	○
Urban Studies	●	○	○	○	○
Design	○	●	○	○	○
ABTS	●	○	○	○	○
Dissertation & Arch. Project	●	○	○	○	○
SW	●	○	○	○	○
Electives	○	●	○	○	○

Way the Subjects were handled: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
QSE	◉	○	○	○	○
PP	◉	○	○	○	○
Urban Studies	◉	○	○	○	○
Design	◉	○	○	○	○
ABTS	◉	○	○	○	○
Dissertation & Arch. Project	◉	○	○	○	○
SW	◉	○	○	○	○
Electives	◉	○	○	○	○

Particular faculty members of each subject: (A - best, B, C, D, E - worst) *

	A	B	C	D	E
Vishwas Kulkarni (Design	●	○	○	○	○
Ninad Rewatkar (Design)	●	○	○	○	○
Girija Indulkar (Design)	●	○	○	○	○
Rohit Potdar (Design)	●	○	○	○	○
Harshal Kavdikar (Design)	●	○	○	○	○
Rohit Gadiya (Design)	●	○	○	○	○
Hemant Joshi (ABTS)	●	○	○	○	○
Swati Vaidya (ABTS)	●	○	○	○	○
Anurakti Yadav (ABTS)	●	○	○	○	○
Gurudatt Ingale (QSE)	●	○	○	○	○
Anurakti Yadav (QSE)	●	○	○	○	○
Shraddha Manjrekar (Urban Studies)	●	○	○	○	○
Shraddha Gurjar (Urban Studies)	●	○	○	○	○
Vaidehi Lavand (Dissertation)	●	○	○	○	○
Ramiya G (Dissertation)	●	○	○		○

Manali
Deshmukh (PP)   ⦿   ◯   ◯   ◯   ◯

Anurakti Yadav
(PP)   ⦿   ◯   ◯   ◯   ◯

Ideas related to academics or otherwise for BRICK: *

Students really look forward to come on campus

This form was created inside of Brick Group of Institutes.

Google Forms

FACULTY FEEDBACK FORM

Name of the Faculty   - Akshay H. Gandhi
Subject taught :- AGD II, Workshop II, SPW I

The overall BRICK experience:

Its going Well. My experience in Brick will always be on top as I never worked in such organized Bunch of people and Management. Things are going well till date and i Hope this continues. I am eager to meet students on campus That will give more energy and Positivity to Campus and Faculty members.

AGD-II

How was your Subject handled: (in reference to the intent decided by the team)?

As per our Intent of the subject I think we have achieved 80-90% of what we planed keeping in mind that we are going to teach Online. Though Few things we need to work on is Student's involvement in Studio whether online or offline. because they are not focused in the studio times maybe because of Online Mode of Teaching or Lack of understanding.

What were the innovations brought in the studio and how were the learnings from the previous years incorporated in the intent of the studio?

- From last semester we started using sketch up and AutoCAD for Explaining different Concepts. This Semester Also we used the same (Sketch up) for sciography Explorations.
- Use of Jam board for showing correction on sheets was another Addition to this semester.

In the intent followed what worked well with the students and what did not?

What Worked well?

- Students respond well when task or exploration is Divided into Sub parts. Which help them in understanding it and then they Show Interest.

- output was divided into different formats and concentration on quantity was Kept Secondary. The methodology adopted was of Sketch and Resolve. This helped students in Boosting confidence in them.

- Individual and Common mistakes from every studio were discussed in the next Studio which help them in correcting the mistakes and understand Concept better.

What did not work?

- Individual connect and handholding was extremely difficult with 80 together in Online studio.

- Unavailability of drafting material and stationery with Students was another Issue.

- The quality of drafting is hard to judge from the photographs of sheets.

- Active Participation from all was not there so We could not help a few due to lack of availability of time.

What were the challenges that you addressed in the on-line platform? (your time management, students time management, teaching experience, students' performance)

We (faculty team) are used to it but students are struggling with online Platform.

- Time management was crucial for many students.

- For some students understanding new Concepts was a challenge.

- Some students Need Hand Holding for drafting things That was another challenge.

What strategies/systems did you apply to address these challenges?

- For time management issue we started giving them small explorations with In studio time for drafting so that if they face any issues during drafting they can ask Faculty members.

- For concept understanding we tried to explain them as many times we can explain them. Alongside we used different softwares to explain them the concept which I feel worked really well for them.

- For Handholding issue, we couldn't do much but we helped them with repeated Instructions about basics of Graphics.

How did individual faculty in the team enhance the pedagogy of the subject and the intent? :

Everyone in the team has different role. Sharduli and Neha Are Great in explaining the Concepts though Sarita Ma'am Struggles with Computers and online things her Inputs are appt and comments on sheets help student understand things better. As I mentioned, we as a team are well settled in the subject so we will do more better job this time. And this new semester I will be taking more responsibility for this particular subject in teaching And Coordination.

Any special mention of resources /references that enhanced the studio:

Any leads for the subject learning to be improved next time (Clear tips):

Not really but if Online mode still continues then surely, we can have periodic sessions with students

calling them to campus for Comments and Inputs on sheets (maybe in groups**)**

Your preference for teaching next term (continuing with the subject / batch or changing) with reasons:

I am settled in Graphics as Subject and Our team Bonding is also going well. I am Glad That I am part of such energetic and experienced team. Surely I wish to Continue with AGD as a subject.

It will Be great if u Could give me 2nd or 3rd year BTM, WD, BS, Architectural Design, 3rd year Elective (Interior Design). As I have taught these subjects earlier. That will give me some confidence as an Individual.

Workshop II:-

How was your Subject handled: (in reference to the intent decided by the team)?

Students were Introduced to different materials for Site Model making. Students also responded well to the Online mode as they come up with some great Models. Overall Intent of the Subject was Kept Simple and to the point keeping in mind unavailability of Material and stationary with students still when shops opened students bought materials and did the great Job.

What were the innovations brought in the studio and how were the learnings from the previous years incorporated in the intent of the studio?

In the intent followed what worked well with the students and what did not?

What Worked well?

- Use of Webcam to show students the Physical Model making helped them a lot.

- Shifting Computer Aided Design Before Site Model Making helped them collect Materials for Physical Model Making.

What Didn't work well?

Same as AGD

- Individual connect and handholding was extremely difficult with 80 together in Online studio.

- Unavailability of material and stationery with Students was Major issue for subject like workshop.

- Active Participation from all was not there so We could not help a few due to lack of availability of time.

What were the challenges that you addressed in the on-line platform? (your time management, students time management, teaching experience, students' performance)

As Mentioned In AGD Also Online Learning Was challenge for Many Students because of Lack of materials or electricity or network issues.

Also Few more same points As mentioned In AGD II.

What strategies/systems did you apply to address these challenges?

Intent of the Subject was Followed and Recordings of the Studio were shared with Students.

How did individual faculty in the team enhance the pedagogy of the subject and the intent? :

Bhagyashree is Amazing at Hands-on work And I contribute with Computer Aided Design so it's Good combinations For Subject like Workshop II. Though I can still Improve on Hands-on things to contribute more to the Subject.

Any leads for the subject learning to be improved next time (Clear tips):

If this time teaching goes Offline, we can Have more Different Material to work on. And We can make those materials available in the Stationary shop so that students need not spend time on searching for Materials.

Your preference for teaching next term (continuing with the subject / batch or changing) with reasons:

As I mentioned we are Good combination For the subject so I am Ok and settled in the subject. I don't mind Continuing with the subject.

Overall

Can you share your ideas for "Blended Teaching Learning" with respect to what can be done in online mode and what to concentrate on for offline mode? (Once your entire course work is covered in 15 min recorded ppts and quizzes).

Any long-term development ideas for BRICK to improve the experience –

a) Sudhir sir, Jaya, Guru and Me are working on Material Library development and we had discussed many Ideas. Even I have given some suggestions from my end.

b) Also, as I am Looking into Infrastructure development. I have shared Few Ideas for Improvement of Light, ventilation and Interior space Planning.

How do you see yourself contributing to the above?

a) I am looking forward to Contribute in terms of Different Materials Collection and Ideas for Space Planning where to Have the Material Museum.

b) I am looking forward to do the infrastructure development INHOUSE that will save a lot of money and this gives more flexibility to Improve As and when required.

Thank you and regards,

Ar. Akshay Gandhi.
Assistant Professor, BSOA, Pune.

FACULTY FEEDBACK FORM

Name of the Faculty   - Dr. Vaidehi Lavand

Subject taught - Contemporary Architecture Elective I, Research in Architecture, Thesis

The overall BRICK experience: Methodic teaching learning processes and exposure of outer world given to the students is the strength of team - Bricks School of Architecture. Lot of liberty is given to experiment new ideas.
Focused efforts on inputs to the students and well experienced interdisciplinary approach of faculty helps students developing their concepts and understanding of the subject. Culture among faculty and same with the students helps in best quality group work. Very helping faculties and all admin staff. Peer discussions upon each and every difficulty ease the working to a great extent.

How was your Subject handled: (in reference to the intent decided by the team): Both subjects followed the lesson plan and inputs were given to discuss theoretical framework and its implementation in the practice. Three weeks of examination changed some decisions in terms of reducing the assignments into smaller deliverables.

What were the innovations brought in the studio and how were the learnings from the previous years incorporated in the intent of the studio?

- ✧ **Contemporary Architecture Elective -** Students found it hard to write book review when we had curated a list of books. Keeping this in mind, the choice of book to be reviewed was left to them. To make writing easy, an input lecture was given showing them basic format, various approaches and how to do citation and references. Mix of students in one group helped in reviewing activity. Lot of discussions and Binnale experience was shared to discuss more upon interlinkages of different art forms and architecture. Talk of Ar. Ninad Revatkar upon different trends in contemporary practices in world and India helped in contextualizing issues related to current world.
- ✧ **Research in Architecture-** There is a challenge of online teaching and learning. Students are located at different areas and should be looking for varied topics contextual to their towns/ Cities. Keeping this in mind consideration and liberty in selection of topic helping in formation of better background for their own thesis topics as well. Mind mapping and narrowing down topic needs more input from our side smaller assignments need to add in between. Keep students interested in the subject by designing engaging activities which they could relate to. Quiz, survey methods etc. can be added. Explored Visual research methods implemented knowledge acquired from various faculty development programs arranged by SPPU CEP, SRM university and COA TRC. Implementation of research in architecture subject in Thesis was given more stress upon. We would be allotting guides till the end of November so students can start their communication with their guides along with basic documentation before second term begins. To promote writing, presenting and publishing in a journals/ conferences or any media we would be introducing several platforms where students can publish and proposing a assignment based upon this idea. Their thesis black book won't be signed unless they show at least one published work based upon their research done in last two years.

In the intent followed what worked well with the students and what did not?

- ✧ **Contemporary Architecture Elective –** Students enjoyed group activities as well as individual discussions. More time needed for writing as we missed three weeks had to reduce few assignments which might have helped for improving upon writing skills.

- ✧ **Research In Architecture**- Input related to methodology and methods in architectural research should have been delivered initially to use the terminology in further discourses and assignments. This worked well. Focus was given upon visual research methods and students tried to stress upon their observations in topic for research they started with. Group experience of a entire research process we missed this year due to lack of time. This peer learning and experiencing the methodology followed we missed this year. Peer learning had limitations due to online teaching. Individual input had limitations sometimes students were not following time slots given for their discussions. Technical writing and developing idea evolving around their research concepts needs more attention that was lacking. There is a need to introduce discussion with guides from Semester I when the brainstorming for interested domain starts. Next Year till the end of first semester abstracts should be ready to be shared with the conferences.

What were the challenges that you addressed in the on-line platform? (your time management, students time management, teaching experience, students' performance)

Small simple inputs with lot of examples and things to see around were emphasized during teaching. Learnings from past and we as teacher as well evolving in this digital world was openly discussed. This helped to build the relation among students and we as teacher on virtual platform. Words of empathy that we understand your challenges so we do face challenges at our end helped in working together from both sides of the screen.

Losing three weeks in the middle of the term hampered a lot for managing all the group activities we planned for both the subjects. We need to put efforts upon writing skills, and technical writing, and language they use for their research this term for both the subjects.

We missed one to one discussion and giving more time to each student. Few students who don't speak in meeting and frequently are absent remained away from entire teaching learning process.

What strategies/systems did you apply to address these challenges?

One to one discussion during studio time and splitting class in two separate meetings helped to some extent. Still packed week with all studios and classes lead us sometimes to discuss on Saturdays as well. But we tried to avoid utilizing Saturday Sundays for discussions. Follow-up and giving extra time for discussion helped to fill this gap to some extent.

How did individual faculty in the team enhance the pedagogy of the subject and the intent?:

- ✧ **Contemporary Architecture Elective -** Discussions, presentations and assignments based on inputs was the method explored for the subject. Tried to discuss about several social aspects those affected architectural language developed. Similar examples in Indian cases those are well known or experienced by the students were discussed. Inputs upon modern architecture, postmodern architecture and contemporary architecture was given by Ar. Ramiya Gopalakrishnan. Inputs upon contemporary architecture and its relation with other contemporary art forms was given by Dr. Vaidehi Lavand. Ar. Ninad Revatkar talked about

current trends in contemporary practices enhancing upon issues to be identified from a broader perspective.

✧ **Research In Architecture**- Discussions upon introduction to research in architecture, literature survey using different reference management tools and resources, methods and methodologies followed in the field of research in architecture were discussed by me. Inputs upon graphical representations and Format for synopsis writing along with using technical language for writing synopsis was given by Ar. Ramiya Gopalkrishnan. Four students from previous batch Roshni, Rujuta, Aniket and Riddhi presented their research to students. They discussed process they followed for writing and presenting a paper in the conference.

Any special mention of resources /references that enhanced the studio:
Contemporary Architecture Elective – Discussions, readers and presentations are indeed helpful but apart from that many links were discussed and shared with the students to enhance the teaching learning processes.
Following is the link for references shared with the students for discussions
https://classroom.google.com/u/0/w/MzYxMzI3ODU0MjE3/tc/MzY1NzQyOTI4NDUz
Research in Architecture- Apart from readers and sharing of all presentations more links we used to explore topics we covered for this term. For Visual research methods discussions upon small video https://youtu.be/IsVZxanrL7s Social life of the street study of human behavior on streets by William Whyte helped in knowing how researchers exploring visual research methods in public spaces.
For using Mendeley reference management tool video link https://youtu.be/zzFkqZJz2GU helped students understanding Mendeley.

Any leads for the subject learning to be improved next time (Clear tips):
Contemporary Architecture Elective – More focused discussions upon essay topics and improving writing need to be taken.
Research in Architecture- Data collection and analysis need to improve along with technical writing for coming term

Your preference for teaching next term (continuing with the subject / batch or changing) with reasons:
Contemporary Architecture Elective- My interest in History of architecture and current practices
Research in Architecture- Being research cell I need to explore this subject more and impart new knowledge to students so this subject is laboratory of research in architecture for me for that I don't want to lose the connection of theory and practice in the field
Elective Cultural landscapes- Currently proposed a activity with ICOMOS in the same filed and connected with international scientific committee of cultural landscape as well as national scientific committee of historic towns and villages will help in reaching to students

Can you share your ideas for "Blended Teaching Learning" with respect to what can be done in online mode and what to concentrate on for offline mode? (once your entire course work is covered in 15 min recorded ppts and quizzes)
1. Assignments based upon more hands-on experience need to explore from faculty side.
2. Exercises connected with the society and world around taking cognizance of current practices needs more emphasize.
3. Giving flexibility in selection of project and looking at it from different perspectives using it for subjects need to be seen.

4. Projects in collaboration with other institutions or universities and Center of excellence should be given liberty to convert them in the form of studio work or small assignments for different subjects like we are trying to implement in collaboration with ICOMOS.

Any long-term development ideas for BRICK to improve the experience

Complete one month should be kept free from all sort of documentation and all academic administrative works for research work/ project that could be done in collaboration with other institutions. This can be implemented in group of faculties. Activities during this period should happen in collaboration with group of students. Friday initiative can turn into this with better time given. Which later on can be published in the form of book/ article/ paper or something built on site. This also could be a research proposal shared on different platforms.

How do you see yourself contributing to the above?

I would surely like to contribute to Center of excellence and research practices in the institution. Working towards active Research Cell to improve upon architectural research in institute.

Signature of the Faculty

FACULTY FEEDBACK FORM

Name of the Faculty   - Abhang Kamble
Subject taught – Design IV, WD

The overall BRICK experience:

It was a mixed bag. On the academic front it was good like previous years. Administrative work for NAAC brought about a new aspect to the workload. It was challenging at times especially when deadlines for both administrative and academic works coincided.

How was your Subject handled: (in reference to the intent decided by the team):

Lots of interruptions (Exam -2 weeks, Fest – 2 weeks, Core Faculty unwell – 2 weeks) had an impact on the teaching. Furthermore, the switch between online to offline and vice versa created loss of continuity and made students loose interest. It was particularly challenging but, in the end, it appears most of the lost ground was covered successfully. The intent was kept relatively easy in anticipation of the above and I believe it was achieved at least to about 85-90 %

What were the innovations brought in the studio and how were the learnings from the previous years incorporated in the intent of the studio?

The semester had started with an expectation that offline teaching would be back, so the positives of online teaching were decided to be carried forward as an added convenience. Examples - urgent addressing of the whole class at short notice via Google meet, unwell students now had a chance to have discussions which was not possible earlier, 80 together online design discussion inputs were possible, use of multimedia was possible.

In the intent followed what worked well with the students and what did not?

The students had to explore a complex building in this semester. Plenty of online input lectures kept them focused. It had good impact in their work as reflected in their final work. The online teachings worked well. However, individual discussions suffered as not many found it comfortable to have their designs reviewed online. The same hesitancy seems to have carried on in the offline phase as well.

What were the challenges that you addressed in the on-line platform? (Your time management, students time management, teaching experience, students' performance) and What opportunities did the online platform offer that you would like to take forward in a blended manner.

Online teaching was more relaxed than offline but from a student's point of view, I believe it was not useful. The peer learnings and leisure interactions with their classmates was missing which was not good and it showed in their general demeanor. (Part 2 answered above)

What strategies/systems did you apply to address these challenges?

They appeared hesitant to discuss much in front of their classmates, so very small groups or even individual discussions were encouraged.

How did individual faculty in the team enhance the pedagogy of the subject and the intent? : Was the expertise of individual faculty taken as a thread to build the pedagogy?

Each faculty was assigned to cover a minimum of 2 input lectures. Some happened online and some in the studio when offline teaching started. Before presenting to the students the lecture content was discussed by the team and improved upon as per suggestions.

Any special mention of resources /references/books that enhanced the studio:

Taking advantage of the digital media, small videos were shown to cover various aspects of the exploration requirement. Books were encouraged as per the list provided in the syllabus

Any leads for the subject learning to be improved next time (Clear tips):

Case studies could happen only for 20 odd students who were based in Pune. Due to rescheduling of the trip on short notice from a weekend to a working day (Thursday-WD studio for me), faculty found it difficult to accompany the students. For the coming semester case study visits will need to be planned well in advance. At least 2 visits should be with faculty accompaniment.

Your preference for teaching next term (continuing with the subject / batch or changing)

Would like to continue with the same subjects.

Can you share your ideas for "Blended Teaching Learning" with respect to what can be done in online mode and what to concentrate on for offline mode? (Once your entire course work is covered in 15 min recorded ppts and quizzes)

As mentioned above in takeaways from online teaching.

Any long term development ideas for BRICK to improve the experience –if possible could you support the same by citing examples.

At present, I feel Design as a subject is being taken lightly by the students. In their day to day time management, not enough is being assigned for design. We could help them work out a daily, hour by hour timetable to be followed at home to finish their homework. It can just be a suggestive timetable for home, with each student having certain flexibility.

How do you see yourself contributing to the above?

Would like to discuss with the students at the start of the next semester and if they agree, we can work out this timetable.

Date: - 30/11/2020

To,

The Principal

Smef's Brick School of
Architecture, Pune,
Maharashtra

Subject: - Completion of Professional Practice under B-Arch Curriculum.

Respected Sir/Ma'am,

This is to certify that Ms. Sayuree Surendra Jain has completed her practical training in our firm under our guidance. She has worked in our organization for five months.

During his tenure, She has worked on various project drawing like presentation drawings, working drawings, interior drawings, Submission drawing, 3D Drawing and did site visits too. She was found to be very sincere and showed keen interest on various projects. We wish her all success in future.

Regards,

Ar. Manoj Kala
Manoj Kala & Associates
Reg.No. CA/96/19597

ALUMNI FEEDBACK FORM ON SYLLABUS AND ITS TRANSITION AT THE INSTITUTE FOR A.Y. 2020-2021

Name of the Alumni *

Shubham Gandhi

E-mail ID of the Alumni *

shubhamgandhi96.sg@hotmail.com/ gandhicoffee1958@gmail.com

Grade the comprehensiveness of the academic learnings in terms of building up your competency for architectural professional practice *

◉ A (highest grade)

◯ B (Good)

◯ C (average)

Grade the transfer of knowledge and skills and its relevance to adopting the changes and diversification in the current practices *

◉ A (100%)

○ B (75%)

○ C (50%)

○ D (25%)

Grade the learnings in terms of your development in creativity *

◉ A (100%)

○ B (75%)

○ C (50%)

○ D (25%)

Grade the level of your soft skill developed during the 5 years of the B. Arch course (e.g. language, etiquette, professional negotiations etc.) *

⦿ A (100%)

◯ B (75%)

◯ C (50%)

◯ D (25%)

Grade your collaborative working skills and your team player abilities developed in the 5 years of B. Arch course *

⦿ Yes

◯ No

◯ Maybe

Has the school culture developed your confidence in decision making ability to choose the area of specialization? *

◉ Yes

○ No

○ Maybe

Any suggestions *

Establish a more active alumni network to foster mentoring, guest speaking opportunities, and potential funding.

This form was created inside of Brick Group of Institutes.

Google Forms

SR.NO	CONTENTS
A	**Filled in Feedback Forms from Stakeholders (Students, Faculty, Employers, Alumni)**
A5	**Filled in Feedback Forms** 2019-2020

Dr. Poorva Keskar
Principal

FACULTY FEEDBACK FORM

Name of the Faculty   - Ninad Rewatkar
Subject taught – Workshop 1

The overall BRICK experience:
This was one of the most exciting semesters I experienced in our college. Firstly, this was due to handling workshop studio for the first time with a new co faculty. I also enjoyed most of my studio work with Housing and UD studio along with thesis related discussions with 5th year students. Going back again to teach first year was very refreshing as well as challenging.
Secondly, due to the fantastic opportunity of attending Teachers' Training Program by BMS Bengaluru with our college aid, I was able to meet a lot of like-minded individuals and stalwarts of our fraternity. This has enhanced my keen interest towards Urban Housing/ Habitat.
 Lastly, I also liked the opportunity given by Poorva ma'am to showcase urban 95 work by our students on the prestigious platform of UN habitat where we could able to ear people worldwide working on various agendas.

How was your Subject handled: (in reference to the intent decided by the team):
We did exceptionally well as per our initially planned objectives in LP. This was one of the semesters where there was challenge of absence of materials due to lockdown, but this challenge was overcome by students' enthusiasm and creative thought processes. This year as a part o innovation, We used a new strategy of handling each material separately during the semester. We started from building basic skill sets and then enhancing it to solve complex problems and eventually we culminated it by application of respective skill sets in making a personalised design solution where there was either a freedom of choosing materials or choosing the various tools for performing various skills were given to students. It was this new strategy which increased students' enthusiasm.

What were the innovations brought in the studio and how were the learnings from the previous years incorporated in the intent of the studio?
I have explained first part of the question in previous answer.
Since I had handled this subject previously along with Sharduli and Priyanka, I was keen to work on some of the shortcomings which I felt in previous years. We started encouraging creative aspects within students from this semester. Since my co faculty was handling it for the first time, she did give some interesting insights (explained later). We had shared our experience and students outcomes with all Faculties and external dignitaries during documentation and it was widely appreciated.

In the intent followed what worked well with the students and what did not?
Worked :
1) Students' Feedback: We started out with a feedback session where students were allowed to voice their opinions or questions related to previous activity/ explorations. Sometime we even discussed about our methodology of studio and asked their feedbacks.
2)Input lecture: since it was totally online, we tried to prepare short and focussed inputs which was followed by detailed discussions and it opened up various avenues in the studio.

Not Worked:

We had planned for an additional activity based on bamboo skewers to be conducted in the last week. Since the semester was shortened by SPPU. Therefore, we were only able to give an input and students were asked to share the idea board instead of actually submitting an object. Even then some students carve out time and were able to even submit the object before end of assimilation week.

What were the challenges that you addressed in the on-line platform? (your time management, students time management, teaching experience, students' performance)

1)We divided the delivery and management of class within ourselves. Whenever I was delivering the lecture, my co faculty used to keep an eye on the questions raised in chat box and videos and vice versa.
2)I have used my High definition camera which really helped our students a lot.
3)We also asked students to work on basic skills during zeroth week interaction on campus and it really helped them.
4)We also bought the complete stationary set from college and tried to make the object by ourselves along with students on the camera which really helped students to adapt in online medium.

What strategies/systems did you apply to address these challenges?

1) Work along with students simultaneously, this helped students to focus during studio and complete work with in studio hours.
2) Doubt clearing session before starting the new unit.
3) Demonstrate various examples which enhance their architectural vocabulary.
4) Giving freedom to choose material and tools to use it while application stage
5) Try to connect with other subjects like- AD, BMT, TOS, History etc.

How did individual faculty in the team enhance the pedagogy of the subject and the intent? :

Bhagyashree: I had no prior experience of teaching with her. But I learned a lot from her during the course of this semester. I knew she is very creative person but I could see it while she gave some interesting ideas to conduct a few assignments. Her idea of giving freedom to choose variety of materials and tools actually increased the students' interest in the subject.

Any special mention of resources /references that enhanced the studio:

We used heavily various pages from YouTube and Pinterest to show various options to our students. This form of exploration helped them to understand the commercial implications and opportunity of this subjects. This could be used in upcoming years.

Any leads for the subject learning to be improved next time (Clear tips):

No. (as of now)

Your preference for teaching next term (continuing with the subject / batch or changing) with reasons:

I Would have liked to continue this subject, but since it is already allotted to somebody else I don't any issues.

Can you share your ideas for "Blended Teaching Learning" with respect to what can be done in online mode and what to concentrate on for offline mode? (once your entire course work is covered in 15 min recorded ppts and quizzes)

I think this subject should be completely taken up in class.

Online: initial inputs can be online with 80 together strength. Followed by offline groups discussions with students. We used to do one on one discussion earlier but they are very time consuming as we tend to repeat comments a lot. Also the submission on google class room should be continued as it helps immensely.

Any long-term development ideas for BRICK to improve the experience –

1) I want to write at least a paper and attend a workshop every semester for self-development. Already written one in this semester.

2) I also want to take students to various seminars and talk shows.

3) May think of starting a Movie Club along with Vaidehi Ma'am.

4) help Vaidehi to find better books for our library.

5) try to participate in competitions by myself and encourage students to participate more.

This time I' m writing all the infrastructural needs which I feel needs to be developed so as to improve my experience at campus:

1)Our studios of 4th years should not have those low partitions which become a hiding space for students to hide away from faculties. It also reduces the usable areas for panel discussions.

2) Studios also need more tagboards for discussions and displays.

3) A continuous projector screen for showing online medium works during studio discussions.

4) Faculty desk storage space in faculty room: We have a very bad experience of having very less area to work on our working desk.

How do you see yourself contributing to the above?

Movie club: It failed last time, this time vaidehi maam is very keen to start a movie club, already approached me for any interest.

Library: I already helped Vaidehi and team this. I would like to contribute every year.

Seminars: I can take students to explore outside campus seminars and talk shows of various architects' post corona, right now I try my level best to share various online seminars and talk shows with students. We also try to create buzz by telling about such event during studio hours.

navkār
architects

To,
HOD,
SMEF'S BRICKS School of Architecture,
Pune, Maharastra

This is to certify that **Anurag Shah**, student of BRICKS School of Architecture, undertook his Training in my office from **24th May 2019** to **16th November 2019**. His responsibilities have included making – architectural drawings, model making and sketching.

I have been very impressed by his sound academic ability and commitment to work.

He was well organized and a completely reliable student who enjoyed delving deeply into whatever projects he was working. I am confident that he will complete Architecture successfully and wish him success.

Warm Regards,

Ar. Girish Doshi (CA /87/10931)

Navkar Architects, Pune.

25th November 2019

ALUMNI FEEDBACK FORM ON SYLLABUS AND ITS TRANSITION AT THE INSTITUTE FOR A.Y. 2019-2020

Name of the Alumni *

Aishwarya Shendre

E-mail ID of the Alumni *

aisha.shendre77@gmail.com

Grade the comprehensiveness of the academic learnings in terms of building up your competency for architectural professional practice *

◉ A (highest grade)

◯ B (Good)

◯ C (average)

Grade the transfer of knowledge and skills and its relevance to adopting the changes and diversification in the current practices *

○ A (100%)

◉ B (75%)

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○ D (25%)

Grade the learnings in terms of your development in creativity *

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◉ Yes

○ No

○ Maybe

Has the school culture developed your confidence in decision making ability to choose the area of specialization? *

○ Yes
○ No
○ Maybe

Any suggestions *

Enhance library collections and digital resources to support student and faculty research.

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