2.3.1 Student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

CONTENT

Introduction:

The institute believes that "student-centered learning" makes links between what students learn in the classroom its application and their interests in study. The objective of the institute is to make the educational experience more meaningful with ICT-enabled tools for the effective teaching-learning process.The institute believes in student-centric methods providing an open classroom environment in which students could learn to think critically and solve real-world problems is the best way to prepare professionals for the future. The institute implements student-centric methods under categories viz. **1. Experiential Learning:** The institute practices 'Experiential learning' as a process through which students and teachers learn by engaging in direct experiences and reflecting on them. The institute runs this approach through site visits, hands-on workshops, seminars, evidence-based discussion sessions, peer-assisted learning, and case study presentations; **2. Integrated / Interdisciplinary Learning:** The institute believes in an integrated and interdisciplinary learning approach. The institute follows this through an integrated studio with all subjects contributing to one problem statement; **3. Participatory Learning** The institute believes in a participative approach to bring collective efforts of the students for decided outcomes through group discussions, debate sessions, quizzes, community reach activities, and surveys; **4. Problem-solving:** The institute advocates this approach as it is contributory for society and industry. It includes activities like specific objective-oriented studio exercises and participation in various issue-based conferences, and competitions; **5. Self-directed learning:** The institute follows self-directed learning strategies through background research with library sessions, meetings with experts, and visiting exhibitions; **6. Project-based Learning:** The institute motivates students for project-based learning. It gives them a full experience of a project from inception to construction that includes working on real-world projects with faculties, scientific paper writing; and 7. **Humanities-based Learning:** The institute sensitively follows this method that includes sessions on inculcating professionalism, values, and communication skills among students.

The institute emphasizes student-centric methods with fully functional computer labs for software like MS Office, AutoCAD, Sketch, Revit, and other Autodesk tools. The campus is Wi-Fi-supported with high-speed internet, and areas such as faculty offices, admin office, library, exam room, and principal's cabin are equipped with the latest desktops and printers. Classrooms have multiple LED and LCD projectors. The institute features a conference room with a smart screen, audio speakers, desk mics, and LAN facilities, as well as postgraduate studios with smart screens and a seminar hall for 80 people with audio-visual equipment. Faculty are trained in online teaching using LMS platforms like Google Classroom, online assessment methods, recording software, and other ICT tools. GPS, photogrammetry, Mendeley, and plagiarism-check software are promoted. The institute has developed surveying labs with digital tools and maintains an inventory of lux meters for field projects. Administrative tasks use Edu Marshal ERP software, and the library employs KOHA software with Web OPAC. Communication is facilitated through ZOOM, Google Meet, email, and social networking tools. Therefore, the institute's increased usage of digital information and gadgets enriches teaching and learning methods, expands educational opportunities, and benefits all stakeholders.

B. Arch – 2.3.1 Student Centric Learning Methods

Categorization of Student Centric methods

Experiential Learning

- Field visits
- hands on workshops
- seminars
- evidence based discussed sessions
- peer assisted learnings
- case study presentations

Integrated / Inter-Disciplinary Learning

- integrated studio sessions
- Integrated workshops and site visits
- Integrated juries

all subjects contributing to one problem statement

Participatory Learning

- group discussions,
- debate sessions
- Quizzes
- community reach activities
- surveys

Problem solving

- specific objective-oriented studio exercises
- participation in various issue-based conferences
- competitions

Self-directed learnings

- background research with library session,
- meeting with experts
- visiting exhibitions

Project based Learning

- students work on real world projects with faculties
- scientific paper writing

Humanities based Learning

- sessions on professionalism
- Sessions on values
  Sessions on communication skills

Experiential Learning & Integrated/Interdisciplinary Learning

(Samples from 2023-24 to 2019-20)

Sr. No.	Particulars
	Academic Year 2023-24
1	Field visit at Basement construction at SANSUI manufacturing, Undri, Pune
2	Field visit at B G Shirke factory for Precast construction
3	Field visit at Aura Laser Factory, Shirwal MIDC
4	Field Visit at Royal Heritage Mall, Undri, Pune
5	Workshop on Form follows Parameter
	Academic Year 2022-23
1	Field visit at Godrej RMC Plant
2	Basement Site visit at Cloval Mall, Kondhwa
3	Interior work visit with Intraa Studio
4	Hands on workshop with Mud
5	Integrated Studio – Fourth Year
7	Academic Year 2021-22
1	Online visit for Study of basement construction incl. waterproofing and RCC work
2	Study of preparation, transportation and quality testing of Ready-Mix Concrete at Godrej RMC Plant, Pune
	Academic Year 2020-21
1	Study of basement construction incl. waterproofing and RCC work at Clover Plaza, Pune
2	Site Analysis – visit at Borade Nagar, Wanowrie , Pune, Maharashtra
	Academic Year 2019-20
1	Study of design, construction, and services of basements structure at Undri By Sobha Developers
2	Study of design, construction, and services of Industrial steel structure at Aura Laser Factory, Shirwal MIDC
3	Study of design, construction and services of Industrial steel structure at Lawkim Ltd, Shirwal MIDC
4	Study of existing institutional campus of FTII and RBI for proposed housing project, FTII, Pune and RBI agricultural banking institute, Shivajinagar, Pune
5	Study of preparation, transportation and quality testing of Ready Mix Concrete at Godrej RMC Plant, Pune
6	Site Visits arranged to Study latest & basic standards in construction techniques beside DTDC, Mundhawa Kharadi road, opposite Reliance Smart,Kharadi, Pune
7	Study of all plumbing fixtures, latest trends, hardwares at Jaquar Orientation Center, Shivajinagar, Pune
8	Site visit to Bhigwan, Backwaters of Ujjani dam

Name of the Place/Site village, city: SANSUI manufacturing, Undri, Pune (Owner: Mr. Sunil Desalda)
Name of the reference agency: Constrotech, Pune
Reference Person – Er. Jayant Khode (Constrotech)
Co-ordinated by: Er. Hemant Joshi, Ar. Sudhir Deshpande
Dates of visit: 17th & 18th July 2023
Purpose of the visit: Understanding external tanking procedure, membrane waterproofing for basement wall and allied study

Reason for selection of this site:
About the conversation with Er. Jayant Khode (Constrotech, Pune), we received the information about the above mentioned live site. The subject was investigated to comprehend how to waterproof sunken constructions. The absorbed water can enter the structure because of backfilling of soil at lateral sides. Additionally, this kind of building must manage the subsurface water. The methods of waterproofing become essential in both situations. On-site construction work for the same was ongoing at the above-mentioned location. Additionally, work was being done on the remaining basement construction elements. We chose this location to gain a comprehensive understanding of single basement structures.

Summary of the inputs given before the site visit
Er. Hemant Joshi (Senior core faculty) delivered an input session on basement structures in the morning. He touched the aspects like utility value, forces acting, the need for waterproofing, techniques of waterproofing, etc. He also discussed some practical incidents, and case studies regarding the basements. Ar. Sumedh Gite and Ar. Sudhir Deshpande also added some cases and norms of the basement. Also, the role of an architect in basement planning and construction was explained to students by all of us. Before visiting the site, it was an insightful session for the students.

Summary of the visit:
Before the visit, we began with a theoretical and informative discussion on basement studies led by our core faculty member Er. Hemant Joshi. In the afternoon, we arrived at the destination. Er. Shirish, a representative of Constrotech, gave everyone involved an overview of the project. Due to the slope of the property, the basement floor is elevated from the roadside and recessed from the opposite site. The external basement wall was therefore planned in this manner. He continued by describing the utilitarian value of that floor. Parking was not a factor in the planning, and the columns were spaced 6.0 meters apart. Under the raft, stone tiles were used to waterproof the area. Shirish Sir showed us the external waterproofing membrane. It was made with bitumen and 50GSM cloth membrane sheet. It was covered with a protective membrane of foam sheet to avoid damage to the waterproofing at the time of backfilling. He explained the other alternatives of waterproofing like crystal powder membrane. Students asked various questions to him and noted down the information collected. Er. Hemant Joshi, Ar. Sumedh also explained challenges in basement construction. Er. Hemant Sir also showed some structural drawings to the students. Ar. Sudhir Deshpande explained some services elements in the basement planning. It was a really nice start for a semester and for basement studies.

Highlights (major learnings)

- Basement planning needs to be done by considering site topography, road accesses, norms, and utility value of the basement.
- Learned different techniques of raft waterproofing.
- Learned membrane waterproofing and application of M60 concrete in filling up the holes.
- Learned the feasible provisions of services with feasible locations.
- Learned the access, ramps, column grid, beam grid, reinforcements in lateral wanks, and shafts.
- Learned vertical and horizontal coordinated services in the basements.

Name of the Place/Site village, city: Mhada residential project by B G Shirke Technologies at Tathawade and Precast manufacturing plant, Chikhali, Pune
Name of the collaborating agency: B G Shirke Technologies, Mundhwa, Pune
Reference Person – Er. N.M.Kadam, SeniGeneral Manager, B G Shirke technologies, Mundhwa, Pune
Co-ordinated by: Er. Hemant Joshi, Ar. Sudhir Deshpande
Dates of visit: 1st July, 2023
Purpose of the visit: Understanding precast construction on site and the manufacturing process at the plant
Reason for selection of this site:
The topic was studied to understand the design, construction, and casting process of precast construction. B G Shirke is recognized as a pioneer of advanced construction technologies in India. Therefore, it was a nice opportunity for us to visit the project which is nearby of Pune city. Also, MHADA is a client for this project. This visit was designed for faculties and M. Arch. Students get exposure of precast construction and the latest 3s technology. It helped our faculties to learn housing project execution with precast components. The project is at the mid-stage of construction. Therefore, we were able to see the joining details, placement, and alignment of precast components. This project was also featured in the International CONSTRO Exhibition 2023 at Moshi, Pune.
Summary of the inputs given before the site visit
Er. Hemant Joshi (Senior core faculty) gave us the orientation one day before about the project. He communicated the background of the project and the advantages of precast construction. Also, he guided to master students about what to see on site considering execution and management of the site.
Summary of the visit:
We started with correlative theory and informative input by our core faculty Er. Hemant Joshi a day before the visit. We reached a site in a morning session. Er. N.M. Kadam (Sr. General Manager, B G Shirke Technologies) delivered a presentation on the MHADA Tathawade project. He told about the design and construction processes in precast systems. The drawings and details are projected and discussed specifications of the same. Mr. Jadhav explained the situational analysis of crane layouts and other challenges in the project. Mr. Pawar told all the project stats and aspects of the project. The field engineer gave the safety orientation to all participants. Then we visited the site with all safety precautions. Then the field engineer explained the whole project and demonstrated some precast components joineries and placements. He further explained the techniques of grouting and especially casted components. After this, we visited a ready project of phase 1. A sample flat was shown to us with a round of full apartment schemes. Then after having lunch, we visited to B G Shirke Precast manufacturing plant at Chikhali, Moshi, Pune. The manufacturing area was separated according to types of components such as beams, columns, slabs, walls, etc. The setups supported 3 RMC batch plants. The whole setup was automated with only 10 percent manpower. The bar straitening and cutting also was automated. The casted components were cured through steam curing stacks. The whole procedure was explained to us by field engineers. Then we visited to Quality and testing lab of the plant. The quality engineer explained and shower all devices and their application. Also, they show testing records and other quality check documents. The project in charge explained and showed detailed shop drawings of one of the nearer projects. It was a holistic learning for all participants.

Highlights (major learnings)

- Learned about precast construction and observed on-site activities
- Learned about 3S technology and its advantages over conventional construction
- Got exposure to Precast components casting processes in the built factory
- Observed and received information about casting and onsite grouting techniques in precast construction
- Learned all joinery details at slab, wall, column, and beam
- Received information on cranes and their feasible layout for the project
- Learnings from experience shared by experts regarding challenges in Precast construction, transport, placement of cranes, achieving construction targets
- Observed the laying of service lines, proposed shafts, clearances, and other infrastructural elements, etc.
- Learned about bar cutting, and bending techniques and also observed automated machines for precast components.
- Learned about site management on precast construction sites & overall project dynamics

Name of the Place/Site village, city: Aura laser factory, Shirwal MIDC
Name of the collaborating agency: Aura Laser Management
Co-ordinated by: Ar. Sudhir Deshpande, Ar. Abhang Kambale, Er. Hemant Joshi
Dates of visit: 22nd December, 2023
Purpose of the visit: Study of design, construction, and services of Industrial steel structure

Reason for selection of this site:
The topic was studied to analyze the design, construction, and services of Industrial steel structures. The above mentioned was suitable to decode the structure in terms of our proposed objectives. This Aura laser factory is well known for the production of mechanical parts for the automobile industry. Also, this project was constructed in two phases. The earlier phase was constructed with a traditional fin truss and portal arrangement. The extension and later part of the factory were constructed in PEB construction. Therefore, it was a good opportunity to study and analyze both systems of construction. Also, the layout is simple and well worked out to understand the segregation between the machine areas and walkways. Also, this steel structure was supported with a Gantry arrangement. Therefore, it was a good site to see the crane details and lifting design of materials. Even we received some good contacts for arranging this visit very systematically.

Summary of the inputs given before the site visit
The topic theory at the introductory part was told to students at classrooms only. They were needed to correlate and find out some alternative mechanisms in the project. The theoretical part included topics like components, their fixing, and design, heights, gateways, provisions of trusses, rafters, wind bracings, purlins, stanchions, span arrangements, roofing, and cladding sheet application, services like cable arrangements, fire fighting, rainwater disposals, light and ventilation, surface drainage, clearances, waterproofing methods, loads, pressures to be tackled by structure, design optimization and many more.

Summary of the visit:
We started with correlative theory and observatory input by the core faculty to initiate the site visit. Then the field engineer explained the whole project design by moving around right from entrance to exit. Also, they explained the connection to the building from the old part to the new extension. Then we segregated into two groups to learn and observe structure and services. Each group was assisted by a field engineer and core faculty members. Students visited every area in the industrial shed and asked various queries of the engineers and faculty. Engineers also explained the structural part of the factory and faculties supported the data with on-site sketches to the students understand the mechanism. The duration of this site visit was around 2 hours. In the last phase, the project in-charge engineer Mr. Jadhav communicated with students and explained to them the functioning and suitable space design and economical factors involved in steel construction. It was a very insightful session for the students.

Highlights (major learnings)

- Learned to plan the entrance, and exits to the industrial structure
- Learned to check the ground profile, type, and function of the industry, and applicable norms from the corporation before planning the structure
- Learned to design loading unloading platforms, circulation movement patterns, fire tender route, provision of deck floors
- Observed and learned important connections and fixing details of the stanchion, rafter, purlins, bracing members, ventilators, fire hydrants, speed breakers, mirrors, coding, surface, etc.
- Learned the design of the layout as per the functioning of the structure
- Learned the positions of vertical circulation elements like stairs and also a connection between old and new structure
- Learned to plan the service areas like UGWT, plant room, transformer, generator yard, electrical room, fire tanks, security rooms, etc.
- Observed the laying of service lines, proposed shafts, clearances, etc.
- Learned different color codes for different service lines and overlapping portions of service lines
- Observed the lighting arrangement and ventilation techniques in the basement
- Learned to plan the various escape routes in case of fire, emergency
- Learned to consider different structural loads to be implemented on industrial structures.

Name of the Place/Site village, city: Royal Heritage Mall, Undri, Pune
Name of the collaborating agency: NA
Co-ordinated by: (name of the faculty): Ar. Suraj Bhunje and Ar. Vinita Laulla. Assistant Professor, SMEF's Brick School of Architecture, Pune
Dates of visit: Wednesday 13th March 2024
Purpose of the visit: As per the syllabus of SPPU (Pune University), second year students of B.Arch. need to learn electrification under the subject- 'Building Services-II'. Electrification is such a part of the electrical systems in a building that involve various components under it from those outside of the building to the ones inside of it. Its complexity increases with electrical loads & building footprint. In such a case, a visit to the site with properly installed & monitored electrification made it easier for the students to understand how the system works, what's the sequencing of its components & how the facility management team works with such building services to maintain smooth functioning of a building.
Reason for selection of this site:
•Facility had well demonstrated hierarchy of electrical systems in place
•Electrical & other services of the building were well monitored and follows standard practices; students got to visit a good example of practical execution of what they study theoretically
•Facility had access to all of its electrical system components- from the largest outdoor component like RMU (Ring Main Unit) to the smallest indoor one like a switchboard in an individual shop, which allows students to see & observe the entire system at one place understanding working & interdependence of its components
•Facility had a management team which guided the students through all technical aspects of the electrification of the building along with on-site issues that arise in practice of such systems which one must be prepared for as an Architect

Highlights (major learnings) -
Site had properly installed, maintained & monitored electrical system in place with following observations & key components that gave students an insight about the standard practices & help them understand such complex systems with ease:
•
RMU (Ring Main Unit) instead of an electrical substation
•A step-down Transformer yard with a standby unit
•A diesel generator yard
•LT panel room
•HT panel room
•Bus bar assemblies
•Separate Bus allies & cable allies for very LT/ HT panel
•Overhead cable trays
•Meter panels
•Change-over panels for AC to DC power change
•Various safety devices at different locations depending on the electrical loads such as TPN, MCCB, VCB etc.

FORM FOLLOWS PARAMETER

COLLABORATION WITH COOP HIMMELBLAU, AUSTRIA

Keywords – Architectural aesthetics, Parametric thinking, Practical Imagination, Futuristic technologies

- Collaborating with industrial advice.

Faculties – Ar. Manali Deshmukh, Ar. Anurakti Yadav, Ar. Kanchan Shinde, Ar. Swati Vaidya, Professional Team - Karin M, Karolin S, Mathew Tam.

First technology workshop of its kind, where 80 young and creative minds researched and explored technology and materials for 6 days.

The institutional collaboration was with fourth year students of **SMEF's Brick School of Architecture, Pune and architectural firm Coop Himmelblau, Austria** at SMEF's Brick School of Architecture, Pune.

The collaborative initiative stands as a remarkable success, reflecting the synergy between academic knowledge and practical expertise within the architectural realm. This 6-day collaboration aimed to bridge the gap between imaginative design and pragmatic implementation, ultimately enhancing students' architectural prowess.

The primary objectives of the collaboration were:

Practical Imagination: To guide students in channeling their imaginative concepts into realizable architectural designs.

Hands-on Learning: To provide students with practical exposure to the architectural design and development process.

Technology Integration: To introduce students to advanced tools like AI and simulation software for enhancing design and structural decisions.

Mutual Learning: To foster a mutual learning environment where both faculty and students could benefit from each other's perspectives.

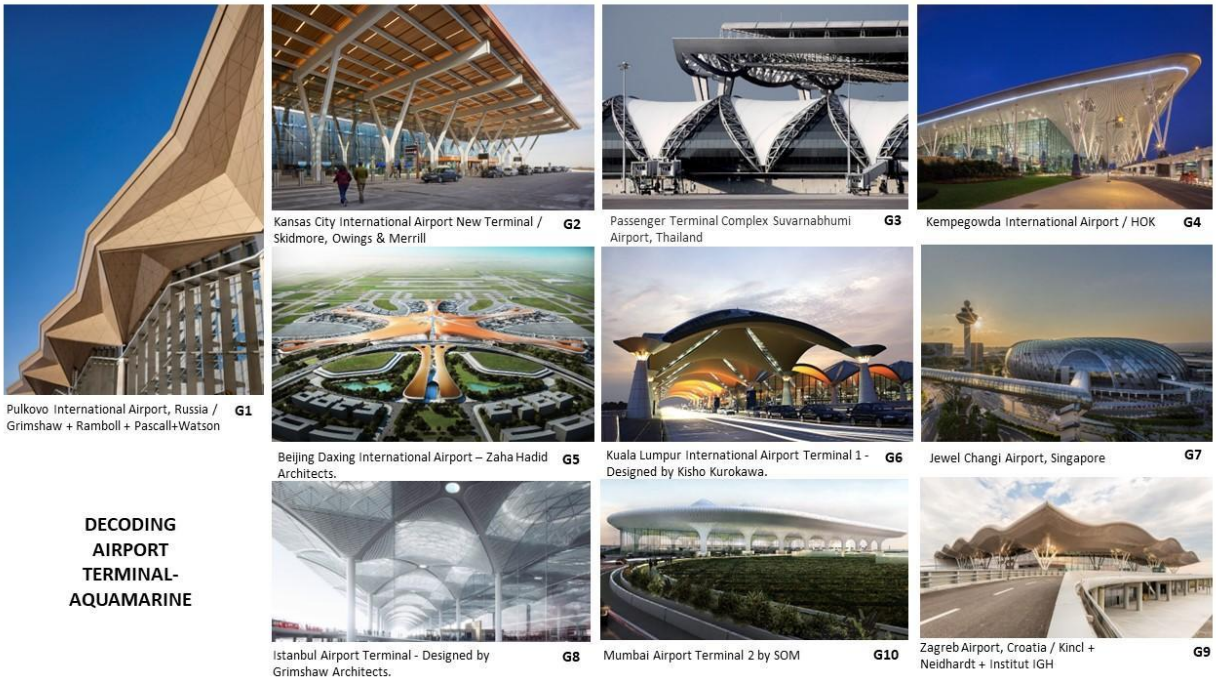
Collaborative Approach:

The collaboration unfolded through a series of interactive workshops and activities that engaged students and faculty members in diverse aspects of architectural design and execution.

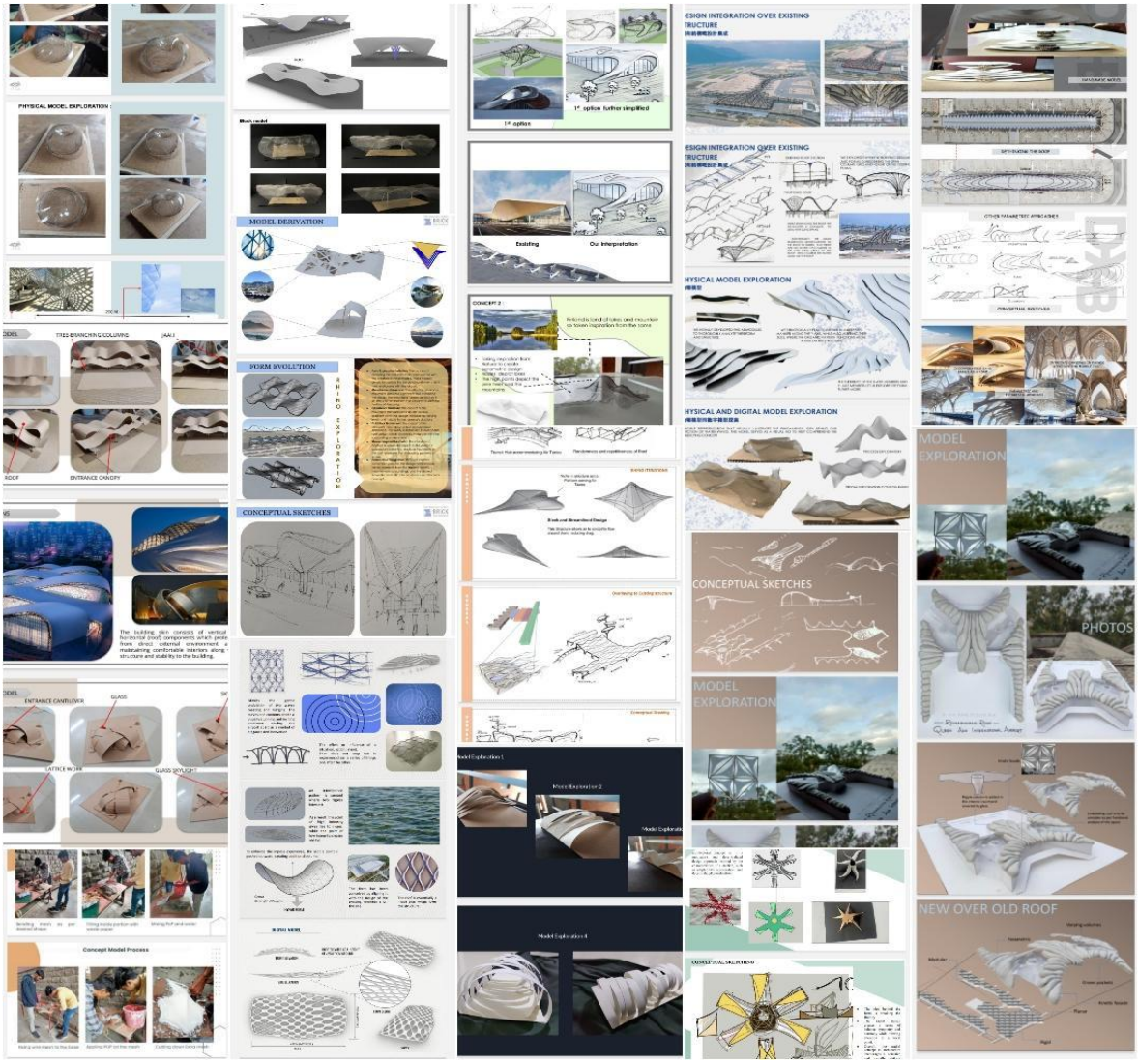
Workshop Highlights: Rethinking Terminal Roof Building for the Future:

The central workshop, titled "Rethinking Terminal Roof Building for the Future," was a pinnacle of collaborative efforts. Students, divided into groups of four, embarked on a transformative journey:

Decoding Existing Terminal Building: Students began by analyzing and understanding renowned terminal building designs, decoding the architectural concepts that underpinned them.



Parametric Design Exploration: Guided by the principles of parametric design, students developed innovative roof proposals using a mix of physical conceptual models, software simulations, and AI tools.



Structural System Integration: The proposed designs were subjected to thorough scrutiny, with students meticulously crafting structural systems that balanced aesthetics and functionality.

Material and Construction Refinement: Students culminated their designs by refining material selections and construction details, ensuring feasibility and sustainability.

Learning from Coop Himmelblau, Austria:

It played a pivotal role in inspiring and enlightening students through sharing their design practices. Students were exposed to the firm's systematic approach, which starts from basic sketches, evolves through physical models, and culminates in structural simulations. The firm's experts reviewed student work and offered insightful critiques, encouraging a growth-oriented mindset.

Student Benefits:

Students reaped substantial benefits from the collaboration. They had the privilege of observing a professional design process firsthand, which deepened their understanding of how theoretical concepts can be translated into tangible designs. The opportunity to interact with experts widened their horizons and nurtured their creativity.

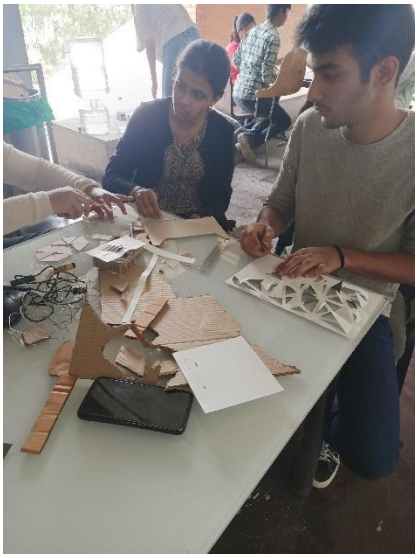
Faculty Learning:

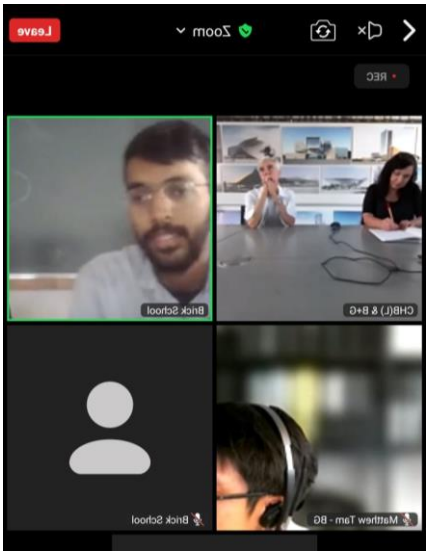
The faculty members from both the institute and the firm found themselves enriched by the exchange. The novel perspectives and fresh ideas brought by the students injected new energy into their teaching and practices.

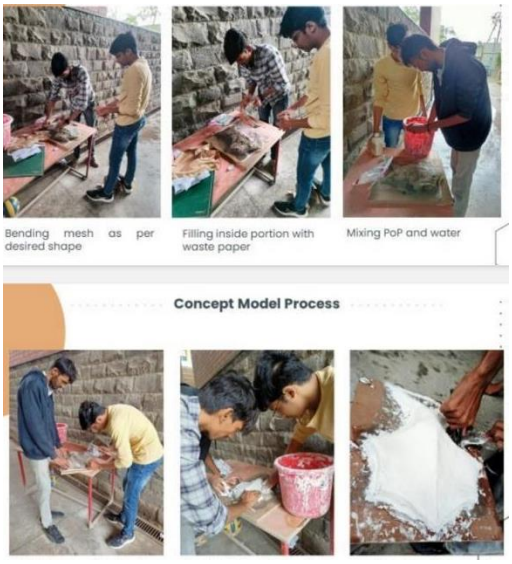
Conclusion:

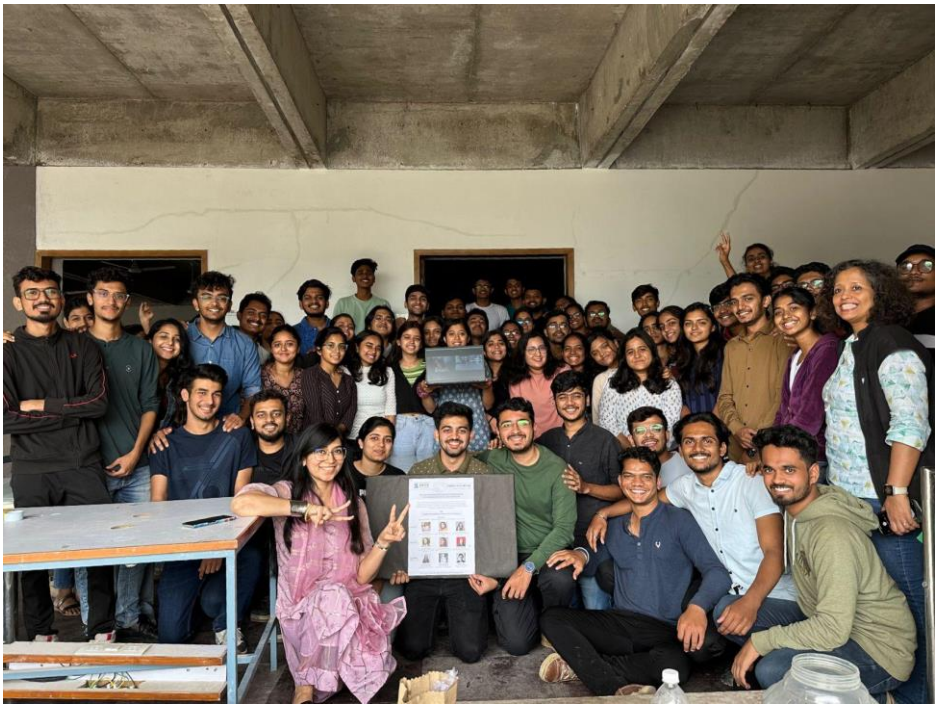
The collaborative endeavor between **Coophimelblau, Austria** and **SMEF's Brick School of Architecture, Pune** has left an indelible mark on students, faculty, and the field of architecture itself. The success of this partnership is a testament to the potency of merging academic excellence with practical wisdom, and it stands as a guiding light for future collaborations in architectural education and practice.

SSR 2019-20 – 2023-24	Satish Misal Educational Foundation's BRICK SCHOOL OF ARCHITECTURE
Criterion 2 – Teaching Learning and Evaluation	
2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process	









Name of the Place/Site village, city: Godrej RMC plant, Nanded phata, Pune
Name of the collaborating agency: Godrej RMC
Co-ordinated by: (name of the faculty): Ar. Jayalaxmi Deshmukh And Ar. Akshay Gandhi. Assistant Professor, SMEF's Brick School of Architecture
Dates of visit: 17th and 18th April 2023
Purpose of the visit: In second year as per SPPU syllabus (Pune University) students have RCC construction, advanced type of concrete used in construction, advanced technology used in construction. To understand it in a better way with the following practical aspects there was a need to visit this plant.
Reason for selection of this site:
•Separate entrances for pedestrian & transit mixer trucks
•Allied departments are separated & coordination was at a good level
•Quality tests get performed as per IS standards.
•A Weighing Bridge is proposed at the exit area.
•Provision of safety helmets & jackets as per standard color codes
•Functioning components like silos, batch mixers, conveyor belt for aggregates, and compressor room for automated cement pumping are planned effectively
Summary of the inputs given before the site visit:
Concrete is one of the most important components used in the construction industry and accounts for 30-50% of the total cost of any structure being constructed. The quality of concrete used has a direct impact on the strength and durability of the structure and it is in this context that ready-mix concrete plays an important role. The advantages of using ready-mix concrete are manifold and help improve efficiency and reduce the wastage of resources involved in the construction process. A combination of cement, water, and a mix of gravel, crushed stone, and sand, ready-mix concrete is tailor-made to match the needs of a construction project. It is prepared in factories or in a batching plant and then taken to the construction site in transit mixers mounted on trucks. This customizable feature of RMC makes it a favorable option over normal cement in most cases.

Summary of the visit:
Ready mix concrete has cement, aggregates, sand, water, and other chemicals, which are weighed-batched at a centrally located plant for a premium quality. The concrete is then delivered to the construction site in transit mixers and can be used straight away without any further treatment. The automatic plant monitors weigh-batching, water-cement ratio, dosage of admixture, and moisture content, with precision to produce quality concrete.
All ingredients used for the preparation of ready-mix concrete are thoroughly tested for their quality and physical properties in a well-equipped laboratory attached to the plant for conformity to relevant international standard codes. The moisture probe determines the water content in the sand and aggregates. This accordingly helps in fixing the proportion of water to be added for the preparation of the mix. Trial mixes are carried out and tested to ensure that each and every batch of concrete coming out of the plant meets various mix designs as per the client's requirement with different grades of concrete.

Highlights (major leanings) -

Types of Ready Mixed Concrete

There are three types of ready mix concrete (RMC) depending upon the mixing of the various ingredients as given below:

•Transit mixed concrete
•Shrink mixed concrete
•Central mixed concrete
•Tests like Cube compression test, slump cone tests to be taken at manufacturing plant as well as on proposed site
•Provision of curing tank should be provided with respective date, batch & grade markings on cubes
•Quality checks to be done before application
•Care should be taken at storage areas
•Minimum wastage should be there and it has to be recycled
•Water recycling could be induced
•Processing unit plan should be effective & ready with required database
•Safety norms to be followed strictly
•Travelling time should be less than 3 hours
•Separate parking & circulation space should be provided for transit trucks

1. **Experiential Learning:** Students "learn by doing" and "learning by reflecting" through the process of experiential learning, which is an active learning approach. The institute conducted Experience learning activities that were carefully designed, overseen, and evaluated. The institute organized various site visits, hands on workshops, seminars, evidence based discussed sessions, peer assisted learnings, case study presentations across the years. It encouraged students in terms of academic study, civic involvement, career development, cultural awareness, leadership, and other intellectual and professional abilities.

   Application: Institute conducted various site visits to take learnings o construction, design, , services, structure and many more allied aspects of architectural study. Few examples are as follows:
   One of the site visit was conducted at Clover mall, Kondhwa to understand principles of basement structure design, construction techniques, provision and alignment of services, special areas, norms and other architectural facilitation required.

Site visit at Clover Mall, Kondhawa in Sept 2022

Name of the Place/Site village, city: Kesari Tours office, Baner road, Pune
Name of the collaborating agency: Intraa Design Studio, Pune
Co-ordinated by: Ar. Sudhir Deshpande, Ar. Sumedh Gite, Er. Hemant Joshi
Dates of visit: 13th October, 2022
Purpose of the visit: Study of commercial furniture design, detailing, panelling, false ceiling

Reason for selection of this site:

The topic was studied to analyse the design and detailing of commercial of commercial interior work. The objective was to understand the interior work comprehensively including furniture design, false ceiling, panelling, finishes and services catered. The above-mentioned site was suitable to fulfil our proposed objectives.

Summary of the inputs given before site visit:

The topic theory at introductory orientation part was told to students at classrooms only. They told to analyse parameters like functional elements, circulation in terms of layout planning, space optimisation, anthropometry, ergonomics, aesthetics, materials, structural stability. The commercial spaces carry higher valuation. Therefore, it was told to students that how the space was efficiently panned with optimum resources.

Summary of the visit:

We started with correlative theory and observatory input by the core faculty to initiate the site visit. The site project was designed by Intraa design studio. We invited Principal Architect of Intraa Design studio Ar. Chinmay Huddar on site. The site study was initiated by the input by Ar. Chinmay Huddar. He explained the conceptual background of the project with stagewise development. He explained the requirement from client side and outcome proposed. He showed some interesting furniture details specifically done for the project. He also explained various materials used in the project. Ar. Sudhir Deshpande explained the facilitation areas done for services. He showed arrangement of all electrical boxes, AC units and data cable set ups in the office. Ar. Chinmay explained fixing details of shutters, drawers, openable folding panels. Also, students were observed detaining done at panelling work. Ar. Sudhir showed the concealed lighting details. He further did some on site sketching to convey the details. Students asked various queries and they were eager to know about the strategy decisions in commercial interior projects. Overall it was a true learning experience for all of us.

Site visit at Kesari tours office at Baner, Pune in Oct 2022

One of the hands-on workshops was conducted to understand the techniques, process, and failures, in Mud Architecture. A Mud Architecture hands-on workshop intended to provide students with a comprehensive understanding of mud architecture and its techniques.
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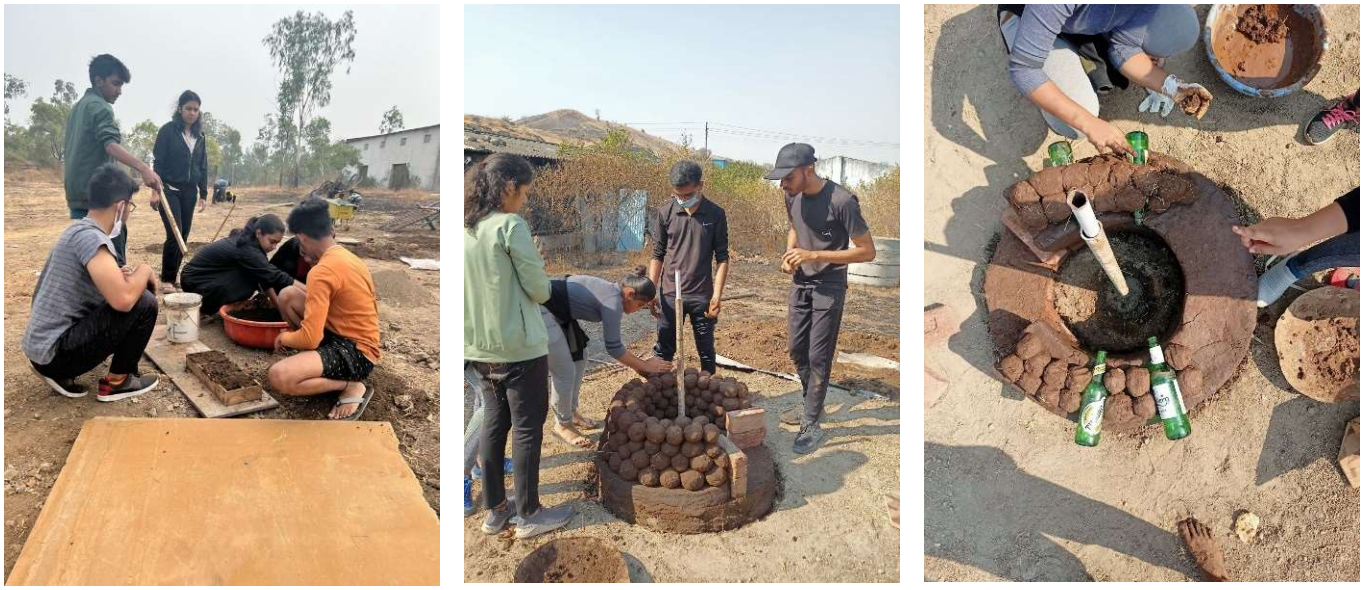


Hands on workshop on Mud Architecture, at BSOA, Pune in Jan 2023

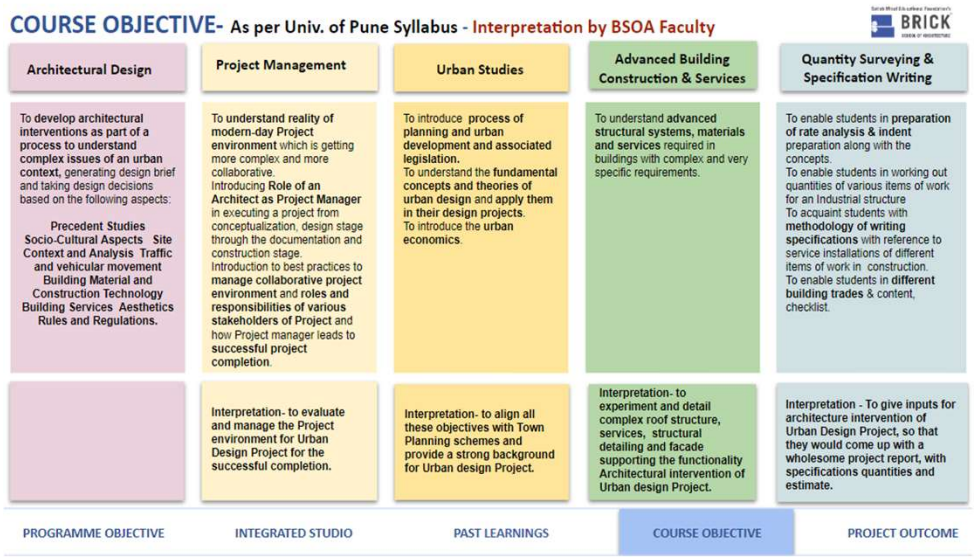
One of the hands-on workshop on carpentry was conducted to provide knowledge about Architectural Model Making & Carpentry for inculcating techniques as well as increasing awareness of model making & hands on experience about building construction, in Architecture & Interior design students using different types of materials and tools.

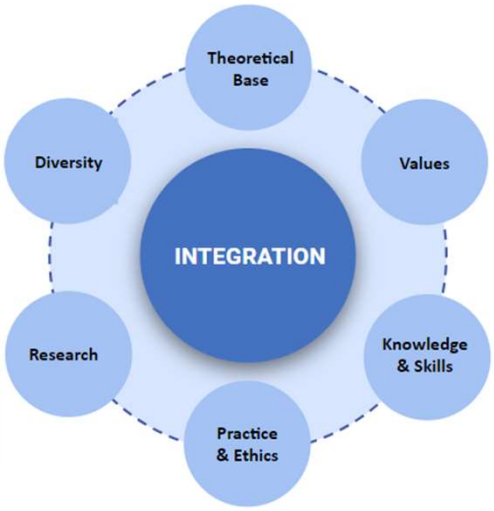
Hands on workshop on Carpentry, BSOA, Pune in Feb, 2023

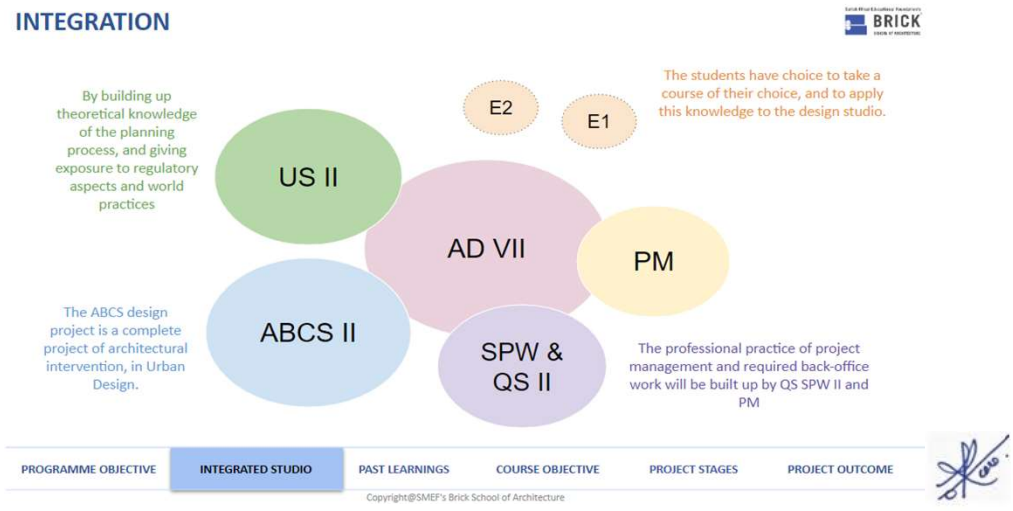
2. Integrated / Inter- Disciplinary Learning: The goal of an integrated approach to education is to emphasize curriculum-based learning. It focuses on creating connections between ideas and experiences to apply knowledge and abilities to new and challenging problems. The goal of an integrated curriculum is to create meaningful links between skills or disciplines, which often include several different subject areas. Learning experiences can be enhanced by curriculum integration as well.

Application: Institute conducted various integrated studio and input sessions to understand correlative application of all subjects towards a problem statement. Few examples are as follows:

This year the faculty had integrated all the subjects to meet the course and program outcomes. Architectural Design VII (Urban design studio) as per the syllabus aims at preparing the students to handle complex architectural issues, addressing various challenges in terms of scale, complexity of functions, social economic context, traffic and vehicular movement and so on. Hence it was taken as a broad spectrum of various specialized efforts where the objectives of the other subjects were aligned.







Brainstorming and Planning of integrated teaching learning

The output- students presented the exploration following the parameters given by the faculties. They did the analysis in detail with self analysis and way to present, took reference from different sources like architect's site, respective consultant site, documentary, respective interviews etc. They carry these study for their design proposal.

Students were divided into group of four or five for this exploration. Students were expected to draw floor plans, sections along with connection details. They were asked to specify choice of material as per the design and structural requirements. Connections and services drawings were also expected from students.

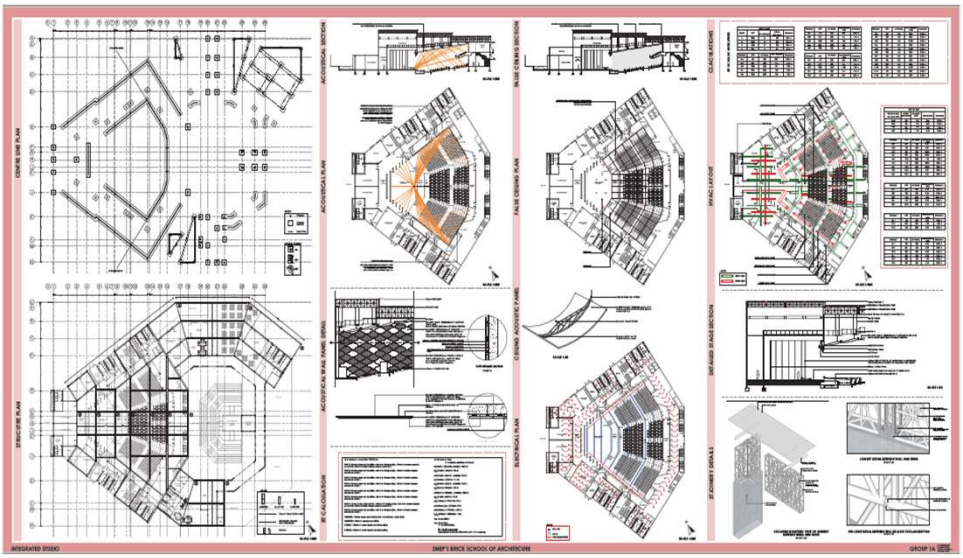


Integrated (all subjects together) discussions and presentations




Study models and decoding of concepts for experiencing and learning integrated

Sr. No.	Item	Material	Dry Volume	Wet Volume %	Wet Volume	Total	Quantity/ Number	Unit	Description	Rate	Per Unit Cost	Cost
1	Excavation of soil for a depth of upto 1.5m	Hydraulic Excavat	10			10	0.4125	m3	242.4 m3/day	5000	per day	206.5
		Tractor/Dumper	10			10	0.4125	m3	242.4 m3/day	1500	per day	61.8
		Unskilled Labor	10			10	1.2	m3		315	per day	373.4
		Total										641.3
		Water Charges					1.2%		1.2% of total cost			7.4
		Contractor profit					10%		10% of total cost			90.5
		Grand total										739.4
2	R.C.C (1:2:4)		1	52	0.52	1.52		m^3				
		Cement				0.2171	6.514286	Bags	$1m^3$=30 Bags	350	Per bag	2280
		Sand				0.4343	0.434286	m^3		1200	per m^3	521.143
		Aggregate				0.8686	0.868571	m^3		800	per m^3	694.857
		Labour					0.2	No.s	5 m3 Per Mason	300	Per Person	60
		Total										3556
		Water Charges					1.2%		1.2% of total cost			42.672
		Contractor Profit					10%		10% of total cost			355.6
		Grand Total										3954.2
3	R.C.C 1:2:4		1	52	0.52	1.52		m^3				
		Cement				0.2171	6.514286	Bags	$1m^3$=30 Bags	350	Per bag	2280
		Sand				0.4343	0.434286	m^3		1200	per m^3	521.143
		Aggregate				0.8686	0.868571	m^3		800	per m^3	694.857
		Steel					1	%	1% of Total Volume			0.0152
		Labour					1	No.s	3 m3 Per Mason	800	Per Person	800
		Total										4296.02
		Water Charges					1.2%		1.2% of total cost			51.5522
		Contractor Profit					10%		10% of total cost			429.602
		Grand Total										4777.17



Integrated outcome of all subjects for one architectural problem state

Another integrated studio was designed and executed for first year students. The intent of the studio was as follows:

- To enable a connected understanding of Design and its relationship with Aesthetics, Function, Structure, Material & Building Technologies, Services, Graphics, and History & Culture.
- To integrate the methods of teaching and learning through a common project that enables the faculty to work in a symbiotic manner.
- A Demonstration of a holistic design response that achieves a far greater depth of understanding through the integrated approach.
- To give an opportunity to the students to integrate learnings from all the subjects to apply in Architectural Design. All the subjects simultaneously work on the entire process of design.

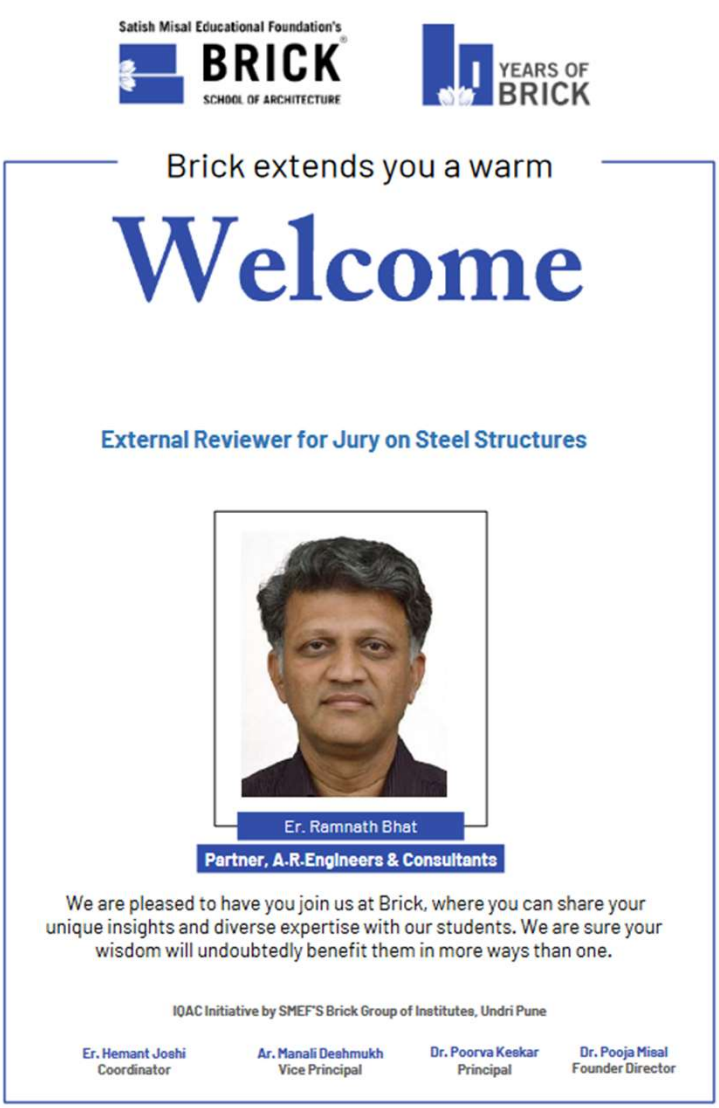
Integrated learnings of all subjects for one architectural problem statement

Participatory Learning & Problem Solving

(Samples from 2023-24 to 2019-20)

Sr. No.	Particulars
	Academic Year 2023-24
1	Steel Structure expert review
2	Hands on Workshop with Brick
	Academic Year 2022-23
1	Archumen Quiz
2	Various problem-solving competitions
3	Contemporary Architecture seminar Visit
4	Visit at Udava
	Academic Year 2021-22
1	Building Documentation Survey at Deccan College Postgraduate and Research Institute, Pune
2	Documentation and Measure Drawing Visit at Bhutonde
3	Comprehensive study of heritage settlements in Western Ghats" with ICOMOS, India
4	Collaborative panel discussion session as Knowledge partners for International Conference on Blurred Boundaries: In search of an identity
	Academic Year 2020-21
1	Debate and Panel discussion at UltraTech Cement Ltd. & Indian Concrete Institute-Ghaziabad Centre
2	Site Analysis – visit at Borade Nagar, Wanowrie , Pune, Maharashtra
3	Online Debate sessions
	Academic Year 2019-20
1	city walk arranged to study the evolution of architecture from the old city to the present magarpatta township with a focus on contemporary built form
2	Settlement Study Trip to Sawantwadi and Amboli
3	Settlement study Documentation at Sindhudurg region, Dhamapur
4	Settlement study Documentation at Sindhudurg region, Walaval
5	Settlement study Documentation at Sindhudurg region, Achare, Masure, villages
6	Settlement study Documentation at Sindhudurg region, Loni Bhpkar village
7	Vishrambaug wada visit

Name of the session : Expert Review on Steel structure work of Third year B. Arch.
Coordinated by: Ar. Sudhir Deshpande, Er. Hemant Joshi, Ar. Abhang Kambale
Name of the experts invited: Dr. Shardul Joshi, Er. Ramnath Bhat
Dates: 12/03/2024
Venue: SMEF's Brick School of Architecture



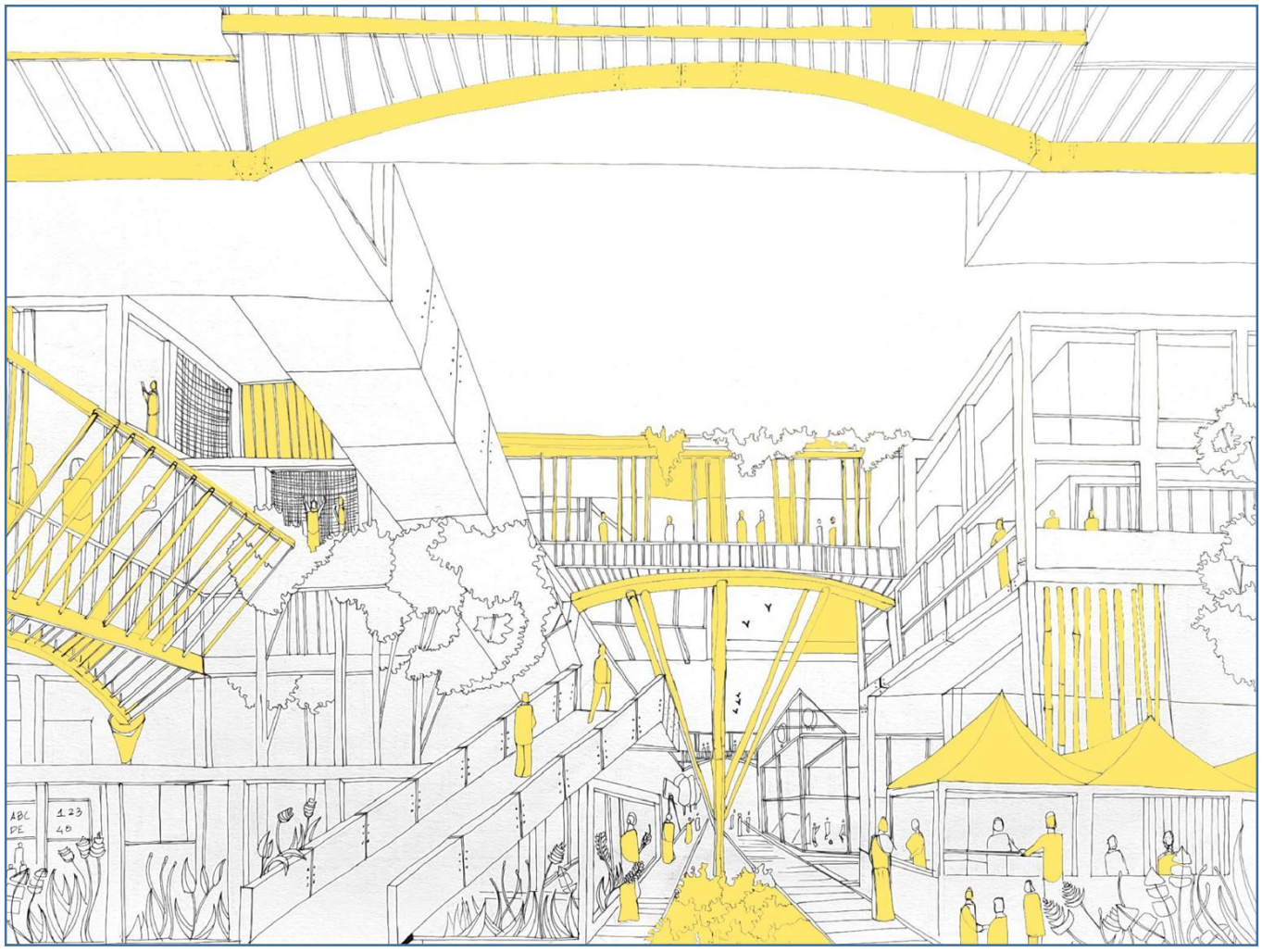
2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Name of the session : Hands on workshop with Brick
Coordinated by: Ar. Omkar Kale
Name of the experts invited: Ar. Omkar Kale
Dates: 10/02/2024
Venue: SMEF's Brick School of Architecture

SMEF's Brick School Of Architecture Undri, Pune 411028

ETHOS TROPHY- BEST THESIS AWARDS

TOP 5



ENVISIONING THE EXISTENCE OF COASTAL COMMUNITIES - MUMBAI

The Ethos Trophy engages with the individual's senses, values, and ethos to condition future architects who will make positive contributions to society. To do this, you- the architect of future should engage with and enrich communities around you. This will require proactive leadership and programs at both unit and national levels. The Ethos Trophy is a platform that celebrates the academic as well as extra-curricular work of students and recognizes a star in the making.

ADNAN KASUBHAI

ARCHRESOURCE THESIS AWARDS 2022

WINNER- JURY CHOICE

Winner- Jury Choice

Archresource 'Thesis of the Year' is the National Thesis competition that aims to appreciate the tireless effort and exceptional creativity of student thesis in the field of Architecture. We seek to encourage young talent in bringing their path-breaking ideas to the forefront on a global scale and acknowledge their projects amongst young and influential industry professionals.

NISHA SARAF : BATCH 2021

ARCHRESOURCE THESIS AWARDS 2022

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NISHA SARAF : BATCH 2021

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

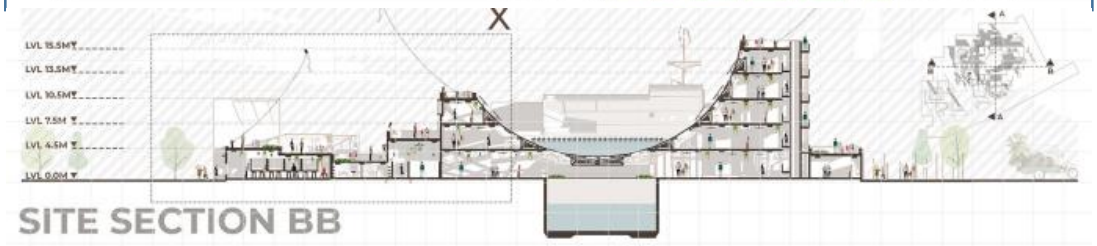
JULY 22

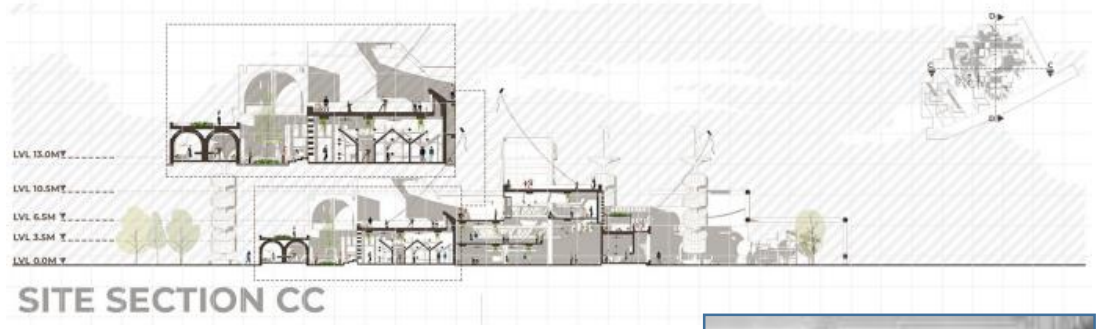
Satish Misal Educational Foundation's
BRICK
SCHOOL OF ARCHITECTURE

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

A3 FOUNDATION THESIS AND THESIS GUIDE AWARDS

A3F THESIS AWARD



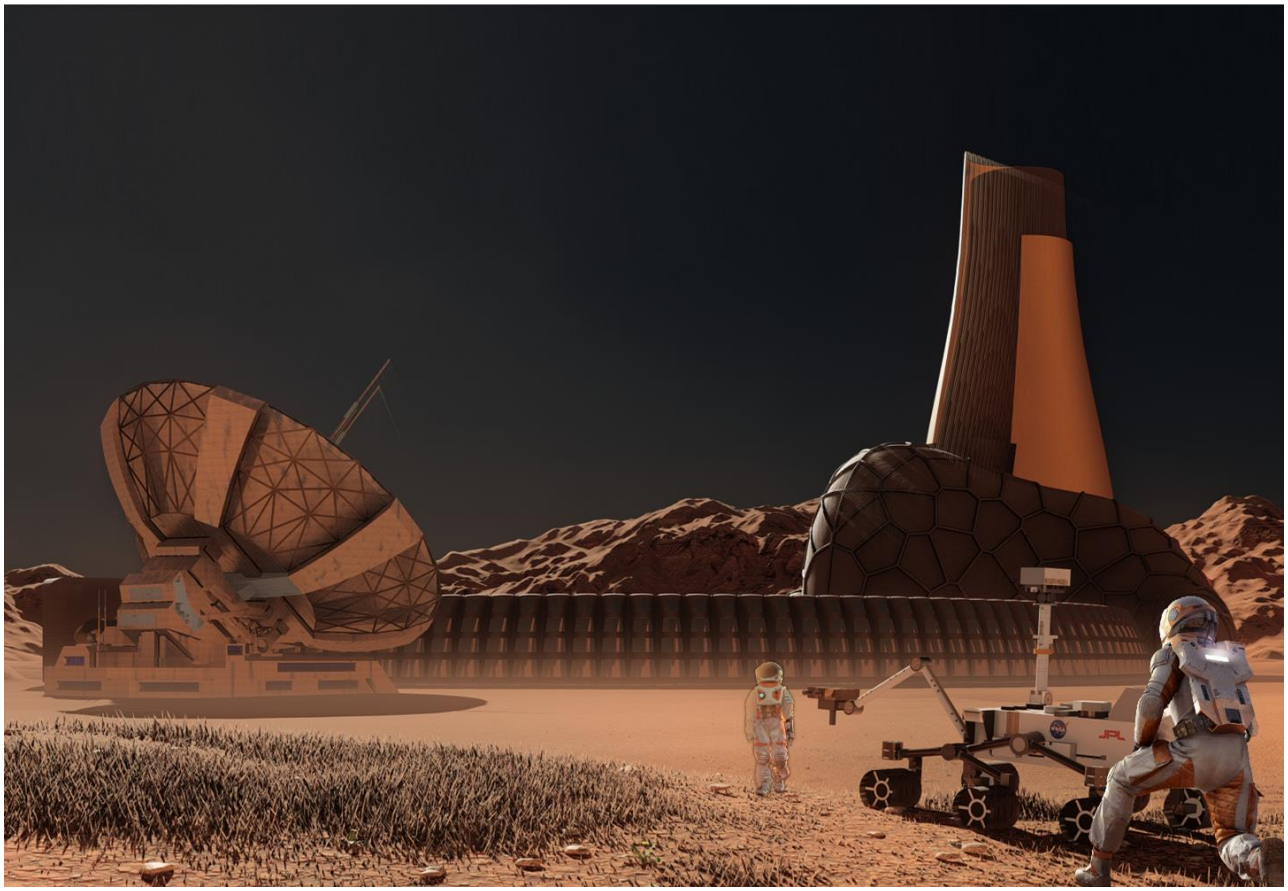


A3 Foundation is a brain child of Ar Sangeet Sharma, based in Chandigarh. He is a partner in the firm SD Sharma & Associates, His keen interest in art and architecture has given birth to this foundation. It has been a great platform for all the students, and amateurs to come and explore their areas of interest. He has shown pathway to many students and indeed they are successful in their venture.

AYUSH PAREKH

AYDA AWARDS

FINALIST



GRUHAM - First self sustaining Martian Habitat.
The never ending quest of humans for discovery, invention, mistakes and survival will always be primary and the question "WHAT IF?" will always sustain. "Converge - Pushing the RESET button"(in Asia's Young Designer Award by Nippon and Ethos) was a perfect opportunity for me to put my version of answers to test.

MANAS TUNGAR

AYDA AWARDS

FINALIST

GRUHAM - First self sustaining Martian Habitat.
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MANAS TUNGAR

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

SEPTEMBER 22

Satish Misal Educational Foundation's
BRICK
SCHOOL OF ARCHITECTURE

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

CHARLES CORREA GOLD MEDAL

1ST HONOURABLE MENTION

THESIS GUIDE
AR. NINAD REWATKAR

FACULTY MENTOR
AR. VINITA LULLA

PRINCIPAL & MENTOR
DR. POORVA KESKAR

The Charles Correa Gold Medal is an award initiated in 1998 by the Indian architect and urbanist Charles Correa. The medal recognises quality and talent among young students of architecture for their undergraduate thesis project in a first professional degree course.

The format of the Gold Medal intends to not only challenge students and schools of architecture to focus on pressing issues, but also to reinforce what Correa often stated – "at its most vital, architecture is an agent of change." The jury will look for entries that consider the site and context of the proposed project, and will acknowledge entries that are clearly formulated to address real-life issues.

AMAY RASKAR

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2021 - 2022

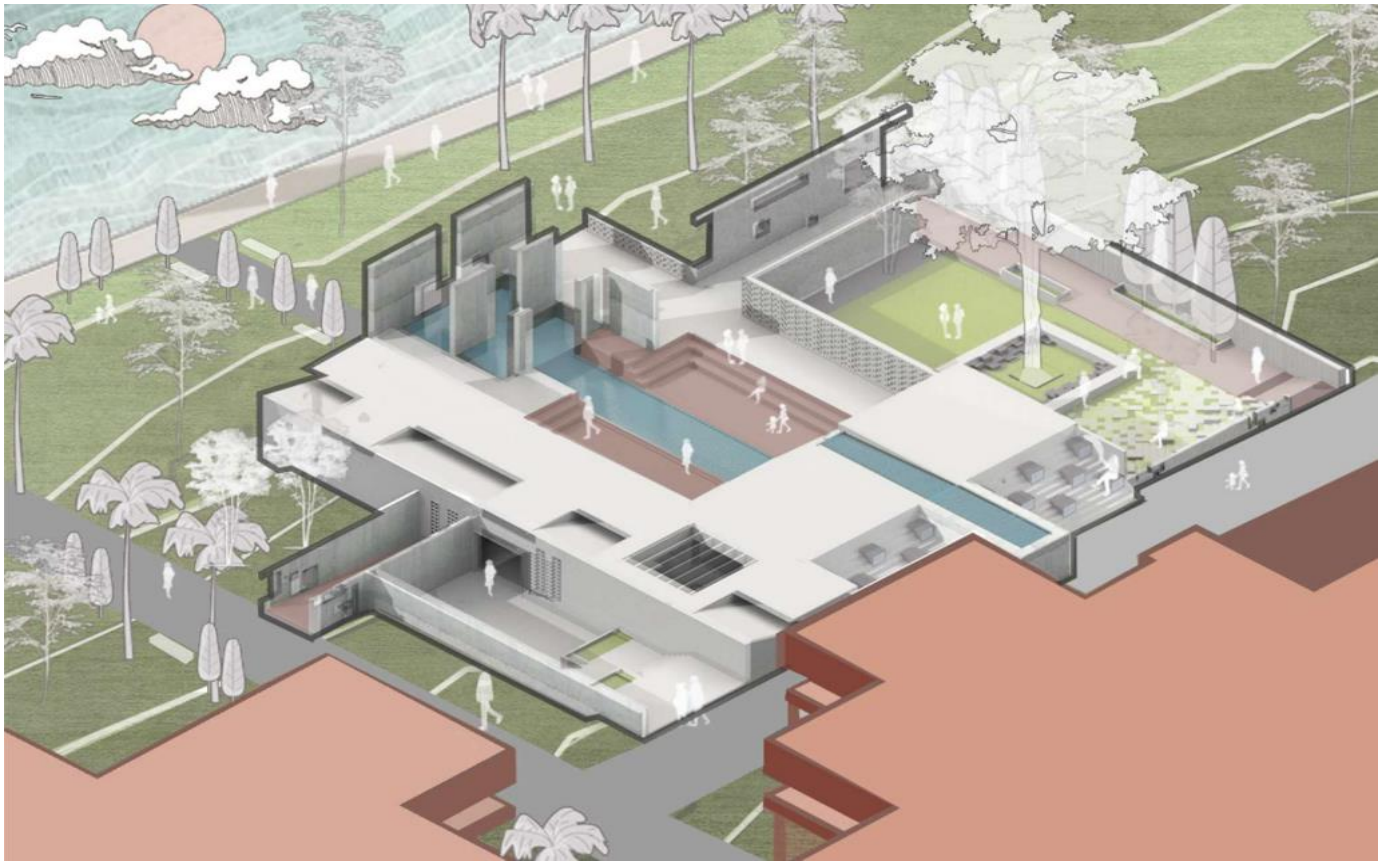
NOVEMBER 22

Satish Misal Educational Foundation's
BRICK
SCHOOL OF ARCHITECTURE

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

THE DRAWINGBOARD COMPETITION

TOP 8



The brief this year was to build a memorial for architect, planner, activist, and theoretician, Charles Correa. We tried to express our design by studying the trail and life and recreating this journey through the memorial. Keeping in mind the context , The Kala Academy, Goa; one of Ar. Charles Correa's famous structures, the design was sensitively evolved. After being shortlisted in the top 8 ,the jury experience was rather elating.

The jury panel included Dr Durganand Balsavar , Ar Henri Comrie, Ar Sachin Agshikar.They shared the experiences they had with Ar Charles Correa and a glimpse of their own works which was very insightful for us young students. Their notable comments on our design helped us gain a perspective on Ar. Charles Correa and his legacy.

Ar Sanjay Mohe, Principal Architect at Mindspace Architects also had informal chat with the finalists which gave us the motivation and courage to explore design in all our future endeavours as architects. The overall experience was rather enlightening and informative and we are more than grateful for being given an opportunity to showcase our design in the finals.

AMAY RATHI AND TANYA JOSE

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

DECEMBER 22

Satish Misal Educational Foundation's
BRICK
SCHOOL OF ARCHITECTURE

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

SMEF's Brick School Of Architecture
Undri, Pune 411028

ETHOS- IGBC COMPETITION

TOP 8

VAISHNAVI P

SIDDHARTH KADAM

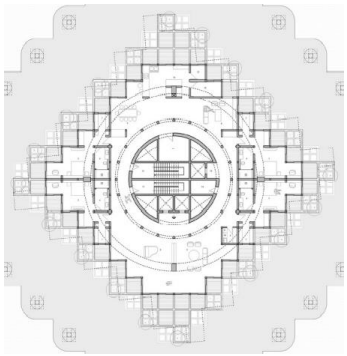
VAISHNAWI H

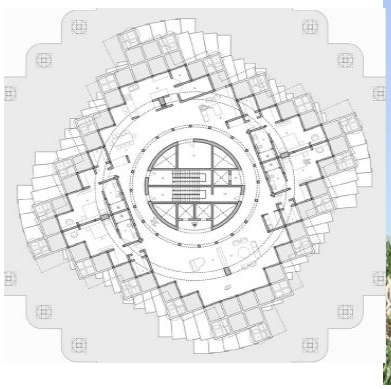
The School design competition for the IGBC was an great opportunity for us to showcase how one can inculcate green net zero methods and technologies which breathes life into the spaces and make it sustainable for both the environment and the user.

Our team worked well following up the deadlines and made it upto top 16th position by proper team work and coordination. Then lastly having feedback from teachers and lot of researching involved, tackling the competition was very easy and joyfull experience

THE CHARETTE INTERNATIONAL COMPETITION- ARCHITECTURAL THESIS

HONOURABLE MENTION





Vertical forest, Vertical Farm and Housing all under the same roof, The residents live in a high-density garden environment created by edible trees and food modules.The design of the high rise include indoor and outdoor spaces where users can meet, interact and congregate.

The research-based design addresses two pressing challenges faced by Singapore: how the city-state will support a rapidly ageing society, and how it will enhance its food security where 93 percent food is currently imported.I love the themes and new directions which the competitions offer. They reflect the pressing problems of today, blending them with insights into future opportunities.

ATHARV GHAWALKAR

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

JANUARY 23

Satish Misal Educational Foundation's
BRICK
SCHOOL OF ARCHITECTURE

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

PADMASHREE B.G SHIRKE VIDYARTHI AWARDS (PCERF)

SELECTED FOR JURY LEVEL

This is a University Level Competition for Architecture / Civil Engineering Students at Undergraduate and Post-graduate level for Best Innovative Designs and construction practises organized by PCERF that aims at enkindling the thoughts and skills of the students to come up with efficient ways of thinking about various facets of construction practices such as flexibility in design, economic and ecological benefits, speed of construction, cost effectiveness, etc.

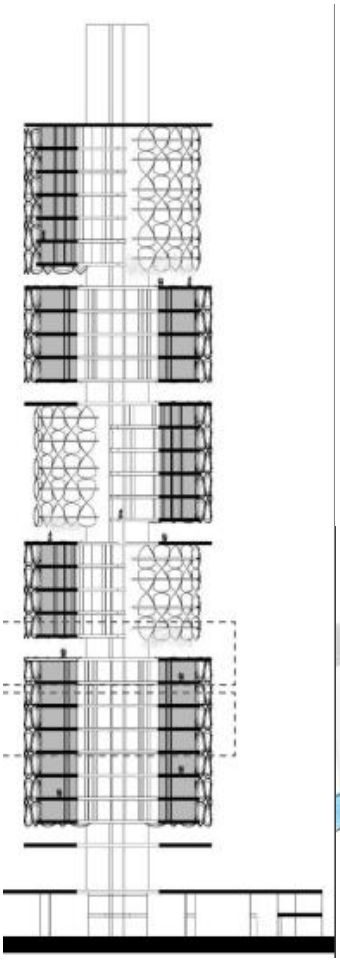
For the Jury Round,I took guidance of Ar. Ninad sir, he reviewed my work and suggested changes and additions. Since their was less time I only worked upon important additions regarding the site and surrounding, essence of the place, the statistics which justified my area calculation for overall Redevelopment.

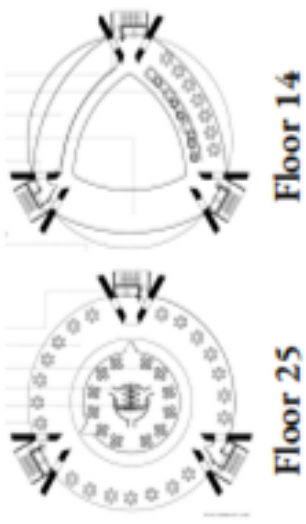
RUCHI THAKKAR

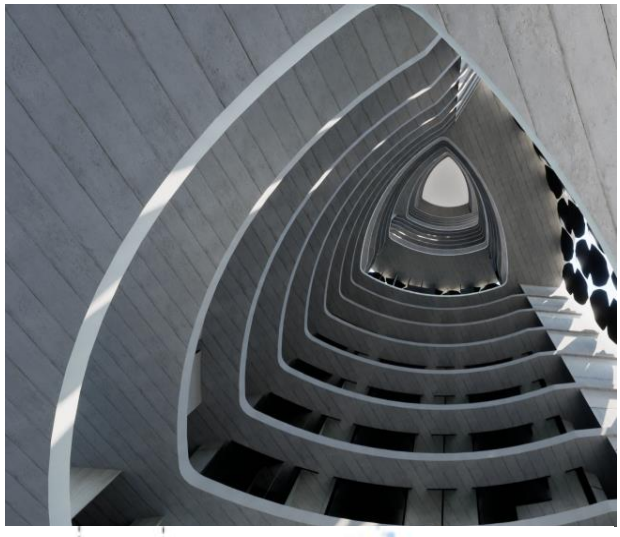
SMEF's Brick School of Architecture Undri, Pune 411028

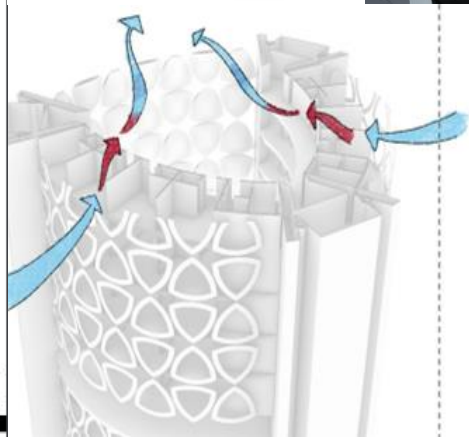
AIS (ASAHI INDIA GLASS) DESIGN OLYMPIAD

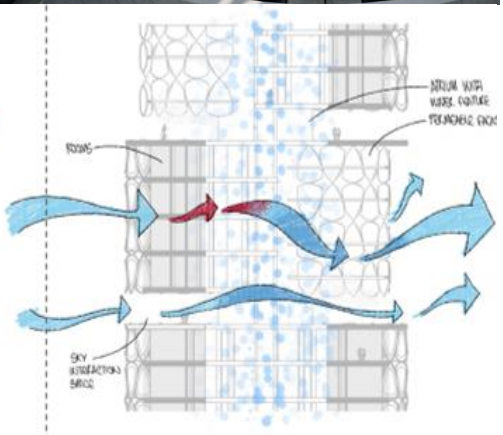
FIRST POSITION











Taking a design and stretching it to its limits, in terms of sustainability, energy efficiency and energy generation made it a challenging endeavour. Structural feasibility, optimum layouts and chasing after LEED Platinum standards added an extra layer of assurance to the design.

The design at hand, calls for a 100m business hotel that towers over Pune with an extremely efficient building envelope that doesn't just provide shelter from the outdoor environment but rather exists in harmony with it.

PRATIK MOUR AND RAM KALE

AIS (ASAHI INDIA GLASS) DESIGN OLYMPIAD

SECOND POSITION

AIS (Asahi India Glass) organised the 4th edition Design Olympiad which provides students platform to showcase their ideas regarding hospitality design with net zero as an aim.

We team members worked vigorously towards making an better hospitality design by designing a multistoried business hotel which featured many advanced net zero techniques. We explored various sustainable strategies, futuristic design principles, integrating all together into one design making it a self sustaining net zero building.

NEHA PATIL AND SIDDHARTH KADAM

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

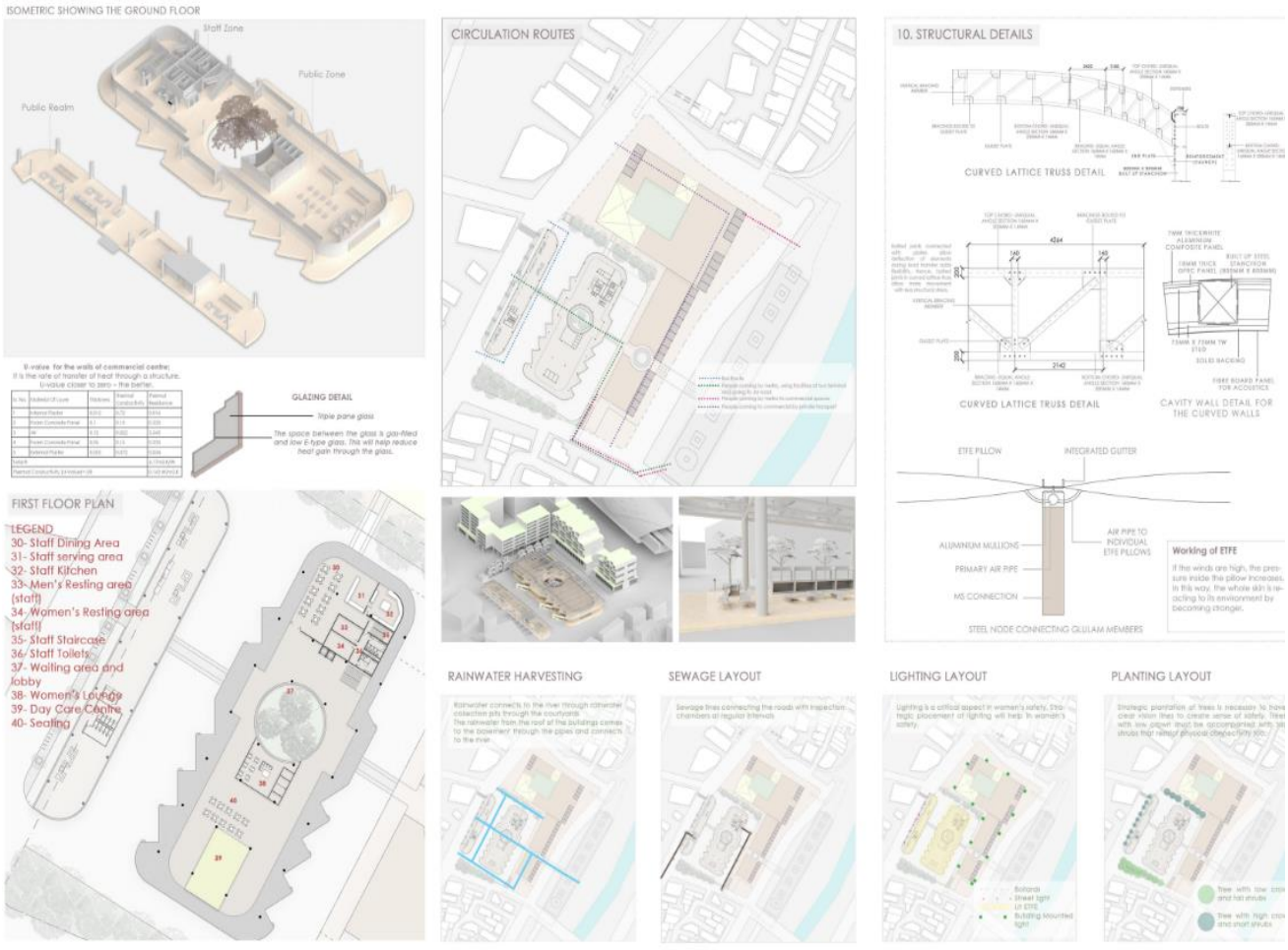
FEBRUARY 23

Satish Misal Educational Foundation's
BRICK
SCHOOL OF ARCHITECTURE

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

MANGO ARCHITECTURE THESIS AWARDS 2022

HONOURABLE MENTION



About 95% of women have faced male harassment in public spaces. Due to this, all these years, women never really got the privilege to 'loiter' or even experience the public spaces to their fullest, they were never even made to feel like they belong to those spaces. This takes away their 'right to move freely' as they do not experience any safety or belongingness in public spaces.

The transit hub includes a bus terminal, commercial and hospitality, retail and public functions. It also connects various modes of transport like metro, buses, cars, bikes, cycles and autos. The bus terminal was designed keeping in mind the design principles like openness, use of the bus terminal as a public realm and mindful use of materials for safety.

SIMRAN BARAI

PLUGIN HOUSING CHALLENGE- UNI.XYZ COMPETITIONS

PEOPLE'S CHOICE AWARD

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

MARCH 23

Satish Misal Educational Foundation's
BRICK
SCHOOL OF ARCHITECTURE

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

ARCHUMEN- ARCHITECTURAL QUIZ BY ETHOS

SECOND RUNNER UP- NATIONAL LEVEL

AASHRITHA JALADI

FIRST RUNNER UP- WESTERN INTERFACE- FEBRUARY 2023

HEER RAWAL

SECOND RUNNER UP- NATIONAL LEVEL- MARCH 2023

Archumen is a national level Architectural Quiz competition by ETHOS India. The Grand Finale was on the 17th of March at REVA university Bangalore conducted by ETHOS India powered by Saint Gobain. Archumen was conducted at 4 interfaces- north, west, east and South and there were 2 teams from each interface that will be competing at the Grand Finale! it was a wonderful experience and we also managed to connect with lots of professionals and students at the venue. We also got to make contacts with the Transparence jurors. We thank Ninad Sir, Vinita Ma'am, Sudhir Sir, Manali ma'am, Poorva ma'am and all the faculty who has constantly supported us and also our dear brick family for all the encouragement!

2ND MARATHI CONFERENCE BY BKPS IN COLLABORATION WITH DTE

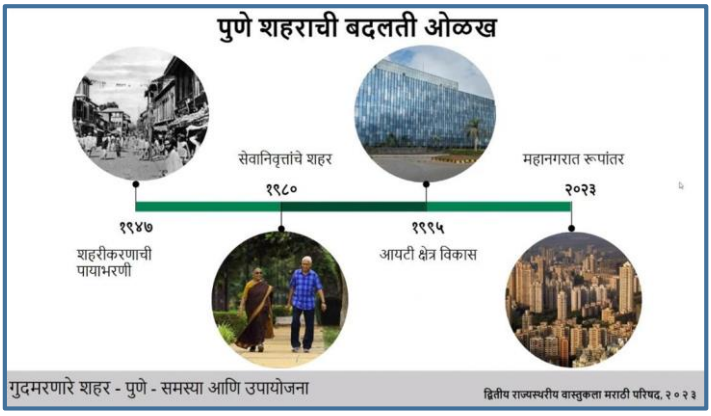
PRESENTATION OF MARATHI RESEARCH ARTICLES

SUDHIR DESHPANDE
(CO AUTHOR FOR BOTH PAPERS AND GUIDING FACULTY)

GAURAV MALI
(AUTHOR)

TANAY LALWANI
(AUTHOR)

१. शिवकालीन लष्करी स्थापत्याचा तौलनिक अभ्यास: किल्ले राजगड आणि रायगड
- तनय ललवाणी, सुधीर देशपांडे



२. गुदमरणारे शहर- पुणे: समस्या आणि उपाययोजना - गौरव माळी, सुधीर देशपांडे

SAINT GOBAIN GRANTS PROGRAM

WINNER

AT REVA UNIVERSITY ON 17TH MARCH, 2023

Saint gobain grants program conducted by ETHOS India had announced the winners on the 17th of March at REVA university Bangalore, event powered by Saint Gobain. There was a jury that was conducted on the basis of which Tanay Lalwani won the grants program.

TANAY LALWANI

SOLAR DECATHLON INDIA - 2022 - 23- FINALIST FOR

COMMUNITY RESILIENCE SHELTER

ATHARVA SHINDE
TEAM LEADER
(4TH YEAR B.ARCH)

AKSHITA SATHE
DESIGN TEAM
(4TH YEAR B.ARCH)

AANCHAL MUGDIYA
GRAPHICS TEAM
(4TH YEAR B.ARCH)

ASHUTOSH GAWARE
SIMULATION TEAM
(4TH YEAR B.ARCH)

ATHARVA VANJARI
DESIGN TEAM
(4TH YEAR B.ARCH)

NEHA PATIL
CALCULATIONS TEAM
(4TH YEAR B.ARCH)

STUTI BHAGWAT
GRAPHICS TEAM
(4TH YEAR B.ARCH)

PARTH SABLE
DESIGN TEAM
(4TH YEAR B.ARCH)

KUNAL CHOUGULE
DESIGN TEAM
(4TH YEAR B.ARCH)

KOMAL KONDALKAR
DESIGN TEAM
(4TH YEAR B.ARCH)

VAISHNAWI HUNACHAGI
SIMULATION TEAM
(4TH YEAR B.ARCH)

HRUGWED HIRVE
STRUCTURAL TEAM
(3rd YEAR B.TECH)

DR. POORVA KESKAR
(PRINCIPAL)

AR. VINITA LULLA
(FACULTY LEAD)

AR. SHREYA MIRPAGAR
(FACULTY ADVISOR)

MS. SHARVARI RAJWADAY
(FACULTY ADVISOR)

AR. AMRUTA NAIDU
(PROJECT PARTNER)

AR. ALAN GEORGE JOSEPH
(EXPERT ADVISOR)

AR. PRASANNA JOGDEO
(EXPERT ADVISOR)

TEAM SAMAKRUT

SOLAR DECATHLON INDIA - 2022 -23

PARTNER INSTITUTION

URVEE PUBLIC TRUST
PROJECT PARTNER

INDUSTRY PARTNER

SOLAR DECATHLON INDIA - 2022 - 23- FINALIST FOR

EDUCATIONAL BUILDING

SAURABH SAHANE
Simulations

VANSHIKA PARIKH
Calculations

AKSHITA RATHI
Design & Landscape

VISHAL DAYANI
Management & Design
Team Leader

KHUSHI LOTHE
Design & Graphics

KESHAV AGRAWAL
Report Writing

OMKAR JOSHI
Structural Design

RIYA MANWATKAR
Graphics

SHREYA BHIDE
Calculations

SHIVANI GAUTAM
Design & Graphics

VAISHNAV VINOD
Graphics

SIMRAN SOND
Report Writing

BHAGYASHREE KOKATE
Structural Calculations

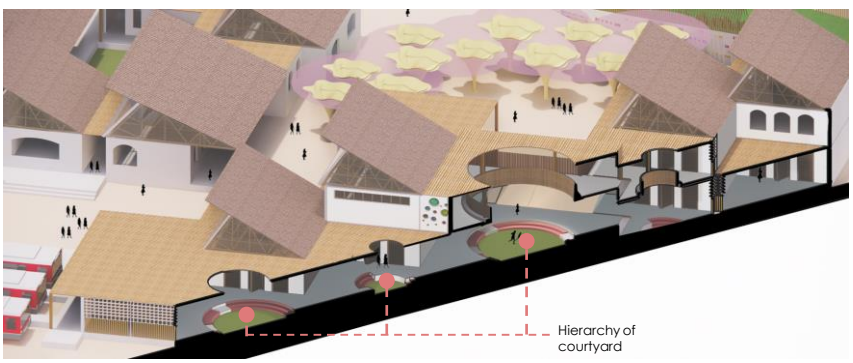
DR. POORVA KESKAR
PRINCIPAL

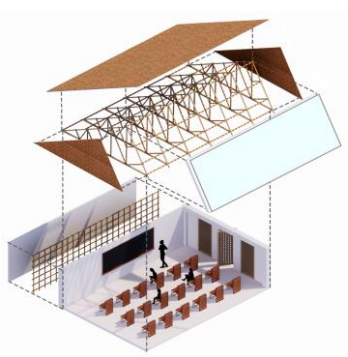
AR. VINITA LULLA
Faculty Lead

LEARN
EDUCATE
NET ZERO
SUSTAINABLE

AR. SHREYA MIRPAGAR
Faculty Advisor

SHARVARI RAJWADAY
Faculty Advisor





SOLAR DECATHLON INDIA - 2022 -23

PARTNER INSTITUTION

PROJECT PARTNER

INDUSTRY PARTNER

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

APRIL 23

Satish Misal Educational Foundation's
BRICK
SCHOOL OF ARCHITECTURE

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

ARCHIOL THESIS COMPETITION

SHORTLISTED

JAY BHANDARI

SCHOOL OF FILM AND DESIGN COMPETITION

WINNER FIRST PLACE

RAM KALE, DHRUTI MUZUMDAR, ANSH KADAM, ISHWARI PATIL

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

MAY 23

Satish Misal Educational Foundation's
BRICK
SCHOOL OF ARCHITECTURE

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

SMEF's Brick School of Architecture Undri Pune 411028

SOLAR DECATHLON INDIA - 2022 -23

WINNER FOR

COMMUNITY RESILIENCE SHELTER`

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TEAM LEADER
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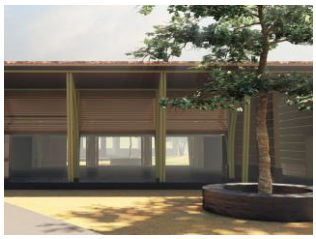
TEAM SAMAKRUT



SOLAR DECATHLON INDIA - 2022 -23

PARTNER INSTITUTION

URVEE PUBLIC TRUST
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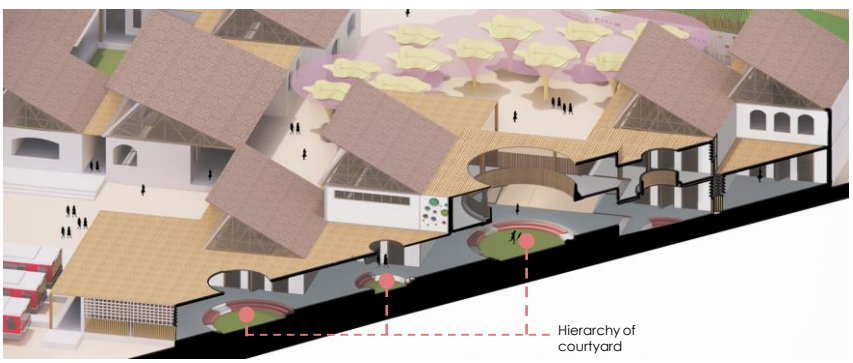
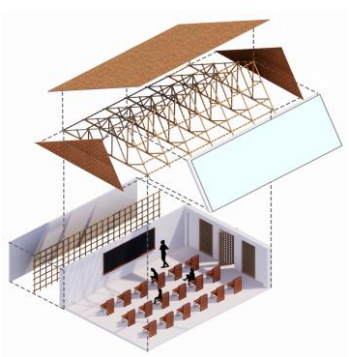




Solar Decathlon India

SOLAR DECATHLON INDIA - 2022 -23

VISHWAKARMA INSTITUTES VI

PARTNER INSTITUTION

KARUNAR KHETI TRUST

PROJECT PARTNER

VK:e environmental

INDUSTRY PARTNER

Attended by: Ar. Rama Raghavan, Ar. Omkar Kale
Name of the competition: Transparence - Archumen Quiz competition 2023
Dates: 17 / 02 / 2023
Venue: BVP Medical college Auditorium
Funding: Free event
Conducted by: Ethos Empowers

Introduction of Organizers
The foundation of Ethos was laid in 2002, to build awareness of our built environment, to provide more opportunities to budding professionals, and to create a platform, a network of young designers and civil engineers who will be decision-makers in the years to come. Today, Ethos has developed to be a bridge- between students undergoing education in colleges and the outside professional world. Over the years, Ethos has grown and branched out into various avenues. August 2018 saw the advent of Acedge, an online learning platform to further aid outside-classroom learning and complement college education. Ideace came about as a stage for vibrant ideas and a sporting competitive spirit. ConnectAID has helped meritorious young graduates find their fit in the professional field. Arcause While Ethos dabbles in multiple ventures, the thread that binds all is the common goal of Ethos- to create an ever-growing, ever nurturing community that upholds the best of Architecture, Construction, Design, and Engineering. And as tall as the tree is today, all its branches can be traced to a single root- a dream, dreamt with conviction.

Description of event- Ethos commenced its journey in 2002 with Archumen - India's Biggest Architecture Quiz for students of architecture. Moving on from a modest beginning at The Town Hall in Kolkata, Archumen traveled to Sri Lanka where an edition was held in Colombo . Archumen has made reading a habit once again and the library a popular haunt of the students.
Archumen is conducted as a four-zone quiz that culminates in a Grand National Finale. The research by Ethos ensures that students are exposed to relevant and valuable information from the construction world.
Archumen was also hosted in Pakistan in October 2010 at the National College of Arts at Lahore during the Students' Jamboree at The Asian Congress of Architects - ACA 14.

3. Participatory Learning: The series of lessons, where learners are involved as actively in the learning process as possible" is what is meant by participatory learning. The learner will be assisted in achieving the intended goal or outcome using an intentional series of activities or learning events.

Application: The Institute conducted several community reach activities, surveys, group discussions, and quizzes to inculcate a participatory learning style amongst faculties and students.

One of the project activities was conducted as part of the experiential learning activity undertaken in the subject Contemporary Architecture Seminar (CAS). The broader subject under which this activity was discussed is – 'Issues in the Contemporary Built Environment'. Four main heads were introduced from which the students were allowed to choose their area of interest. Following are the heads: Cultural Heritage, Sustainability and Built Environment, Inclusive Design, Impacts of technology. The main objective of the project activity was to sensitize students to the problems that is imposed on cultural heritage. To understand the issues firsthand by interacting with the

Project activity visit to Kodumbu weaver's village

Another community reach activity was done by first year. They visited to Udvada, Gujarat aims to study and analyze a rural settlement and its architecture with respect to lifestyle, culture, history, climate, social structure, etc. Udvada a coastal town in Valsad district in the state of Gujarat, India is rich in its history, heritage and culture.

Warm interaction with locals

Dasturji interacting with students

Visit to Zoroastrian Museum and Information Centre (Udvada)

Students working - Onsite

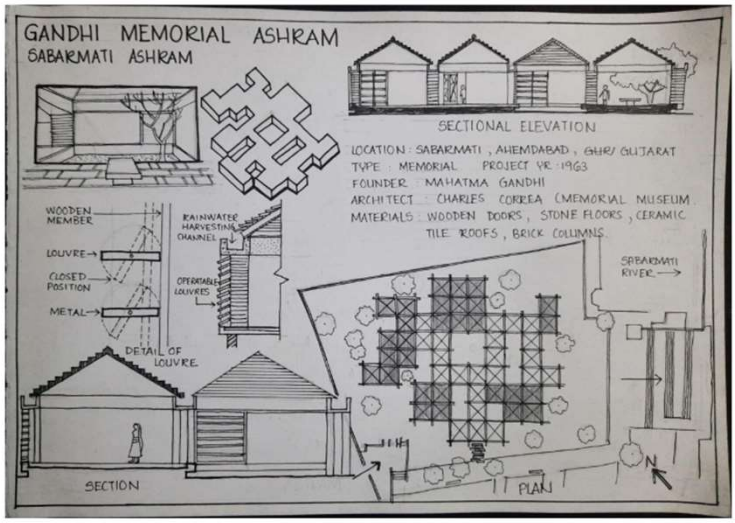
Interaction with Mayor of Daman- Shri Aspi Erach Damania (President)

Community reach activity to Udava, Gujarat

4. Problem Solving: One approach of education that uses the scientific method of information search is problem solving. It involves making decisions based on logic and past information. problem solving is the process of getting beyond obstacles that seem to get in the way.

Application: Institute conducted specific objective-oriented studios designed for problem solving. Also, students and faculties participated in various conferences and competitions.

Third year conducted a studio with problem solving approach at Ahmedabad city. There was a proposal of a multilevel, vertical circulation building, paving a path for us to explore an urban setting. A wide spectrum of Architecture of Ahmedabad was seen in the city ranging from the ancient to the modern style especially the last works of contemporary Indian Architects like Charles Correa, Louis Kahn, Le Corbusier, Alexander Calder, Buckminster Fuller, Achyut Kanvinde, Anant Raje, B.V. Doshi, etc. by students. They interacted with many experts specially with Ar. Snehal shah to understand the issues and his architectural response for the same.



Sketch at Sabarmati Aashram by Student

Analysis done during the case study visit by group of students

Interaction with Ar. Snehal Shah

At Sangath, Vastushilpa Architects

Site visit and problem-solving discussions at Ahmedabad

Our faculties, students participated in various issue/problem based conferences and presented their research papers .

5th International Conference of Contemporary Affairs in Architecture and Urbanism
11 - 13 May 2022, Alanya, Turkey

ALANYA HEP UNIVERSITY

Certificate number: ICCAUA2022EN0011
Date of Issue: 13 May 2022

CERTIFICATE OF PARTICIPATION

This to certify that

Dr. Vaidehi Lavand and Ar. Onkar Khebudkar

participated and presented his/her/their paper with the title of :

Discourse on Lost Pages of History: Architectural Works of Vasudev Kanitkar in Western India

during the 5th International Conference of Contemporary Affairs in Architecture and Urbanism, organized by Alanya HEP University which was held online on 11-13 May 2022 .

Assoc. Prof. Dr. Houraksh Ahmad Nia
Conference Chairman
Alanya HEP University

Prof.Dr. Ebru Gülbuğ EROL
Rector (A)
Alanya HEP University

Prof. Dr. José Manuel Pagés Madrigal
Director of the Program of Architecture and Urban Design
German University in Cairo (GUC), Egypt

A CATALYST VISION TOWARDS UNITED NATIONS' SDGS

ICISDG -2022

2nd Multidisciplinary International Conference

INTERNATIONAL CONFERENCE ON INTROSPECTION OF SUSTAINABLE DEVELOPMENT GOALS

In Collaboration with

United Nations Academic Impact

In association with

Organiser Host

Knowledge Partners

Is hereby presenting this certificate to

Ar. Manali Deshmukh

In recognition of being an Editorial Committee Member for the ICISDG International Conference held on 9th and 10th December 2022 at Thakur School of Architecture & Planning, Mumbai, INDIA.

Chief Editor ICISDG
Ar. Ravindra Sarnaik
Founder President
VLCT & SSA INDIA

International Advisory Chair ICISDG
Mr. Khushwinder Singh
Chairman
World Environment Forum, Madagascar

National Advisory Chair ICISDG
Ar. Nilesh Dholakia
Chairman
IIA Brihan Mumbai

Convener ICISDG
Dr. Salar Salah Muhy Al-Din
Faculty Member
Girne American University - N. Cyprus

International Conference
On
Sustainable Development Goals in SAARC Country: Key Issues, Opportunities, and Challenges
Organized by
Phaltan Education Society's
Mudhoji College, Phaltan
Internal Quality Assurance Cell (IQAC) & Department of Geography
In collaboration with
Department of Geography, Shivaji University, Kolhapur, Pangaea Geographical Association, India, Shivaji Vidyapeeth Bhoogol Shikshak Sangh, Kolhapur & Global Foundation, India.

CERTIFICATE

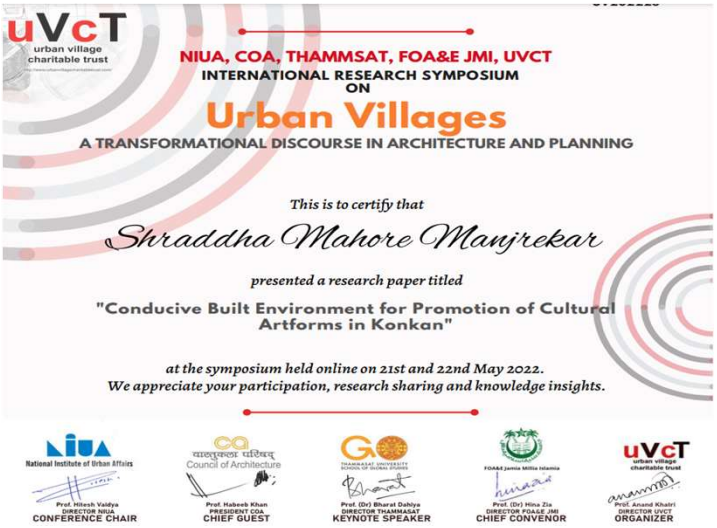
This is to certify that Shraddha Mahore Manjrekar, Research Scholar of Amity School of Architecture and Planning, Haryana has participated in the One Day Multidisciplinary International Conference on 'Sustainable Development Goals in SAARC Country: Key Issues, Opportunities, and Challenges' Organized by the Mudhoji College, Phaltan on Friday, 21st April 2023. She has presented a research paper entitled A Study of Water Management for Built Environment in Rural Part of Western Maharashtra.

Dr. T. P. Shinde
Professor & Head, Dept.Of Geography
IQAC Coordinator,
Mudhoji College, Phaltan

Dr. P. H. Kadam
Principal,
Mudhoji College, Phaltan

Prof. Dr. S. D. Shinde
Professor & Head,
Department of Geography, Shivaji University, Kolhapur &
President, Pangaea Geographical Association, India

Dr. Praveen G. Saptarshi
Chairman,
Pangaea Geographical Association, India & Visiting Professor, Salisbury University, USA



uVcT urban village charitable trust

NIUA, COA, THAMMSAT, FOA&E JMI, UVCT
INTERNATIONAL RESEARCH SYMPOSIUM
ON
Urban Villages
A TRANSFORMATIONAL DISCOURSE IN ARCHITECTURE AND PLANNING

This is to certify that

Shraddha Mahore Manjrekar

presented a research paper titled

"Conducive Built Environment for Promotion of Cultural Artforms in Konkan"

at the symposium held online on 21st and 22nd May 2022.
We appreciate your participation, research sharing and knowledge insights.

Prof. Hitesh Vaidya
DIRECTOR NIUA
CONFERENCE CHAIR

Prof. Habeeb Khan
PRESIDENT COA
CHIEF GUEST

Prof. (Dr) Bharat Dahiya
DIRECTOR THAMMASAT
KEYNOTE SPEAKER

Prof. (Dr) Hina Zia
DEAN FOA&E JMI
CHIEF CONVENOR

Prof. Anand Khatri
DIRECTOR UVCT
ORGANIZER

तंत्रशिक्षण विभागीय कार्यालय, पुणे व भारतीय कला प्रसारिणी सभेचे वास्तुविद्या महाविद्यालय, पुणे आयोजित,

द्वितीय राज्य स्तरीय वास्तुकला मराठी परिषद, २०२३

प्रमाणपत्र

हे प्रमाणित करण्यात येत आहे की

तनय ललवाणी

शिवकालीन लष्करी स्थापत्याचा तौलनिक अभ्यास: किल्ले राजगड व रायगड

'द्वितीय राज्य स्तरीय वास्तुकला मराठी परिषद'

सहभागाबद्दल आणि मराठी लिखाण शोधनिबंध सादर केल्याबद्दल हे प्रमाणपत्र देण्यात येत आहे. अभिनंदन !

डॉ. अभिजीत नातू
प्र. प्राचार्य, भा. क. प्र. सं. चे वास्तुविद्या महाविद्यालय, पुणे

मा. श्री. पुष्कराज भालचंद्र पाठक
सचिव, भा. क. प्र. सभा , पुणे

डॉ. दत्तात्रेय जाधव
सहसंचालक, तंत्रशिक्षण विभागीय कार्यालय, पुणे

दि. २७/२/२०२३ मराठी भाषा गौरव दिन

शोधनिबंध पुस्तिका ISBN: 978-93-5780-547-6

तंत्रशिक्षण विभागीय कार्यालय, पुणे व भारतीय कला प्रसारिणी सभेचे वास्तुविद्या महाविद्यालय, पुणे आयोजित,

द्वितीय राज्य स्तरीय वास्तुकला मराठी परिषद, २०२३

प्रमाणपत्र

हे प्रमाणित करण्यात येत आहे की

प्रा. सुधीर रमेश देशपांडे

गुदमरणारे शहर: पुणे - समस्या आणि उपायोजना

'द्वितीय राज्य स्तरीय वास्तुकला मराठी परिषद'

सहभागाबद्दल आणि मराठी लिखाण शोधनिबंध सादर केल्याबद्दल हे प्रमाणपत्र देण्यात येत आहे. अभिनंदन !

डॉ. अभिजीत नातू
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मा. श्री. पुष्कराज भालचंद्र पाठक
सचिव, भा. क. प्र. सभा , पुणे

डॉ. दत्तात्रेय जाधव
सहसंचालक, तंत्रशिक्षण विभागीय कार्यालय, पुणे

दि. २७/२/२०२३ मराठी भाषा गौरव दिन

शोधनिबंध पुस्तिका ISBN: 978-93-5780-547-6

Our students participated in various issue/problem-based competitions and won recognitions and awards.

List of Achievements 22-23

Year	Name of Event / Activity / Competition	Name of the award/ medal	Team / Individual	University/State/National/ International	Sports/ Cultural	Name of the student
2022-23	CHARLES CORREA GOLD MEDAL AWARDS	1ST HONOURABLE MENTION	Individual	National	Architectural Competition	Amay Raskar
2022-23	ARCHRESOURCE THESIS AWARDS 2022	Winner- Jury Choice	Individual	International	Architectural Competition	Nisha Saraf
2022-23	A3 FOUNDATION THESIS AND THESIS GUIDE AWARDS	A3F Thesis Award	Individual	National	Architectural Competition	Ayush Parekh
2022-23	THE DRAWINGBOARD COMPETITION	TOP 8	Team	National	Architectural Competition	1. Amay Rathi 2. Tanya Jose
2022-23	THE CHARETTE INTERNATIONAL COMPETITION- ARCHITECTURAL THESIS	HONORABLE MENTION	Individual	International	Architectural Competition	Atharv Ghawalkar

List of Achievements 22-23

2022-23	THE CHARETTE INTERNATIONAL COMPETITION- ARCHITECTURAL THESIS	TOP 30	Individual	International	Architectural Competition	Nisha Saraf
2022-23	MASA- Design Excellence Awards	THIRD PLACE	Individual	Regional	Architectural Competition	Ram Kale
2022-23	MASA- Design Excellence Awards	Top 20	Individual	Regional	Architectural Competition	Pratik Mour
2022-23	AIS- DESIGN OLYMPIAD	CENTRAL REGION WINNER- 1ST PRIZE	Team	Regional	Architectural Competition	1. Siddharth Kadam 2. Akshita Sathe 3. Neha Patil 4. Dhruti Muzumdar
2022-23	AIS- DESIGN OLYMPIAD	CENTRAL REGION WINNER- 2ND PRIZE	Team	Regional	Architectural Competition	1. Ram Kale 2. Pratik Mour
2022-23	AIS- DESIGN OLYMPIAD	CENTRAL REGION WINNER- 3RD PRIZE	Team	Regional	Architectural Competition	1. Ashutosh Gaware 2. Aditya Bhintade 3. Atharva Shinde 4. Vaishnawi Hunachagi

List of Achievements 22-23

2022-23	ANC- BATTLE OF BANDS	SPECIAL MENTION	Team	National	Architectural Competition	"Yash ruikar Stuti baghwat Tanishqa raval Vedadnya vakil Jonathan jencin Yash shinde"
2022-23	ANC- GRIHA TROPHY	TOP 5	Team	National	Architectural Competition	"Atharva shinde Neha patil Akshita sathe Ashutosh Gaware Aanchal mugdiya Parth Sable Komal Kondalkar Shreya bhide Kunal chowghule"
2022-23	Ethos Trophy	Top 5	Individual	National	Architectural Competition	Adnan Kasubhai
2022-23	IGBC	Top 16	Team	National	Architectural Competition	Siddharth Kadam, Vaishnavi Pawar, Vaishnavi Hunachagi

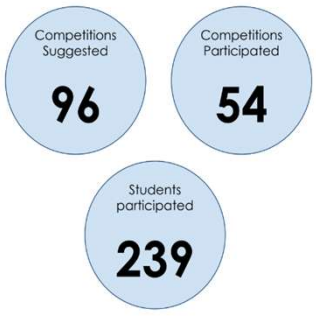
List of Achievements 22-23

2022-23	AYDA Ethos	Finalist	Individual	National	Architectural Competition	Manas Tungar
2022-23	PADMASHREE B.G SHIRKE VIDYARTHI AWARDS (PCERF)	WINNER- RANK III	Individual	Regional	Architectural Competition	Ruchi Thakkar
2022-23	AIS- DESIGN OLYMPIAD	Nationals- WINNER	Team	National	Architectural Competition	Ram Kale Pratik Mour
2022-23	AIS- DESIGN OLYMPIAD	Nationals- FIRST RUNNER UP	Team	National	Architectural Competition	Siddharth Kadam Neha Patil
2022-23	Mango Architecture Thesis Award- 2022	HONORABLE MENTION	Individual	International	Architectural Competition	Simran Barai
2022-23	Plugin Housing Challenge- UNI.XYZ Competitions	People's Choice Award	Team	International	Architectural Competition	Amay Rathi Nipun Agarwal
2022-23	ARCHUMEN- ARCHITECTURAL QUIZ BY ETHOS INDIA	First Runner Up- Western Interface	Team	Regional	Architectural Competition	Aashritha Jaladi Heer Rawal
2022-23	Saint Gobain Grants Program	Winner	Individual	National	Architectural Competition	Tanay Lalwani

List of Achievements 22-23

2022-23	ARCHUMEN- ARCHITECTURAL QUIZ BY ETHOS INDIA	Second Runner Up- National Level	Team	National	Architectural Competition	Aashritha Jaladi Heer Rawal
2022-23	2ND MARATHI CONFERENCE BY BKPS IN COLLABORATION WITH DTE	PRESENTATION OF MARATHI RESEARCH ARTICLES	Team	Regional	Research	Sudhir Deshpande Tanay Lalwani Gaurav Mali
2022-23	TVARIT- Toilet for all	Shortlisted in Top 10	Team	National	Architectural Competition	Keshav Agarwal Khushi Lothe
2022-23	ARCHIOL- THESIS COMPETITION	Shortlisted	Individual	International	Architectural Competition	Jay Bhandari
2022-23	School of Film and Design Competition	winner- First Prize	Team	College Level	Architectural Competition	Dhruti M Ram K Ishwari P Aansh K

Competition Achievements 22-23

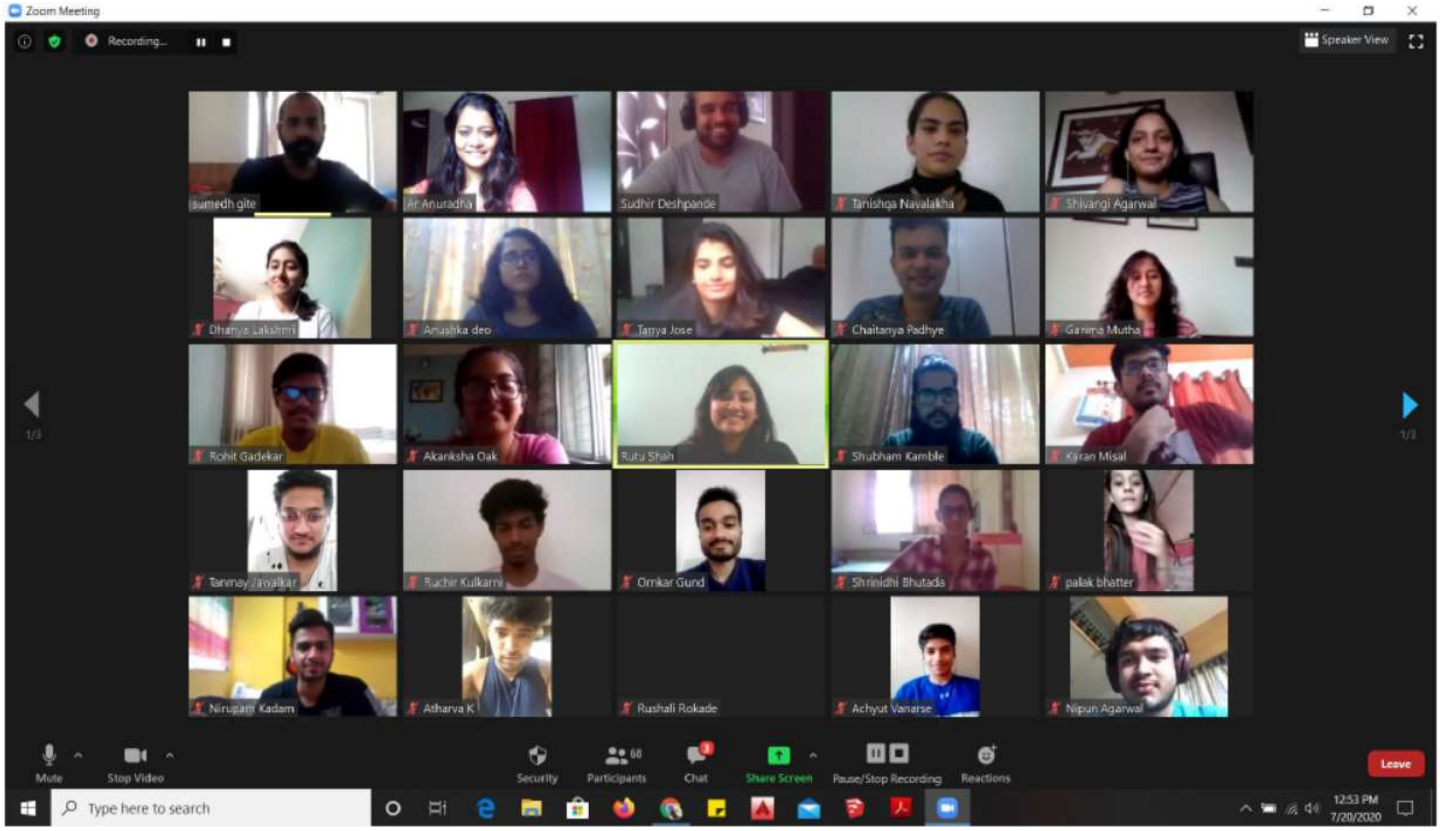


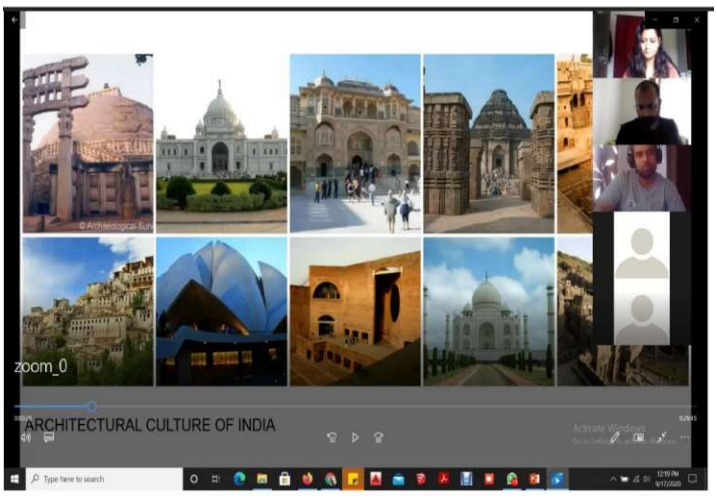
Achievements in Architectural issue/problem-based competitions

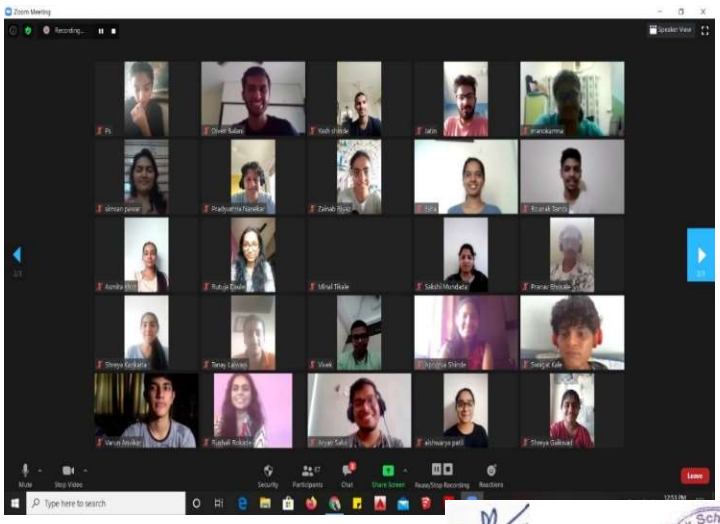
DEBATE SESSIONS

On some topics we arranged online debate sessions to explore the topic comprehensively. Even it helped the students in understanding of topic and its correlation with allied fields. The institute invites juror for the sessions and later recorded video share with the students as E content for future reference.

Even some last year debate session was also recorded in the classrooms and they are also shared. Debate sessions explores different sides, approaches, angles of proposed subject.







Online Debate sessions

Name of the Place/Site village, city: Old Pune city
Name of the collaborating agency: SMEF's Brick School of Architecture
Co-ordinated by: Ar. Ramiya Gopal, Ar. Vaibhavi Agarwal
Dates of visit: 30th March, 2020
Purpose of the visit: A city walk was arranged to study the evolution of architecture from the old city to the present Magarpatta township with a focus on contemporary built forms

Aim:

To establish a critical and comprehensive viewpoint about the contemporary trends/approaches in architectural production in terms of design, practices, perception, appreciation, and critical discourses. To develop the ability in students to position themselves in today's time to be able to establish an argument and testify the same.

Lecture Time division:

Total lecture time: 180 min. (once a week for each batch)

Basic Teaching Objectives:

- To position students to look at and read an urban environment, to identify clear, visible as well as not-so-visible issues, which act on and influence the functioning as well as our experience of an urban environment.

- The focus will be directed towards understanding the relationship between existing built form and the urbanity around it, and how both influence each other.

- These help students develop an understanding of how the built form is not isolated but always in a close relationship with people and activities around them.

- All of this leads towards an understanding of contemporary architecture in the context of present-day Pune, which is not isolated practices and objects but a network of built forms, their functionality about people, the climate, and their use over time.

Teaching Format:

Input: Presentation and discussions

Pune City

Camp Area

Magarpatta

Name of the Place/Site village, city: Amboli and Sawantwadi, Maharashtra
Name of the collaborating agency: Settlement Study
Co-ordinated by: Abhang K, Neha Ghugari, Aditya Mandgaokar, Amrut Deshmukh
Dates of visit: 28th Nov – 3rd Dec 2019
Purpose of the visit: Settlement study

Reason for selection of this site:
To understand the typical coastal architecture of semi-rural Maharashtra. The Konkan area of Maharashtra receives heavy rainfall in the monsoon season. The study this semester would help students understand the implications of heavy rainfall and humid weather concerning the use of local materials. Like most coastal areas of India, the Konkan area is also changing due to dwindling incomes from their traditional occupations and a move towards domestic tourism. How the inhabitants balance these two diversified ways of lifestyles and how it has an impact on their culture, traditions, and architecture makes an interesting study.

Summary of the inputs given before the site visit
An orientation workshop was conducted before departure for the trip.
For each Batch, 7 groups of 5 students each were made, with an assigned group leader and tasks. They were asked to do a pre-trip study making the best use of the library and reliable internet leads to prepare them beforehand with knowledge about their respective destinations. For Sawantwadi, the area of study chosen was a street comprising mostly wooden toy shops, a traditional craft of the region. For Amboli, small hamlets were chosen due to the absence of large populations in the region. The following aspects were to be covered:
Focus of study –
1. Physical and visual study of the chosen areas in Amboli/Sawantwadi
2. Study of general Architectural typology within the region and the stretch to be documented.
3. Study of land-use and ownership patterns
4. Study of activity patterns in private and public spaces
5. Study of vehicular and pedestrian movement patterns
6. Study of climate, with a focus on sunlight/shading in inner courtyards and the effect of rainfall on construction techniques
7. Study of services and infrastructure
8. Socio-cultural impact assessment.

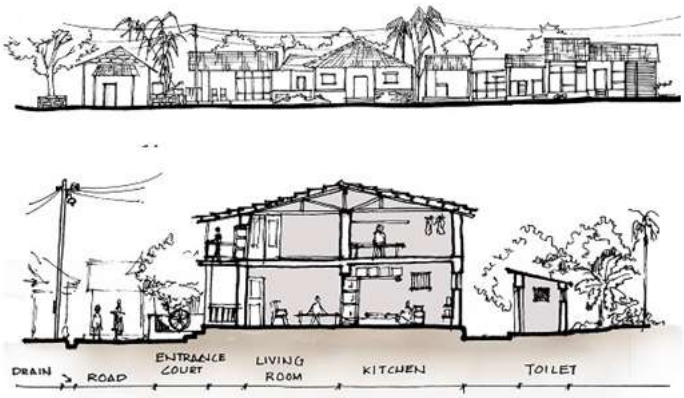
The study will comprise of following topics / subheads
- Photographic documentation
- Sketches of the street façade and details
- Generating basic measurement drawings – Plan of the entire stretch, individual plans of structures, sections and elevations. – Land use, ownership and activity patterns.

Summary of the visit:

It was understood that the Konkan area of India can be divided broadly into 3 regions based on their altitude – namely areas next to the coast at sea level, areas in the plateau region, and areas up on the hills. The settlement study intended to document, understand, and study the chosen street up to one plot depth. The local inhabitants were interviewed, family profiles were created, and based on that data was collected and analyzed. It helped students understand the constant change that a settlement undergoes and the reasons for this change. They also studied and documented the traditional coastal architecture which has to cater to a hot humid and heavy rainfall climate.

Highlights (major learnings)

For the Amboli trip students understood why it is important to save and preserve nature. Amboli is one of the prominent bio-diversity regions in the country. For Sawantwadi the study brought about an interesting socio-economical aspect to students understanding. The natives are primarily into basic farming – coconuts, betelnuts, fishing, etc. But these sources of income for them were becoming difficult and on the other hand, the young generation preferred to go to the cities to earn. However, with the increase in tourism, a new source of income generation has come up. This has brought about a change to the local architecture which was studied and documented by the students.



Name of the Place/Site village, city: Dhamapur, Maharashtra
Name of the collaborating agency: Settlement Study
Co-ordinated by: Ar. Meghana P, Ar. Prajakta C
Dates of visit: 28th Nov – 3rd Dec 2019
Purpose of the visit: Settlement study Documentation

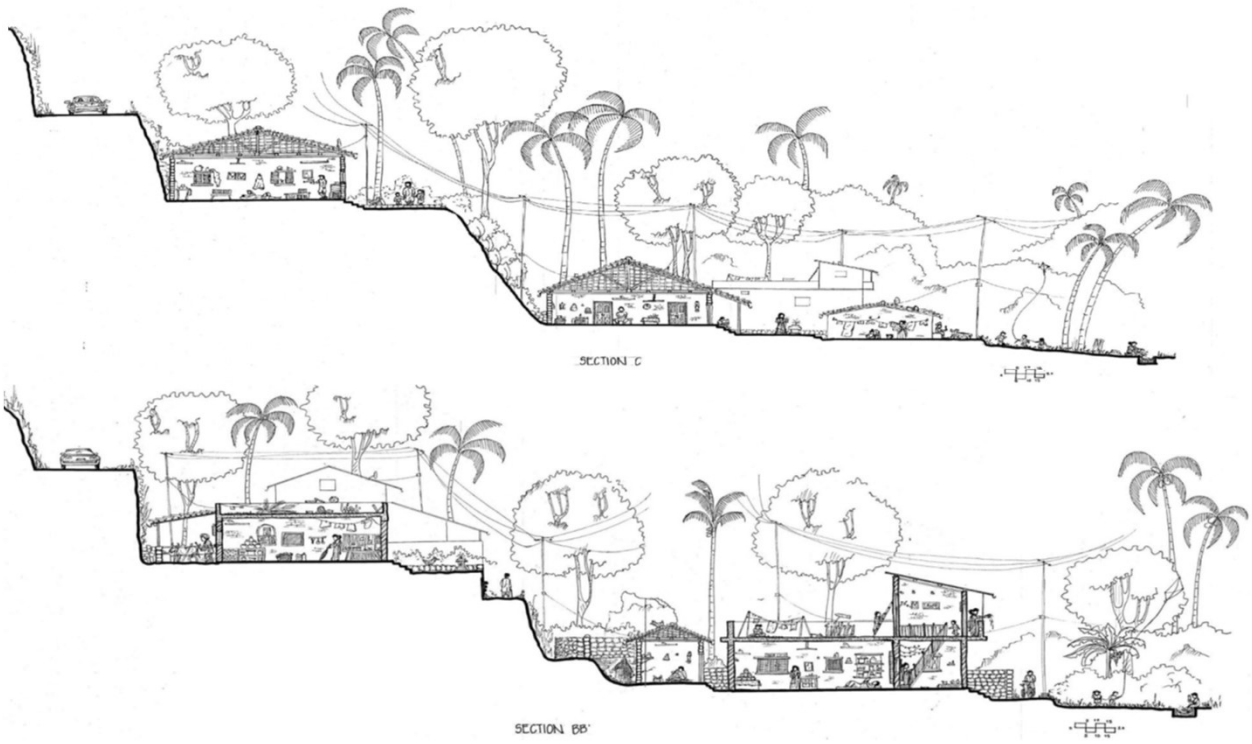
Reason for selection of this site:
As a part of the study for the Sindhudurg region, Walaval and Dhamapur were selected for the Second year students.

Summary of the inputs given before the site visit
A presentation on how to document, division of the study area, and student teams were all explained and announced before the visit. Dos and Don'ts, Protocol for the study was explained and sent to the students via email. A brief presentation was made to give a basic idea about the settlement.

Summary of the visit:
Dhamapur is a typical Konkani Wadi kind of settlement at the banks at a 6 km drive from Malvan**.** A group of 36 students along with 2 faculty studied and documented the settlement. The study was conducted over 4 days. Students were divided under various heads to be documented and each group had a representative to help keep in touch with the faculty and students. The students documented the settlement with measure drawings, demographic data, mapping, etc in the group of 5-6 students. The documentation was done based on land use, dwelling unit measurements, materials, year and age of structures, cultural aspects, age group and no. of family members, etc.
The documentation was done in the form of maps, drawings, sketches, charts, and stories. Students interacted with locals to understand their lifestyle, culture, economy, and concerns.

Highlights (major learnings)
Students studied and understood the current scenario, village lifestyle, their concerns etc during the visit. They also understood the importance of vernacular architectural character and settlement design. The students documented the entire temple complex, the University of Life, 27 dwellings, and 5 detailed dwellings. At the end of the settlement study, students performed a skit in front of the villagers and shared their experience
After the settlement study, students spent a week generating drawings and sketches. One of the explorations was based on a settlement study where students proposed a Homestay & Tourist Facilitation Center. Here the studio aimed to sensitize the students to different Vernacular dwellings, spaces, construction techniques, materials and their evolution, space-efficient design, multifunctional spaces etc.

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process



Name of the Place/Site village, city: Walaval, Maharashtra
Name of the collaborating agency: Settlement Study
Co-ordinated by: Divya M, Mayukh G
Dates of visit: 28th Nov – 3rd Dec 2019
Purpose of the visit: Settlement study Documentation

Reason for selection of this site:
As a part of the study for the Sindhudurg region, Walaval and Dhamapur were selected for the Second year students.

Summary of the inputs given before the site visit
A presentation on how to document, division of the study area, and student teams were all explained and announced before the visit. Dos and Donts, Protocol for the study was explained and sent to the students via email.

Summary of the visit:
Walaval is a quaint settlement at the banks of the Karli River and at an 11 km drive from Kudal**.** A group of 37 students studied and documented the settlement. The study was conducted over 4 days. The 37 students were divided under various heads to be documented and each group had a representative to help keep in touch with the faculty and students.
The assignment was to document the settlement with roughly 35 dwelling units among 37 students in Walaval, Maharashtra. Along with the temple with is the centre of the activities in the village.
The students documented the settlement with measure drawings, demographic data, mapping, etc in 6 groups. The documentation was done based on land use, dwelling unit measurements, materials, year and age of structures, cultural aspects, age group and no. of family members, etc.
The documentation was done in the form of maps, drawings, sketches, charts, and stories.

Highlights (major learnings)
Students were sensitized and learned about challenges faced in older settlements with a strong vernacular character. The students documented the temple complex along with the dwellings. The studio aimed to sensitize the students to different Vernacular dwellings, spaces, construction techniques, materials and their evolution, space-efficient design, multifunctional spaces, etc.
At the end of the study, students compiled a report based on the documentation done and submitted it to the Temple Trust.

Name of the Place/Site village, city: Achara-Masure, SIndhudurg
Name of the collaborating agency:
Co-ordinated by: (name of the faculty) Ketaki Gujar, Vaibhavi Agrawal, Ninada Kashyap, Sunetra Toshniwal
Dates of visit: January 2020
Purpose of the visit: Settlement Study of Rural set up as part of the Syllabus of 1st-year 2nd Semester.

Reason for selection of this site: (250-300 words)
The settlement of Achare is located at the seashore and the town's main occupation is fishing. The town is closely woven, The town is bifurcated with the main axis its approach road that goes straight to the seashore, on the other side of the town is the estuary of the River. The town is full of its flora and fauna. The town also has a history since the era of Ramayan and Mahabharat.
The town of Masure is settled around at the base of Bharatgad Fort. The town has a history from the British era, where the communication and trade between the British and the People of Masure happened. Some part of the settlement is along the backwaters of river Gad. Fishing is the main occupation of people.
Based on budgetary restrictions, Hours of travel, according to the first-year syllabus, the setup was needed to be Rural, was chosen in comparison to a couple of other options. The aim was to choose a settlement based on its location, occupation, and natural setting of the town.

Summary of the inputs given before the site visit:
The character of Achare and Masurewas understood, study regarding the locations of temples, the character of wadas were discussed, Fishing as occupation, the Fort in the center and settlements around and near the sea, backwaters of the River etc, the architecture of the temple and its origin was taught to students. Input consisted of an introduction to the settlement with its overall character.

Summary of the visit:
The day one was spent in understanding the overall character of the town. Also, students were divided into various groups one to understand and document the History, local craft, occupation, population and other statistics of the town, another four groups were made to document and measure draw commercial lanes, houses, set up colonies, typologies of houses etc in Achare and Masure. The other groups were made to document local stories and photographic and videographic documentation of the towns.
These groups individually did the designated work for two days and the last day i.e. 4th day was spent in finding the location of the appropriate site for the design to be done in the upcoming semester. The site was compared, best one was chosen and then measured, drawn and discussed what could be designed for the town, which is appropriate, could uplift the status of the town.

Highlights (major learnings) - (500-600 words)

Important learning after this settlement study was as follows:

1. Communities stay together and work together.
2. Small towns have unity in their activities, celebrations, and festivals.
3. Based on the occupation of the people, the houses are designed and renovated.
4. Food of the towns is mainly based on the occupation of the town, i.e. Fishing
5. The rich character of the Rameshwar temple of the 11th century has given the character to the town, though placed on the outskirts of the town.
6. The carvings and the decoration of the temple make it unique and has many mythological stories to tell.

Name of the Place/Site village, city: Loni Bhapkar
Name of the collaborating agency: SMEF's Brick School of Architecture, Pune
Co-ordinated by: (name of the faculty) Ketaki Gujar, Vaibhavi Agrawal, Ninada Kashyap, Sunetra Toshniwal
Dates of visit: January 2020
Purpose of the visit: Settlement Study of Rural setup as part of the Syllabus of 1st year 2nd Semester.
Assignment: Contextual Design Assignment
Brief:

- Study of a rural, semi-urban settlement/community for study, analysis, and documentation of its built elements, open spaces, and associated architectural character. (as per the syllabus)
- Study of houses, their relationship with common spaces, and public buildings of the settlement.
- Study of the impact of culture and traditional values on the built environment.
- Learn through the palette of experiments in Building Technology and Architectural Design that is displayed throughout the Settlement.

Selection of Achare and Masure for Settlement Study

- A very good study opportunity with primary and secondary occupational activities
- A good opportunity to study the history, biodiversity and socio-culture of the place.
- Vernacular lifestyle

As a result, it is an appropriate settlement with a peculiar physical and visual character.

Methodology:
1. Preliminary collection of information, for selecting a Settlement of a comprehendible scale and character.
2. Formulation of a structure for study (preamble) & discussion with students.
3. Procuring relevant data required like, location maps etc.
4. Introduction of the study content, the overall working pattern on-site, and reference data like reports, the technique of
measurement, recording, documentation and presentation, and structure of study to the students.
5. Formulation of groups and assigning work schedules.
6. The entire work process was divided in three parts viz,
    A. Data collection
    B. Assimilation of data
    C. Analysis of data
    D. Identification of deficiencies
    E. Preparation of Design proposal
7. Conducting on site discussions.
8. Conducting onsite presentation for overall understanding and interaction.


Name of the Place/Site village, city: Vishrambagh Wada Pune
Co-ordinated by: (name of the faculty) Anuradha Wanaskar, Priyanka Mangaonkar, Bhavna Gaikwwad
Dates of visit: 07/03/2020 Saturday 7.30 am to 1.00 pm

Purpose of the visit: Related to the Syllabus of BCM- II to understand timber construction in the olden days and relate to the current techniques.
Reason for selection of this site: (250-300 words)
1. easily accessible availability of public transport and in the city itself.
2. The most authentic timber structure which depicts the history and culture of the city
3. to study the timber constructions and the use of timber in olden days and understand the current scenario to understand timber as an element
4. It was made easy for students to relate the timber elements what they have studied and drawn on sheets
5. to observe the timber elements in the construction of doors and windows, roofs, floors, balconies, pillars, staircases etc., and study the joineries of elements.

Summary of the inputs given before the site visit (500-600 words)
GENERAL NOTES FOR SITE VISIT
 A2 size sketch sheet to be made per element.
 Remember to draw a proportionate sketch
 Apart from these said junctions you are free to draw any more junction details which you observe
 You may also draw a complete isometric view of the whole element.

ELEMENT: STAIRCASE
1) How tread and riser are fixed?
2) How trade and riser are fixed to diagonal supports?
3) How the whole staircase is fixed to the floor above
4) How the whole staircase is fixed to ground level

ELEMENT: ROOF
1) Which is the main load-taking member and how is it fixed to the wall?
2) Which is the secondary member and how is it fixed to the primary member?
3) How is the tertiary member fixed to the member below it
4) How the roofing material (Mangalore tile or country tile) is fixed to the tertiary member?

ELEMENT: DOOR
1) How is door shutter fixed to the frame?
2) What are the different types of hinges used for doors and windows in Vishrambaug Wada? Sketch all of them.
3) How is the door frame fixed to the wall? Is the horizontal member of the frame going into the wall?
4) What are the different ways in which door shutter is designed?
ELEMENT: WINDOW
1) How the window frame is fixed to the wall?
2) What are the different types of windows you see in all the structures?
3) How the louvers in the louvered window are operated?
4) How the window shutter is fixed to the frame around it?
 Apart from all the above elements you will also observe and sketch what kind of construction masonry
is used in Vishrambaug wada and the residential wada behind it.
 How are the columns fixed to the ground in each of the structures?
 How the brick sill is made in residential Wada?

Highlights (major learnings)
The students learned detailed construction of timber elements and how the joineries are made to form the structure.
Doors, Window, Staircase, balcony, floor, roof, etc.
The students were given an assignment to draw sketches based on the observation.

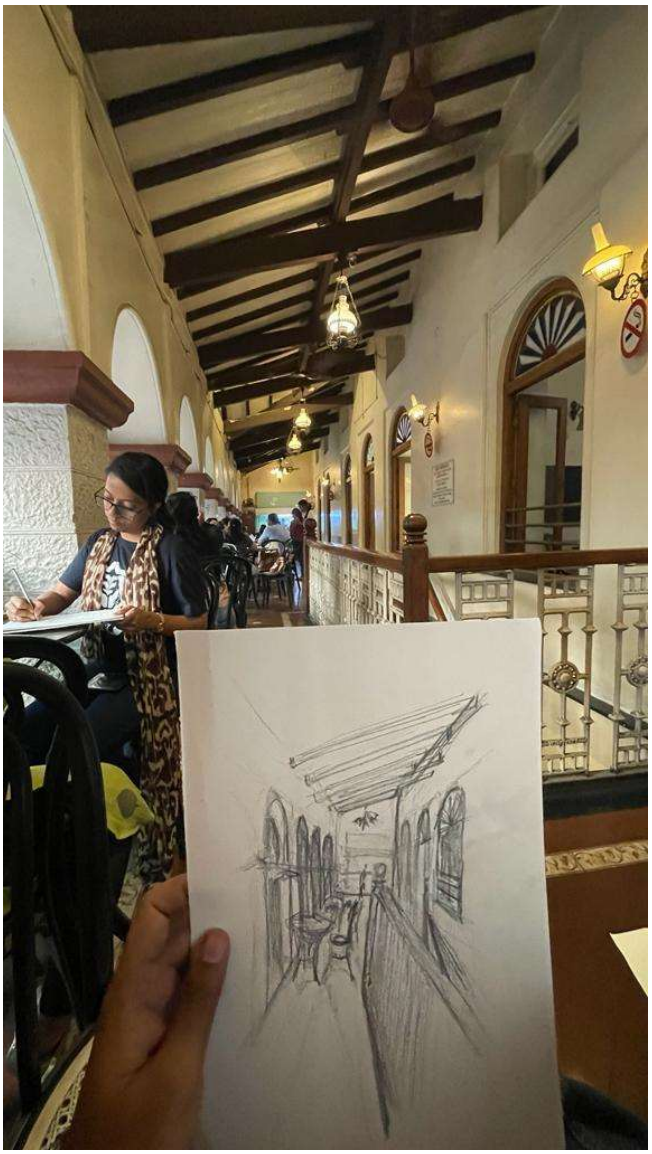
Self-directed learning, Project-based Learning & Humanities based Learning

(Samples from 2023-24 to 2019-20)

Sr. No.	Particulars
	Academic Year 2023-24
1	Urban Sketching:: Bringing a City to Life on Paper.
2	Constro Exhibition visit and market study
3	Workshop on Structural Aethetics with Folds studio
	Academic Year 2022-23
1	Library Session
2	Student Learning Center at Bhavani Peth Pune, Real project
3	Brushstroke Activity
4	Expert interaction at Diakin Experience center
5	Expert interaction at Fire station at Erandwane
6	Kudachi Shala Project
7	Expert seminar on Forts of Maharashtra
8	Expert Interaction at Bajaj Chakan Plant for steel structure study
	Academic Year 2021-22
1	Expert Seminar On conservation and Urban design
2	Expert seminars at International conference on Blurred boundaries: in a search of an identity’
3	Expert Workshop on Rethinking Graphics and Fantasy Doodling
4	Expert workshop on Visual storytelling
	Academic Year 2020-21
1	Recorded E content teaching videos
2	Illustrations based learning
3	Demonstrative Service Layout sessions
	Academic Year 2019-20
1	learning on-site sketching of architectural spaces
2	Visit to exhibition to understand various developments and practices in RCC and Steel works at Constro Exhibition
3	Study of office infrastucture and talk on the professional ethics at VKA offic

Name of the Workshop: Urban Sketching:: Bringing a City to Life on Paper.
Dates: 28/02/2023 and 01/03/2023
Venue: SMEF's Brick Group of Institutes and East street Pune camp
Name of the Expert: Simon Lamouret
Introduction of Expert (250 words and a photograph)
Simon Lamouret- a graphic novelist and illustrator based out of Toulouse, France, will be conducting a masterclass on "Urban Sketching: Simon, a few years after graduating from Les Arts Décoratifs de Strasbourg, decided to move to Bangalore for a year. His initial plan of spending a year abroad turned into him spending several years in India: drawing and observing, first in a spirit of novelty, later in a more focused manner. This journey is witnessed through his two graphic novels: Bangalore (2017) and L'Alcazar (2020) which he published in France. While the first was an autobiographical travelogue about the peculiarities one finds on the streets of a major Indian city, the second attempted to depict the daily life of construction workers based on a thorough observation of a construction site near his house.
Brief of the Workshop: Bringing a City to Life on Paper" with an input on using illustrations as a powerful communication tool workshop. This session followed by an on-site demonstration on 1st March 2023 for exploring urban sketching.
Summary of the inputs given (500-600 words)
First-day sketching workshop
Location: blue studio - brick school
The workshop started with the felicitation of the chief guest Simon Lamouret - a graphic novelist and illustrator based out of Toulouse, France followed by felicitation of Ms. Amelie Weigel Director, Alliance (Oleeonce) Français, Pune, and Ms. Peony Sengupta, Cultural Coordinator, Alliance (Oleeonce) Française, Pune.
Simon explained his various novels and illustrations in a presentation, where he explained the context and story of the illustration. He also explained various mediums used while doing illustrations ranging from on paper to digital mediums. He also shared an animated movie he made with the sketches. The intricacies and liveliness were seen in the sketches made by Simon. His attention to detail showing the culture, humanity, topography and landscape were very much evident in his illustrations. He also did a quick sketch on the board explaining to students the importance of one-point and two-point perspectives.
Second-day sketching workshop
Location: East Street, camp- The workshop started at 4:30 pm with basics to consider while sketching. The photography of the respective frame to be sketched was prohibited since it can cause limitations to the understanding perspective. Natural Lighting and shadows were also explained in terms of depth of space and volume. Also, rendering was allowed with different colour mediums and experimentation with shading. He gave an example of orange colour with blue colour which combined will get a dull grey colour. Live sketching importance was discussed with students by Simon and Lisa Mandel. One hour was given to students to do the live sketch and render with inputs and instructions given by Simon individually to students to make them understand the sketching process.
The workshop ended with a display in the parking foyer with discussion and interpretation from the students, sharing their imagination and point of view while sketching the same.

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process



5. Self-directed Learnings: A theory or approach to material delivery called self-directed learning, sometimes referred to as student-directed learning, allows students to take charge of their own education. Students use self-directed learning to set their own deadlines and goals while adhering to a general assignment outcome. While the teacher stays accessible to provide assistance as needed, they take part in research related to their own interests.

Application: Institute motivates student for self directed learning to create more responsible environment for students. Faculties played a role of mentor for proposed activities.

Our students visited an international exhibition CONSTRO 2023 at Moshi, Pune. They took various learning and updates of construction features, technologies, material application etc.

Participation in various national and international exhibitions through SDL methods

STRUCTURAL AESTHETICS

COLLABORATION WITH RVS COLLEGE OF ARCHITECTURE, CHENNAI, AND FOLDS STUDIO, MUMBAI

Keywords – Architectural aesthetics, Parametric thinking, Futuristic technologies

Faculties – In July 2022 **SMEF's Brick School of Architecture, Pune** did a collaboration with **RVS university, Padmavati School of Architecture, and Folds Studio Mumbai.** It was the first technology workshop of its kind, where 90+40 young and creative minds researched and explored technology and materials together for 6 days. It was an equal partnership between two academic faculty members pursuing mutually exciting and beneficial research through a shared teaching pedagogy.

Faculties involved in the workshop were *Ar. Manali Deshmukh, Ar. Anurakti Yadav, Ar. Raghunandan, Er. Gurudatta Ingale from SMEF's Brick School of Architecture, Pune*, *and Ar. Raman, Ar. Navneetha from RVS university, Padmavati School of Architecture.*

The workshop proved to be an exclusive experiential learning with RVS university students in the **fourth year- Advanced Building Construction & Services studio.** The exploration was to **design and detail a Skywalk with a parametric approach at tiger point,** a scenic view at Lonavala near Pune. Through this, students learned and experimented with futuristic and innovative building technologies for long-span buildings in their exploration, they shared their ideas with each other and built a good connection.

The intent of the studio was to combine efficiency, practicability, and aesthetics through the integration of structural typologies.

To incorporate the practical approach and innovative design ideas through parametric thinking we collaborated with **Fold design studio as a piece of industrial advice** where selected students will produce futuristic and innovative designed structures in their construction workshop in Mumbai.

This workshop started with inputs and interactive discussions on the structural members whose bold statements added aesthetic value to the long-span structure. The typology explored was Skywalk/Skybridge to experiment with the latest technologies and their practical approach. The entire exploration was done in group work to encourage interactions for idea exchange.

After the discussions, students decoded a few identified skywalks done by master architects to understand the design and working, they came up with detailed analysis along with physical models to visualize the scale and detailing of the same. Their work reflected deep research and a better understanding of the structure to be used as a reference to their skywalk design.

During the entire workshop, students explored various futuristic and appropriate materials and technology, did a lot of research, had discussions with each other, exchanged ideas and skills, welcomed each other's culture with an open heart, played together, and learned from each other.

Students along with the library coordinator conducted a book exhibition on the occasion of National Library Week from 14th to the 20th of November 2022. The theme of this exhibition was Architects Work. Books on architects' work were displayed in the library. Students and faculty have gone through these books. Through this activity, the students and faculty are encouraged to go to the library and read books.

Celebration National Library week by students

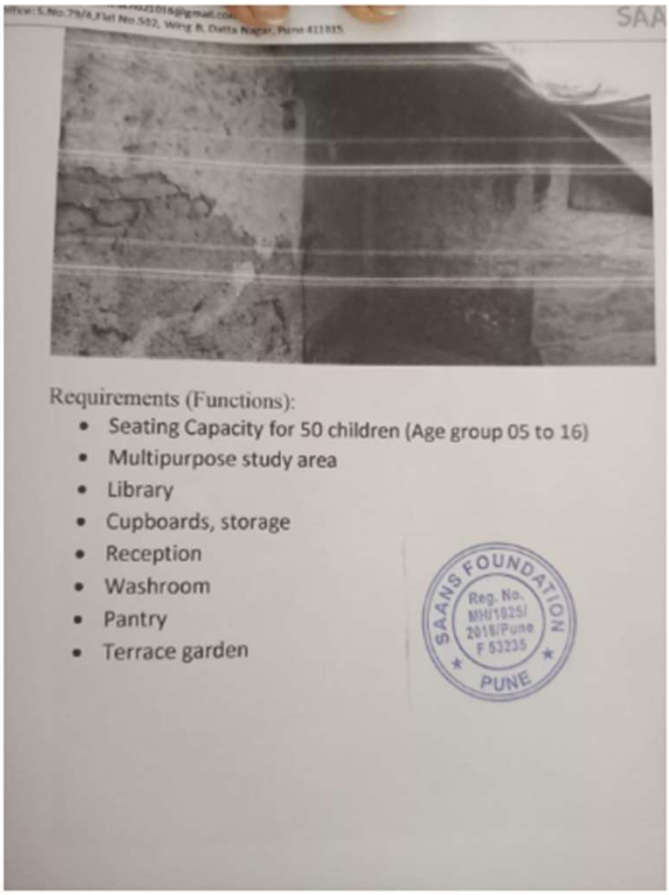
One of the initiative taken by students was to meet Er. Ramnath Bhatt for taking learnings of steel structure. They discussed their project with expert and took valuable comments.

Meeting with Er. Ramnath Bhat

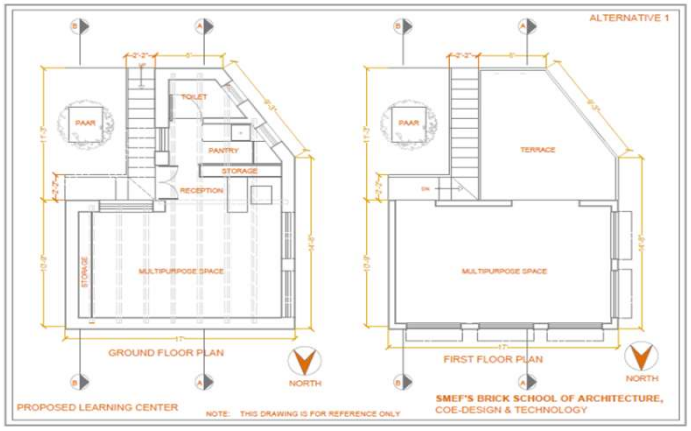
6. Project based learning: Students that participate in project-based learning (PBL) conceive, develop, and build practical solutions to problems. PBL has instructional value because it develops students' ability to think creatively and solve complex or unstructured problems, usually in small groups.

Application: Institute students and faculties worked on real world projects and competitions.

SMEF's Brick school of Architecture believes that the architecture and social commitments are inseparable segments. Therefore, the institute puts sincere efforts to create the healthier ecosystem for spreading awareness about social sensitivity amongst faculties and students towards research. SMEF's Brick school of Architecture's center of excellence in design and technology is currently working on one live project of student learning center at Bhawani Peth, Pune. SAANS foundation approached our institute for redesigning the dilapidated house with sustainable cost effective technologies. The old structure was constructed in mud and partly masonry with timber trusses which was in dilapidated condition. Center of Design and technology of SMEF's Brick school of Architecture designed different alternatives and suggested sustainable techniques of construction.



Requirements and photos of previous dilapidated structure



Site visits and intermediate discussions

Redesigned and constructed space - outcome

Another project activity was Brushstroke. Studio Infill n collaboration With SMEF's brick school of Architecture conducted this activity and handover the project to local people. The intent was to introduce to the students the basics of public realm design using simple, context specific and cost-effective design strategies. The course gave students a hands-on experience of demonstrating their strategies on site, through a tactical urbanism intervention. The space in Premnagar Vasahat was utilized for non planned parking spaces and there was no space for communication and play zone for native people and children. The institute along with Studio Infill created a design proposal and executed a project on site.

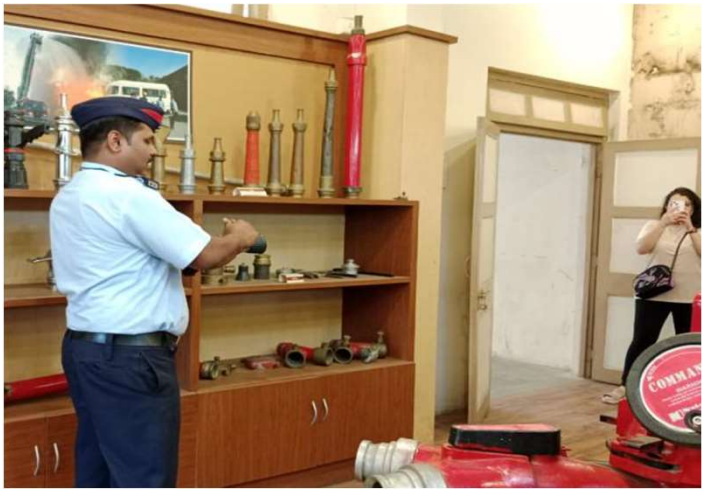
Initial discussion and Site condition

Real outcome on site – Brushstroke activity.

The visit and expert's seminar was conducted to understand mechanical ventilation and air conditioning systems developed by Diakin. Diakin is a pioneering agency and firm in air conditioning systems. Also, they have a patent for VRV i.e. Variable Refrigerant Volume Systems. Therefore, it was a suiable option to visit their experience centre to understand the process, components, latest trends in air conditioning systems through a seminar.

Seminar and visit at Diakin Experience center, Bavdhan, Pune in Oct 2022

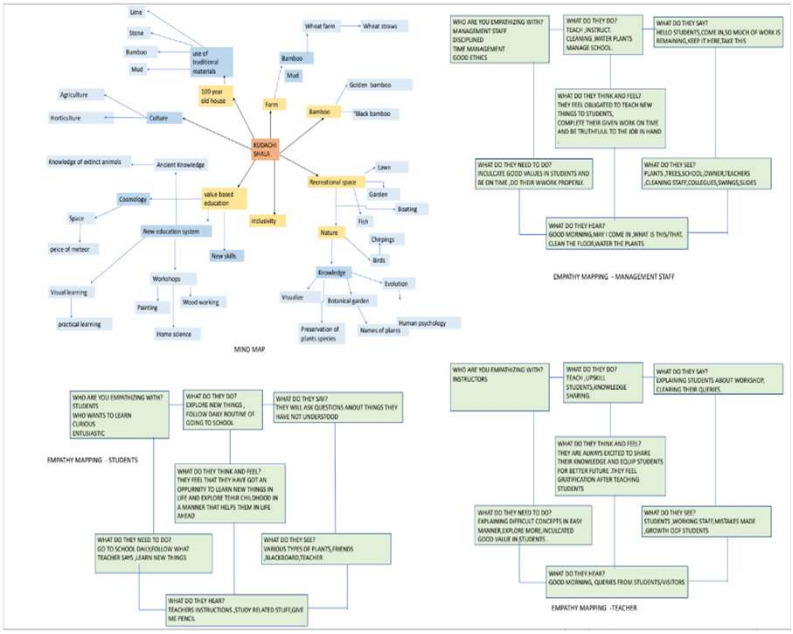
One o the seminar and visit was conducted at Fire Museum in Pune, India is located at Shankar Sheth Road and is run by the Pune Municipal Corporation's Fire Brigade. The museum showcases the history of firefighting and the evolution of firefighting equipment over the years. The museum has several exhibits, including old firefighting equipment, photographs, and models of fire stations and firefighting vehicles. The fire museum official presented an informative seminar on fire fighting systems and equipment.

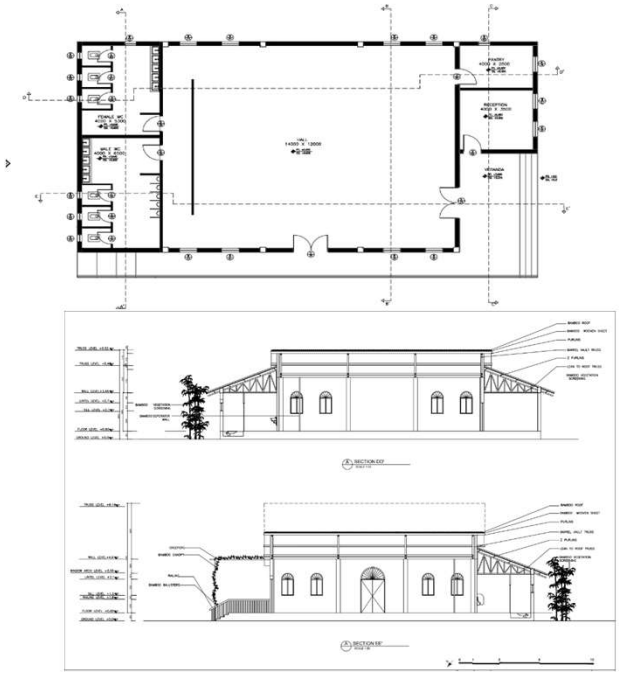


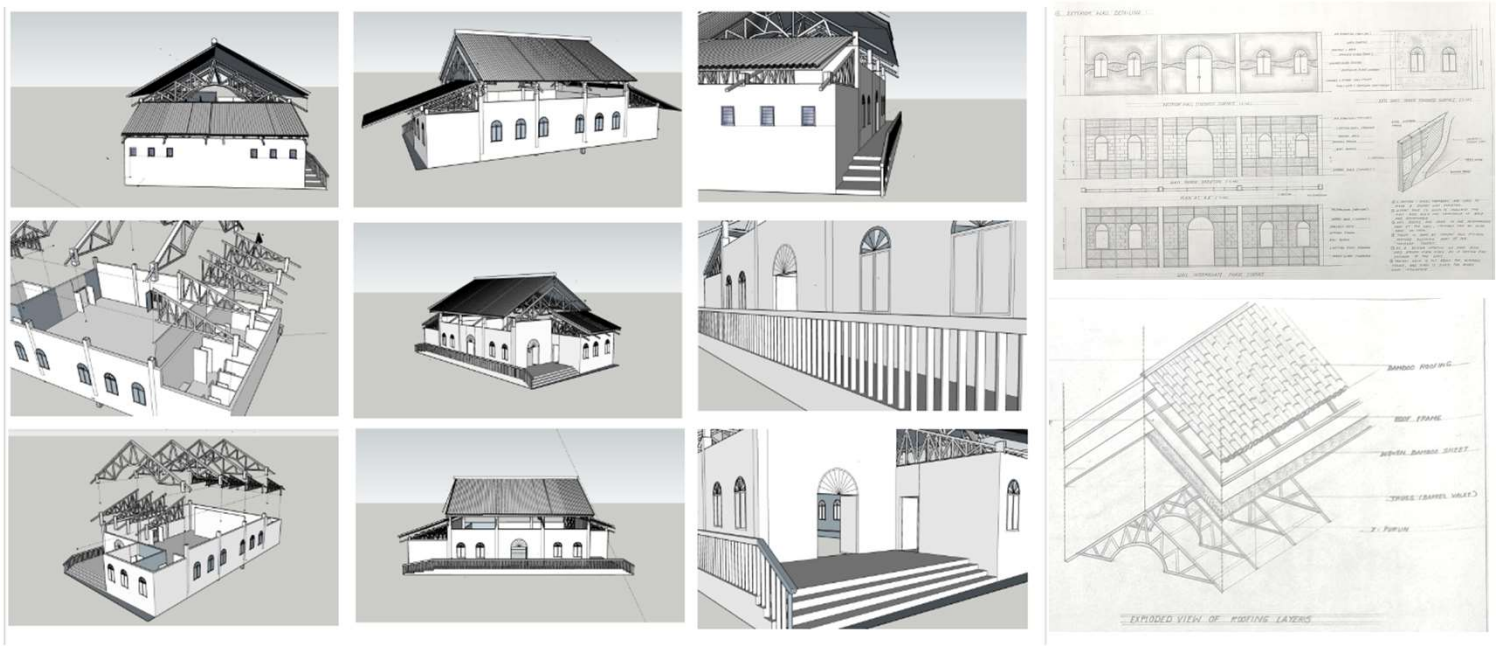
Seminar and visit at Diakin Experience center, Bavdhan, Pune in March 2023

Another integrated minor project was executed by Third year for Kudachi Shala Project. Kudachi Shala is a project initiated and run by Navi Disha Academy at Morgaon, Taluka Baramati, District Pune. Kudachi Shala is a live experiment on the Indian education system. It is felt that the current education system can be improved upon. Hence, this shala (school) is the 'School of tomorrow that includes the best of Ancient and British India, Gandhiji's Nai Talim and J Krishnamurti's philosophy and constructivism.

The objective of the studio was to design a multi purpose hall for above project. Design, construction, services and structures team executed this project in a studio collaboratively.







Integrated Outcome for Multi purpose hall at Kudachi Shala project

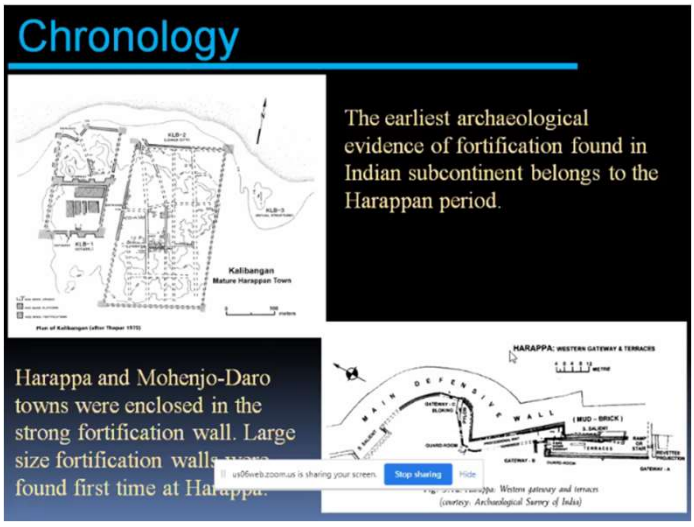
7. Humanities based Learning: In this type of method, students study humanity itself, using critical thinking techniques to comprehend literature, art, history, human morality, culture, and values. Every humanities discipline has a different approach to interpretation.

Application: Institute students and faculties conducted various sessions on communication skills, values , critical thinking.

The interaction with the expert was initiated by COE-CTTA. It was a closed event for the students under this discipline. Center of Excellence (COE) at Brick aims at enriching students and faculties in theory as well as practice, in the field of Architecture and Design. This platform supports individuals and the collective to develop their abilities in their specific fields of interest and knowledge. It is an initiative from the institute towards fostering best practices in research, capacity building, and practice in specific domains of Architecture. Focus is given to the interdisciplinary research and its application in the field of Energy, Environment and Sustainability, Urban Design, Urban and Rural Planning, Innovations in Design and Technology, and Critical Thinking and theories in Architecture

Out of the four disciplines, this lecture was an initiative by the discipline 'Critical Thinking and theories in Architecture'. The speaker's expertise and knowledge in the area of 'Forts of Maharashtra' were extremely beneficial for the students to understand the History of Forts, its architecture, and the need for its conservation. Along with the description of various typologies and structural elements of forts, Dr. Joshi also exposed the students to the nuances of documentation and on-site experience through his ongoing project - 'A Study of Chronological Developments in Gateways of Medieval Forts in Deccan: An Architectural Approach.

He started his input with a brief on the chronology of the development of forts in India which started during the Harappan period. Large fortification walls were discovered on-site by archaeologists. He then shifted into explaining forts in Maharashtra as it was his area of study.



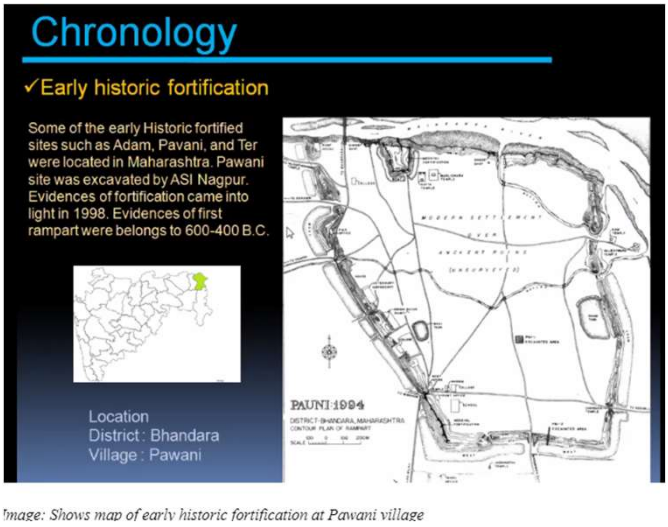
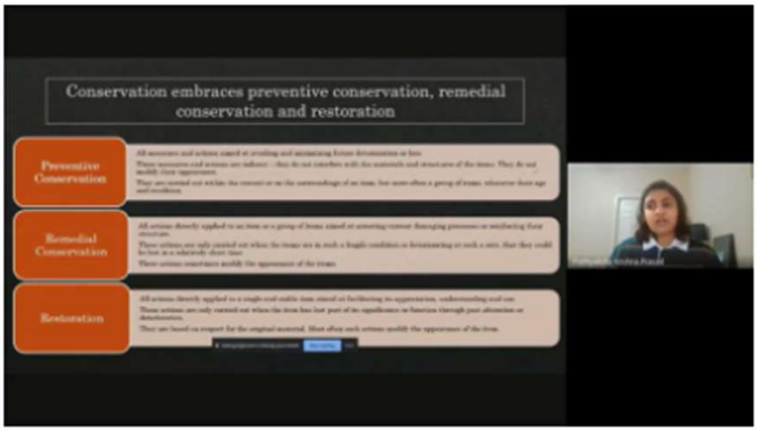


Image: Shows map of early historic fortification at Pawani village

Ar. Prathyakshya Krishna Prasad was invited for delivering a guest lecture on the topic. Ar. Prathyaksha is a practicing Architect and expert in the field of Conservation.The students were introduced with the current norms and relevance and importance of conservation in the architectural profession.

The expert helped in establishing a relevance of the topic with the urban design studio which focused on recalling the identity of the satellite town of Alandi (A religious town).Few pictures of the online interaction are attached below:



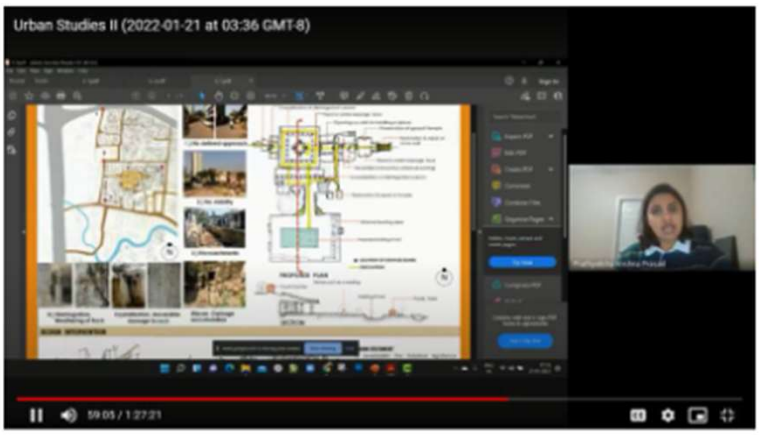


Image: Elements of Forts

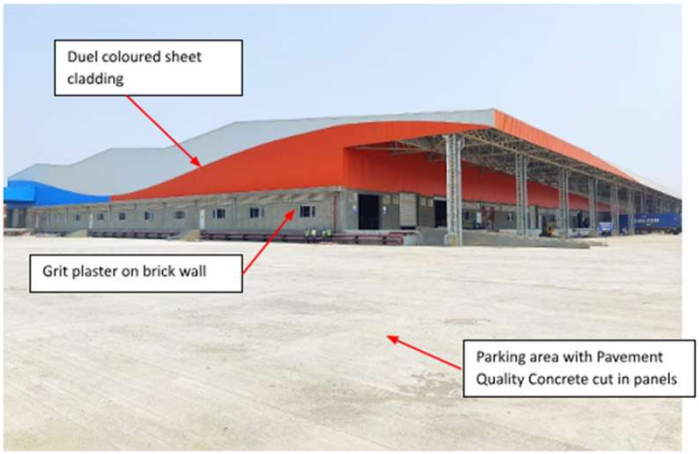
Name of Workshop and field visit: Building Construction & Material – Exposure to Steel Works and modern techniques of construction like precast elements.

Date: 11th March 2023
Name of the experts: Er. Shridhar Satvekar of Satellite Buildcon
Faculty coordinators: Ar. Sudhir Deshpande, Ar. Sumedh Gite, Er. Hemant Joshi
Subject: Building Construction & Material - VI

Introduction to the activity:
The site visit was conducted as part of the experiential learning activity undertaken in the subject Building Construction & Material - VI. The broader subject under which this activity was discussed and reviewed is use of Steel work and modern techniques in construction while visiting the site. Total 80 students were involved in the activity. We visited the Construction site of M/s Bajaj Auto Ltd Ph-3 at Chakan -2 located at Chakan MIDC, Pune and studied different typologies of structures such asOutsourced Canteen Building, Assembly shop, Engine Shop, Dispatch, Parking, Non-Production area like Medical centre, Staff Dining and Kitchen, Data centre, Gymnasium, separate Admin building etc. Aim was to experience the effective use of steel works and new construction techniques like precast concrete.

Summary of the activity:
The Industrial Unit visited is located some 31 kms from Pune Shivajinagar at Chakan MIDC Industrial area near Pune.
The Architect for the project is Ar. Rahul Kadam, Project Management Consultant is Satellite Buildcon and construction of the plant is done by two Contractors namely Suraj Buildcon for Industrial structures and Harshal Construction for non-production buildings. Construction area is around 1 lac sqm(70000 sqm production area), Large vehicle parking area constructed with concrete paving, Conveyor gallery, Administration building and non-production areas.
Very interestingly, there are many learnings and witnessed by students had on this site which are as below:
1.Masonry wall made of Rat trap bond using wire cut bricks. This reduces heat gain in buildings.
2.Grit plaster instead of regular cement plaster and painting. This plaster will be maintenance free.
3.Use of pipes for Steel trusses and it's typical connections
4.Stamped concrete in paved areas outside building.
5.Large parking and road works made of Pavement quality Concrete.
6.Industrial shed made in grid of 15m wide and 30m long. Shed is 90 m wide and having loading and unloading dock of 15 m wide. This shed have large conveyors hangs from trusses. These trusses are type called ladder trusses. Purlins are CRF Sigma formed.
7.Standing seam type roofing sheets for large area used on plant buildings. Cladding sheets were used in dual colour.

1.Conveyor bridge supported on concrete Y columnsin form finish.
2.Different type of staircase with central stringer beam and treads made of natural stones and spine wall staircase were also appreciated by students.
3.Typical arrangement of central corridor of 7 m wide passage capable of allowing fire tender in emergency also planned between two plants. In this central passage all utilities for plants are placed on both sides of passage.
4.Industrial concrete flooring with wet (hardener) spread on wet concrete. This concrete floor is done with approved tolerances.
5.Admin building was designed in such way that maximum natural light and natural ventilation is used by having large monitor at the top of building.
6.Use of precast elements like Hollow core slab, beams for construction of RCC buildings. In canteen building hollow core slab of 400 mm thick is spanning 15m.
7.In all understanding of using good architectural practices in construction without compromising on speed and cost. Focus is also to provide sustainable construction by creating spaces which are comfortable for user and save energy.



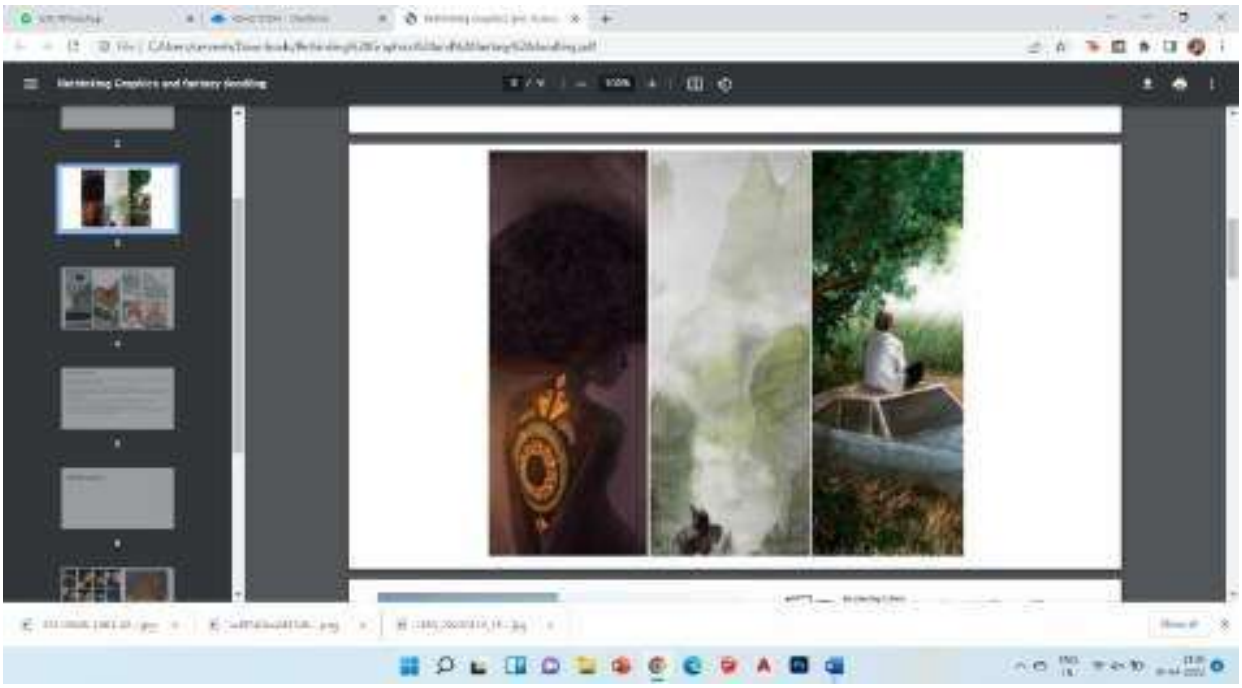
GENERAL VIEW OF PRODUCTION PLANT

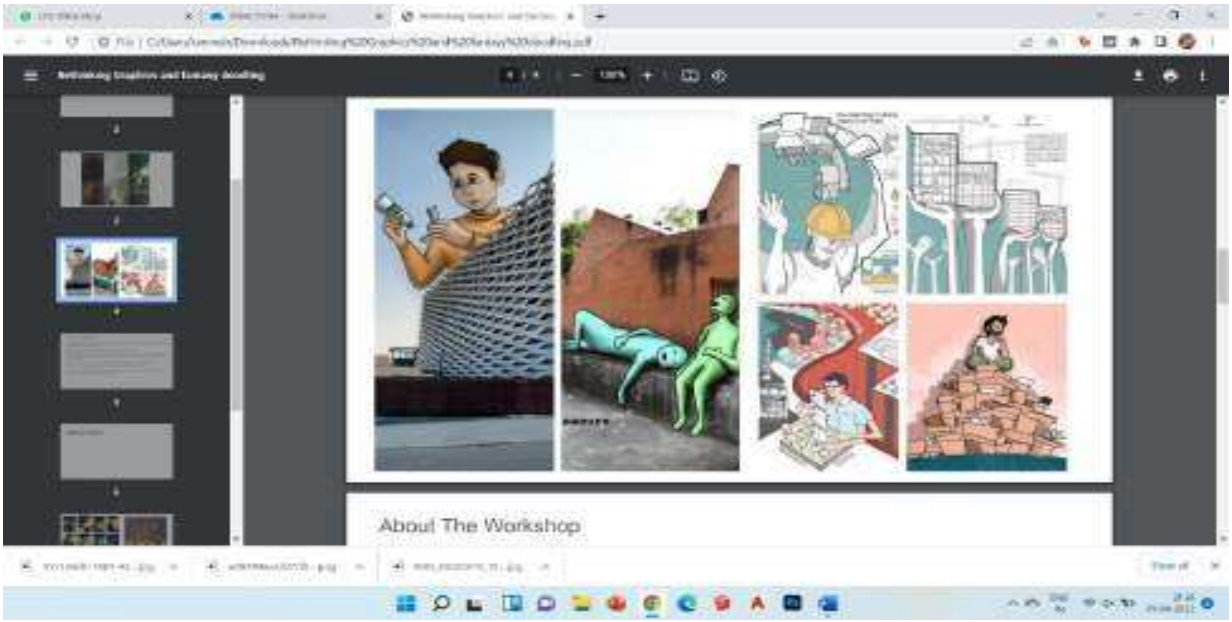
Name of the workshop: To learn on-site sketching of architectural spaces.

Name of the expert: Ashutosh Gaware

The workshop was mentored by Ashutosh Gaware. Ashutosh Gaware is currently a 3rd year architecture student at Smef's Brick School of Architecture. Exploring his passion, he developed it through various mediums. And depicted this imagination and fantasies through graphical representation and images.

Introductory work by Ashutosh Gaware:





The Workshop started with an introduction to the software photoshop and all its fundamental aspects to make one comfortable with the working procedure. With basics clear, students were taught basics of photo bashing and composition. Creating individual dreamy scenes using pen tool and mixer brushes, brought together the enthu of students. Where hand done sketches meet digital illustrations and its combined finished work according to the different workflow and styles of student Further, with more sync in the process, new ideas for the BIG PICTURE were poured into the discussion Every mind having its own thought, sought to inculcate those in the draft of the illustration. The illustration was to define a city from the book" INVISIBLE CITIES". A journey of learning and creative flow was celebrated with an overall showcase of each one's talent.

Name of the workshop: Leewardist – Visual Storytelling
Name of the expert: Ar. Anuj Kale and Ar. Shreya Khandekar

The workshop was mentored by the founder of 'Leewardists', Ar. Anuj Kale sir and assisted by Ar. Shreya Khandekar. Ar. Anuj Kale graduated from Pune University in 2010 and went on to do Masters in Urban Design at CEPT. Exploring his passion further, later, he went on to create his own niche by developing his brainchild Leewardists which has been read by millions from across the world for its comical and thought-provoking architectural content. His life experiences and stories are all narrated through this Comic medium and it has grown exponentially over a period of time.

Leewardists which was established circa 2014 believes in the idea of simplifying Architectural & Urban Design through visual storytelling.

The whole inception of Leewardists, when it started was to bridge the gap between the architecture, urban design community and the common people. Leewardists use humor to raise and create awareness about issues serious to the profession and architectural education.

Objective of the workshop:

The objective of the workshop revolved around the idea of developing the ability of visual storytelling, such that it is understood and communicated to a larger audience.

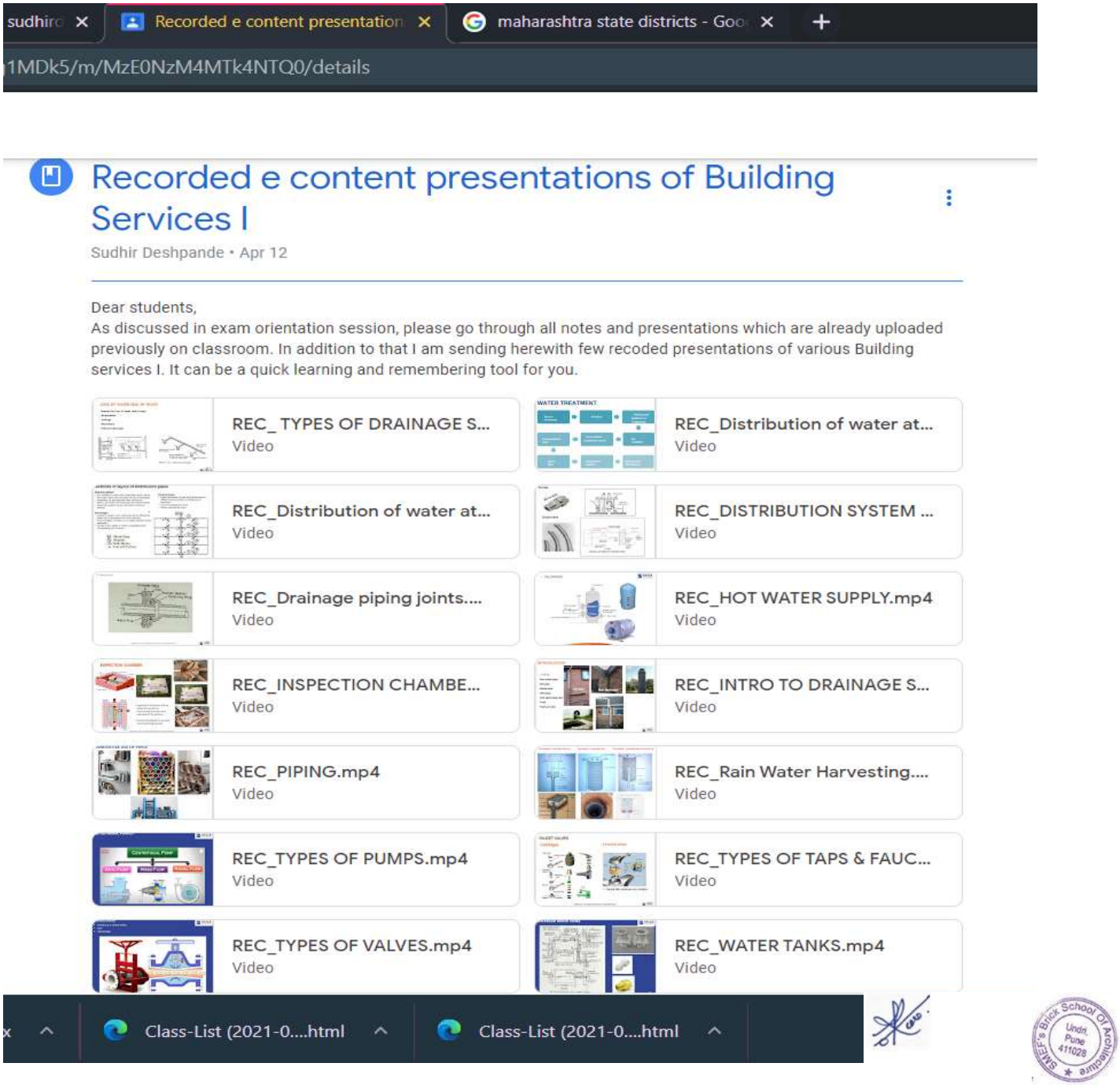
Images of Leewardist workshop

Evaluation of pre-recorded videos on various topics of services and construction as e content

Our faculties created 20-25 minutes short presentation with recorded voice over on some topics. The idea was to create reference audio visual reference material which can be referred at any place and at any time.

The presentations and videos were simple to understand and were designed more graphical and process-oriented to convey the content

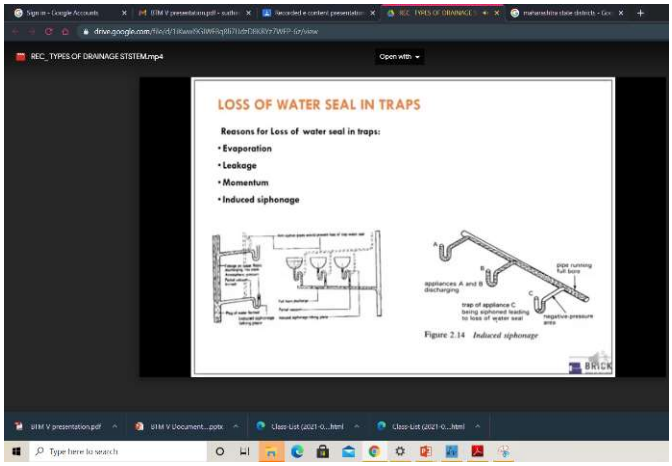
Used soft marker and power point pen to highlight the component while explaining in the video.

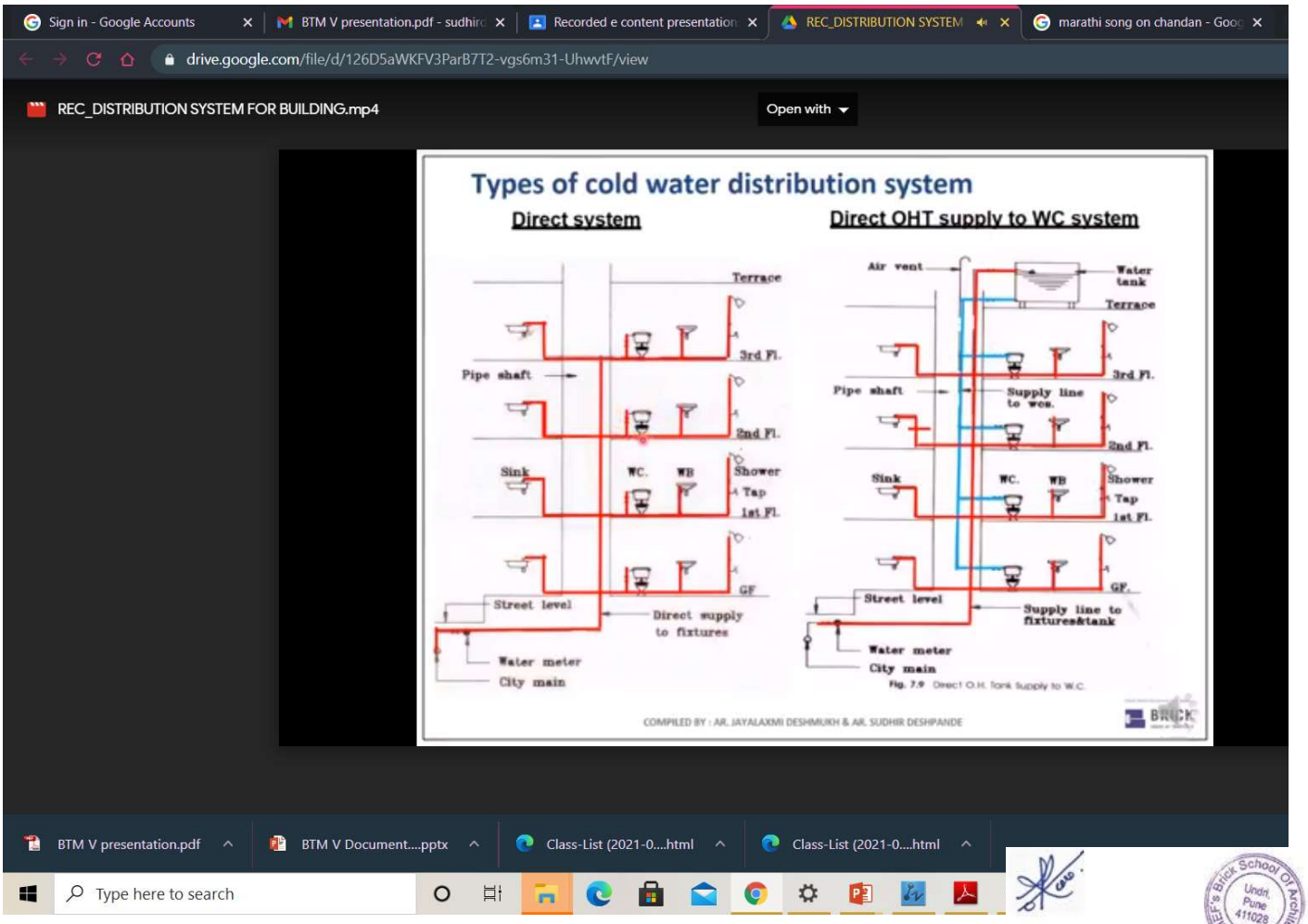


Recorded e content reference voice over presentations

Students refereed these videos after session also and also it was a benefit for the students who are struggling with connectivity issues during live sessions.

After first stage we reduced the time of these recorded presentations to 15 minutes. It was done to catch attention span of students and the longer topics were split in 2 or 3 sessions.





Recorded e content reference voice over presentations

Our institute received MASA student showcase award for technology category in 2021. Our core faculty prepared orientation videos on construction technology topics and gave open ended problem for students to explore. The guided factor was less and unguided i.e. self driven factor of learning was more which in incultated in students.

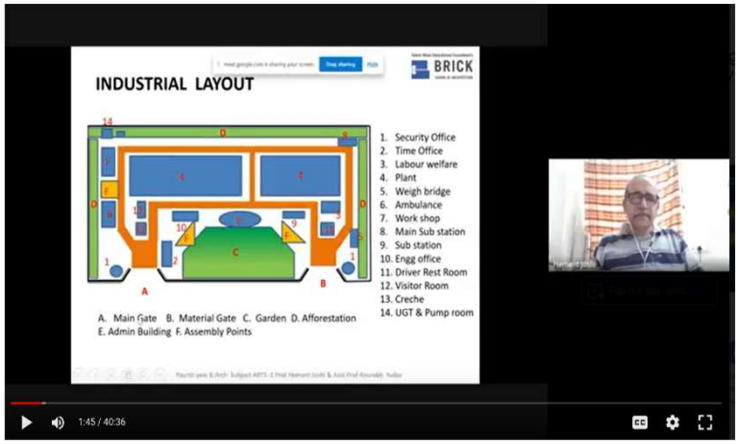


Figure 9: Recorded e content reference voice over presentations

The subjects like Specification Writing, Quantity estimation, Professional practice are important top understand site working, management, budget conditions etc. Our institute developed a library of reference videos to show latest technologies, materials with specifications, machinery on site. Also, faculty prepared some voice over presentations to understand the basic orientation of the subject.

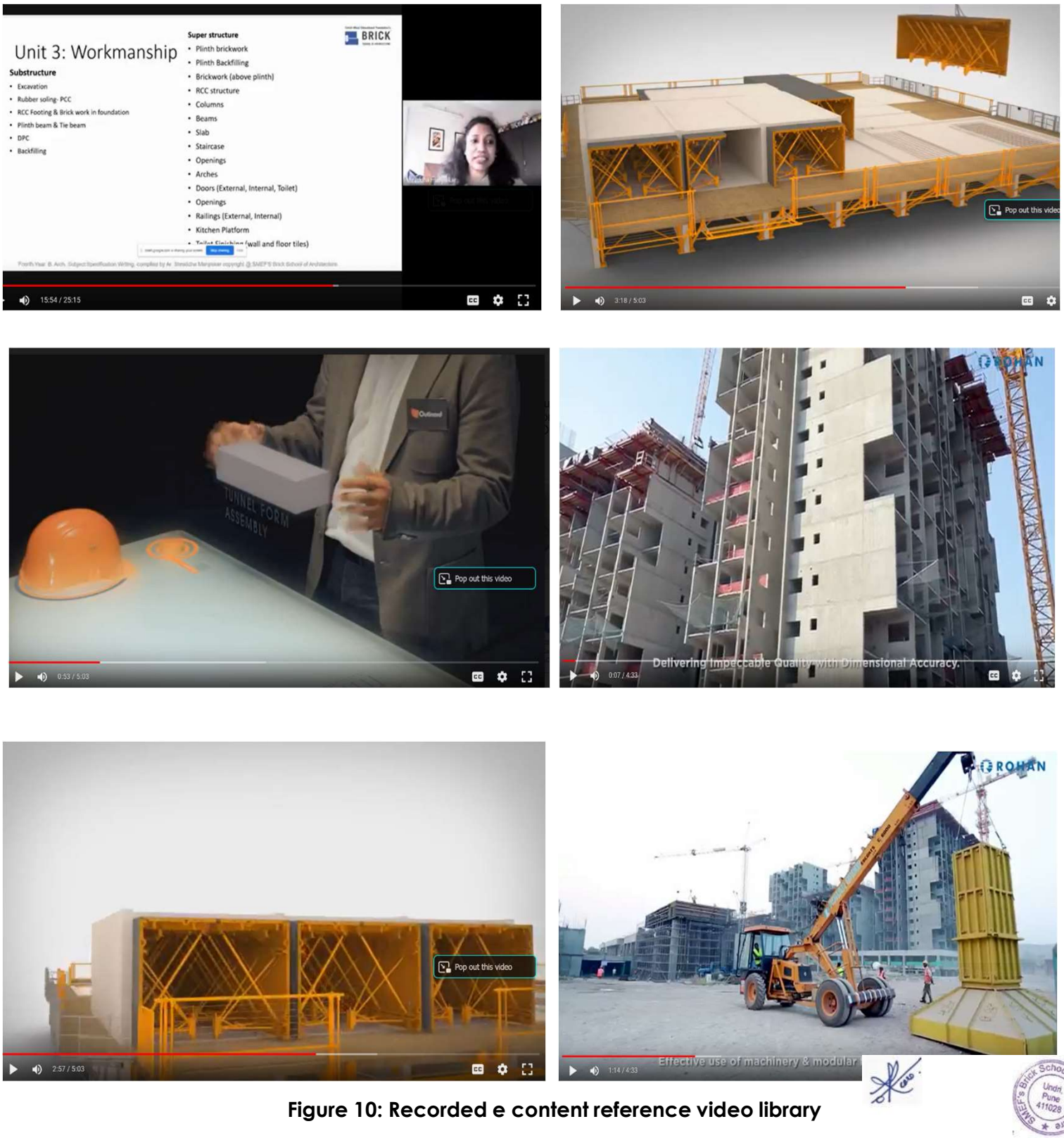
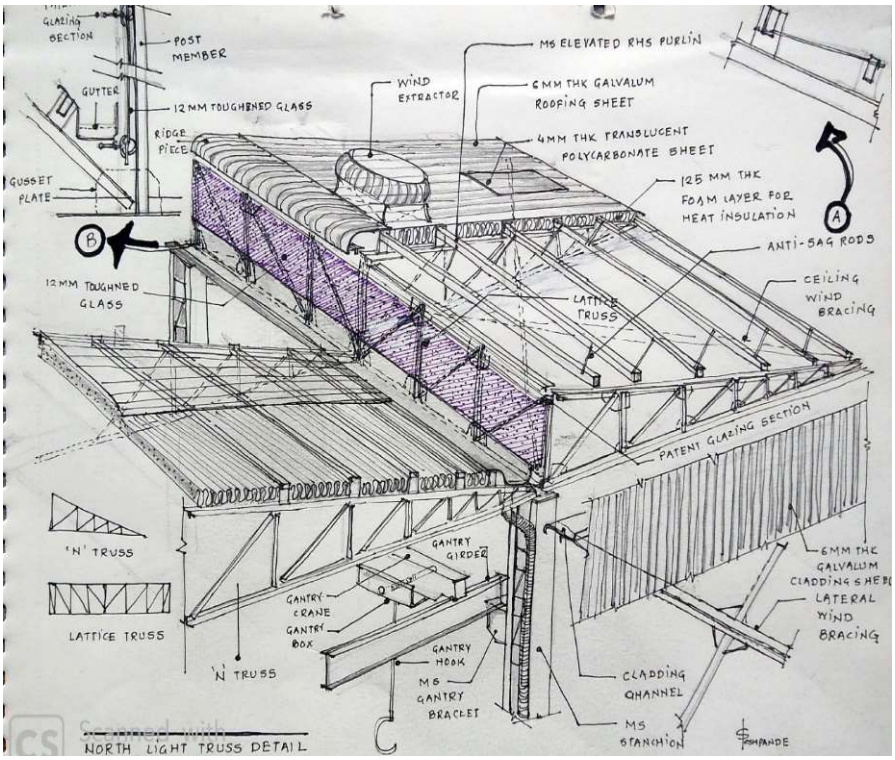
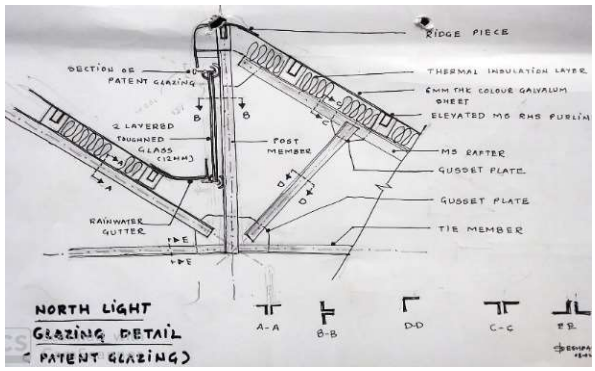


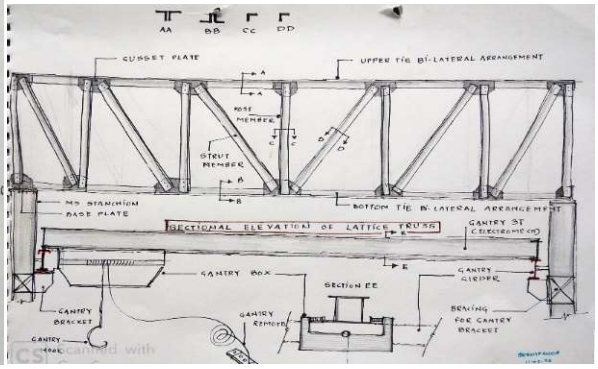
Figure 10: Recorded e content reference video library

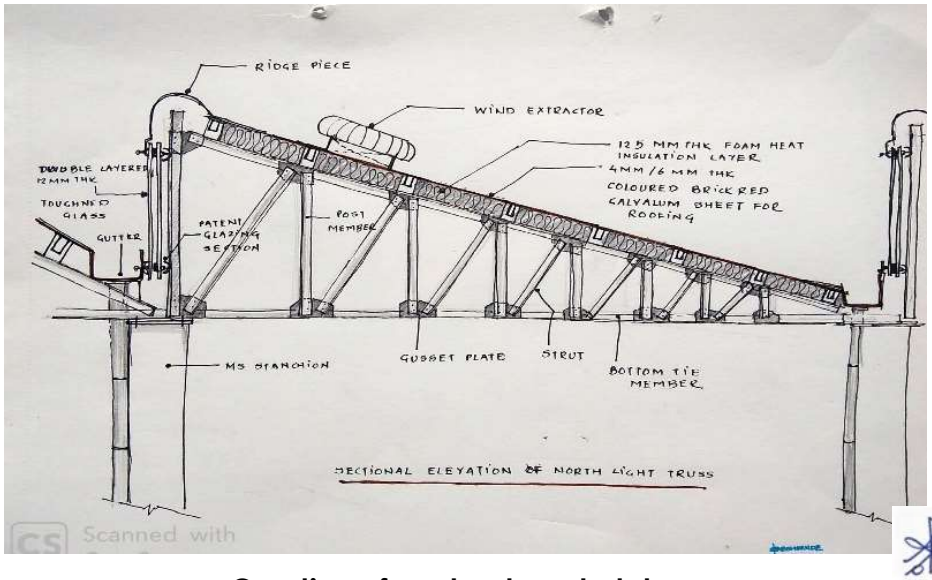
Creation of exploratory sketches on various technical topics of construction as e content

Our faculty created and sketched out the technical details and uploaded as E content on portal. These sketches were exploratory giving an idea of whole structural assembly with joinery details
These types of explorations helped students to explore their own structural details in a 3-dimensional way.
More graphical content minimizes time of grasping any topic.



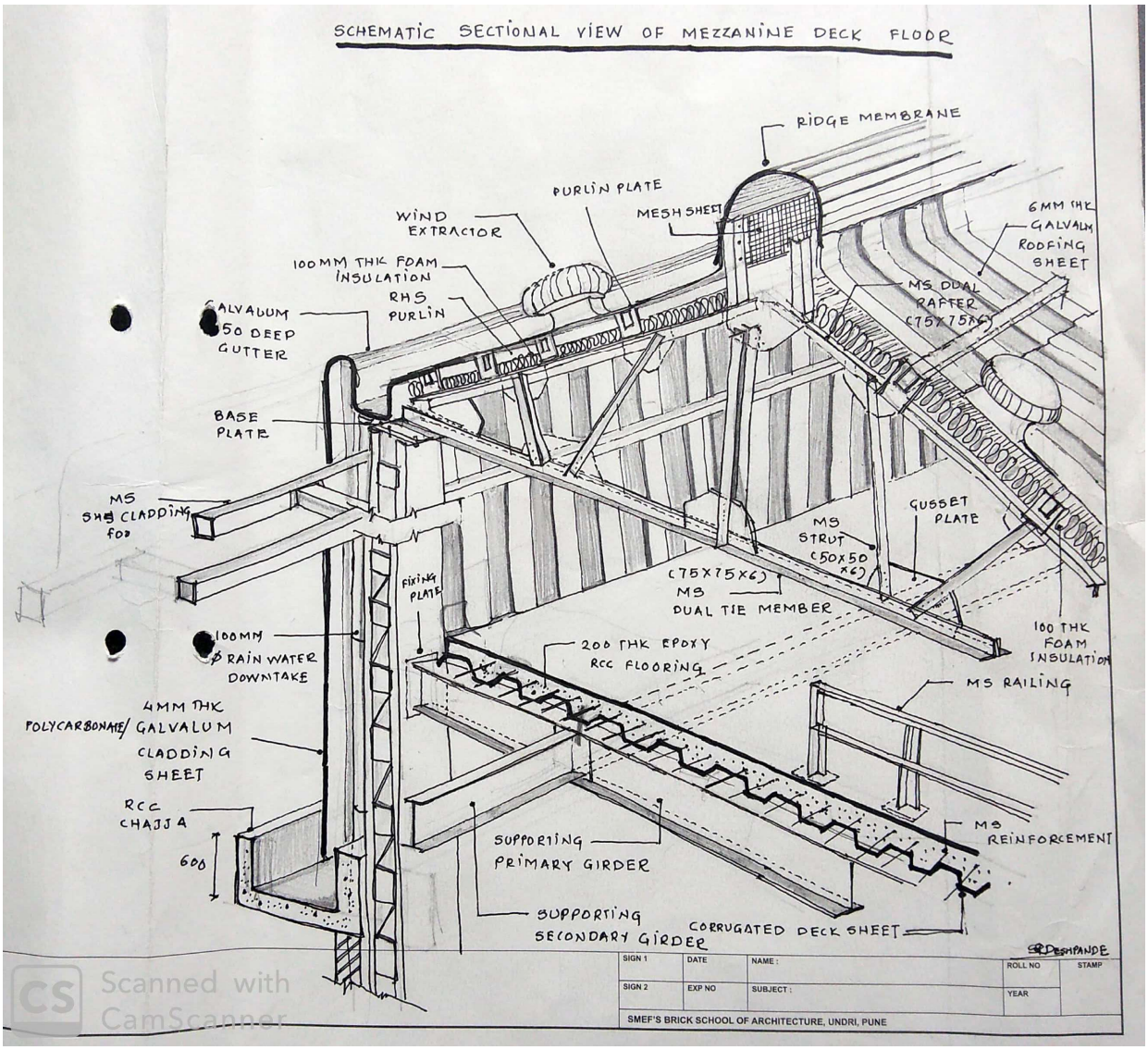


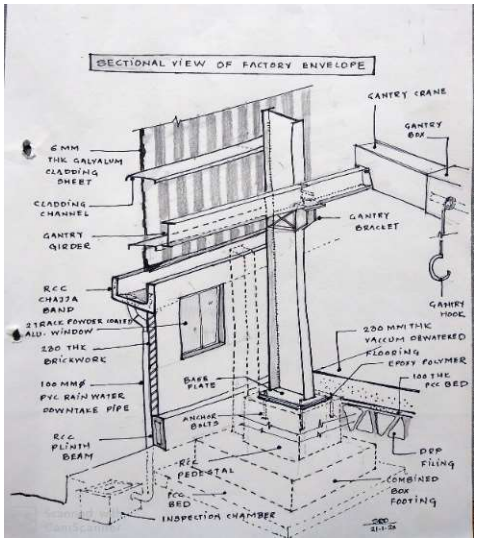


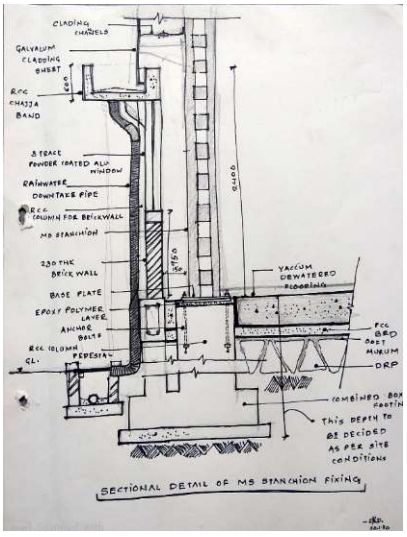


Creation of exploratory sketches

Creation of exploratory sketches on various technical topics of construction







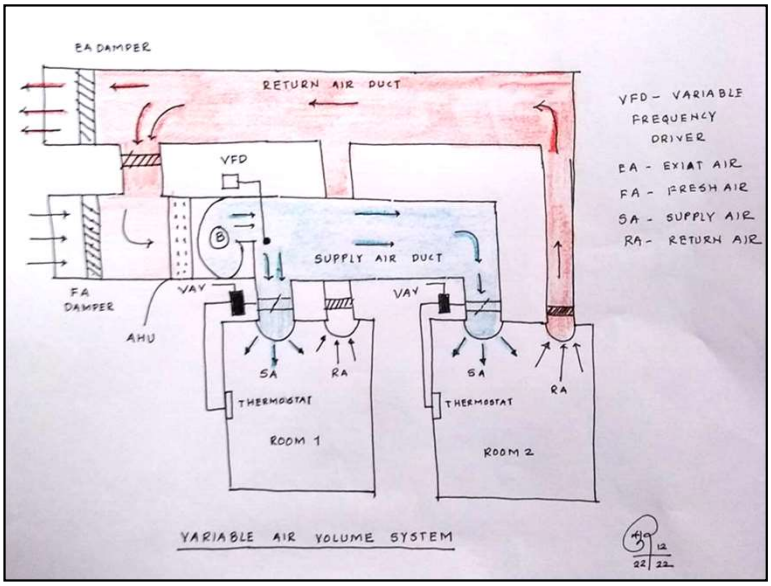
Creation of exploratory sketches

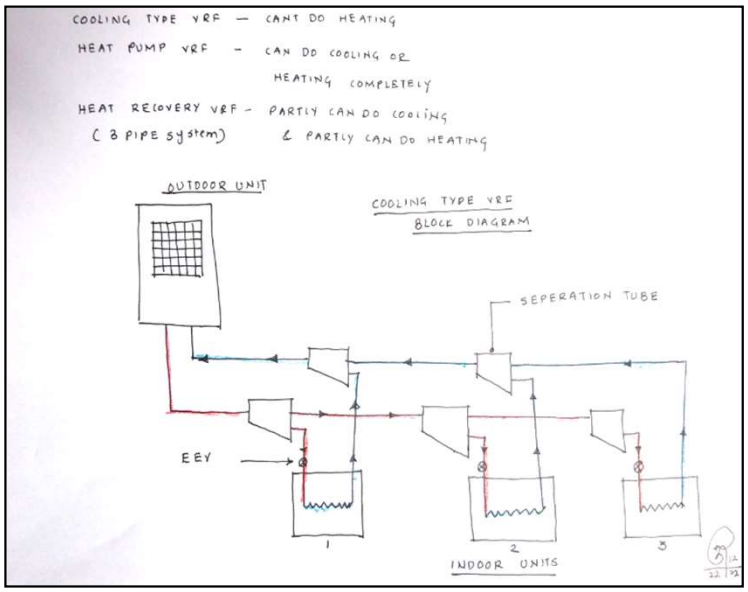
Preparing process working diagrams for technical topics like HVAC

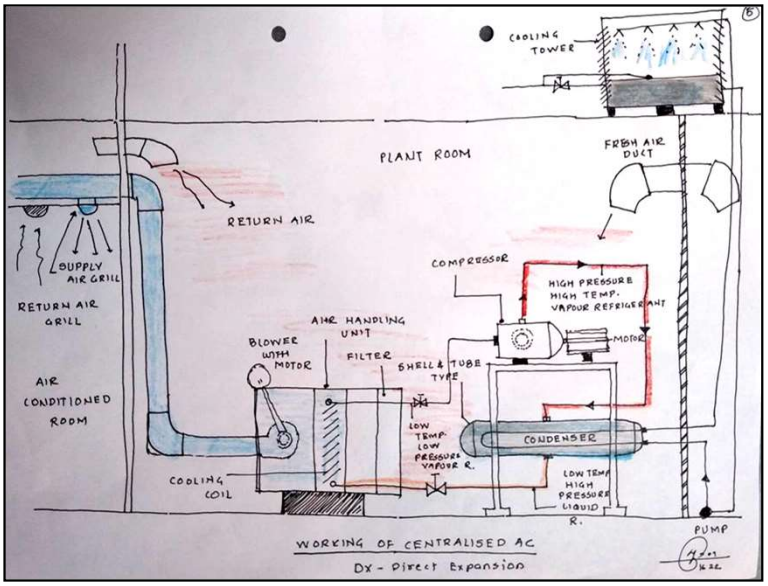
Our core faculty created and sketched out the working process of HVAC systems. These sketches helped to understand the whole system with components. Also, it gave them an idea about architectural facilitation for service areas.

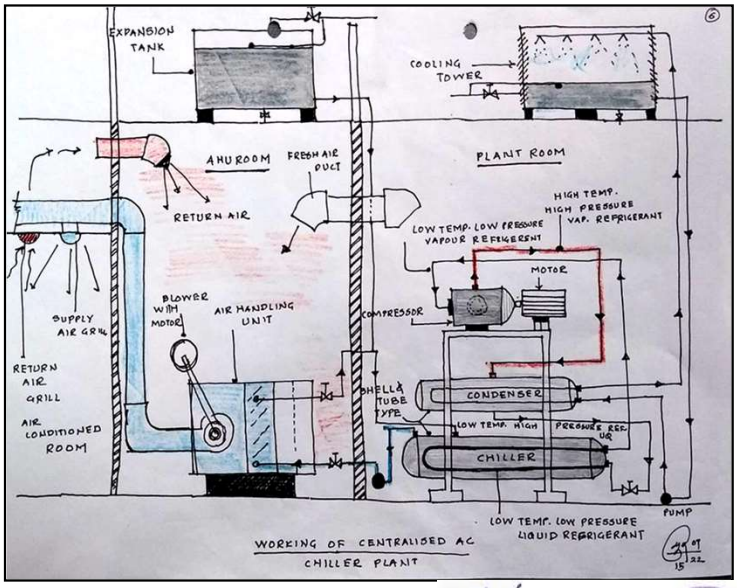
Also, it was easier for students to grasp the learning of these systems while having physical site visit for HVAC systems

More graphical content minimizes time of grasping any topic.







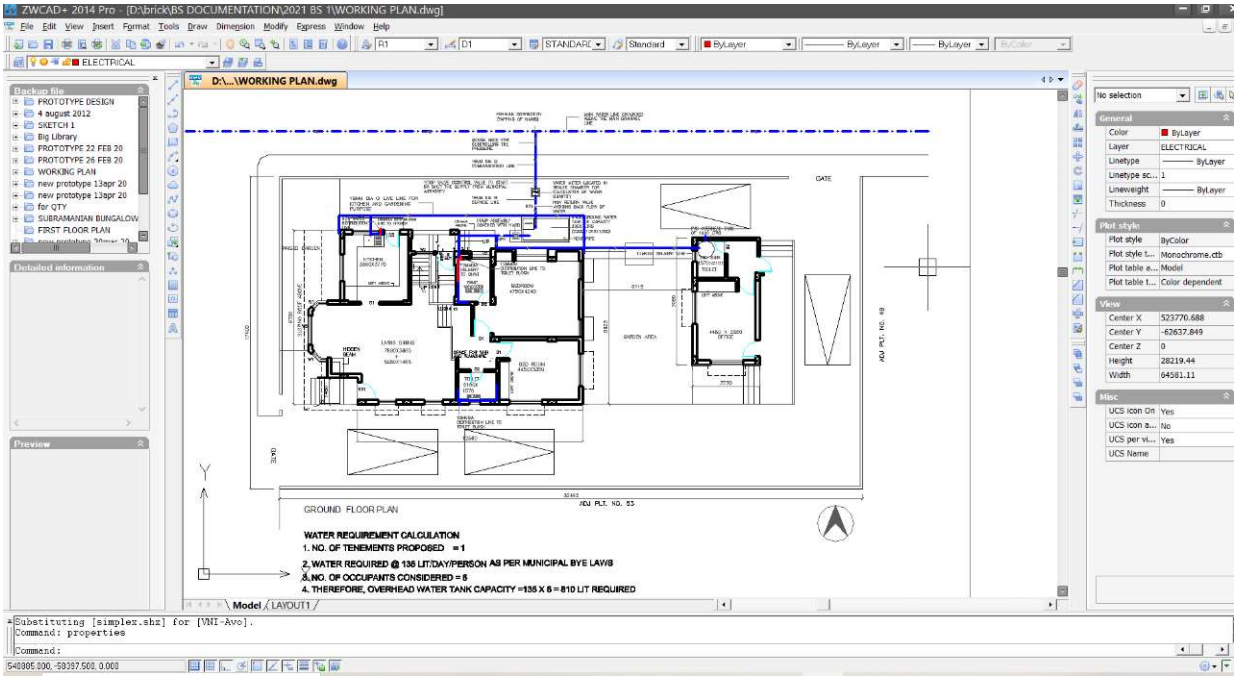


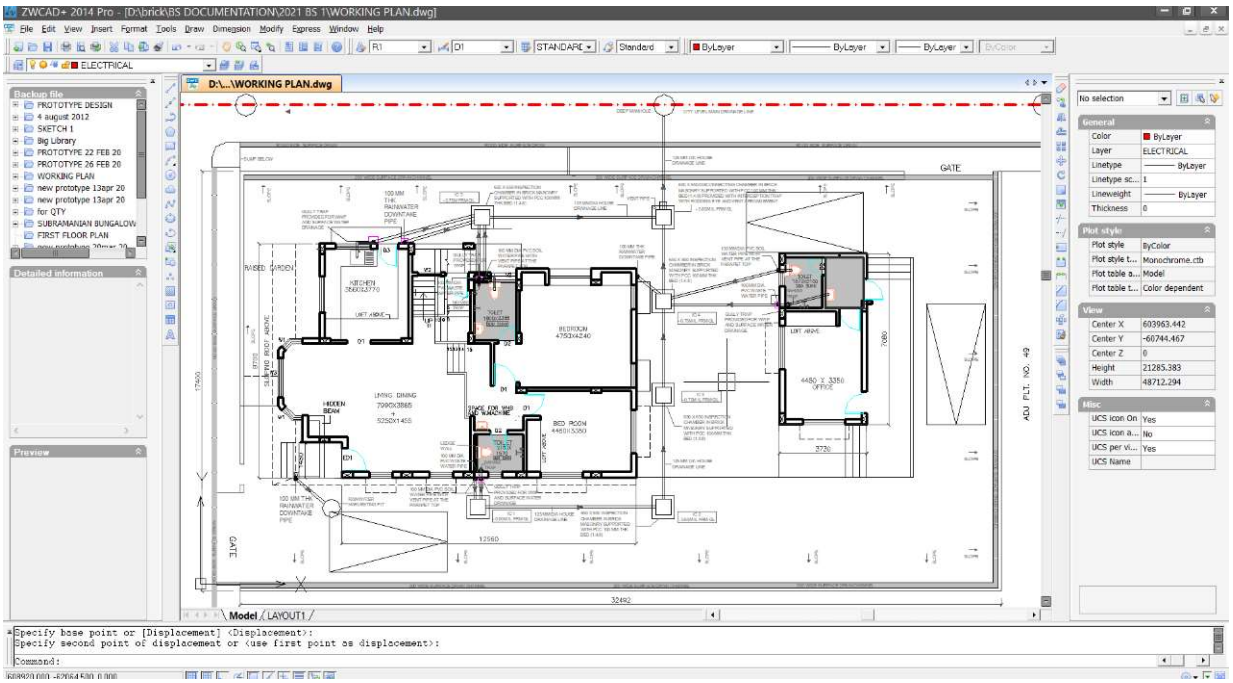
Process working diagrams

Demonstration of service layouts and recorded sessions as e content

The service layouts were evaluated in interactive discussion with the students
These layouts were uploaded on Google classroom as e content into that particular folder of topic
Also meeting session is recorded and the video is shared with the students as a reference.

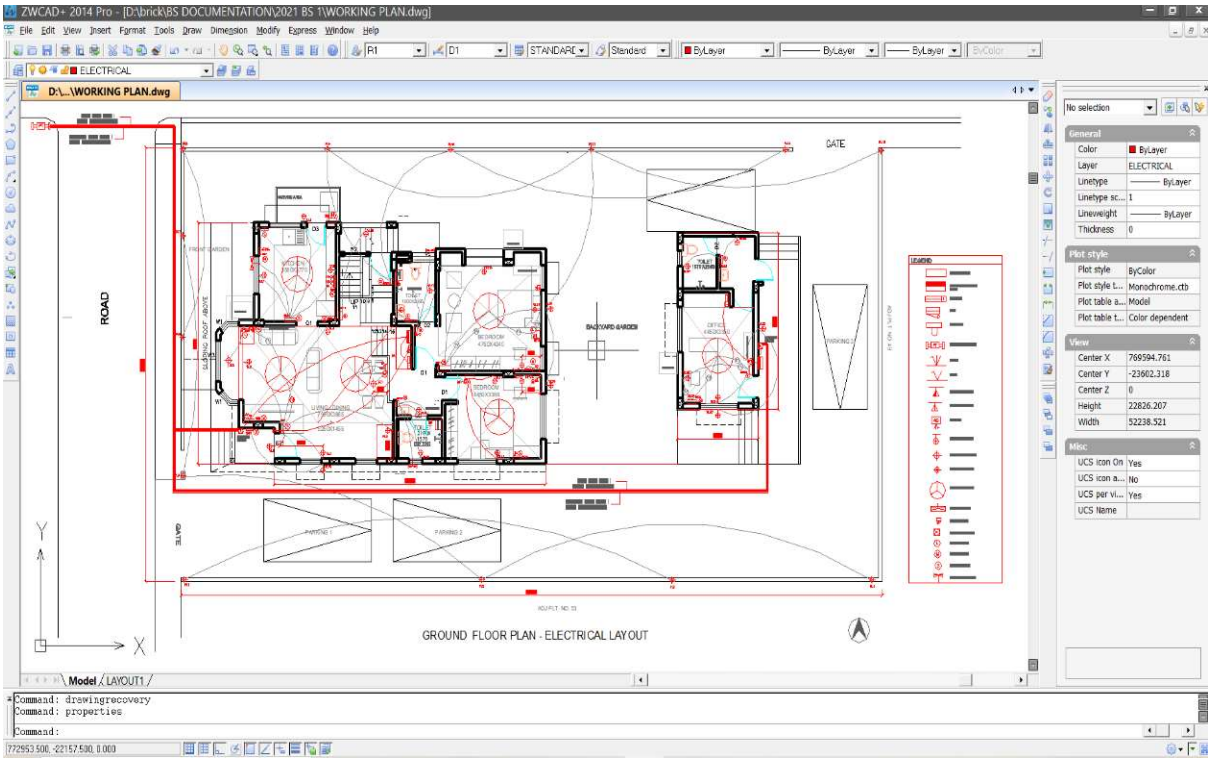
Students referred these layouts and meeting video at the time of evaluation of their own layouts. That was the value addition to E content considering need for further batches also.



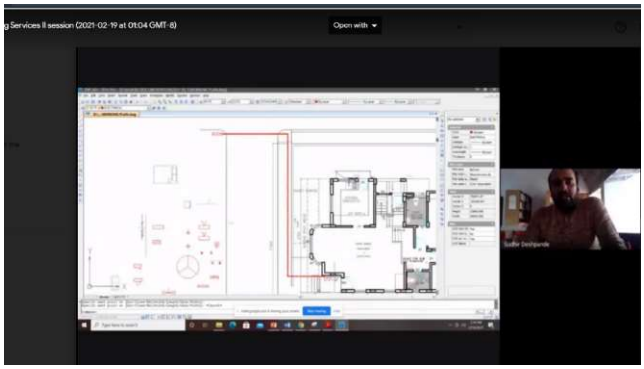


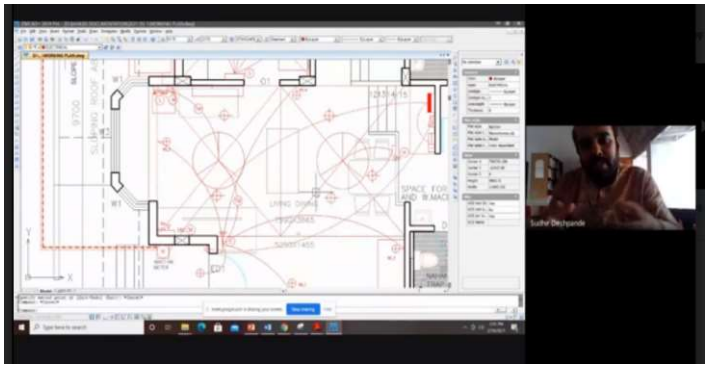
Preparation of Drainage and Water supply layout

EVALUATION OF SERVICE LAYOUTS AND RECORDED SESSIONS

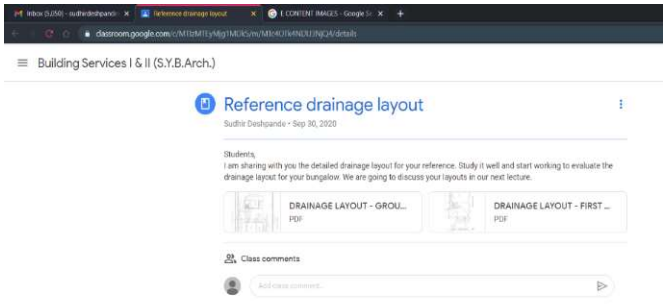


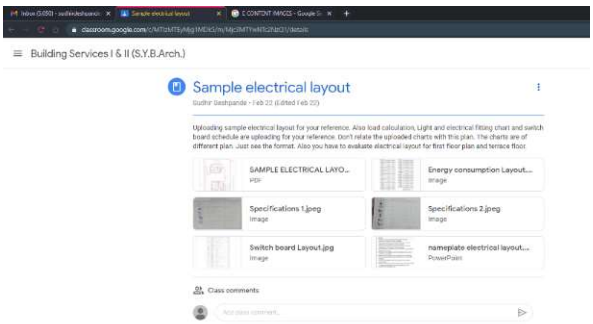
Preparation of Electrical layout





Recorded demonstrative videos

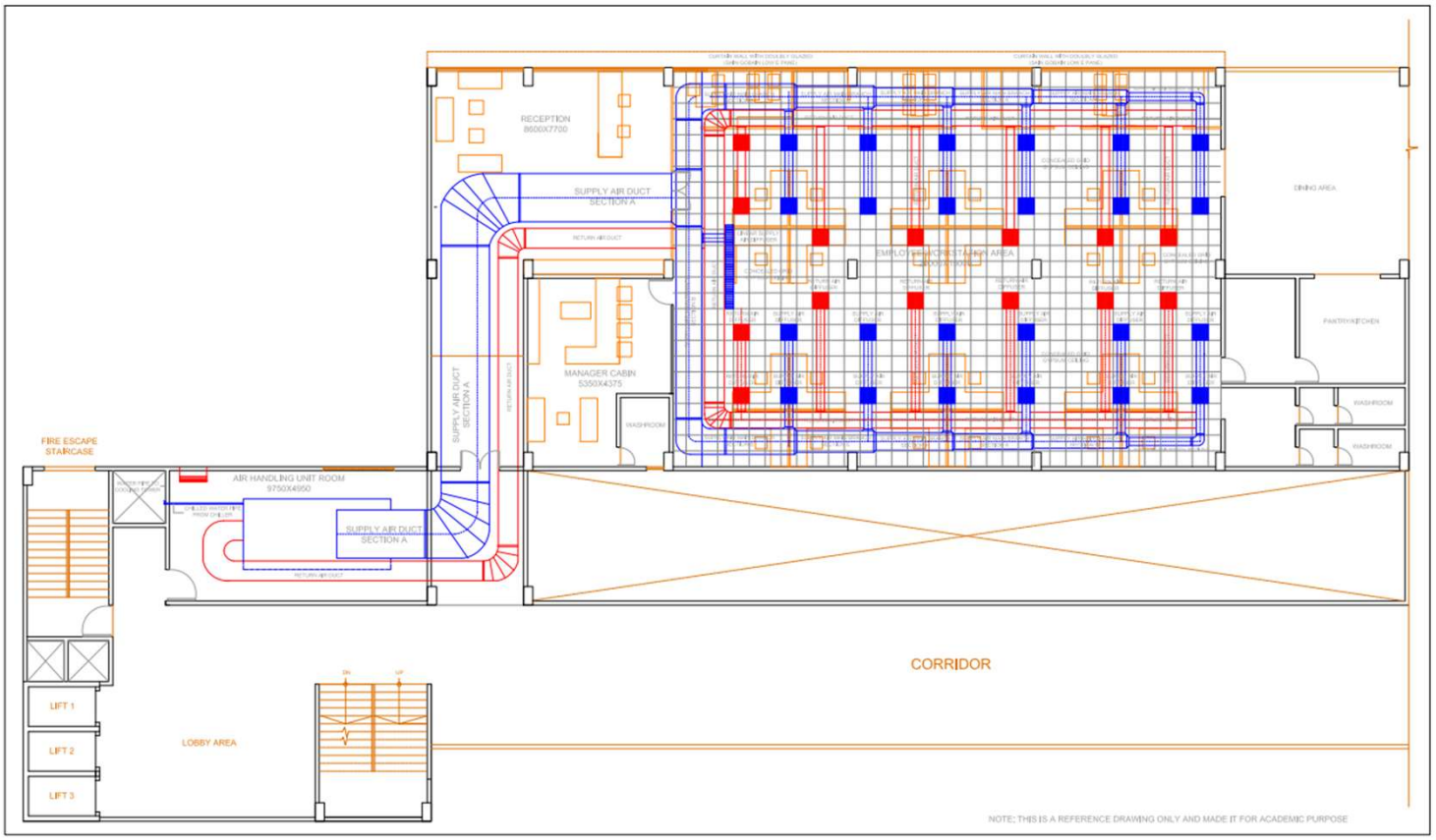




Uploaded layouts as E content on classroom

Preparation and demonstration of HVAC layout and heat load calculations

HVAC Layout for a commercial building was demonstrated on screen and later it was uploaded as a E content for students. Also, standard table formats were prepared for AC Calculations and Duct Size calculations. The institute take consistent efforts to convey practical knowledge to our students in a demonstrative way.



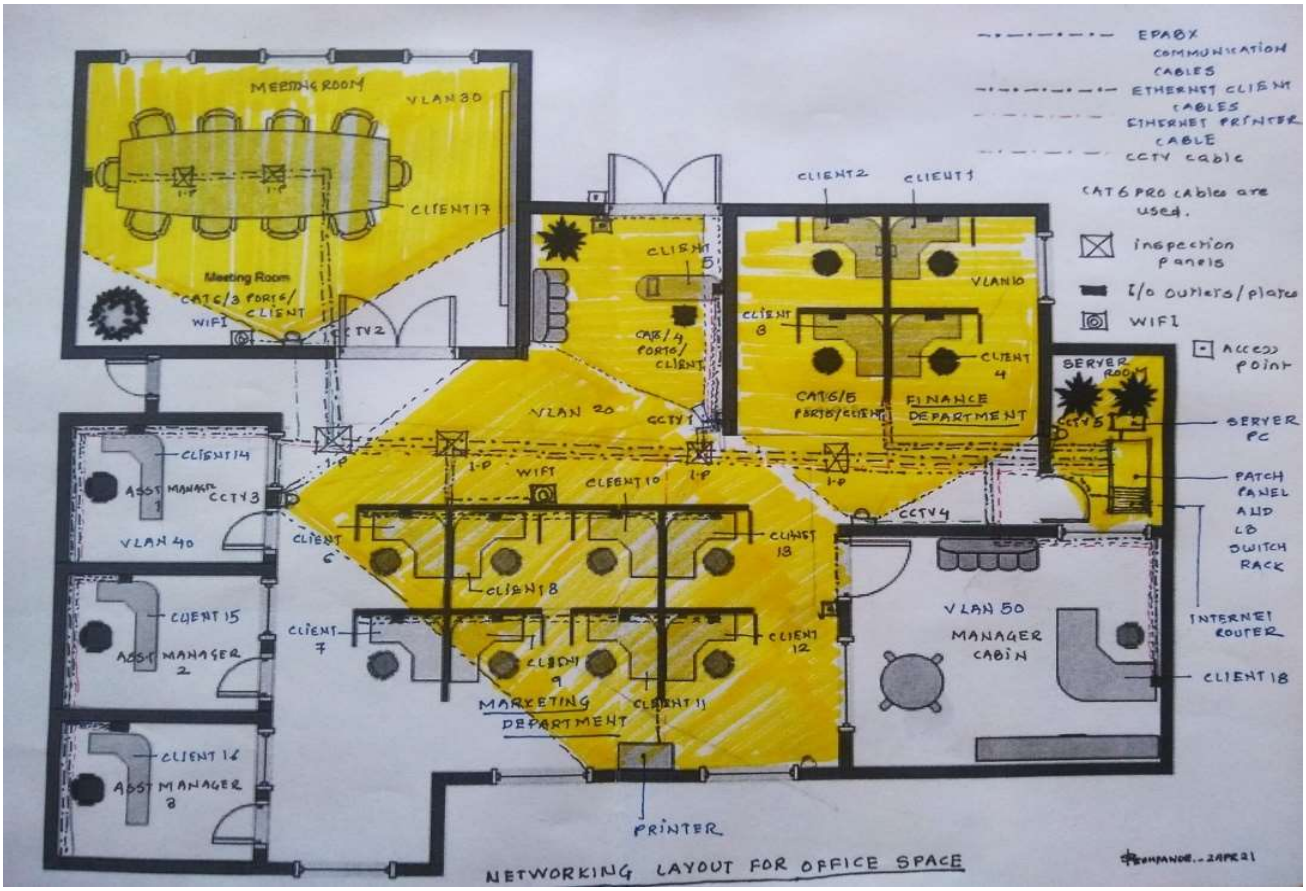
AIR CONDITIONING - HEATING & COOLING LOAD CALCULATIONS

Sr. No.	Area to be air conditioned	Feet L	Feet B	Feet Area in Sq.ft.	Meters L	Meters B	Meters Area in Sq.m.	Area of external wall in sq.ft.	Area of external wall in sq.m.	Tonnage required as per space volume	Heat Load due to external surface	Heat Load due to external surface	Heat Load due to Occupants (BTU/Hr) Sensible heat	Heat Load due to Occupants (BTU/Hr) Latent heat	Heat Load due to Occupants (W) Sensible heat	Heat Load due to Occupants (W) Latent heat	No. of occupants	Total lighting energy @2w/s q.ft.	Heat gain by Lighting (BTU/Hr)	Heat gain by Lighting (W)	Heat gain by Equipment (BTU/Hr) @	Heat gain by Equipment (W) 5.4W/sq.	Heat gain by Equipment (BTU/Hr) (Latent	Heat gain by Equipment (W) (Latent	Volume of Space Cu.ft.	Volume of Space Cu.m	Infiltration Air flow Cfm	Infiltration Air flow m/s	Heat Load due to Infiltration (Sensible heat) BTU/Hr	Heat Load due to Infiltration (Sensible heat) W	Heat Load due to Infiltration (Latent heat) BTU/Hr	Heat Load due to Infiltration (Latent heat) W	Heat Load Ventilation of a space (BTU/Hr) Sensible heat	Heat Load Ventilation of a space (BTU/Hr) Latent heat	Effective Room Sensible heat load (ERSHL)	Effective Room Latent heat load	Effective room total heat load	Factor of Safety (8%)	Effective room total heat load	Tonnage required due to heat load	Total Tonnage Require d
1	Employee open workstation area	65	49	3185	20	15	300	700	72	21	4376	722	6250	5000	1875	1375	25	6370	26066	7644	5430	1620	1540	450	35025	1110	175	0	3201	1052	4292	1382	1383	2	46737	10834	57571	4606	62177	5	26	
2	Board room																																										
3	Managers Cabin																																									
4	Reception																																									
TOTAL TONNAGE REQUIREMENT																																										

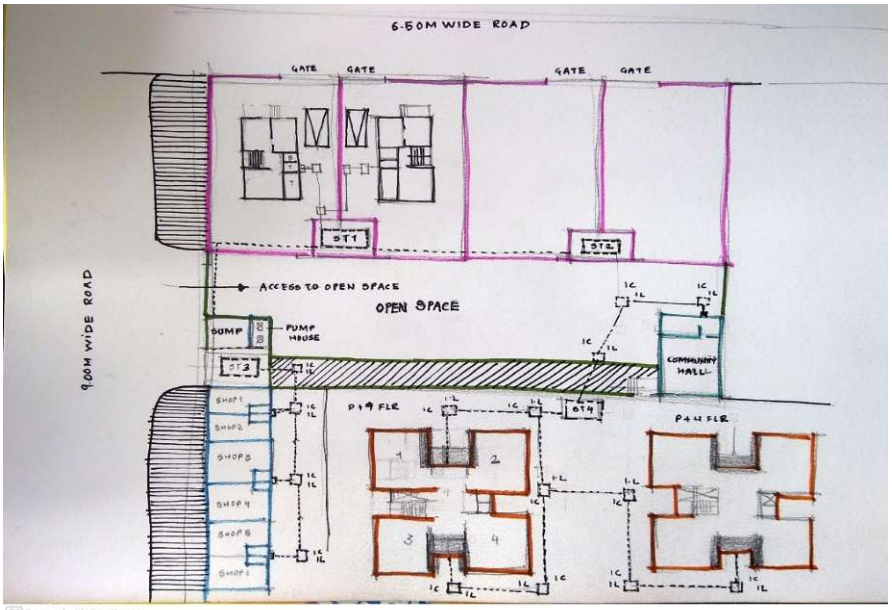
Duct Section	Q (CFM)	Velocity (FPM)	Width of Duct (inch)	Height of Duct (inch)	Width of Duct (mm)	Height of Duct (mm)	Remarks
A	10800	1200	72	18	1830	450	Main duct
B	4800	1000	38	18	975	450	Main Branch
C	800	800	12	12	300	300	Branch
D	400	750	12	7	300	175	Branch
E	4000	1000	32	18	815	450	Main Branch
F	800	800	12	12	300	300	Branch
G	400	750	12	7	300	175	Branch
H	3200	1000	26	18	660	450	Main Branch
I	800	800	12	12	300	300	Branch
J	400	750	12	7	300	175	Branch
K	2400	1000	23	15	585	380	Main Branch
N	1600	1000	20	12	510	300	Main Branch
Q	800	800	12	12	300	300	Branch

HVAC Layout and heat load calculations

Our institute take efforts in creating for reference layouts for advanced services. Our faculties prepared a reference layout for low voltage network systems. Students got advantage because these types of layouts are nor available in any reference books or website.



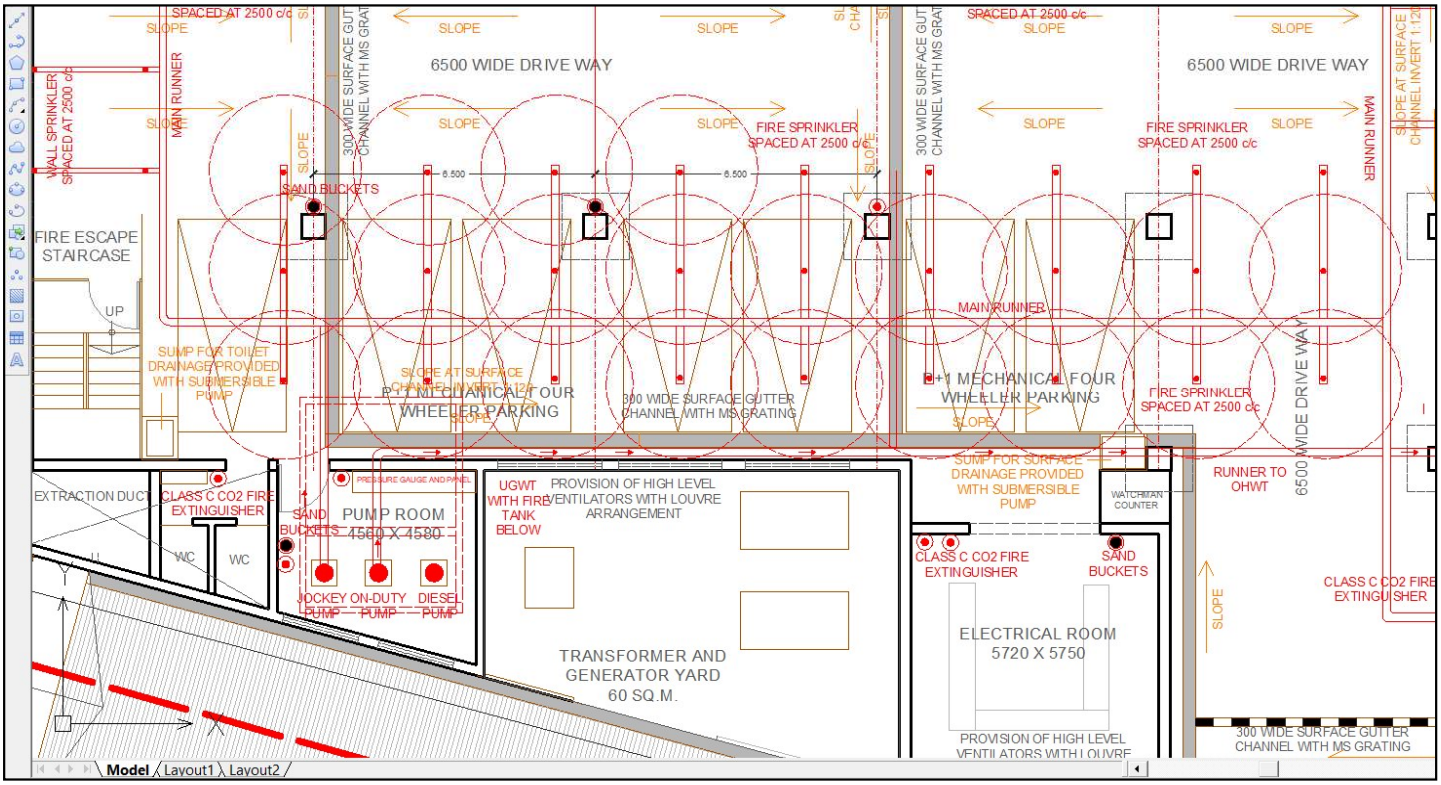
Low voltage Network layout

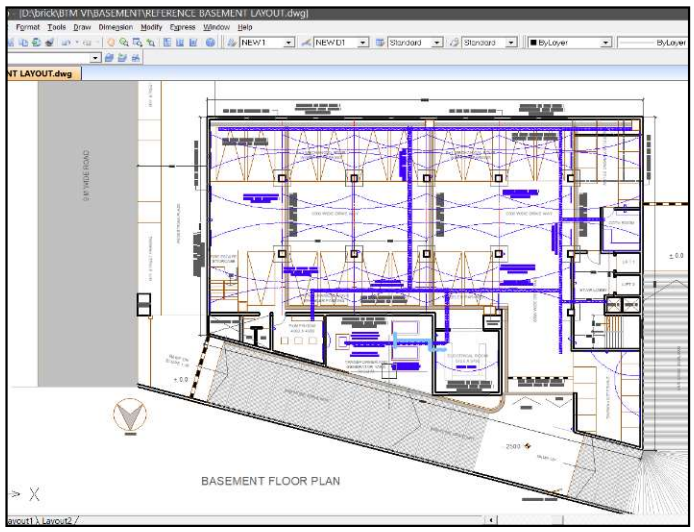


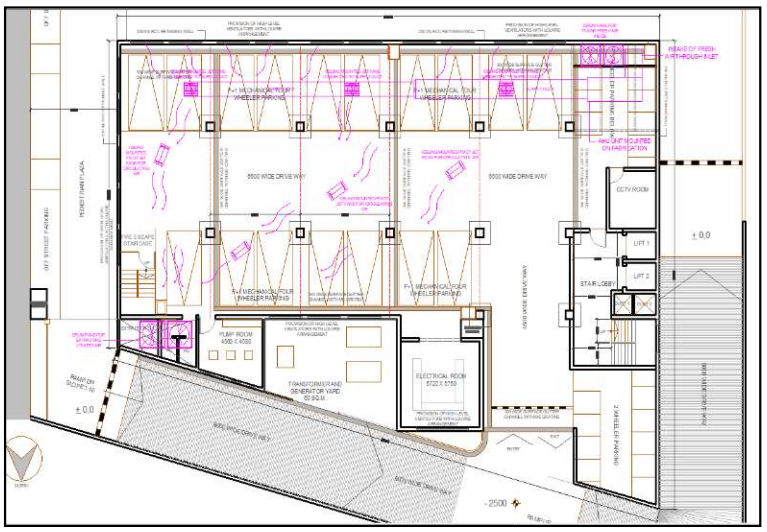
Multi Building Drainage layout

Preparation and Demonstration of basement service layouts and recorded sessions as e content

The topics like basement floor are critical in terms of understanding the allocation and circulation of services in a project. Our faculty developed reference service layouts for basement design to enable the core understanding and routing of services in a project.



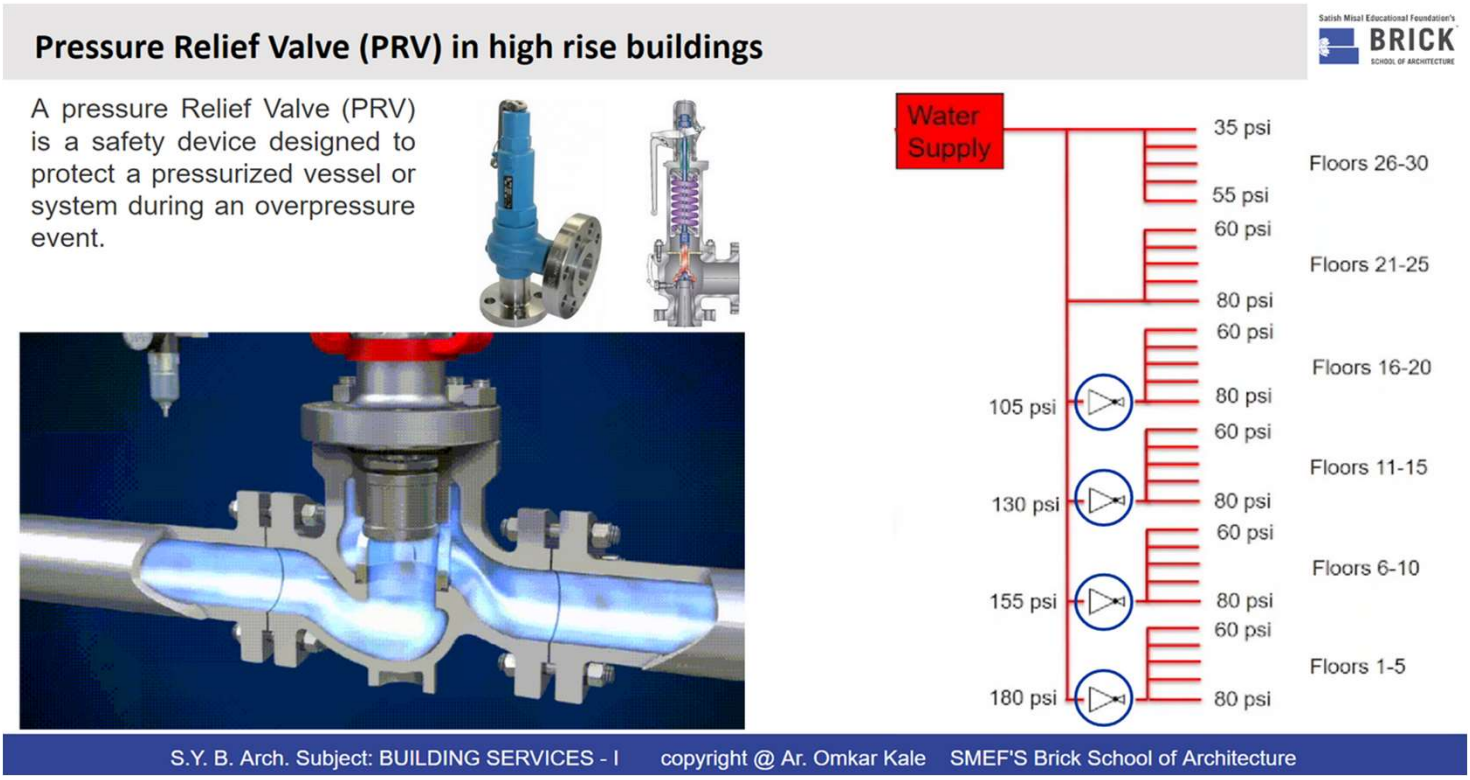


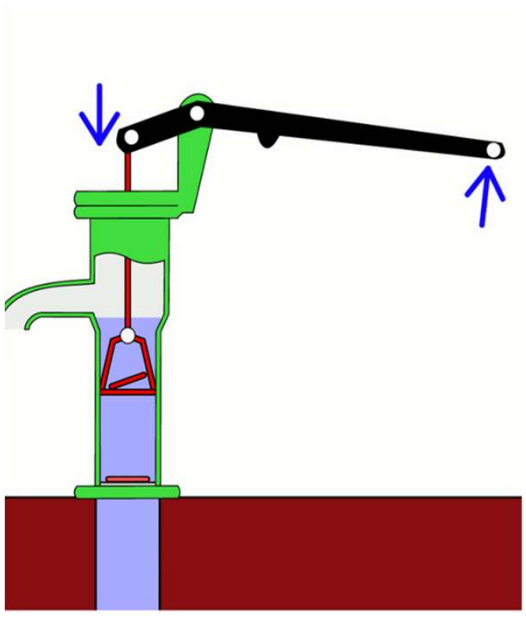


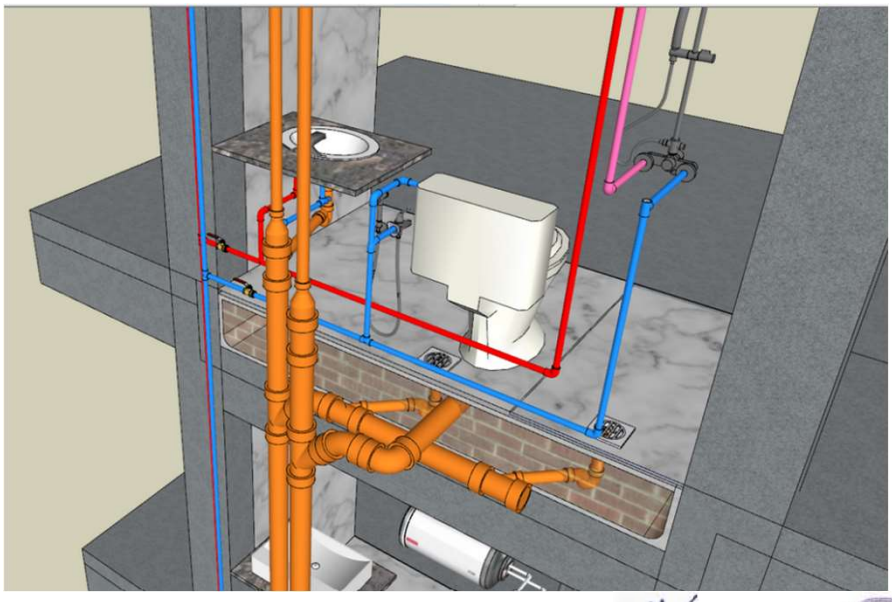
Reference Service Layout in Basement Design

Preparation of system animations and illustrations as e content

Our institute takes efforts in graphical effective communication. Our faculties created some animations for understanding the systems and some 3D illustrations to understand the system comprehensively. The intent was to show working principle of any component or a system in a simplified way. Students really benefitted with these efforts.







Animations and illustrations

Name of the Place/Site village, city: Taljai devi temple, Taljai Pathar, Sahakarnagar, Pune
Name of the collaborating agency: SMEF's Brick School of Architecture, Brick Sketch Club
Co-ordinated by: Ar. Sudhir Deshpande
Dates of visit: 6th July, 2019
Purpose of the visit: To learn on-site sketching of architectural spaces.

Reason for selection of this site:
The topic was studied to learn on-site sketching of architectural spaces. The above-mentioned site and location were suitable for understanding the idea of sketching and the various components and attributes of sketching. The selected location was well provided with a good and shady landscape with traditional temple architecture. It is a very old temple and trees on the east side create nice shadow patterns on the temple façade. The fresh morning environment and comfortable sitting places for sketching invited us for the sketching activity.

Summary of the inputs given before the site visit
The session was started by Ar. Sudhir Deshpande's input session. These inputs included different principle elements of sketching like scale, proportion, balance, light, shade and shadow patterns, human scale, focusing objects, etc. Due to this students got a good orientation before the actual sketching session. He also showed some his previous sketches and explained the ideas and narrative behind them. He also suggested some sketching tools for beginner sketchers.

Summary of the visit:
Students started with correlative theory and observatory input by the core faculty to initiate the activity. In charge, the faculty suggested some spots for sketching. Students started their sketching activity and faculty guided them throughout the session. Students put good, composed, and proportionate sketches at the end of the session. The duration of the total session was 2 hours. It was a very insightful session for the students.

Highlights (major learnings)
It was important to understand the difference between a photograph and a sketch. The minimum lines should speak maximum in a sketching format. It is an interplay between scale, proportion, and light. The perspective lines considering our eye level are also important. Every individual can pick up his or her style of sketching. But the important thing is to learn from the sketching is to express. Architects language is sketching and expressing through graphics.

Name of the Place/Site village, city: Constro-20 Exhibition at Sinchan Nagar, Pune
Name of the collaborating agency: SMEF's Brick School of Architecture
Co-ordinated by: Er. Hemant Joshi
Dates of visit: 16th - 19th January, 2020
Purpose of the visit: Visit to exhibition to understand various developments and practices in RCC and Steel works.

Pune Construction Engineering Research Foundation has been organizing the Constro International fair every alternate year. It also holds its biggest construction exhibition. Constro 2020 was from 16th January to 19th January at the new agriculture college ground in Sinchan Nagar, Pune.
Considering the increasing demand in the construction sector that requires industrial needs and spread awareness about modern building materials, machinery, and construction methods. This exhibition was also focused on subjects including building construction codes, green sustainable buildings, effective construction skill development, safety on site, etc.
It was a unique platform for visitors to meet other personalities like architects, engineers, designers, manufacturers, and Builders to improve quality, knowledge, technology, research, and development in the construction sector by organizing seminars, and courses for professionals, graduates, and undergraduates in the construction sector.
There was Association of Association of India conducted its Maharashtra state-level meeting in Constro 2020, which was focused on skill development in the construction sector as part of of exhibition. PCERF also organized its prestigious PCERF Padmashree B. G. Shirke Vidyarthi Awards 2020 on the 17th of January to boost creativity and talent among the students of civil engineering and architecture

Name of the Place/Site village, city: VKA, Bhaktimarg Rd, Shanti Sheela Society, Deccan Gymkhana,Pune, Maharashtra411004
Phone: 020 6626 8888
Name of the collaborating agency: VKA Architects
Co-ordinated by: (name of the faculty) Ar. Anurakti Yadav
Dates of visit: 11/02/2020

Purpose of the visit: Study of office infrastructure and talk on professional ethics.

Reason for selection of this site: Ar. Vishwas Kulkarni has vast and varied experience in designing and delivering a wide array of architectural projects for the past 39 years. His work has been acclaimed and has received many awards over the years. So, he would have been the right person for students can talk to and get all their doubts clear about professional ethics and how to develop office infrastructure as your firm grows. Even today he continues to work towards bringing design perfection in his projects.

Summary of the inputs given before the site visit - Students were taught about the organization of an architect's office in detail, followed by asking them to tell what essential elements would be required in the given office. They were given a tender to fill and were asked to form a firm hypothetically and list down the years of experience, infrastructure, skills, and type of projects handled.

Summary of the visit - had a visit to the office of *Ar. Vishwas Kulkarni*, to make students understand the scale and infrastructure of a firm. They had a healthy discussion with the principal architect and the junior architect and asked all the relevant queries to the professional field. Students were exposed to the challenges architects face as they grow their firms, and they got to know various policies and laws mandatory for the approval of the project.

Highlights (major learnings) - Students were exposed to the challenges architects face as they grow their firm, they got to know various policies and laws mandatory for the approval of the project.

Name of the Place/Site village, city: Sobha Garnet, Undri, Pune

Name of the collaborating agency: Sobha Developers, Bangalore

Co-ordinated by: Ar. Sudhir Deshpande, Ar. Sumedh Gite, Ar. Kanchan Shinde

Dates of visit: 3rd and 4th February, 2020

Purpose of the visit: Study of design, construction, and services of Multi basement structure

Reason for selection of this site:

The topic was studied to analyze the design, construction and services of multi-basement structure. The above-mentioned was suitable to decode the structure in terms of our proposed objectives. This Sobha Garnet project has received various prestigious awards like Birla, buildcon etc. Sobha is very well known for their German engineering audits and their in-house design, construction, and service team management. Also, the project is located in nearby areas of the college. Therefore, it was a great opportunity to us to visit that project.

Summary of the inputs given before the site visit

The topic theory at the introductory part was told to students in classrooms only. They were needed to correlate and find out some alternative mechanisms in the project. The theoretical part included topics like areas, side margins, heights, ramp designs, column grids, driveways, parking spaces, circulation elements, fire escapes, service areas, codings, column treatments, service lines, clearances, waterproofing methods, loads, pressures to be tackled by structure, design optimization and many more.

Summary of the visit:

We started with correlative theory and observatory input by the core faculty to initiate the site visit. Then the field engineer explained the whole project design by moving around right from entrance to exit. Also, they explained the connection to the building blocks. Then we segregated into two groups to learn and observe basic services like water supply, firefighting, electrification mechanical ventilation, etc. Each group was assisted by a field engineer and core faculty members. Students visited every area in the basement and asked various queries of the engineer and faculty. Engineers also explained the structural part of the basements and faculties supported the data with on-site sketches to the students understand the mechanism. The duration of this site visit was around 2.5 hours. At the last phase the project in charge architect Ar. Kedar Marathe communicated with students and explained to them the economic factors in basement construction. It was a very insightful session for the students.

Highlights (major learnings)

- Learned to plan the entrance, and exits to the basements
- Learned to check the ground profile, number of tenements, and applicable norms from the corporation before planning the basement
- Learned to design the ramp profile, slope, expand, movement, and fire tender route
- Observed and learned associative features of ramps like channels, ventilators, fire hydrants, speed breakers, mirrors, coding, surface, etc.
- Learned the design of driveways and parking spaces
- Learned the positions of vertical circulation elements like stairs and lifts and also a connection between basements and buildings
- Learned to plan the service areas like UGWT, plant room, transformer, generator yard, electrical room, fire tanks, security rooms, etc.
- Observed the laying of service lines, proposed shafts, clearances, etc.
- Learned different color codes for different service lines and overlapping portions of service lines
- Observed the lighting arrangement and ventilation techniques in the basement
- Learned to plan the various escape routes in case of fire, emergency
- Learned to consider different structural loads to be implemented on basement structure.

Name of the Place/Site village, city: Aura laser factory, Shirwal MIDC
Name of the collaborating agency: Aura Laser Management
Co-ordinated by: Ar. Sudhir Deshpande, Ar. Sumedh Gite, Ar. Kanchan Shinde
Dates of visit: 25th January, 2020
Purpose of the visit: Study of design, construction, and services of Industrial steel structure

Reason for selection of this site:
The topic was studied to analyze the design, construction, and services of Industrial steel structures. The above mentioned was suitable to decode the structure in terms of our proposed objectives. This Aura laser factory is well known for the production of mechanical parts for the automobile industry. Also, this project was constructed in two phases. The earlier phase was constructed with a traditional fin truss and portal arrangement. The extension and later part of the factory were constructed in PEB construction. Therefore, it was a good opportunity to study and analyze both systems of construction. Also, the layout is simple and well worked out to understand the segregation between the machine areas and walkways. Also, this steel structure was supported with a Gantry arrangement. Therefore, it was a good site to see the crane details and lifting design of materials. Even we received some good contacts for arranging this visit very systematically.

Summary of the inputs given before the site visit
The topic theory at the introductory part was told to students at classrooms only. They were needed to correlate and find out some alternative mechanisms in the project. The theoretical part included topics like components, their fixing, and design, heights, gateways, provisions of trusses, rafters, wind bracings, purlins, stanchions, span arrangements, roofing, and cladding sheet application, services like cable arrangements, fire fighting, rainwater disposals, light and ventilation, surface drainage, clearances, waterproofing methods, loads, pressures to be tackled by structure, design optimization and many more.

Summary of the visit:
We started with correlative theory and observatory input by the core faculty to initiate the site visit. Then the field engineer explained the whole project design by moving around right from entrance to exit. Also, they explained the connection to the building from the old part to the new extension. Then we segregated into two groups to learn and observe structure and services. Each group was assisted by a field engineer and core faculty members. Students visited every area in the industrial shed and asked various queries of the engineers and faculty. Engineers also explained the structural part of the factory and faculties supported the data with on-site sketches to the students understand the mechanism. The duration of this site visit was around 2 hours. In the last phase, the project in-charge engineer Mr. Jadhav communicated with students and explained to them the functioning and suitable space design and economical factors involved in steel construction. It was a very insightful session for the students.

Highlights (major learnings)

- Learned to plan the entrance, and exits to the industrial structure
- Learned to check the ground profile, type, and function of the industry, and applicable norms from the corporation before planning the structure
- Learned to design loading unloading platforms, circulation movement patterns, fire tender route, provision of deck floors
- Observed and learned important connections and fixing details of the stanchion, rafter, purlins, bracing members, ventilators, fire hydrants, speed breakers, mirrors, coding, surface, etc.
- Learned the design of the layout as per the functioning of the structure
- Learned the positions of vertical circulation elements like stairs and also a connection between old and new structure
- Learned to plan the service areas like UGWT, plant room, transformer, generator yard, electrical room, fire tanks, security rooms, etc.
- Observed the laying of service lines, proposed shafts, clearances, etc.
- Learned different color codes for different service lines and overlapping portions of service lines
- Observed the lighting arrangement and ventilation techniques in the basement
- Learned to plan the various escape routes in case of fire, emergency
- Learned to consider different structural loads to be implemented on industrial structures.





Name of the Place/Site village, city: Lawkim Limited, Godrej, Shirwal MIDC
Name of the collaborating agency: Aura Laser Management
Co-ordinated by: Ar. Sudhir Deshpande, Ar. Sumedh Gite, Ar. Kanchan Shinde
Dates of visit: 25th January, 2020
Purpose of the visit: Study of design, construction, and services of Industrial steel structure
Reason for selection of this site:
The topic was studied to analyze the design, construction, and services of Industrial steel structures. The above-mentioned was suitable to decode the structure in terms of our proposed objectives. The lawkim Limited is well known for the production of mechanical parts for the automobile industry. It is also an allied company of Godrej. This project was constructed in a conventional monitor roof truss. This project was also constructed in two phases. The earlier phase was constructed with a traditional monitor roof truss and stanchion arrangement. The extension and later part of the factory were constructed in PEB construction. Therefore, it was a good opportunity to study and analyze both systems of construction. Also, the layout is simple and well worked out to understand the segregation between the machine areas and walkways. Also, this steel structure was supported with a Gantry arrangement. Therefore, it was a good site to see the crane details and lifting design of materials. Even we received some good contacts for arranging this visit very systematically.

Summary of the inputs given before site visit

The topic theory at introductory part was told to students in classrooms only. They were needed to correlate and find out some alternative mechanisms in the project. The theoretical part included topics like components, their fixing, and design, heights, gateways, provisions of trusses, rafters, wind bracings, purlins, stanchions, span arrangements, roofing, and cladding sheet application, services like cable arrangements, fire fighting, rainwater disposals, light and ventilation, surface drainage, clearances, waterproofing methods, loads, pressures to be tackled by structure, design optimization and many more.

Summary of the visit:
We started with correlative theory and observatory input by the core faculty to initiate the site visit. Then the field engineer explained the whole project design by moving around right from entrance to exit. Also, they explained the connection to the building from the old part to the new extension. Then we segregated into two groups to learn and observe structure and services. Each group was assisted by a field engineer and core faculty members. Students visited every area in the industrial shed and asked various queries of the engineers and faculty. Engineers also explained the structural part of the factory and faculties supported the data with on-site sketches to the students understand the mechanism. The duration of this site visit was around 2 hours. In the last phase, the project in-charge engineer Mr. Rahul Jadhav communicated with students and explained to them the functioning and suitable space design and economical factors involved in steel construction. It was very insightful session for the students.

Highlights (major learnings)

- Learned to plan the entrance, and exits to the industrial structure
- Learned to check the ground profile, type, and function of the industry, and applicable norms from the corporation before planning the structure
- Learned to design loading unloading platforms, circulation movement patterns, fire tender route, provision of deck floors
- Observed and learned important connections and fixing details of the stanchion, rafter, purlins, bracing members, ventilators, fire hydrants, speed breakers, mirrors, coding, surface, etc.
- Learned the design of the layout as per the functioning of the structure
- Learned the positions of vertical circulation elements like stairs and also a connection between old and new structure
- Learned to plan the service areas like UGWT, plant room, transformer, generator yard, electrical room, fire tanks, security rooms, etc.
- Observed the laying of service lines, proposed shafts, clearances, etc.
- Learned different color codes for different service lines and overlapping portions of service lines
- Observed the lighting arrangement and ventilation techniques in the basement
- Learned to plan the various escape routes in case of fire, emergency
- Learned to consider different structural loads to be implemented on industrial structures.

Name of the Place/Site village, city: FTII, Pune and RBI agricultural banking institute, Shivajinagar, Pune
Name of the collaborating agency: SMEF's Brick School of architecture
Co-ordinated by: Ar. Sudhir Deshpande, Ar. Rohit Potdar, Ar. Girija Indulkar
Dates of visit: 6th July, 2019
Purpose of the visit: To study the existing institutional campus of FTII and RBI for proposed housing project
Reason for selection of this site:
The topic was studied to analyze and study the existing institutional campus of FTII and RBI for a proposed housing project**.** The above-mentioned project was suitable for understanding the idea of institutional housing and neighborhood living concepts. Institutional housing, a housing relating to, formulated by, or managed by an institution. It may be a government or private institute. Any institution will consist of certain rules and regulations that must be abided by to participate in the program. It was a housing project proposed for the employees of the above-mentioned institutes. RBI Institute required a housing facility for their employees. The institute includes the hierarchy of employees from class F to Class A i.e. from deputy governor to clerical staff. The institute also needed some amenities for its resident employees and guests. The project required privacy and security aspects in planning as it is governed by RBI. FTII campus of the institute was well separated with interesting un-built and built spaces. The institute required a housing facility which was proposed on the opposite side of the present institute. The objective was to redevelop and propose the housing project on the same site. The idea was to create a qualitative built environment that would display the institutional character by all means. The idea is to explore creative, innovative content from the FTII campus and a disciplined, simplistic approach from the RBI campus for a proposed institutional housing project.

Summary of the inputs given before the site visit
The topic theory at the introductory part was told to students in classrooms only through teacher talks, informal group discussions, case studies, video presentations, etc. The chart of observations to be noted was made through these discussions. Faculties decide the attributes to be measured on the site. The content part included topics like site surroundings, site accesses, internal circulation drive ways, walkways, zoning, existing landscape and civil features, understanding the language of an institute, studying different hierarchies of user in respective institutes, existing views, landscape elements, capacities, physical environment and many more.

Summary of the visit: (500-1000 words)
We started with correlative theory and observatory input by the core faculty to initiate the site visit. Then the incharge person explained us the whole project design by moving around right from entrance to exit. Also they explained the habitat, schedules, user classification, activities in their campus. Then we segregated into two groups to learn and observe the attributes that we listed in the input sessions. Each group was assisted with faculty members. Students actually visited to every area of the campus and asked various queries to the in-charge personnel and faculty. The duration for this site visit was around 2 hours. At the last phase the in-charge personnel communicated with students and explained them the functioning, and housing requirement and their future plans.. It was very insightful session for the students.

Highlights (major learnings)

It was important to understand the designing & planning ideas while proposing neighbourhood living. The behaviour of the users, their primary demands, visual & physical connection of buildings are the key components in the planning process. The proposed user was from a different contextual background. Therefore, it was a major challenge & requirement to provide a responsive environment through cut-off spaces, open spaces, lobbies, terraces & relaxing spaces. The objective was to create healthy social connections inside the community through thoughtfully designed spaces.

A livable habitat is always a key to connecting living and working more healthily. This project also contained 5% amenity spaces considering the preferences and psychology of residents of this institute. The accommodation facility also needed to be designed to cater to visiting teachers, guests, artists, and other eminent personalities.


Satish Misal Educational Foundation's
BRICK
SCHOOL OF ARCHITECTURE

Ref: BSA/GEN/2019-20/1147
Date: 02-07-2019

To,
The administration head,
Film and television institute of India,
Law college road, Pune

Subject: Request to grant permission to visit your campus

Dear Sir/Ma'am,

We request you to kindly grant us the permission to visit your campus at Law college road campus, Pune on 6th July 2019. The purpose of this visit is to study the campus and explore housing for the employees. The study of the case will be done by 4th year B. Arch students. We believe that this site is the perfect for institutional housing. The students of 4th year B. Arch of Brick School of Architecture (85 in number) will be visiting your campus accompanied by five faculty members. Students are made aware of the code of conduct followed at your campus during the visit.

Looking forward for the reply.

Thanking you,

Yours Sincerely,

Ar. Poorva Keskar
Principal

Name of the Place/Site village, city: Godrej RMC plant, Dhayari, Pune
Name of the collaborating agency: Godrej RMC
Co-ordinated by: Ar. Jayalaxmi Deshmukh, Ar. Rajdatta Dewang
Dates of visit: 20th & 21st January, 2020
Purpose of the visit: Study of preparation, transportation, and quality testing of Ready Mix Concrete

Reason for selection of this site:
The topic was studied to analyze and study of preparation, transportation, and quality testing of Ready Mix Concrete. The above-mentioned project was suitable to decode the topic in terms of our proposed objectives. The Godrej RMC plant is well known for the production of Quality mix concrete and also it is a certified plant for different typed quality testing and quality products. Godrej RMC plant takes a systematic approach right from inventory of raw materials to transportation of the final product. The main plant is situated at Hadapsar. Due to our busy schedule, we got an opportunity to visit the allied plant on Sinhgad road. The processes and checking schedules were systematic therefore, it was a good site to study and understand ready-mix concrete topics comprehensively. Even we received some good contacts for arranging this visit very systematically.

Summary of the inputs given before the site visit
The topic theory at the introductory part was told to students at classrooms only. They were needed to correlate and find out some alternative mechanisms in the project. The theoretical part included topics like the need for RMC concrete, proportions, mixing, transportation through transit trucks, environmental considerations in manufacturing processes, batching, scheduling, testing, components involved like buckets, conveyor belts, mixer, grinders, advantages, limitations, costing involved, market purchase rating analysis, the strength of concrete loads, and many more.

Summary of the visit:
We started with correlative theory and observatory input by the core faculty to initiate the site visit. Then the field engineer explained the whole project design by moving around right from entrance to exit. Also, they explained the stages of manufacturing, testing schedules, the capacity of the plant, storage of new products and raw materials, site office design and arrangement. Then we segregated into two groups to learn and observe functions and components. Each group was assisted by a field engineer and core faculty members. Students visited every area of the RMC plant and asked various queries of the engineer and faculty. Engineers also explained the structural attributes of RMC to be achieved as per the norms and faculties supported the data with on-site sketches to the students to understand the mechanism. The duration of this site visit was around 2 hours. In the last phase, the project engineer Mr. Basudeo communicated with students and explained to them the functioning and suitable space and qualitative checks to be done in RMC manufacturing. It was a very insightful session for the students.

Name of the collaborating agency: Jaquar Group, Shivajinagar, Pune
Co-ordinated by: (name of the faculty):- Ar. Jayalaxmi Deshmukh
Dates of visit: 23rd & 24th July, 2019

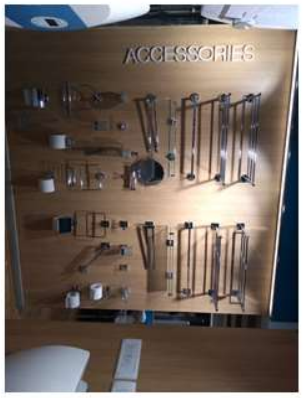
Purpose of the visit:

- To introduce students the sourcing and distribution of hot and cold water in a building premises including the study of all components involved.
- To show them actual working of Taps, faucets and other fittings- Bib taps (ordinary, Screw down , half turn , quarter turn using ceramic disks) variations such as pillar taps , angle valves , shower roses etc. - Mixing units for wash-hand basins, kitchen sinks, shower units, baths etc. (Both of valve and diverter type and single lever type) Flushing cisterns and flush valves. Etc.

Reason for selection of this site:

Today Jaquar Group is India's most searched bath brand on Google (Google trends period 13-15), leader by far. As per super brand across 2000 brands (all top brands across category) in India, Jaquar Group stands in top 5% brand with maximum recognition and awareness Jaquar Group is India's most trusted bath fittings brand (AC Neilson 2013). Jaquar Group is the first Indian bathing brand to mark its presence at global bathing fair at ISH Frankfurt in 2013, 2015, 2017, 2019 and will be participating in the upcoming 2021 fair as well. The company's approach to aesthetic design has won several accolades like Red Dot Design (Germany) IF Awards (Germany), Plus X (Germany) & Good Design (U.S.A), Elle Décor International Award, Indian Design Mark, among othersThe Group has been globally certified in quality by SON, TUV, CE, TISI, KC, SASO, PZH, ZNAK-B, WRAS, KIWA, CIDB, PUB, and SABS



Name of the Place/Site village, city: Bhigwan, Baramati, Maharahtra
Name of the collaborating agency: BRICK
Co-ordinated by: Abhang K, Neha Ghugari, Aditya Mandgaokar, Amrut Deshmukh
Dates of visit: 13th June 2019
Purpose of the visit: Site study

Reason for selection of this site:
The ever-increasing human population has put a lot of stress on natural resources. The most affected is land. We are expanding our footprint on this planet at such an alarming rate, without realizing how it affects our cohabitant flora and fauna. It is no surprise that slowly but surely some species are becoming smaller in numbers and also becoming extinct. The Short Exploration chosen this semester was a "Migratory Birds Observation Centre". Pune is lucky to have Bhigwan in its vicinity. It is renowned for the presence of migratory birds. Located on the backwaters of the Ujjani dam it offers a good natural environment for these birds.

Summary of the inputs given before the site visit
The responsibility of choosing the site was left to the students. Before the visit, guidelines were given on how to choose the site. An orientation lecture was conducted before departure for the trip. An introduction was given to the socio-geographic and climatic context of the region. Maps of the region were studied, and important landmarks were identified
Summary of the visit:
The trip was conducted in a single day as the place is about 2 hours drive from Pune. An extensive walkaround was conducted to first familiarize the students with the area and the village in its vicinity.

Highlights (major learnings)

It was observed that there exists a tourist culture and infrastructure but largely in an unorganized manner. If this is allowed to take its natural course, then there will be major damage to the environment. To bring about ecological awareness amongst all, a facility should be proposed which can attract people from all walks of life, be it a casual tourist, layman or even an ornithologist. But every intervention has an impact. Nowhere more than at a location that is ecologically so sensitive that any careless action can disturb nature's delicate balance and adversely impact the flora and fauna. So it was important to implement the following identified aspects strictly:

- Ecologically sensitive Architectural Design in proximity of a large water body
- Low impact construction
- Lightweight and semi-permanent structure
- Design from a controlled palette of building materials

The material palette was also carefully proposed as below:
Wood, bamboo, tensile fabric or any other lightweight material.
No RCC, brick, or CCU blocks to be allowed for the superstructure

Conclusion

Rather than giving students an extensive set of regulations and limitations, student centric methods encourage them to create their own games. Architects should take courses that contain as little theory as possible and as many real-world problems that call for innovative solutions as possible.

The first step to the success of any learning program is participation. A student-centered approach is used to address the main needs of the learners, providing a pleasant and customized learning environment. If a certain set of students like discussions and activities, then more interaction should be added to the courses.

Every student has different needs when it comes to learning. While some people like to study a subject in depth, others just want to understand an idea's foundations. Furthermore, while some students may be fully ignorant of a topic, others may have prior knowledge of it.

Conventional teaching approaches may not be able to satisfy the demands of a wide range of students since they treat every student equally. Things are different in student-centered learning environments. In these situations, teachers might provide additional material to aid in the learning of the students. Learning is more effective when there is more content.

M. Arch – 2.3.1 Student Centric Learning Methods

Content

Sl. No.	Particulars	Design & Project Management
1.	Introduction	
2.	Experiential learning	On-site observations, interactions with professionals
3.	Participatory Learning	Hands-on learning, role-playing scenarios,
4.	Self-directed Learning	Resource Sharing, experimental explorations
5.	Project based learning	Case-based studio assignments
6.	Collaborative Learning	Group work

Introduction

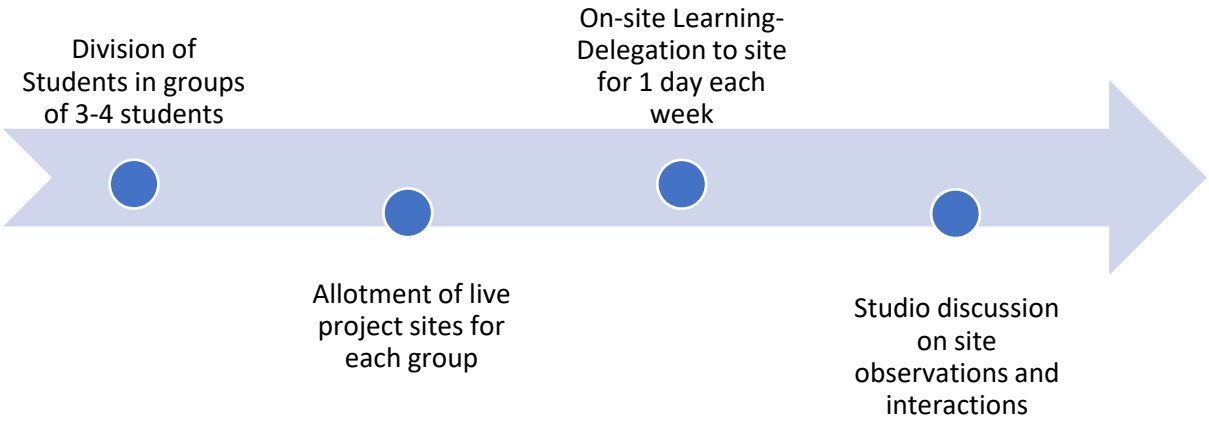
Student centered methods are introduced at SMEF's Brick School of Architecture for its M. Arch in Design & Project Management program to encourage students to be more engaged, empowering them to take ownership of the learning experience and create a supporting learning environment. The methods explored are based on the potential of the courses in the Program. Being the Post Graduation students, few of them take up the program after gaining Professional experience. This helps the students in aligning with the learning objectives and engage in diverse learning methods.

Following are the description of Student-Cetric Methods employed at the M. Arch program

Experiential Learning through "On-Site Learning" practice.

The students are allotted a live-construction project in Pune, in association with our Industry Collaborators. The students are delegated to these Project sites for one day each week of the semester, to learn through observations and interactions with professionals.

Following is the process followed for "Onsite Learning" Practice



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SMEF's Brick School of Architecture, Pune
A.Y. 2022-23

M. Arch (Design & Project Management) –
On-site Learning- Project Allocation

Sl. No.	Name of Project	Name of Students	Photograph
1.	Kumar Parc Residences at Hadapsar	Aakanksha Admane Digvijay Deshmukh Srushti Padir	
2.	Kumar Palmsprings at Undri	Akanksha Sonawane Shivani Mulik Pranav Pawar	
3.	Gokhale Business Bay at Kothrud	Somesh Mundhe Ankita Chankhore Leena Vikas Jagtap	

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Pisoli ,Undri, Pune- 411 028

SMEF's Brick School of Architecture, Pune
A.Y. 2023-24

M. Arch (Design & Project Management) –
On-site Learning- Project Allocation

Sl. No.	Name of Project	Name of Students	Photographs
1.	Kumar Princetown Royal	Omkar Kale Ayesha Dabir Gauri Waikar	
2.	Panchashil Vantage Towers	Ishwari Tilekar Aaditi Varma Siddhant Kamat	
3.	VTP Euphoria	Noaman Bagwan Prasad Mahajan Gauravi Kawade	
4.	VJ Portia Grande	Ajinkya Barke Parth Thorat Sayali Chinchore	 

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Participatory Learning – Hands-on learning, Role Playing etc

Students are introduced to multiple hands-on exercises for exploration and gaining experience to participating and contributing a process. This is covered under "on-site learning" practice and in studio exercises.

On-site learning- Along with observing and interacting with project team, the students take up tasks to contribute towards the site, such as quality checks, progress reporting, documentation etc.

Studio exercises – Students are introduced to multiple exercise that provides them hands-on experience of using software tools. Faculties design role playing exercises as well to get the students to enact in a certain scenario or contribute to a discussion in a certain role. Exercises are also designed to address collaborative work where each student participates in the process.

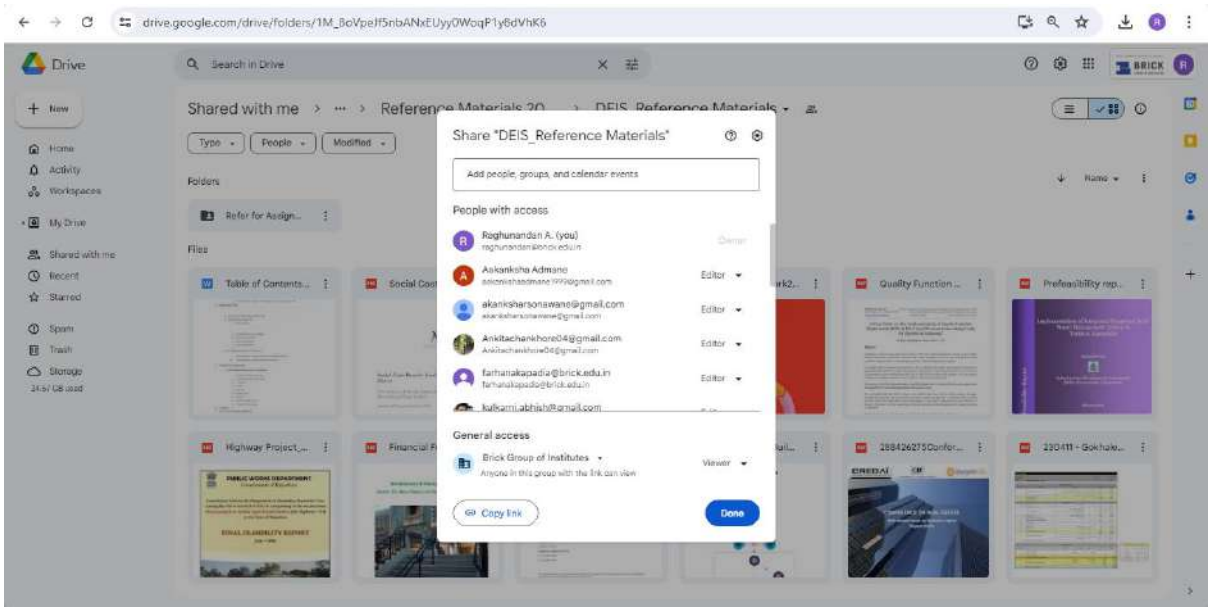
Workshops at other Institutes- Students are encouraged to participate in workshops that are held by other institutions offering similar program. this only helps in participative learning but also helps in connecting with peers.

Participatory Exercises understaken by M.Arch students	
Software explorations such as Revit, Navisworks, Design Builder, Autodesk Construction Cloud, Atlassian Jira & Monday.com	
Studio activities, role playing various scenarios	
Students participating in workshop at NICMAR University and presenting their proposal.	

Self-Directed Learning – Resource shared and experimental explorations undertaken

Each semester the students are shared with a google drive folder that is used by faculties to share literature and video reference materials. These resources are directly related to the courses of that particular semester.
The references are aimed at inculcating self-initiated learning on the basis of topics discussed in studio.

Students exploring the integration of Project Schedule with Cost parameters and .presenting to their batchmates for a shared learning experience.



Literature and video resources shared with students at the beginning of each semester for self-directed and self-paced learning

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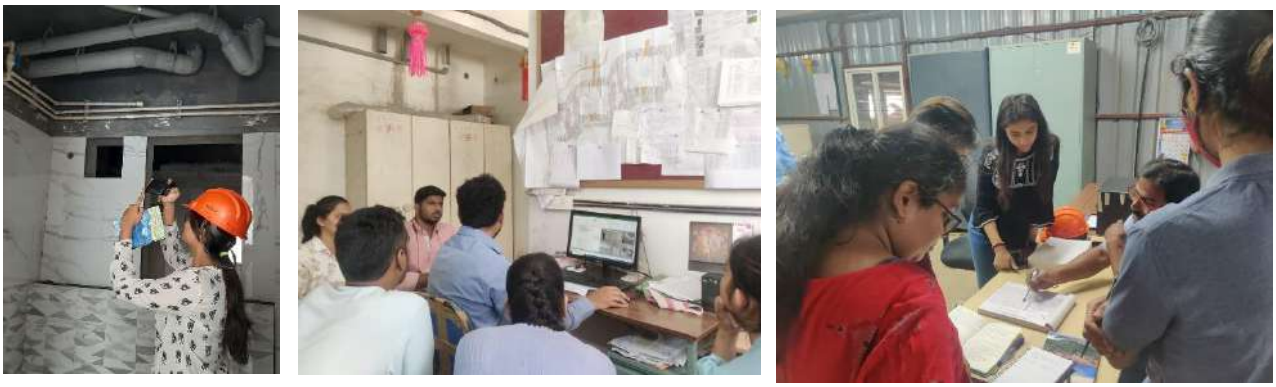
Project Based Learning/ Aligning with Real World – Case based pedagogy

The pedagogy adopted for M. Arch in Design and Project Management is "Learning through Projects". The institute has signed MOUs with prominent real-estate developers for resource and knowledge sharing. The students are divided in groups of 3-4 and allotted to one of the live-large scale projects of these developers and visit the project sites for 1 day every week. During this they also collect project related documents such as Construction, Drawing and details, Specifications of materials etc.
The data gathers from the projects is used as input for studio assignments. The assignments are defined to use the realistic project data and arrive at the studio output. These are further discussed with the Project team for their insights as well.

Process of ensuring project-based learning for students



Students Collecting Project Specific Data from project Sites

Students in discussion with Project Team Head on the assignments done in Studio

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Collaborative Learning

As the students are divided in to groups at the beginning of each semester, they develop the tendency to work in a team. This is an essential skill for a student aspiring to become a coordinator or manager of real estate project. The students learn to respect each other's differences and recognize their strengths.
The division of group is done to maximize diversity in group so that there is a well graded mix in terms of year of professional experience, city from where the students belong, their UG colleges, etc. This ensures an even mix of professional, societal and cultural diversity. This helps in eventually with the employment & work with a team that is diverse.

Students learn collaboratively in the studio for peer learning and knowledge sharing

SMEF'S BRICK SCHOOL OF ARCHITECTURE ★ Pisoli ,Undri, Pune- 411 028

USE OF ICT-ENABLED TOOLS FOR EFFECTIVE TEACHING-LEARNING PROCESS

Use of ICT tools at the Institute:

Technology that facilitates information-related activity is known as ICT. Data collection, processing, storing, and presenting are some examples of these tasks. These activities are becoming more and more team-based and communicative. It adds value in effective teaching and learning processes. It creates opportunities to share information and meaningful content effectively. Internet facility enables research opportunities and other administrative work.

The Institute promotes the use of information and communication technology for efficient curriculum delivery through established policies and procedures. The College has fully functional and well-equipped computer labs for efficient application of various licensed software like Auto CAD, Sketch up, Revit, and other Autodesk software. The institute has a fully Wi-Fi-supported campus with high-speed internet. The institute conducted several training sessions on Online teaching using LMS like Google Classrooms, online assessment methods, recording software, and other ICT tools. Faculties upload presentations, readers, references, videos, and quizzes on Google Classroom. The institute also promotes GPS, photogrammetry, Mendeley, and plagiarism check software. The Institute has subscribed to Edu marshal ERP software for administrative purposes. college has subscribed to the K hub Architectural database which includes E journal, magazines, videos, E books (E-Journals E Books). The library uses using KOHA library software. Web based Library Software is supported with Web OPAC, Email & SMS Alert etc. (Online Public Access Catalogue- OPAC) The institute has subscribed to the ZOOM application, and Google meet is provided for the events and classes. The students and faculty make use of email, group emails, and social networking tools for communication.

2.3.1 Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

INVOICE

Bill To
Principal
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Ref. Dt.	**01/07/2022**

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								Amt Before Tax	**33000**
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MAHARASHTRA

RECEIPT NO. **Rec SBSA UOP 2022 1842**
Date 02/07/2022

We thank you for your payment received vide

S No	Cheque No	Dated	Bank Name	Amount in INR
1	305195	30/06/2022	NEFT	38940.00
			Total	38940.00

₹ Rupees Thirty Eight Thousand Nine Hundred Forty Only

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S.No	Invoice No.	Invoice date	Amount in INR
1	IN SBSA UOP 2022 2750	02/07/2022	38940.00
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For INFOTRACK LIBRARY SOLUTIONS

Please note that as per our invoice(s) we have recieved short payment as indicated above, due to increase in subscription cost/conversion rate change.

Kindly refer to our enclosed invoice.We request you to release the balance payment to enable us to process yours orders.

K-hub Subscription – E Architectural database

2.3.1 Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Name of the of the ILMS Software: KOHA

Nature of Automation: Library is fully Automated

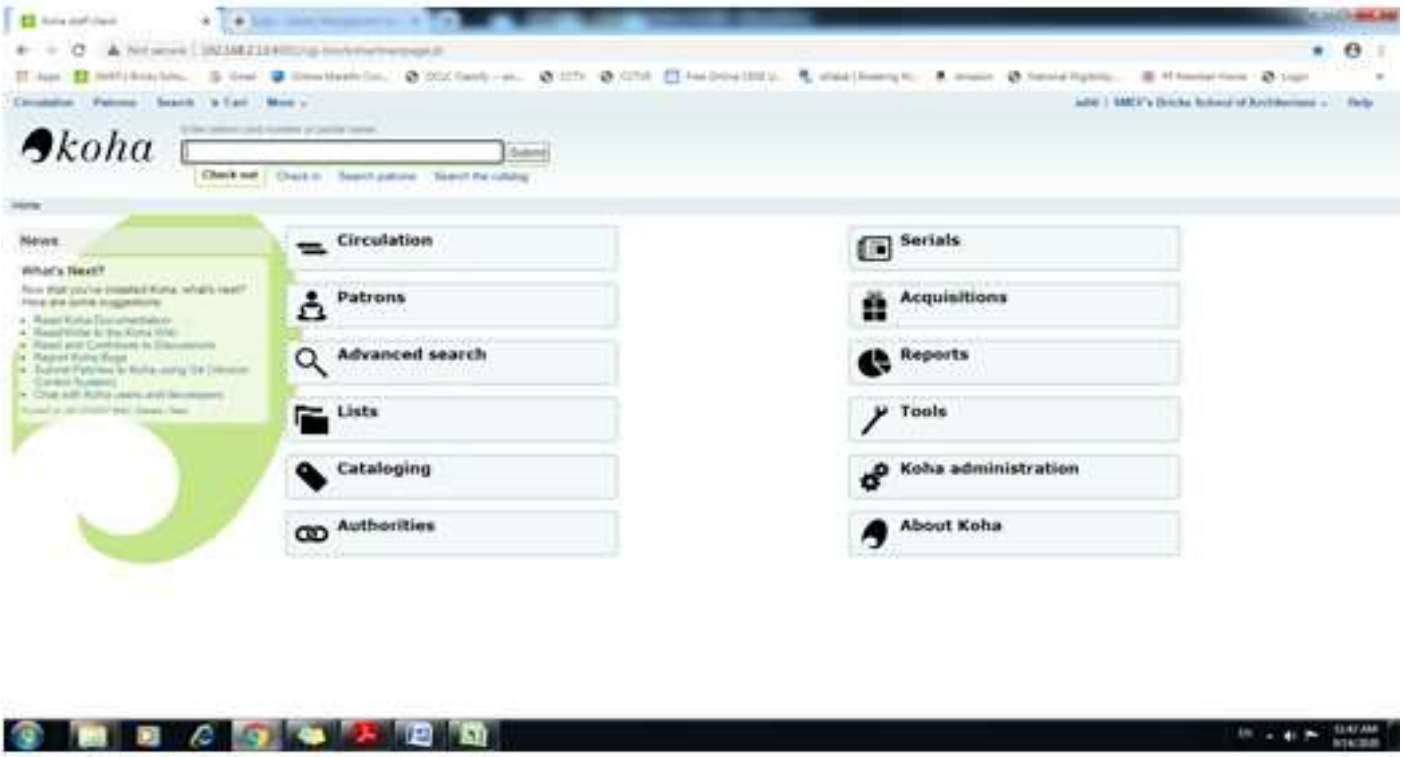
Version: 3.18.05.100

KOHA:
Koha is free software (Open Source); It is used worldwide. We can redistribute it and/or modify it under the terms of the GNU General Public License as published by the Free Software Foundation; either version 3 of the License, or (at your option) any later version. Koha has all the modules in a fully-functional library software – acquistion, serials, members, circulation, cataloging, reports, and tools.

The library of SMEF's Brick School of Architecture has collection of **2,732 Book Volumes**, **2508 Titles**, **11 National Journals, 04 International Journals.**

Features of KOHA:

KOHA comes with following features as presented in the screenshot.



A compute has been assigned to the users of the library, where they can search for the required reference material in the library:

Use of KOHA software for organizing library material

2.3.1 Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

The search results can be seen as shown in the highlighted words in the following screenshot.

Institute uses honeywell's barcode reader equipment. Following are the screenshots of its use.

Fig: Reading by the honeywell's barcode reader.

Barcode reader Honeywell tool

2.3.1 Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Digitals tools in Surveying Levelling Lab

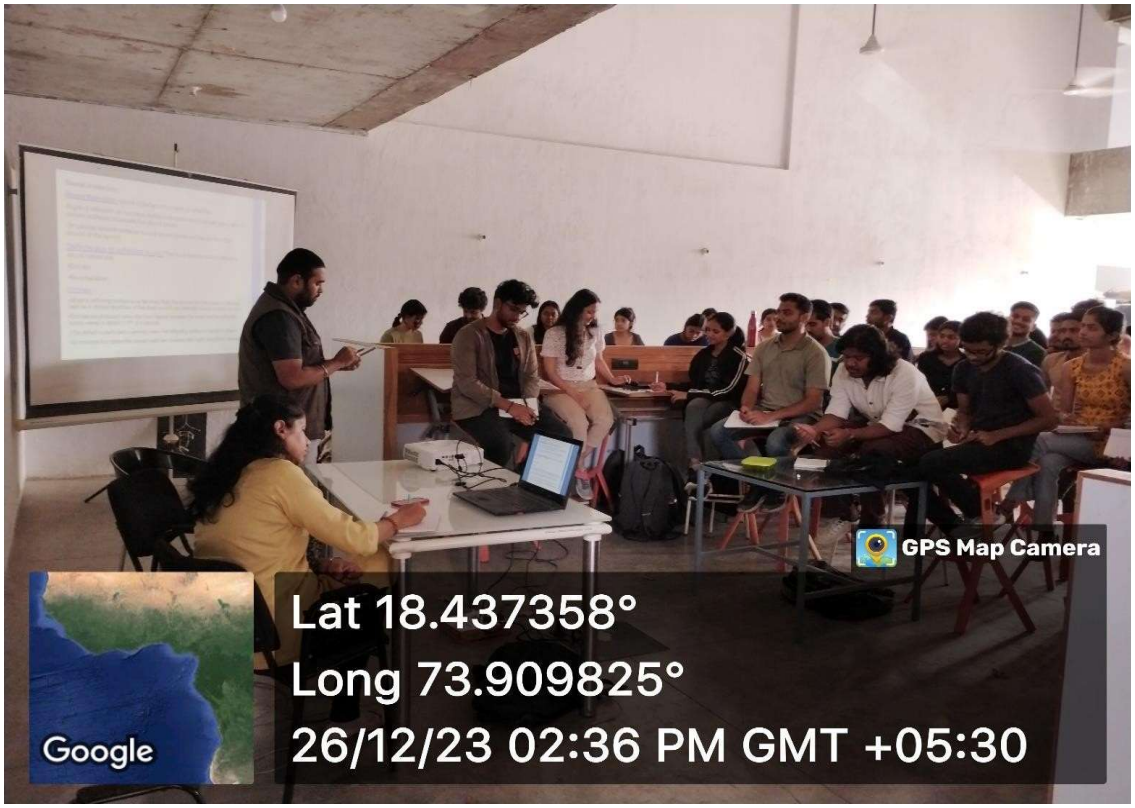
Semi digitized Library Space

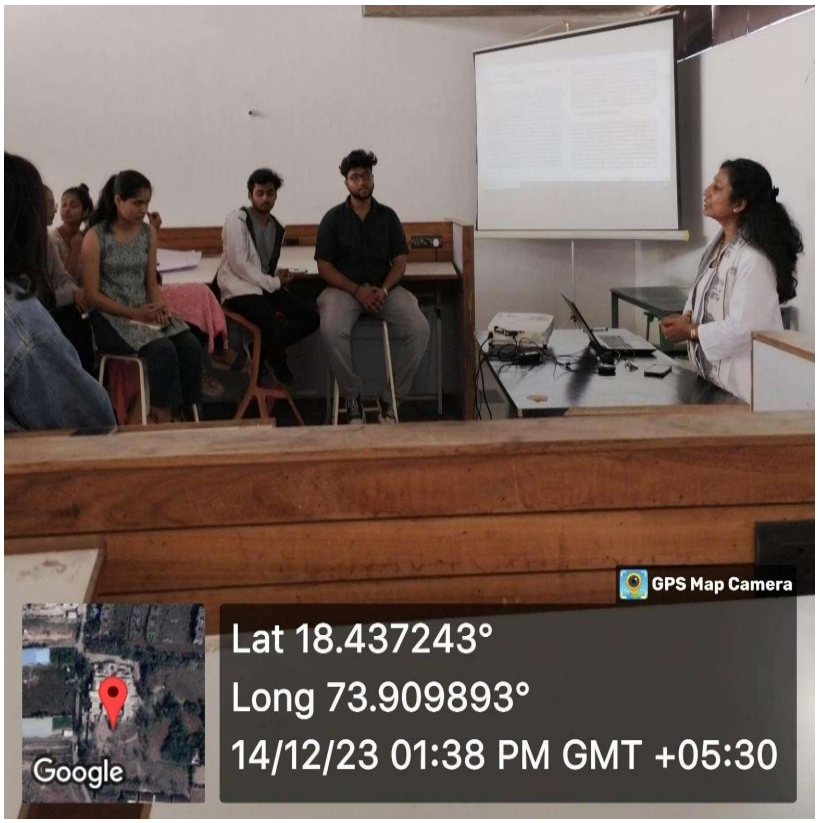
Digital Computer Lab

Wi fi and computer supported faculty space

E coded Material Library

2.3.1 Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process



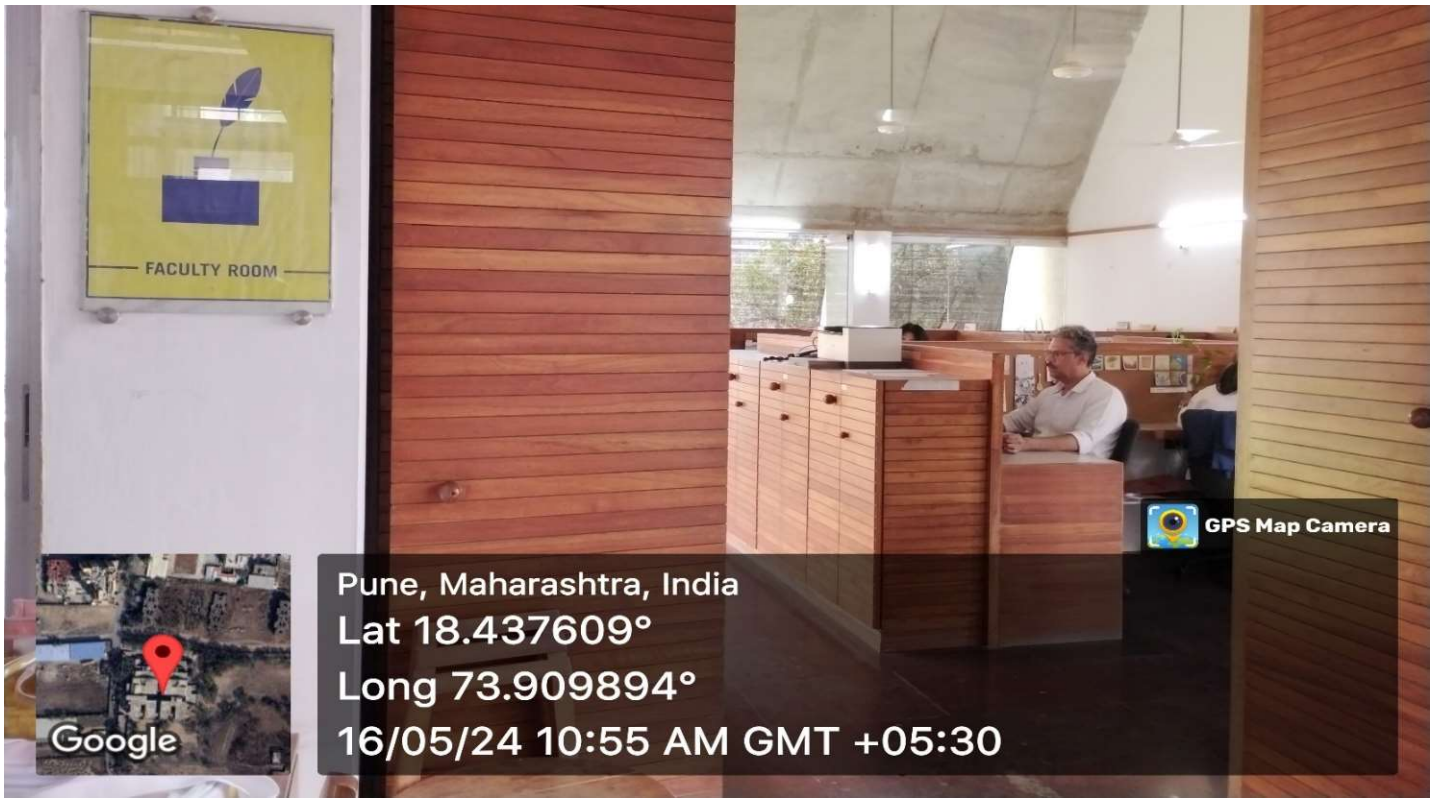


Lecture Hall- LED projector and screen facility

2.3.1 Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Conference Room - ICT enabled

AV Room – ICT-enabled



Faculty Room – ICT enabled

2.3.1 Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

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Company GSTIN No : 27AAACI8326E1ZP Company StateCode : MH

Invoice

UserId : smef@2021 Invoice No: 6MLIBROF110521171954

Contact No : 9028420396, 9860240396 Date of Issue : 11 May 2021

Email Id : mushtaqshaikh@brick.edu.in

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State: Maharashtra	Code : MH	State: Maharashtra	Code : MH

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SGST	9%	1830.51
IGST	18%	0.00
Total Tax Payable		3661.02
Total		24000.00

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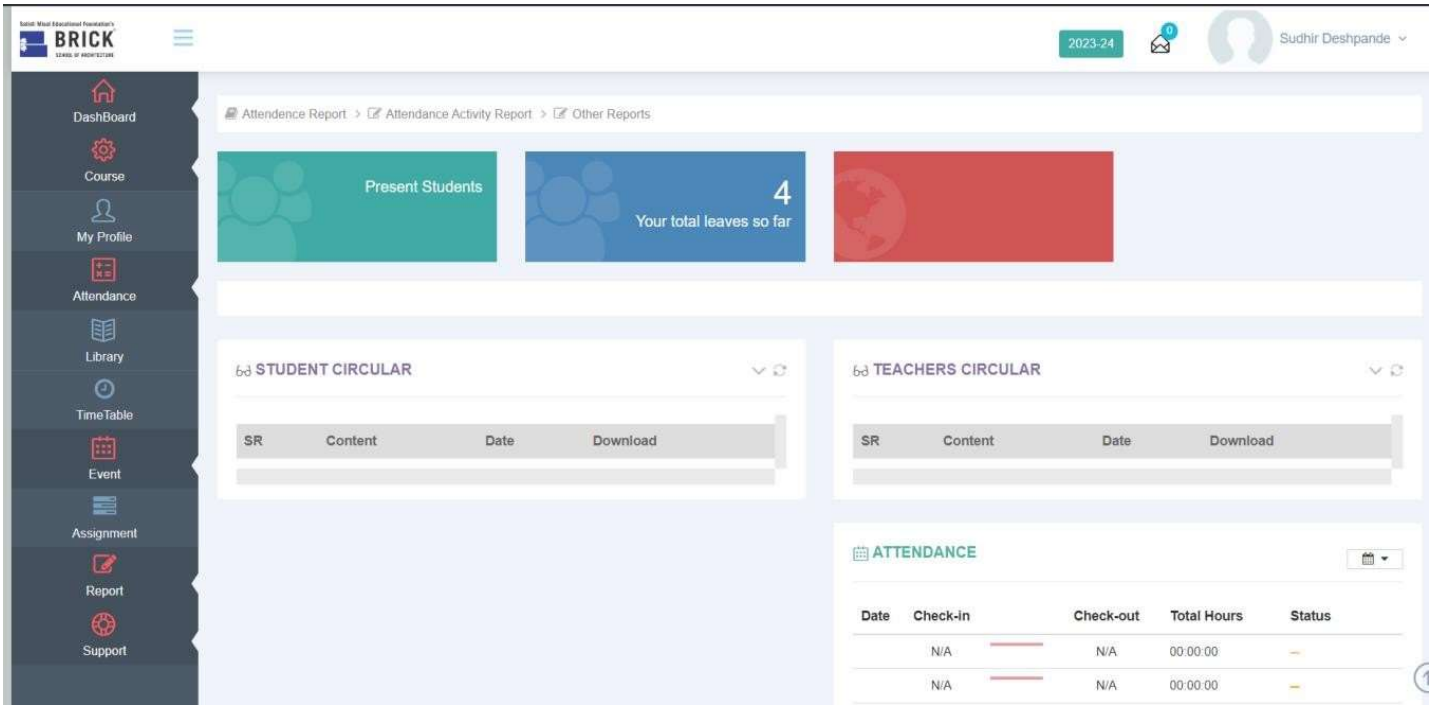
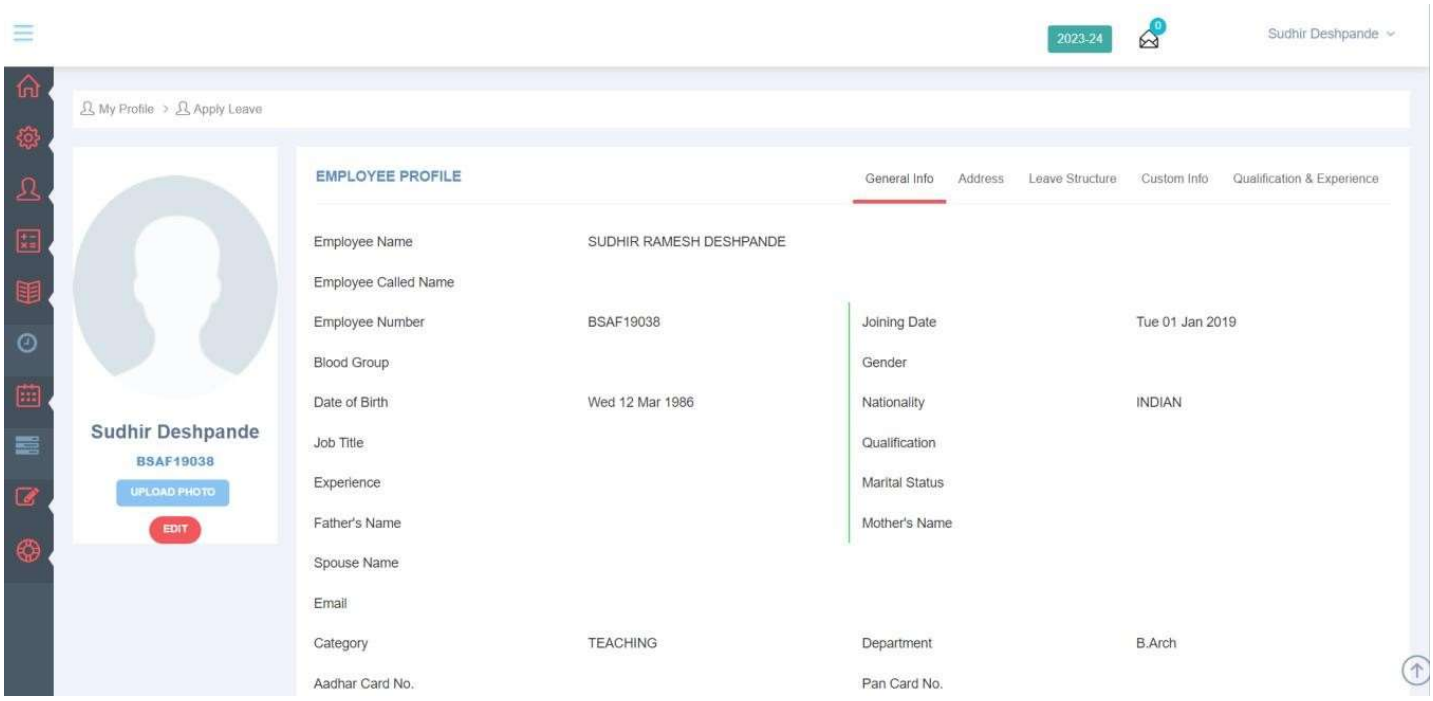
Internet subscription invoice

2.3.1 Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process





Use of ERP Edu marshal software

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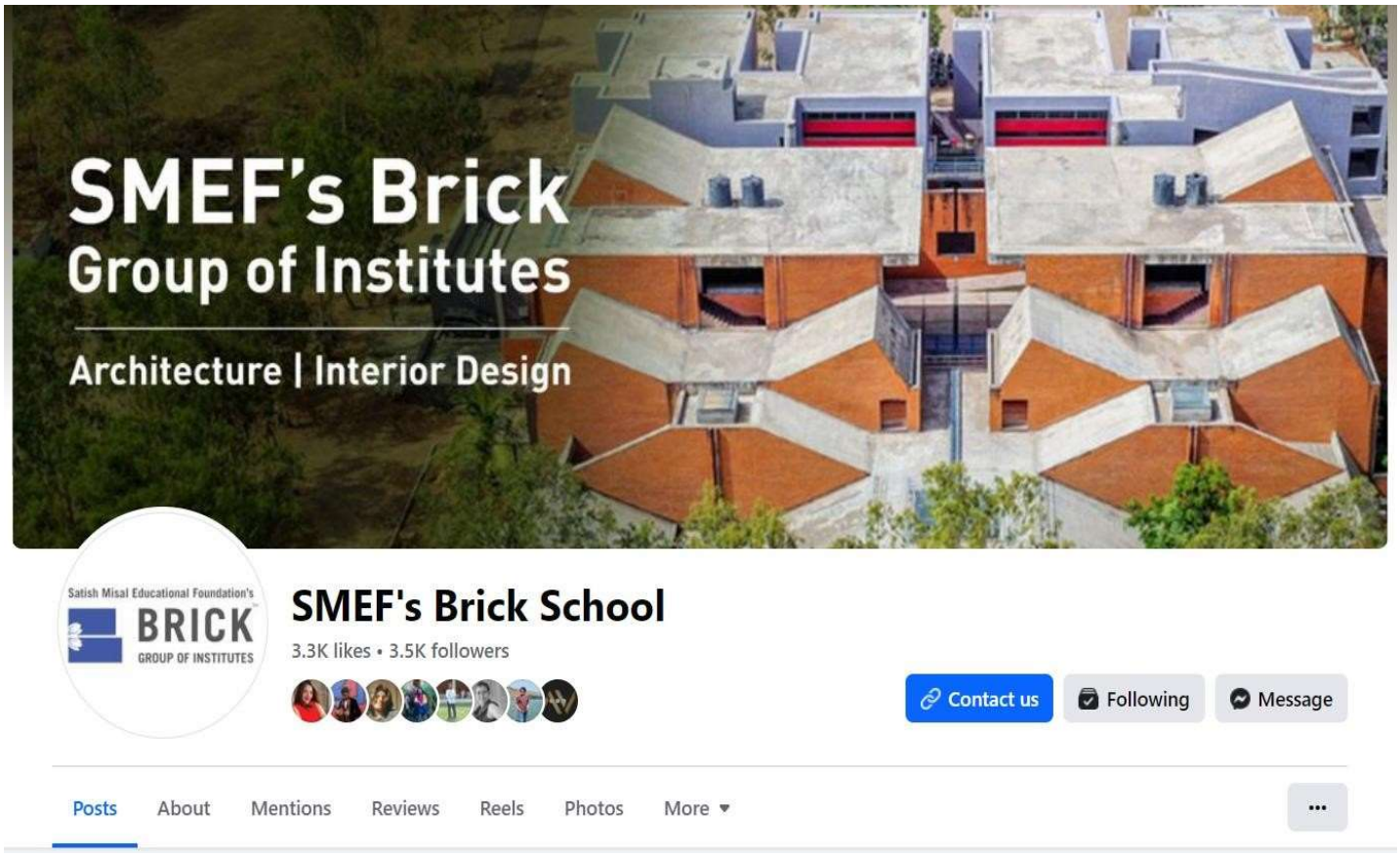
Teachers use ICT enabled tools for effective teaching and learning process.

- **Use of Social media**

a) Facebook

b) Whats App



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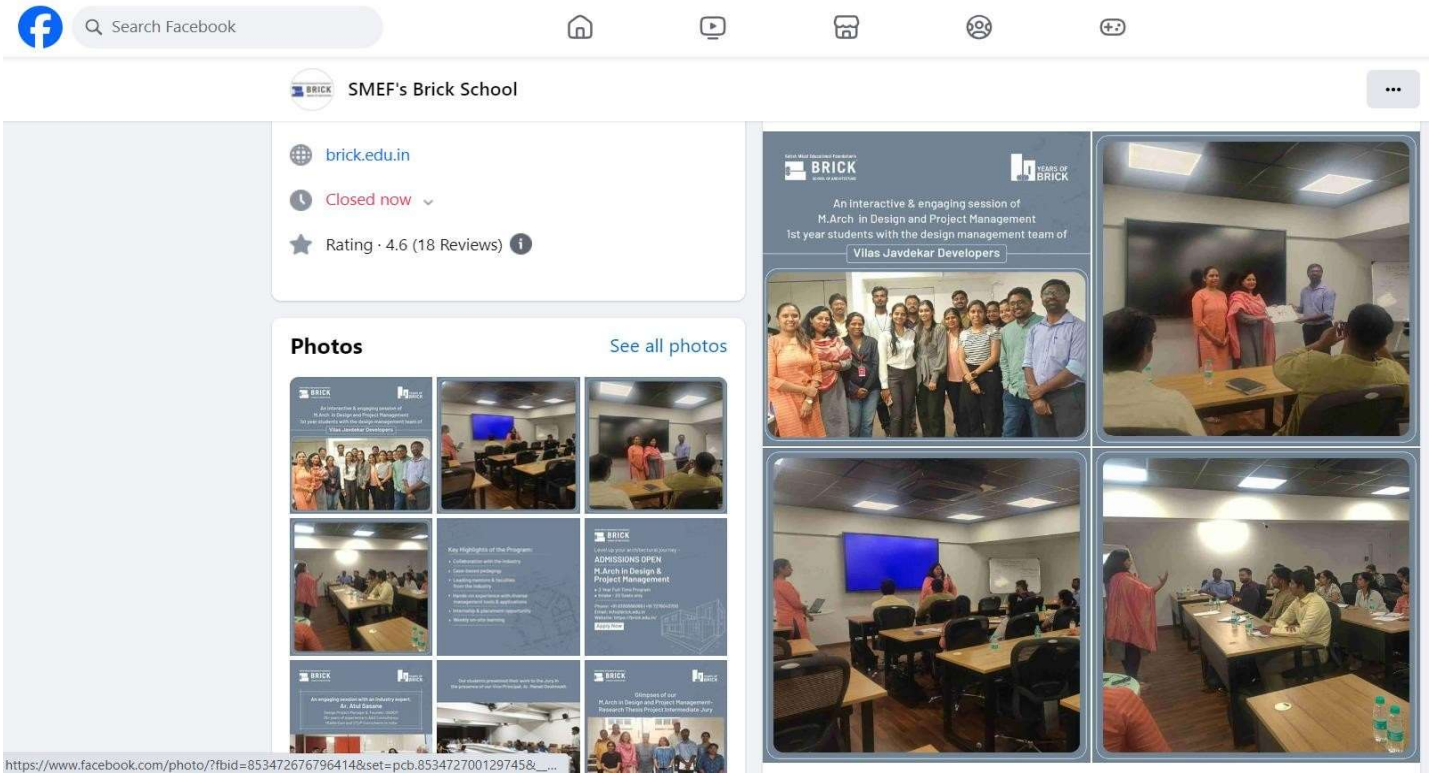

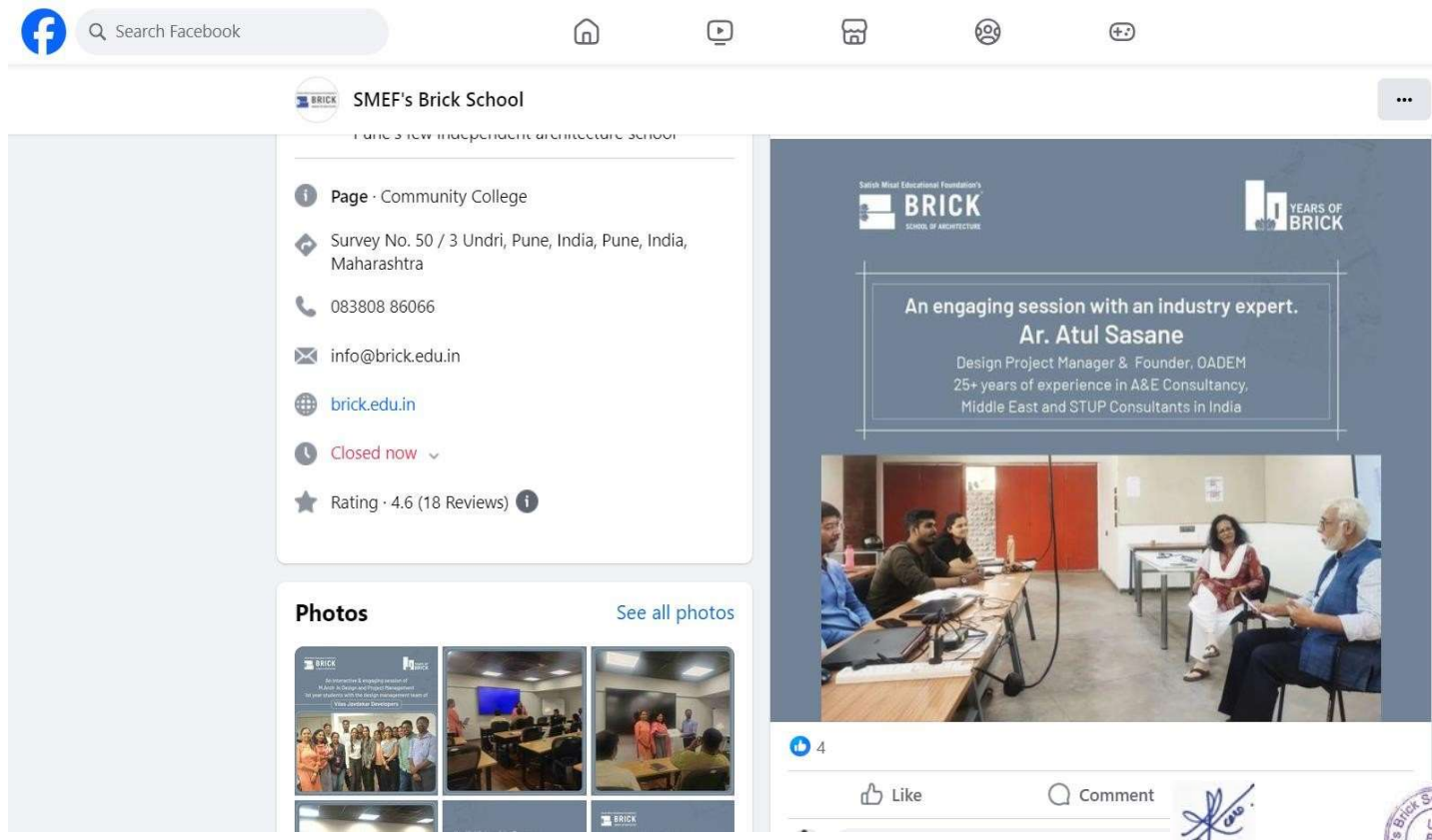

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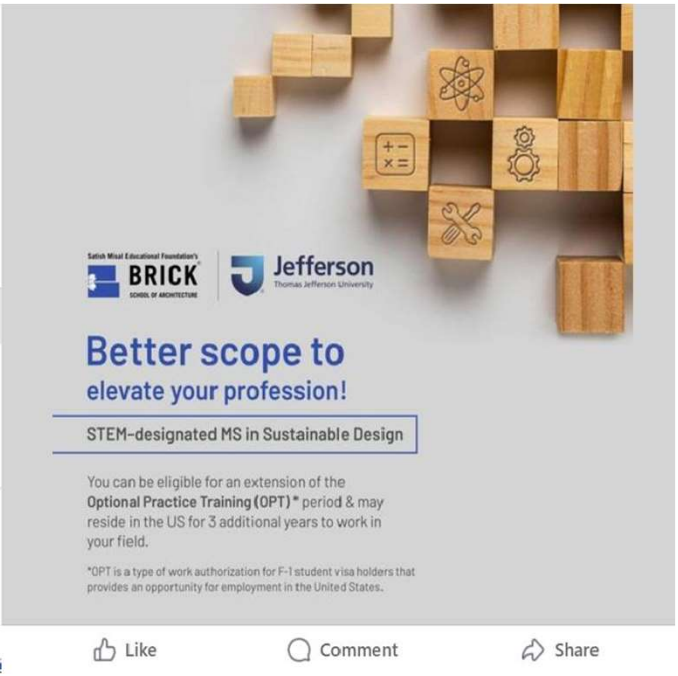

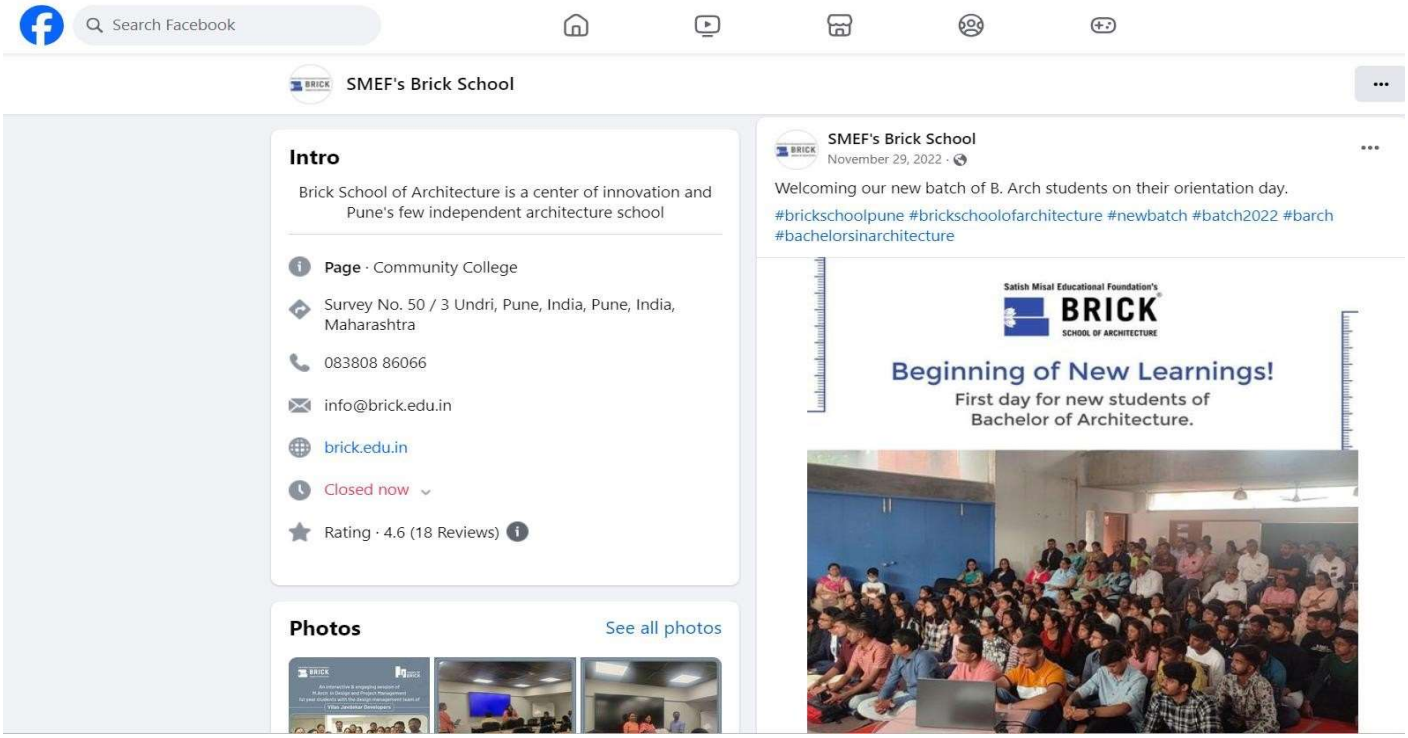

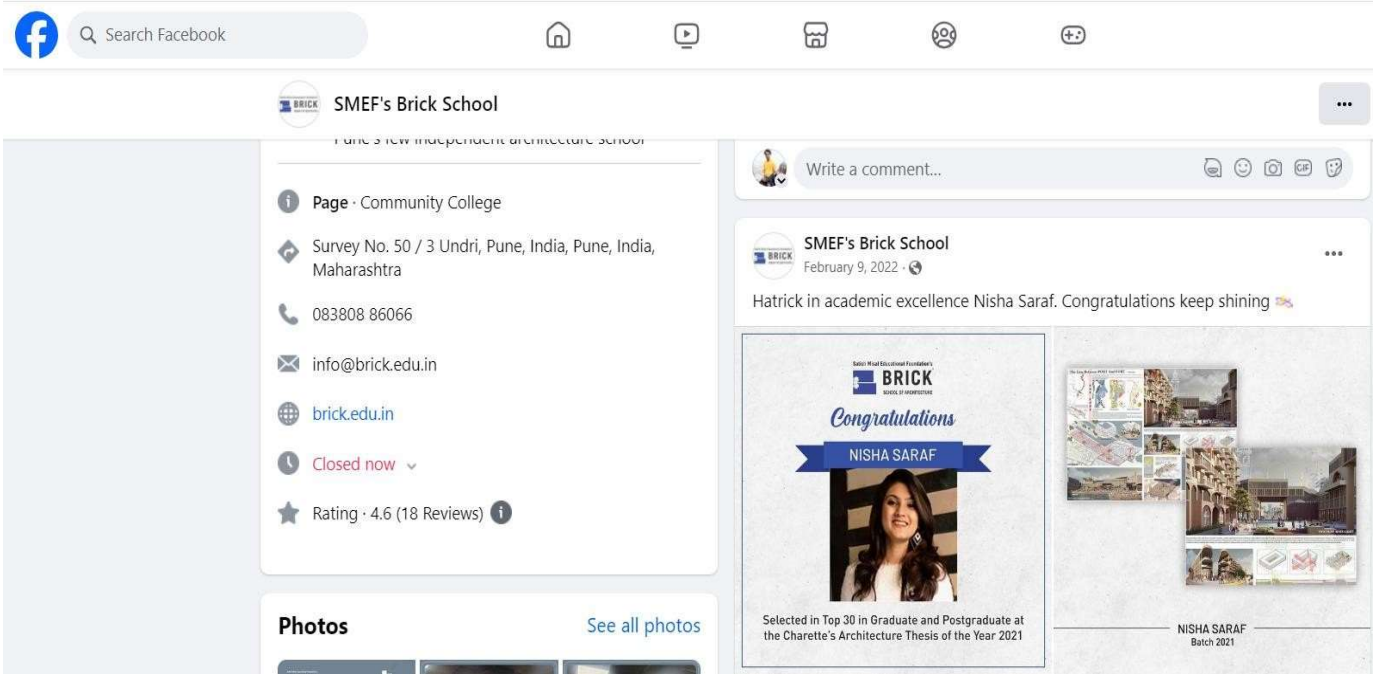

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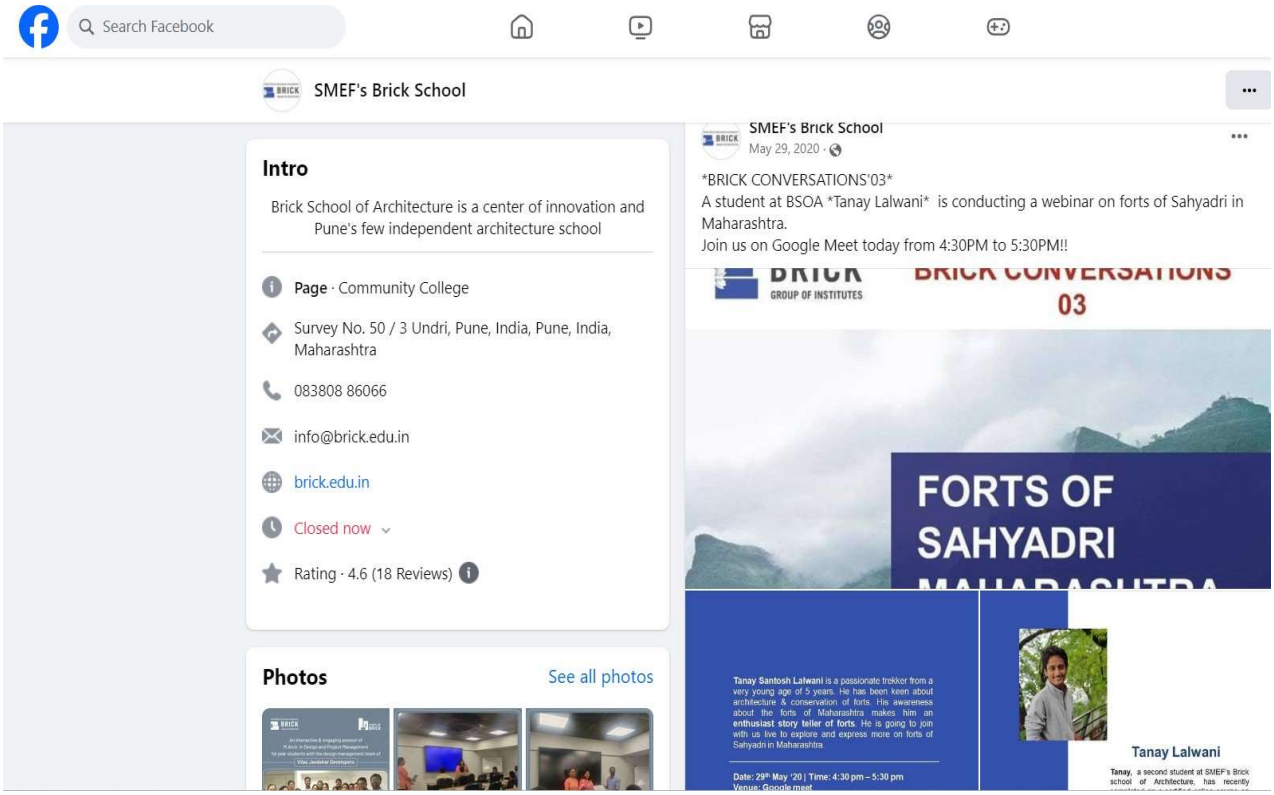

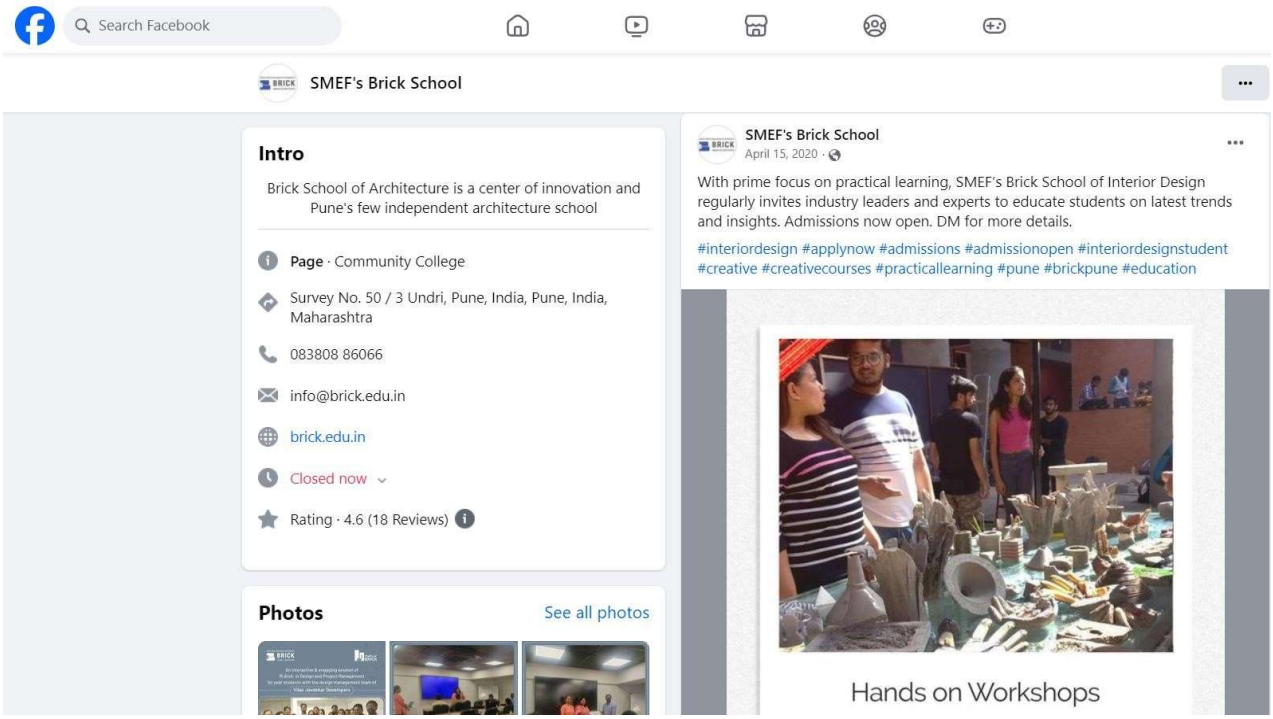

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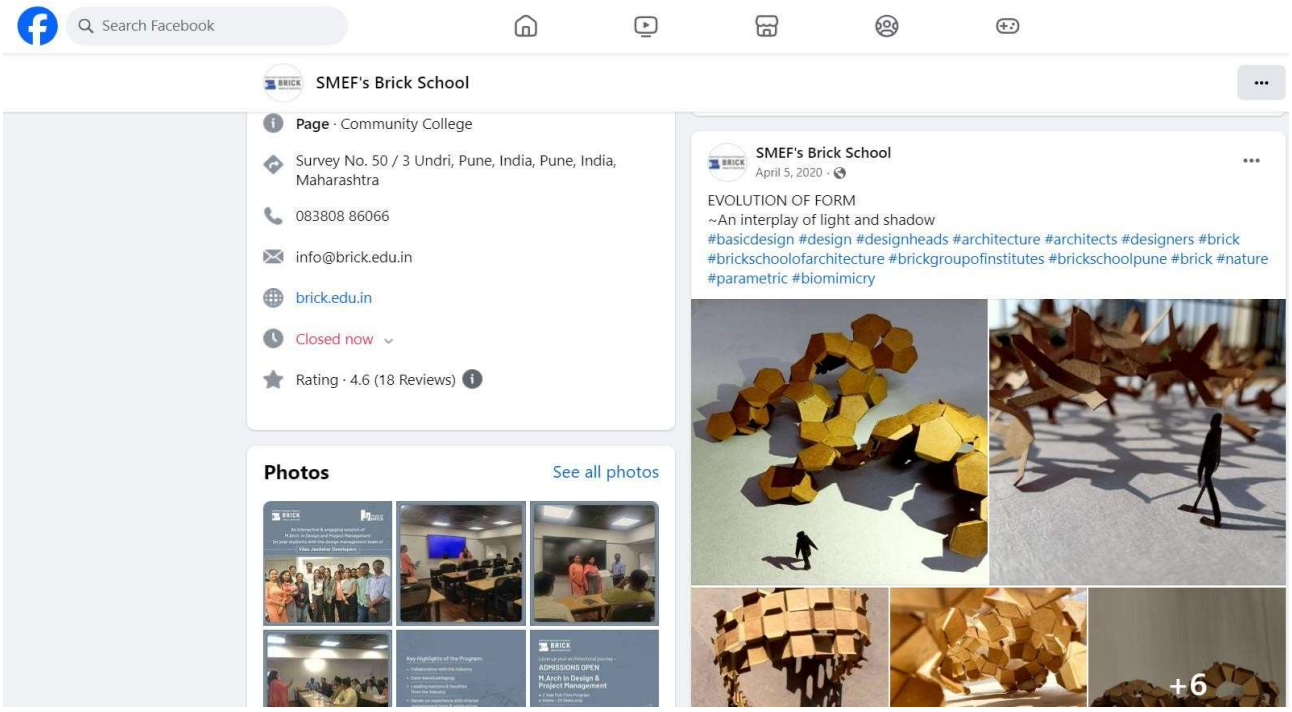

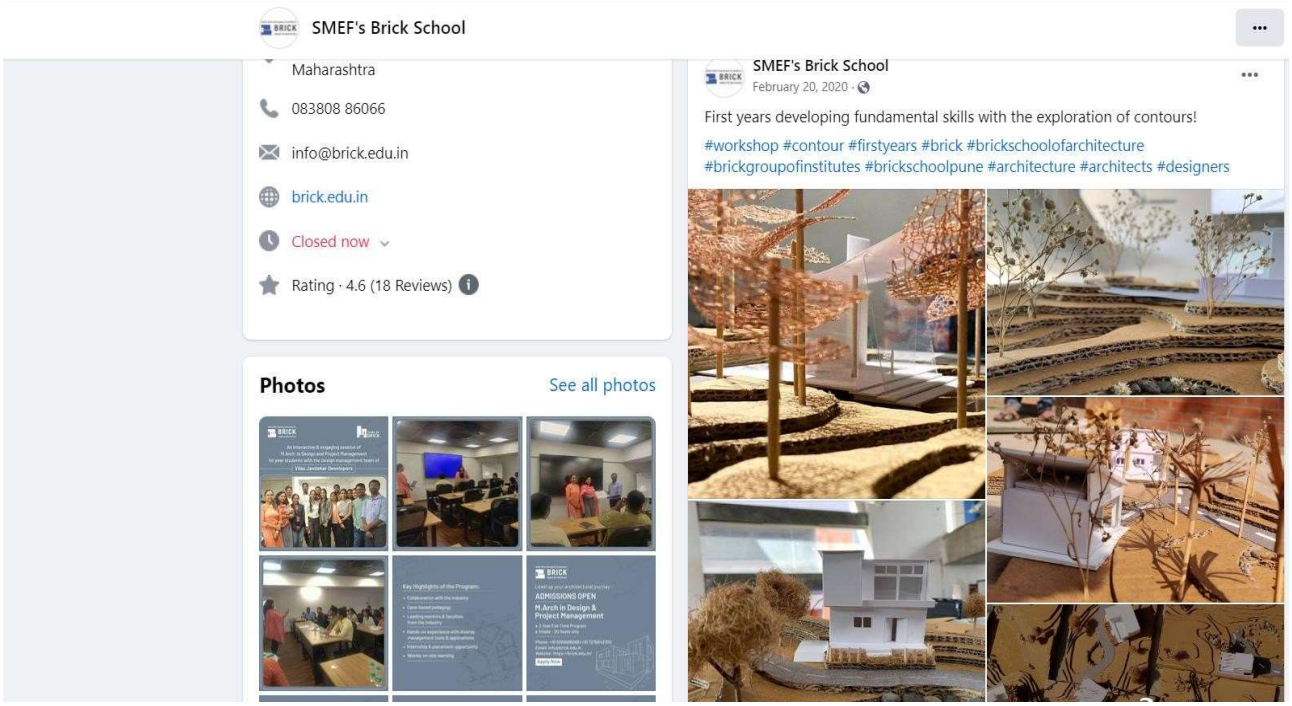

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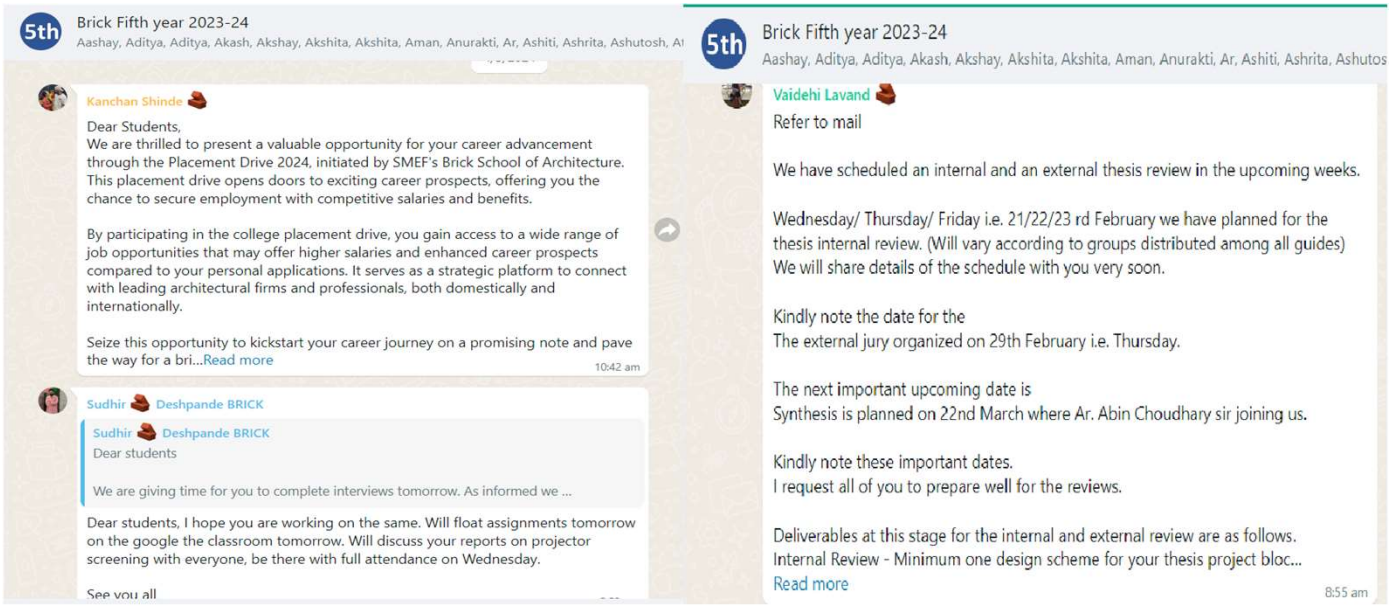
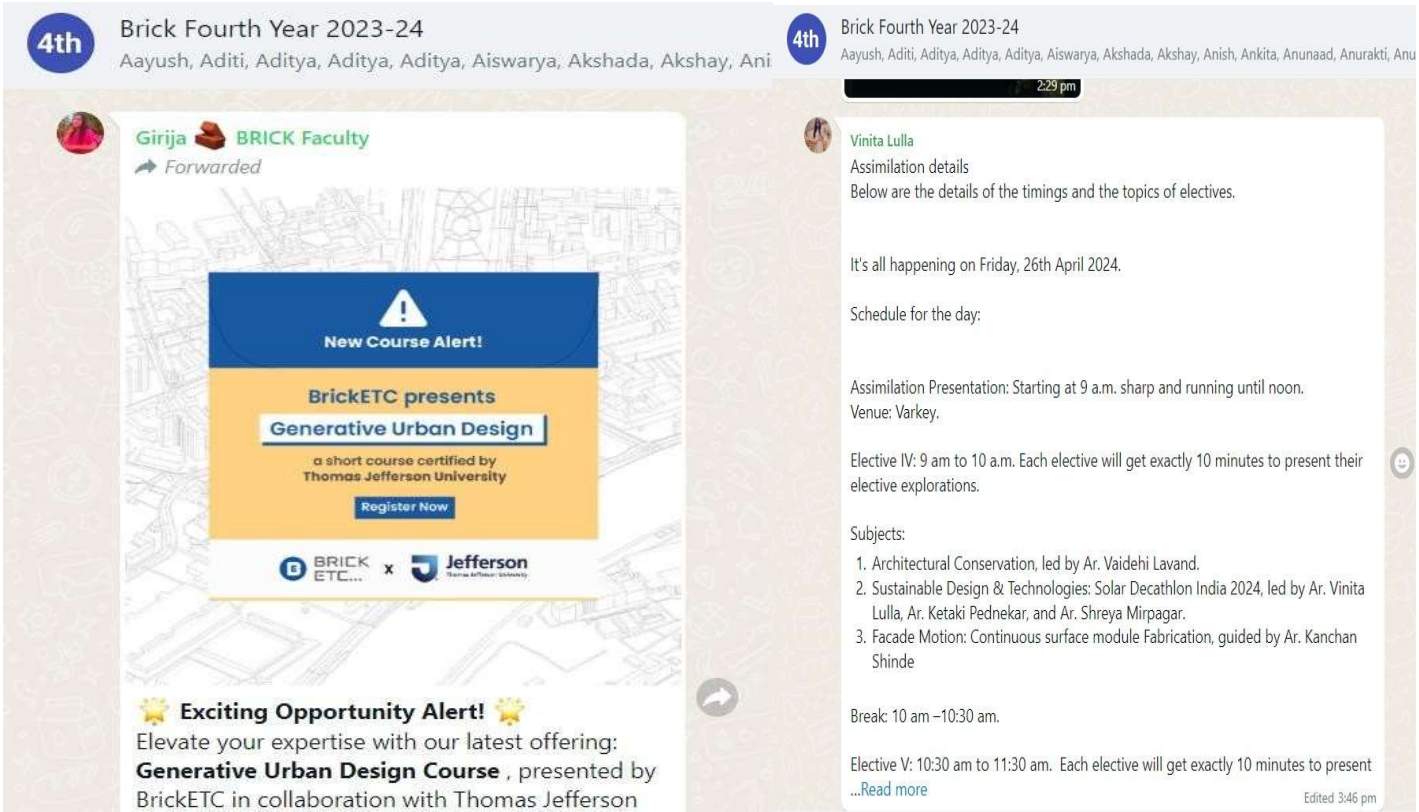
Whats App Communications





Conclusion

Rather than giving students an extensive set of regulations and limitations, student-centric methods encourage them to create their games. Architects should take courses that contain as little theory as possible and as many real-world problems that call for innovative solutions as possible. The first step to the success of any learning program is participation. A student-centered approach is used to address the main needs of the learners, providing a pleasant and customized learning environment. If a certain set of students like discussions and activities, then more interaction should be added to the courses.

Every student has different needs when it comes to learning. While some people like to study a subject in depth, others just want to understand an idea's foundations. Furthermore, while some students may be fully ignorant of a topic, others may have prior knowledge of it.

Conventional teaching approaches may not be able to satisfy the demands of a wide range of students since they treat every student equally. Things are different in student-centered learning environments. In these situations, teachers might provide additional material to aid in the learning of the students. Learning is more effective when there is more content.

Also, Information and communication technology is expanding dramatically on a worldwide scale nowadays. The use of computers in education must improve current methods of instruction and learning. The young generation of the twenty-first century is evolving to meet tough tasks and assignments through in-depth study of the topic concepts for marketing their skills in their specialization. They desire to acquire multi-skill talents in the field of education. In some circumstances, conventional techniques are ineffective for enhancing their multifaceted personality. Because additional senses are not engaged at the time of delivery, traditional content distribution cannot satisfy students' brains. Hence, modernization encourages students to be enthusiastic about learning and improves student learning results. Therefore, our institute has already started to create a knowledge bank in the form of innovative E content. Also, we are experimenting with blended teaching-learning methods to address the students of generation next.