2019-20 to 2023-24

Criterion 3 – Research, Innovations and Extensions
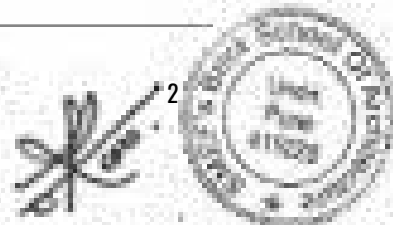
Key Indicator 3.4 Extension Activities

3.4.3:Number of extension and outreach Programs conducted in collaboration with industry, community, and Non-Government Organizations through NSS/ NCC etc., year wise during the last five years

Index (content)

	3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years			
Sr No	Name of the activity	Organizing unit/ agency/ collaborating agency	Name of the scheme	Year of the activity
	2023-24			
1	Azadi Ka Amrut Mahotsav	NSS	Special Campaign "Meri Mati Mera Desh"	2023-24
2	Tree plantation	NSS	World Forest Day	2023-24
3	Awareness session on architecture as a career option and practice for school students of 8th-10th std in Dhone village	SMEF'S Brick School of Architecture, Pune	Unnat Bharat Abhiyan	2023-24
4	Women's day Celebration	SMEF'S Brick School of Architecture, Pune	Women's day Celebration	2023-24
5	Pencil Brick	Prakrut Lab	Better space for education	2023-24
6	Pets park	B RADICAL and TNSD Collaborative	Pets Park by Pune Municipal Corporation	2023-24
7	kiosk- nasa	NASA	Societal intervention at local area	2023-24

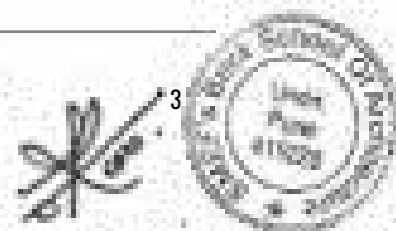|	**Criterion 3 –Research, Innovations and Extensions**			
	3.4.1: Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years			

8	Awareness program at Urdu girls college, Near Ajmera society and Alankar medical store, Bhawani Peth, Pune	B RADICAL	DISTRICT INSTITUTE OF EDUCATION AND TRAINING	2023-24
9	Reimagining pedestrian movement on Urban street	Urban 95	Societal initiative	2023-24

Name of the Project: Azadi Ka Amrut Mahotsav - Special Campaign "Meri Mati Mera Desh"

Date: 06ᵗʰ September 2023

Venue: Samajbhushan Baburao Alias Appasaheb Jedhe Arts, Commerce and Science College, Shukrawar Peth, Pune.

Name of the Faculty: Ar. Sudhir Deshpande & Er. Gurudatta N Ingale

Introduction of Faculty

Faculty Coordinator for National Service Scheme (NSS)

Er. Gurudatta Ingale & Mr. Mahesh Pardeshi

Intent of the Project:

"Meri Mati Mera Desh" competition, an initiative aimed at celebrating the essence of our motherland through creative expressions. This competition is not merely a platform for showcasing talent; it's a heartfelt endeavor to deepen our connection with the land that nurtures us.

The intent of this competition is as follows:

- Celebrating Cultural Diversity: Our nation is a tapestry woven with diverse cultures, traditions, and languages. Through this competition, we aim to celebrate this richness and promote mutual respect and understanding among communities.
- Fostering Environmental Consciousness: Our land sustains us, providing resources and a habitat for life. It's imperative to raise awareness about environmental conservation and sustainable practices. Through your creative endeavors, we encourage you to reflect upon the importance of preserving our natural heritage.
- Promoting National Pride and Unity: Despite our diversity, we are bound by the common thread of nationality. This competition serves as a reminder of our shared identity and collective aspirations as citizens of this great nation. Let's celebrate our unity in diversity!
- Empowering Youth Voices: The youth are the torchbearers of change and progress. This competition provides a platform for young minds to express their thoughts, dreams, and aspirations for the future of our country.

Project area:

The project area for the "Meri Mati Mera Desh" initiative encompasses various aspects related to celebrating the essence of our motherland and fostering a deeper connection with it. Here are some key project areas:

Cultural Celebration: This area focuses on celebrating the diverse cultural heritage of the nation through various forms of art, music, dance, literature, cuisine, and traditions.

Environmental Conservation: This area emphasizes the importance of environmental sustainability and conservation efforts to protect the natural resources and ecosystems of the nation.

Community Engagement: This area focuses on engaging communities and fostering a sense of belonging and responsibility towards their localities and the nation as a whole.

Youth Empowerment: This area focuses on empowering the youth to become active agents of positive change and development in their communities and the nation.

Educational Outreach: This area focuses on raising awareness and promoting education about the history, culture, geography, and socio-economic aspects of the nation.

Digital Engagement: This area focuses on leveraging digital platforms and technologies to reach a wider audience and promote the objectives of the initiative.

These project areas collectively contribute to the overarching goal of the "Meri Mati Mera Desh" initiative, which is to celebrate the essence of our motherland, foster patriotism, and promote a sense of unity, pride, and responsibility towards our country.

Objective:

The objective of the "Meri Mati Mera Desh" competition is to ignite and nurture a profound sense of patriotism and connection to one's homeland among participants, while simultaneously fostering creativity, expression, and awareness about the importance of environmental conservation, cultural diversity, and national unity. Through various creative mediums, the competition seeks to empower youth voices, celebrate the diverse facets of the nation's identity, and inspire positive action towards building a brighter future for the country.

Summary of the inputs given:

The inputs provided for the "Meri Mati Mera Desh" competition outline its purpose, objectives, and implementation strategy. The competition aims to nurture patriotism, celebrate cultural diversity, and promote environmental awareness among participants. Through various creative mediums, including art, literature, photography, and music, participants are encouraged to express their love for their homeland and reflect upon its values and heritage. The implementation involves an essay, elocution, street drama, folk singing, folk music, mural painting.

Project Documentation:

As per directives given by Prime Minister Hon. Narendraji Modi, various competitions were organized for RASEO volunteers under Meri Mati, Mera Desh initiative. Accordingly, essay, elocution, street drama, folk singing, folk music, mural painting competition will be organized at district wise and university level under Meri Mati, Mera Desh initiative in association with Savitribai Phule Pune University, National Service Scheme and Student Development Board. SMEF's Brick School of Architecture students participated in "Meri Mati Mera Desh" competition organized by Samajbhushan Baburao Alias Appasaheb Jedhe Arts, Commerce and Science College, Pune on 06th September 2023.Our students took part in Mural painting, essay and street drama competitions. The "Meri Mati Mera Desh" competition has successfully achieved its objectives of celebrating the essence of our motherland, fostering patriotism, and promoting creativity and expression among participants. Moving forward, efforts will continue to further enhance the competition's impact and reach in inspiring positive action and nurturing a deeper connection with our country.

Students Participants

Name of the Project: Celebrating World Forest Day

- *Launch of Green Club at BSOA*
- *Tree Plantation by Green Club & NSS*

Date: Thursday, 21st March 2024

Venue: Students Parking, BSOA

Name of the Faculty: Ar. Shreya Mirpagar, Er. Gurudatta N Ingale, Ar. Rasika Apte, Ar. Vinita Lulla, Ar. Ketaki Pednekar.

Introduction of Faculty (250 words and a photograph)

Faculty Coordinator Green Club-

Ar. Shreya Mirpagar**-** Environmental Architect

Ar. Rasika Apte- Environmental Architect

Ar. Vinita Lulla- Environmental Architect

Ar. Ketaki Pednekar- Environmental Architect

Faculty Coordinator for National Service Scheme (NSS)

Er. Gurudatta Ingale

Mr. Mahesh Pardeshi

Intent of the Project: (250 words)

Establishing the Green Club at SMEF'S Brick School of Architecture

As an integral part of fostering a holistic understanding of architecture emphasizing on environmental sustainability, the faculty and students of BSOA under the guidance and support of Dr. Poorva Keskar & Ar. Manali Deshmukh proposed the establishment of the Green Club at SMEF'S Brick School of Architecture. Our intent is to cultivate a community of environmentally-conscious architectural students dedicated to promoting sustainable practices within the built environment. Through a myriad of activities and initiatives, we aim to imbue our students with the knowledge and skills necessary to design buildings that are not only aesthetically pleasing but also environmentally friendly and future-ready.

The Green Club will serve as a platform for students to engage in various activities aimed at fostering environmental stewardship. Among the salient features of the Green Club's activities include:

Environmental Education Workshops: Organizing workshops to educate students about the importance of environmentally friendly building practices and the latest advancements in sustainable architecture.

Environmental Research Lab: Establishing a sustainable materials research lab to explore innovative materials and construction techniques that minimize environmental impact.

Green Campus & Community Garden Initiative: Creating a communal garden space where students and faculty can cultivate organic produce, promoting sustainable food practices and fostering a sense of community.

Energy Conservation Practices: Implementing energy-saving measures within campus buildings and promoting awareness about energy conservation among students and staff.

Tree Plantation Campaign: Undertaking tree plantation drives to increase green cover on campus and mitigate the effects of carbon emissions.

Waste Segregation and Recycling Programs: Instituting *waste segregation* and *recycling programs* to minimize landfill waste and promote responsible waste management practices.

Composting at Campus: Introducing *composting facilities* on campus to recycle organic waste and enrich soil health.

Rainwater Harvesting: Implementing rainwater harvesting systems to conserve water resources and reduce dependency on external water sources.

Through these initiatives, the Green Club aims to instill a culture of sustainability within the architectural community, equipping students with the knowledge and resources to become leaders in sustainable design and construction. By fostering a deep appreciation for the environment, we aspire to shape the future architects who are committed to creating built environments that harmonize with nature and contribute positively to the well-being of society.

Project area: (500 words)

The Green Club aims to cultivate a culture of sustainability within the academic community. World Forest Day served as the perfect catalyst for launching this endeavor, emphasizing the significance of preserving our natural environment.

NSS and Green club pledged together to make and adopt plantation at campus. .

Objective:

The primary objective of the green initiative is to integrate sustainable practices into campus life, focusing on energy, waste, and water management. By instilling environmental consciousness during academic pursuits, the aim is to foster a generation of architects who prioritize sustainability in their professional endeavors.

Implementation:

To kickstart the initiative, two banyan trees were planted on campus, strategically located near the students' parking area. The Banyan Trees were not only planted but also adopted by both the batches of 1st & 2nd Year students to begin this initiative with. This choice was deliberate, as students and faculty recognized the dual benefits of shade provision and vehicle protection in the student parking located on the south western side of the campus that banyan trees shall offer in future. The decision to plant banyan trees was informed by several factors:

1. Native Species: Banyan trees are native to India, making them well-suited for the local climate and ecosystem.

2. Long Lifespan: With a long lifespan, banyan trees symbolize endurance and resilience, aligning with the long-term vision of the green campus initiative.

3. Rapid Growth: Banyan trees are renowned for their rapid growth, reaching full maturity within five years. This rapid growth rate ensures that future generations of students will benefit from the shade and environmental advantages provided by these trees.

4. Large Canopy: The expansive canopy of banyan trees, spanning up to 100 meters in diameter, offers ample shade and shelter for both humans and wildlife. This feature enhances the aesthetic appeal of the campus while promoting biodiversity.

Conclusion:

The planting of banyan trees marks the beginning of a transformative journey towards a greener, more sustainable campus environment. As the trees flourish and grow, they will serve as tangible reminders of our commitment to environmental stewardship. Moving forward, the green campus initiative will continue to explore innovative strategies and best practices to minimize our ecological footprint and create a harmonious relationship between architecture and nature.
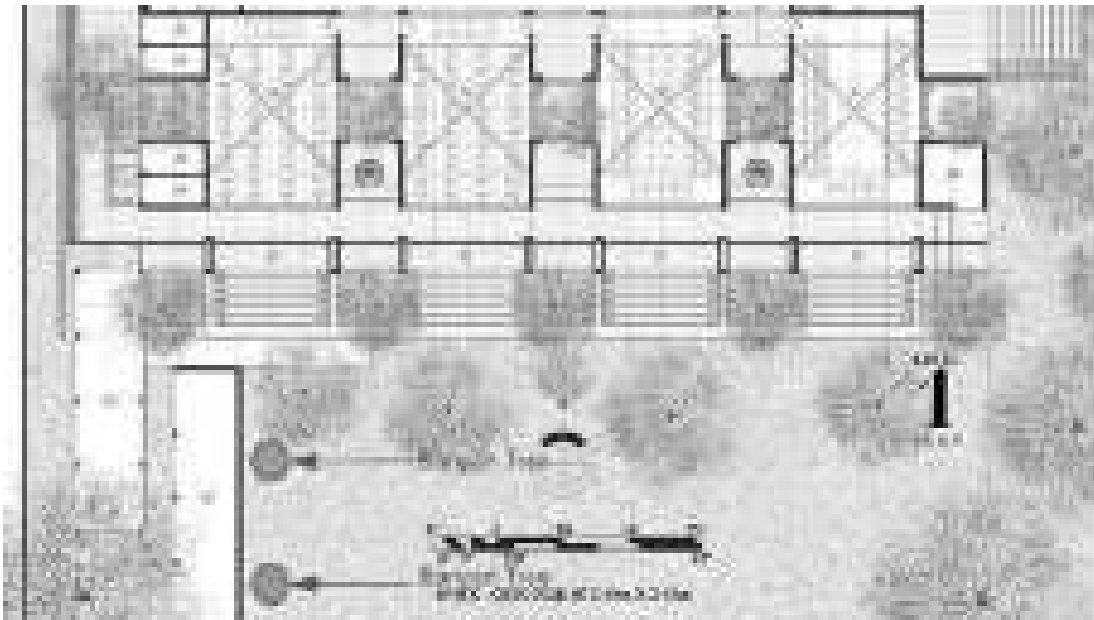
Plan (Showing the position of Banyan Tree to be planted)

Summary of the inputs given (500-600 words)

"To foster environmental sustainability and promote the well-being of our communities, Tree Plantation Programme has been initiated at campus. Through this initiative, our primary goal is to address critical ecological concerns, mitigate climate change impacts, and enhance biodiversity. By strategically planting trees, the NSS & Green Club aim to:

> **1. Combat Climate Change**: Trees play a vital role in carbon sequestration, helping to reduce greenhouse gas emissions and mitigate the effects of climate change. By planting trees, we contribute to the global effort to combat rising temperatures and stabilize the climate.

2. Improve Air Quality: To enhance air quality as at campus due to Trees act as natural air filters, absorbing harmful pollutants and releasing oxygen. By increasing the tree cover in our communities, we strive to enhance air quality, creating healthier environments for present and future generations.

3. Preserve Biodiversity: Trees provide habitat and food for a diverse array of plant and animal species. Aim to protect and restore ecosystems, safeguarding biodiversity and promoting ecological resilience.

4. Enhance Green Spaces: Trees beautify landscapes and provide shade, creating inviting and sustainable urban environments.

5. Foster Students Engagement: Our Tree Plantation Programme is an opportunity to engage and empower student members in environmental stewardship. Through collaborative efforts, we aim to raise awareness about the importance of trees and inspire collective action towards a greener, more sustainable future.

6. Leave a Lasting Legacy: By planting trees today, we are investing in the well-being of future generations. Our Tree Plantation Programme is a testament to our commitment to environmental stewardship and our dedication to leaving a positive legacy for generations to come at campus.

Project documentation: (750-1000 words with photographs)

On the auspicious occasion of World Forest Day, BRICK School of Architecture embarked on a dual celebration by organizing a tree plantation activity with the inauguration of the Green Club at BSOA. This activity was conducted in collaboration with the National Service Scheme (NSS). The event aimed to instill a sense of environmental stewardship among students while fostering a culture of sustainability within the college community.

On 21st March 2024 - students, faculty, and staff gathered in the college campus to partake in the tree plantation activity. With guidance from faculty mentors, the students planted two Banyan saplings. Each tree was adopted by the two classes, symbolizing their commitment to preserving our planet's green cover and mitigating the adverse effects of climate change.

The event not only served as a platform for practical environmental action but also fostered a sense of community among students, faculty, and staff united in their dedication to environmental sustainability. As a step towards promoting a greener future, Students' Green Club was formulated - which seeks to empower students to take proactive measures towards environmental conservation and sustainable living. The club's mission is to engage students in various eco-friendly initiatives, including

tree plantation drives, waste management projects, and awareness campaigns on biodiversity conservation.

BRICK School of Architecture reaffirms its commitment to nurturing socially responsible architects and designers who prioritize environmental stewardship in their professional practice.

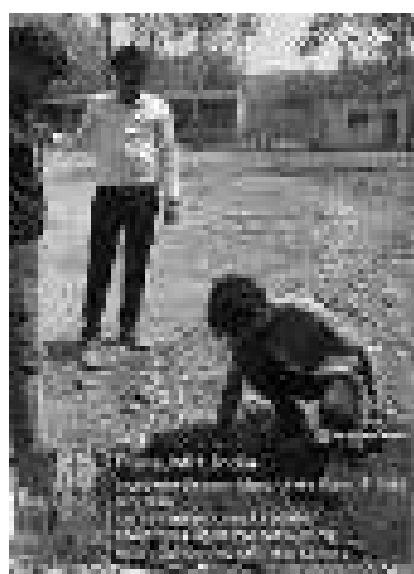Green Club Volunteers of First Year (Magenta & Blue Batch)

Banyan Tree planted

Preparation of site for tree plantation on campus
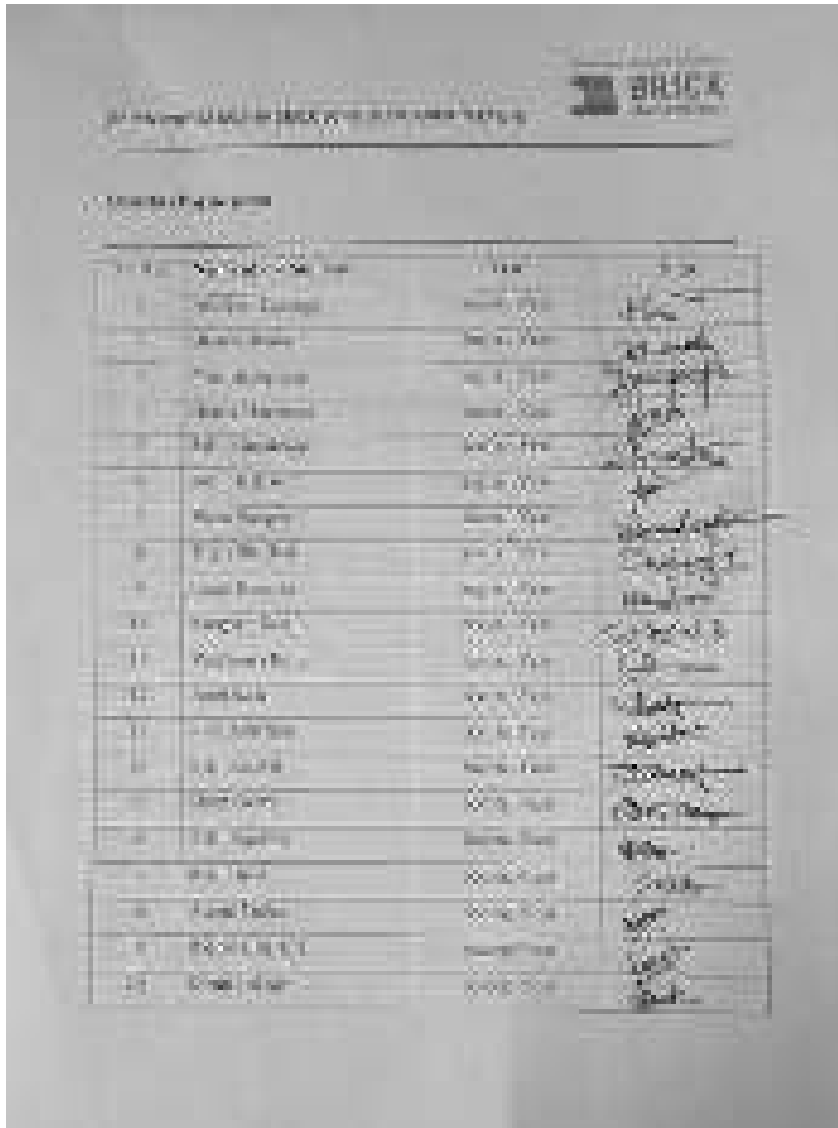

Preparation of soil mixture by adding organic fertilizers.

Second Year - Tree adopted & plantated

Students Participants

Spreading Awareness about architecture as a profession and practice in the villages

Ar. Shraddha Mahore Manjrekar

Oct 19th 2023

The profession of architecture has yet to make significant inroads into rural areas. Former President of the Council of Architecture, Ar. Habib Khan, highlighted this issue in his keynote address during "World Architecture Day" in October 2023, stressing that architecture primarily serves the affluent. To bridge this gap, Pune's S.M.E.F.'s Brick School of Architecture has adopted five villages under the "Unnat Bharat Abhiyaan" initiative. The school aligns academic and extracurricular activities with rural development, including workshops on materials and creating awareness about architecture in village schools. In October 2023, students conducted a session at a ZP school, introducing 9th and 10th graders to architecture. Through skits, debates, and discussions, the students highlighted the significance of architectural heritage, vernacular architecture, and contemporary practices, emphasizing the profession's potential to improve rural living conditions. This session also sensitized architecture students to the rural context, making it a successful exchange of knowledge and awareness.

Name of the Event: **International Women's day**

Dates: **March 8th ,2023**

Venue: **Brick School of Architecture, Pune**

Co-ordinated by: **Brick Faculty**

Brief of the Session:

The celebration of International Women's Day at Brick School of Architecture aimed to honor the achievements and contributions of all the women in the campus, promote gender equality. The male faculty of the institute took the initiative to celebrate this day. Ar. Suraj Bhunje, expressed his gratitude to the womanhood by his speech, Ar. Sudhir Deshpande recited a beautiful Marathi poem written by him titled *"Tuch Astes Naa"* and Ar. Akshay Gandhi arranged the snacks for all the faculty, admin and ancillary staff, and generously served to everyone.

Brick Faculty Dr. Vaidehi Lavand presented a song *" Bekhauf Azad hai jeena Mujhe".* Ar. Kanchan Shinde gifted handmade bookmarks with empowering quotes for women. Ar. Prajakta Chakrawarti made a sketch as an expression of women power.

Ar. Sudhir Deshpande reciting poem

Ar. Vaidehi Lavand singing song

Ar. Akshay Gandhi, serving snacks to staff

Ar. Kanchan Shinde Gifting hand-made bookmarks

Sketch by Ar. Prajakta Chakravarti

A shiver ran through the universe....
A pulse...a primordial beat....
Just one ripple... Was enough... To move the entire existence.
Shortly the beat turned into a rythm.... A naad.....Anahat naad!
The first drop of sound.... And light....
The two entities... Started moving to the rhythm of this divine ethereal naad....

A wonderful interplay... Entanglement.... Of two complimentary forces.

Shiva... The epitome of strength, power, stoicism.... Firmly grounded... Like a mountain.
Shakti.... Twirling and whirling around him, light, carefree, delicate, ephemeral... Like a cool breeze.

Their dance invoked unique vibrations throughout the 'space'....
A heavenly intoxicating energy started swirling all around....
They both... In their own trance... Completely unaware of what is happening.....
In those divine movements... Creation started happening!

Prajakta

On today's occasion of Mahashivratri and Women's day....,🙏
"One needs to be a Shiva to know a Shakti, Just the way one needs to be a Shakti to know a Shiva"

Title: PENCILBRICKS Reimaging the Staff room at the school to encourage and motivate Teachers to work on improving the futures of the children

The local non-governmental organization "Pencilbricks" focuses on enhancing the educational landscape by fostering a positive learning environment. They work closely with schools, offering support through both curricular and extracurricular avenues, with a special emphasis on enhancing teacher capacity to facilitate the development of essential life skills, for the past year, the foundation has been actively collaborating with a municipal school in Pune. Notably, one of our esteemed alumni, Asmita Khot, has joined our NGO to contribute to their mission, along with her Maithreyi Nair, Archit Awasthi, and Shrinidhi Bhutada have been volunteering for a while

Recently Pencil Bricks collaborated with Prakrut Lab led by Piyush Shah, with project leads – Asmita Khot and Shrinidhi Bhutada for a project that aims to redesign the school's staffroom to change the mindset of the teachers and motivate and inspire them to work for the betterment of children's future.

The project commenced several months ago when the Pencilbricks, renowned for its commitment to public school teachers developed essential skills in children from challenging backgrounds. According to the concept derived Bright and welcoming murals now adorn the previously blank walls and the staffroom which was previously used as storage due to its haphazard state was redesigned to be utilized properly. The Concept of the wall arises from the Golden ratio painting uses vibrant color which makes space vibrancy.

Some current students as well as Alumni from Smef's Brick School of Architecture have actively taken part in the initiative, which showcases their commitment to community welfare and social responsibility. This innovative initiative aims to create an inclusive environment, Support schools in building positive learning environments, and foster community engagement which we believe not only enriches the students' learning but also instills in them a sense of empathy and civic duty.

Name of the Project: Pets Park, Katraj, Pune

Dates: Began in February 2023 - Ongoing

Venue: Katraj, Pune

Name of the Faculty: Ar. Manali Deshmukh, Ar. Girija Indulkar

Firm involved: B RADICAL and TNSD Collaborative

Project Introduction:

This project is an Umbrella Memorandum of Understanding (MoU) between B RADICAL, represented by Ms. Pooja Misal, Director of SMEF's Brick School of Architecture, Pune, and TNSD Collaborative, represented by Ms. Tirtha Misal, Founder. The project aims to foster collaboration in architectural design firms and educational institutes. The project involves the conceptualization, design, and execution of a Pets Park, Katraj for Pune Municipal Corporation. TNSD Collaborative will lead the design process and oversee execution, while students along with 2 faculties from SMEF's Brick School of Architecture will contribute to presentation and working drawings. Responsibilities include client interaction, schematic architectural space plans, and detailed construction drawings. The MoU outlines cooperation areas, intellectual property rights, communication protocols, and the non-binding nature of the document. It's valid for five years, subject to renewal based on achieved objectives, with each party retaining an original copy of the MoU.

Intent of the Project:

The intent of the collaborative project between SMEF's Brick School of Architecture, Pune, and TNSD Collaborative is to provide a practical learning experience for students while contributing to the development of a Pets Park for Pune Municipal Corporation. By actively involving students in the various stages of the project, including presentation to PMC officials, preparing drawings, schematic planning, and detailed construction drawings, the project aims to bridge the gap between academic learning and real-world application.

Students will benefit from hands-on experience in architectural design and project management, gaining valuable skills that will enhance their academic and professional development. Through interaction with different stakeholders and participation in the design process, students will learn to address practical challenges and incorporate client feedback into their designs, preparing them for future careers in architecture and related fields.

Furthermore, involvement in a real-world project like the Pets Park allows students to understand the complexities of collaborative work and interdisciplinary cooperation. Working alongside professionals from PMC and TNSD Collaborative, students will

have the opportunity to exchange ideas, learn from industry experts, and gain insights into current architectural practices and trends.

Additionally, the project offers students a platform to showcase their creativity and innovation, as their work will contribute to the development of a public space that serves the community. It gives them an opportunity to find their identity. By seeing their designs come to life and positively impact the urban environment, students will develop a sense of pride and fulfillment, reinforcing their passion for architecture and motivating them to excel in their academic pursuits and future careers. Overall, the project provides a unique and enriching learning experience that empowers students to become competent and socially responsible architects.

Project Details:

This proposed project for an innovative Pets Park in the Katraj area of Pune city is an effort to enhance the well-being and happiness of pets and their owners. This initiative aims to provide a dedicated space where pets can roam freely, unencumbered by leashes, and where they can enjoy both physical exercise and mental stimulation. Recognizing that pets are cherished members of our families, offering unconditional love and companionship, we believe it is imperative to create a space that not only meets their needs but also fosters their overall health and happiness. With the inclusion of a Veterinary Clinic and Grooming Center within the park premises, pet owners will have access to essential services to ensure the health and hygiene of their beloved companions. Moreover, the Pets Park will serve as a hub for the community, offering pet owners an opportunity to come together, exchange knowledge and experiences, and build lasting relationships. By promoting a sense of community and providing resources for pet care and well-being, this project holds immense significance for both pet owners and their furry friends in the neighborhood. It is our hope that this Pets Park will not only enrich the lives of pets and their owners but also contribute to the overall vibrancy and inclusivity of the community.

Site Details: Situated near the bridge, the site can be easily accessed from major roads and highways, attracting dog owners from both within the city and neighboring areas. Due to its prime location and scenic setting, the site holds significant potential for development as a recreational hub.
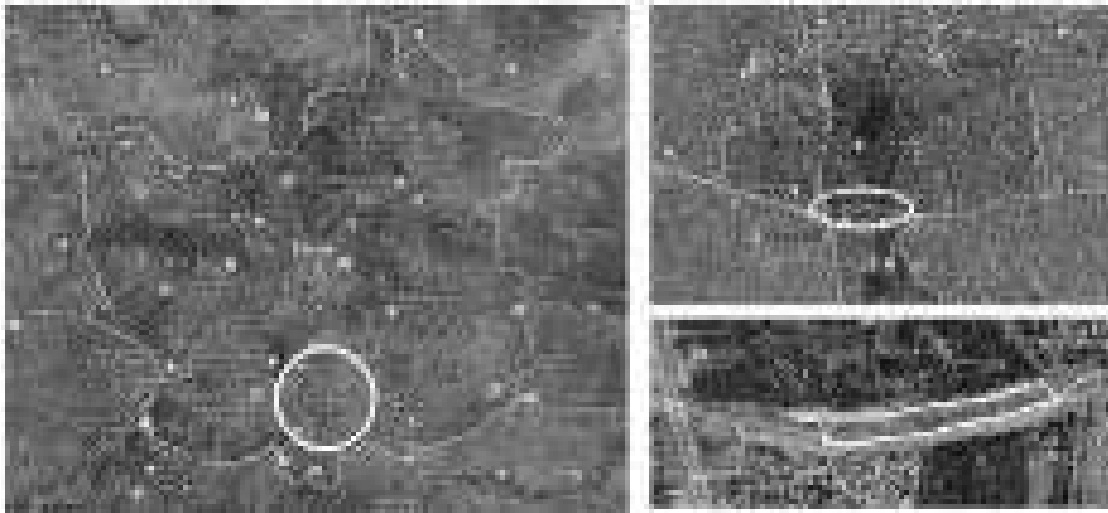
Project proposal images:

Faculties involved

Sr. No.	Name of the Faculty	Designation
1.	Ar. Manali Deshmukh	Vice Principal
2.	Ar. Girija Indulkar	Assistant Professor
3.	Ar. Shreya Mirpagar	Assistant Professor

Students involved

Sr. No.	Name of the Student	Year
1.	Anish Sheth	Fourth Year
2.	Sanika Hirve	Fourth Year
3.	Tanvi Loyare	Fourth Year
4.	Komal Karale	Fourth Year
5.	Abhay Khele	Fourth Year

DISTRICT INSTITUTE OF EDUCATION AND TRAINING (Diet), Pune

MOOD BOARD & SUGGESTIONS

Date of Visit- 21st & 26th February 2024

Address- Ground floor, Urdu girls college, Near Ajmera society and Alankar medical store, Bhawani Peth, Pune, Maharashtra 411042

Site Photographs

Entryway to the DIET office

Scope- Entryway to the DIET office to be considered for beautification.

Suggestions at Main Entry Gate-
Tree Plantation + Seating + Entry Board & Signages MS Sliding Gate

Compound Wall
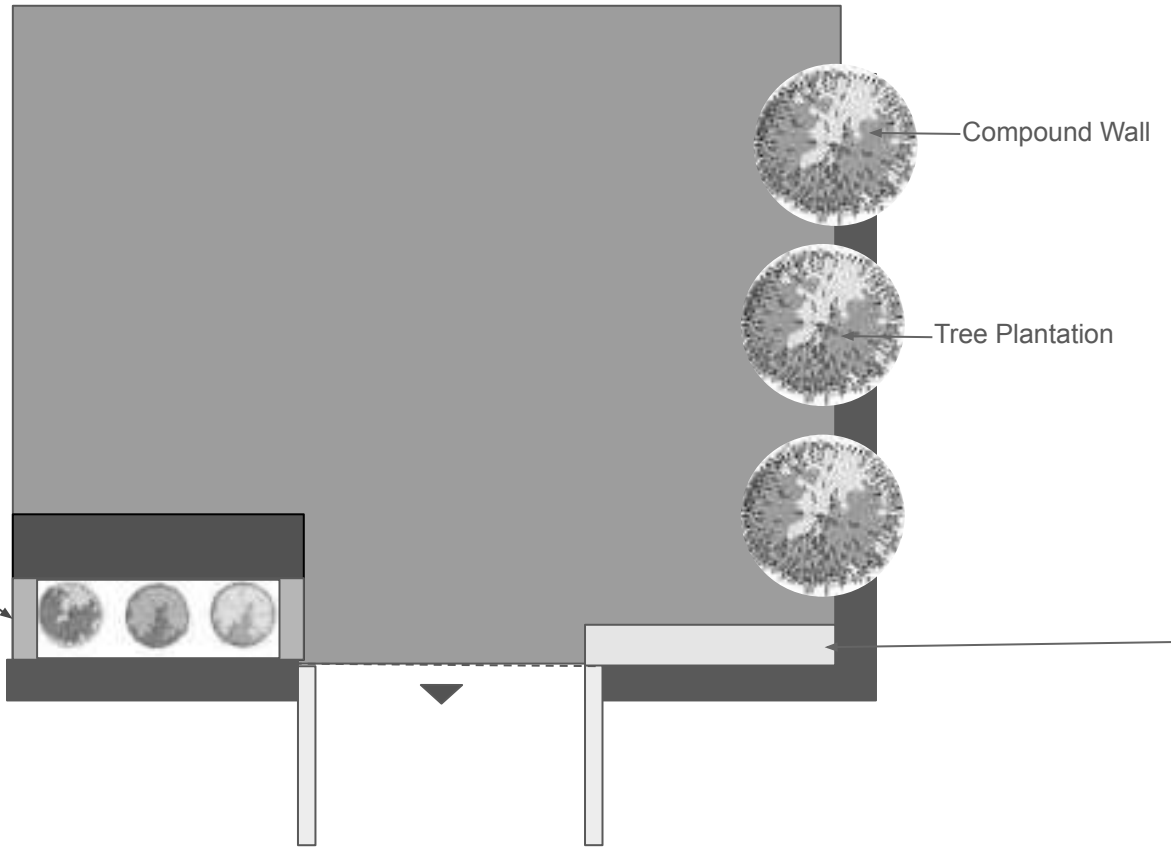
Tree Plantation

Design of Main Signage +Plantation for DIET Office.

Site Photographs and details

Scope- Entryway to the DIET office to be considered for beautification.

Suggestions-
Tree Plantation along the compound wall

Entryway to the DIET office

Site Photographs and details

Scope- Entryway to the DIET office to be considered for beautification.

Suggestions-
Landscape Trees + benches + Building Exterior Paint.

Building Entrance - Ground Floor DIET office

BRICK
GROUP OF INSTITUTES

Site Photographs and details

Scope- Entryway to the DIET office to be considered for beautification.

Suggestions-
Landscape Trees + benches + Building Exterior Paint.

1

Building Entrance - Ground Floor DIET office

Suggestions-
Outdoor Seating+ Potted Shrubs

Building Entrance - Ground Floor DIET office

Site Photographs and details

Scope- Entryway to the DIET office to be considered for beautification.

Suggestions-
 Potted Plants + Chairs + Building Interior Paint + Notice Boards +lights+ Room Signages

DIET office Building + Upper Floor Urdu Girls School

Site Photographs and details

Suggestions-
Indoor Potted Plants + Chairs + Building Interior Paint + Notice Boards +lights+ Room Signages + Door Frames + refurbish of doors+ Storage cupboards

Scope- Entrance + Belsare Madam's cabin

DIET office Building + Upper Floor Urdu Girls School

MOOD BOARD

Passage ways

Suggestions-
Indoor Potted Plants + Chairs + Building Interior Paint + Notice Boards +lights+ Room Signages

Site Photographs and details

Suggestions-
Indoor Potted Plants + Chairs + Building Interior Paint + Notice Boards +lights+ Layout and planning as per requirements

Scope- Entrance + Belsare Madam's cabin

DIET office Building + Upper Floor Urdu Girls School

BRICK

Site Photographs and details

Suggestions-
Sinages Board + Indoor Potted Plants + Chairs + Building Interior Paint + Notice Boards +lights+ Layout and planning as per requirements

Scope- Entrance + Belsare Madam's cabin

DIET office Building + Upper Floor Urdu Girls School

Suggestions-
Indoor Potted Plants + Chairs + Building Interior Paint + Notice Boards +lights+ Layout and planning as per requirements

Site Photographs and details

Scope- First Floor RadhaKrishna Hall

DIET office Building + Upper Floor Urdu Girls School

Criterion 3 –Research, Innovations and Extensions

3.4.1: Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years

Sr No	Name of the activity	Organizing unit/ agency/ collaborating agency	Name of the scheme	Year of the activity
	2022-23			
1	Field work to assess the issues of weavers' community and proposal for empowerment in Pallkkad village of Kerala	INTACH	Elective on Cultural Landscape	2022-23
2	Proposal for Women empowerment centre in Ranje village, in Pune district	SMEF'S Brick School of Architecture, Pune	Unnat Bharat Abhiyan	2022-23
3	Proposal for agro tourism centre in Thapewadi village of Pune District	SMEF'S Brick School of Architecture, Pune	Unnat Bharat Abhiyan	2022-23
4	Presentation of awareness material on local heritage of forts in Mangaon village of Pune District	SMEF'S Brick School of Architecture, Pune	Unnat Bharat Abhiyan	2022-23
5	Presentation of awareness material on government policies on upliftment of rural areas Alande village of Pune District	SMEF'S Brick School of Architecture, Pune	Unnat Bharat Abhiyan	2022-23
6	Solar Decathlon (Net zero projects for community resilient center)	Multidisciplinary approach for holistic learning	Social initiative of Brick School of Architecture	2022-23
7	Plagathon (Awareness and cleanliness drive)	Pune Municipal Corporation (PMC) under the Swachh Bharat Abhiyan	Swachh Bharat Abhiyan	2022-23
8	Pune Collective Programme on Women Wrestlers - Dhakad	In collaboration with Pune Collective	Celebrating women's Day	2022-23
9	Reconnaissance survey of the	SMEF'S Brick School of	Unnat Bharat Abhiyan	2022-23

SSR 2019-20 to 2023-24

Criterion 3 –Research, Innovations and Extensions

3.4.1: Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years

	villages, Ranje	Architecture, Pune		
10	Reconnaissance survey of the villages, waravadi	SMEF'S Brick School of Architecture, Pune	Unnat Bharat Abhiyan	2022-23
11	Artshala	Banabai Shala warje	Enhancing learning environment	3rd March to 5th March 2022

BRICK

Name of the Event: Pune Plogathon 2022

Dates: 5th June 2022

Venue: SP College to Bhide bridge

Introduction

"Plogging" is a concept devised in the contemporary age as a fun way of combining fitness with cleanliness. Our cities are turning into dumping grounds with excessive littering as a rampant nuisance. Innovative initiatives like *Plogathons* (Cleanliness drive marathons) help motivate citizens to partake in the responsibility of keeping their cities clean.

This concept has been picked up by the new generation in India. Garbage disposal means cleanliness and cleanliness means health. Hon. Prime Minister Shri. Narendra Modi had also done 'plogging' on the beaches of Chennai, which was much talked about. Thousands jog in the morning to maintain good personal health. Adding garbage collection to this jogging can give these joggers the satisfaction of doing something for society as well. It has already been started by some youngsters in Pune and a comprehensive 'plogging' drive was organized by the Pune Municipal Corporation under the guidance of the Hon'ble Mayor in the year 2019 and thereafter in 2021.

Plogathon was a commendable initiative in maintaining public hygiene with the participation of citizens and this year "Pune Plogathon 2022: Mega Drive " was organized on 5th June 2022.

Brief of the Session:

Students of SMEFs Brick school of Architecture participated in one such "Plogathon" organized by the Pune Municipal Corporation (PMC) under the Swachh Bharat Abhiyan on 5th June, on the occasion of World Environment Day. The faculty coordinators for the initiative from the institute were Ar. Vinita Lulla and Ar. Sharduli Joshi.

The students collected trash whilst jogging along the streets starting from SP College, all the way to Bhide Bridge, and collected 15 bags of Trash. The drive covered 134 roads in the city covering various heritage sites and a total of 45 parks in the city. The entire program concluded with an oath of cleanliness and awareness about different types of waste and importance of waste segregation. The activity sensitized the students of imbibing cleaning as a ritual and towards innovative ways of approaching waste management and cleanliness.

Co-ordinated by: Ar. Vinita Lulla

Photographs

Name of the Project: Artshala- an activity to paint and revamp school walls with creative artwork.

Dates: 3rd March to 5th March 2022

Venue: Banabai Barate School, Warje, Pune

Name of the Faculty: Ar. Shreya Mirpagar

Introduction of Faculty (250 words and a photograph)

Ar. Shreya Mirpagar A conscientious environmental architect and academician passionate about art and design inclusive research towards sustainability. A firm believer of biophilia and seeks to connect occupants more closer to nature. She asserts that our actions not only contribute to society but majorly to the environment. She has keen interest in societal causes and connects with people to contribute for the welfare of the society.

Intent of the Project: (250 words)

The goal of the event is to increase the aesthetic beauty of the school and create a conducive environment for the school children. The initiative to paint the walls of a Primary school in Warje, Pune, as part of a social cause. The project was organized by an NGO named **Connectfor** with the objective of enhancing the learning environment for young children and creating a cheerful and vibrant atmosphere within the kindergarten premises.

Objective: The primary objective of the project was to transform the primary school dull and uninspiring walls into colorful and engaging spaces that stimulate the imagination and creativity of the children.

The scope of the project included identifying suitable designs and themes, procuring necessary materials, and coordinating with volunteers to execute the painting process.

Design Selection: A team of volunteering students collaborated to brainstorm and develop appropriate designs and themes for the primary school walls. The aim was to create a visually appealing environment that catered to the interests of the children and help them to be better visual learners.

Project area:

Location Map showing Banabai Barate School, Warje, Pune

Location: Warje, Pune

Map Link: https://maps.app.goo.gl/S3QFCNFRMCogwhJ4A

The activity was introduced to the Institution by ConnectFor and their societal initiative Artshala, Paint A School activity on Sunday, 5 March 2023. The Second Year students showed active participation in volunteering for paint school activity.

Summary of the inputs given (500-600 words)

Material Procurement:

The required materials, including paints, brushes, rollers were rendered by the organizers of the event. The student volunteer had to carry basic stationery like pencils, chalks, threads,etc. Emphasis was placed on using non-toxic and child-friendly paints.

Preparing the Walls:

The walls of the kindergarten were thoroughly cleaned, repaired, and primed to provide a suitable surface for painting.

Project documentation:

The volunteering students were benefited from the social activity by the following means-

Community Engagement:

Throughout the painting process, the initiative garnered significant attention from the local community. Parents, neighbors, and passersby expressed their appreciation for the project.

Creation of Enhanced Learning Environment:

The transformed walls created a vibrant and stimulating environment for the children, fostering their creativity, imagination, and engagement with their surroundings. The colorful designs acted as visual aids to support their learning process.

Social Awareness:

The project served as a platform to raise awareness about the importance of art, education, and community involvement in supporting early childhood development.

The painting project undertaken in Warje, Pune, to enhance the walls of a kindergarten for a social cause proved to be a successful endeavor. Through meticulous planning, enthusiastic participation, and community support, the initiative transformed the learning environment for young children. The project not only made a positive impact on the kindergarten but also fostered a sense of pride and community engagement.

Link for videos and Photos

https://drive.google.com/drive/folders/1Mip583ElLNS0ag2FgFWioW0HrMQm-b Gz?usp=drive_link

Students Participants

Sr. No.	Name of the Student	Year
1	Vivek Pol	2nd Year
2	Nitish Rangaswamy	
3	Swaraj Jadhao	
4	Shravani Patil	
5	Lipakshi Rathod	
6	Jonathon Jencin	
7	Saeem Khan	
8	Vaibhavi Rathi	

9	**Harsh agarwal**	
10	**Palak Bhutada**	
11	**Dnyaneshwar Waghmode**	
12	**Vedashri Kulkarni**	
13	**Khushi Sentil**	

Name of Program: Dhakad
Organized by ; Pune Collective
Anchored by: Dr. Vaidehi Lavand
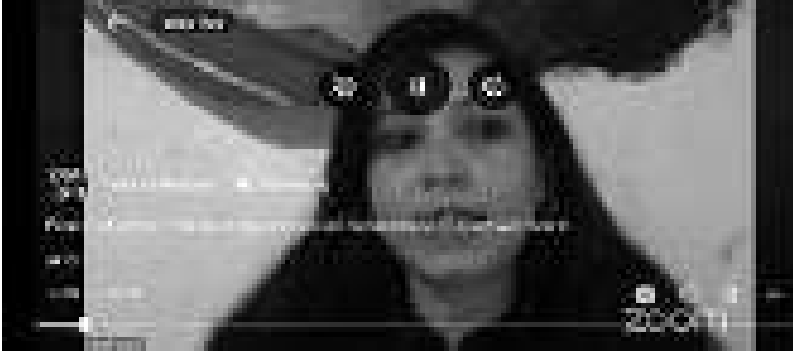
Announcement of Program in Marathi:

Appealing for audience to join the discussions.

पुणे कलेक्टिव्ह आयोजित, मंगळवार, ९ मे २०२३ रोजी होणाऱ्या पुढील सत्रात आम्ही तुम्हाला आमंत्रित करत आहोत.

गेल्या काही आठवड्यांपासून संपूर्ण देश खेळाडू देत असणाऱ्या एक मोठ्या संघर्षाचा साक्षीदार झाला आहे. विशेषत: हा कुस्तीपटूंनी उभारला लढा आहे.

अनेक वरिष्ठ खेळाडूंनी लैंगिक छळाच्या तक्रारी वारंवार नोंदवूनही, कुस्ती फेडरेशनचे माजी अध्यक्ष आणि भाजप खासदार ब्रिजभूषण शरण सिंह यांच्याविरुद्ध कसलीही कारवाई झाली नाही. हि घटना२०१३ च्या लैंगिक छळ प्रतिबंक POSH कायदा तसेच विशाखा मार्गदर्शक तत्त्वांचे स्पष्ट उल्लंघन करणारी आहे. यावरून फक्त WFI नाही तर भारतातील इतरही विविध क्रीडा संघटनांमध्ये संस्थात्मक पातळीवरून होणारे शोषण पुन्हा एकदा समोर आले आहे.

या सर्व बाबतीत राजकारण्यांकडून अधिकृत पदांचा उघड गैरवापर, याविरुद्ध बोलणाऱ्यांना धमकावण्यासाठी, गप्प करण्यासाठी आरोपींकडून केला जाणारा बळाचा वापर वारंवार दिसून येत आहे. असे असताना देखील सरकारचा कायद्याची अंमलबजावणी करण्याच्या राजकीय इच्छाशक्तीचा अभाव स्पष्ट दिसत आहे. हे अतिशय दुःखद व संताप निर्माण करणारं आहे.

पूणे कलेक्टीव्ह या शोषणाचा जाहीर निषेध नोंदवून स्वतःच्या आत्मसन्मानाच्या लढाईत उतरलेल्या या सर्व खेळाडूंसोबत असल्याची ग्वाही देत आहे.

ह्या लढ्याची पार्श्वभूमी समजून घेण्यासाठी, आम्ही तुम्हाला मंगळवार, दिनांक ९ मे २०२३ रोजी संध्याकाळी ५.३० वाजता या चर्चासत्रात सहभागी होण्यासाठी आमंत्रण देत आहोत.

पुणे कलेक्टिव्हच्या या सत्रात, आपल्या सोबत संवाद साधणार आहेत, **जगमती सांगवान,** ऑल इंडिया डेमोक्रॅटिक वुमन्स असोसिएशनच्या (AIDWA) राष्ट्रीय उपाध्यक्षा, तसेच भीम पुरस्कारप्राप्त आंतरराष्ट्रीय स्तरावरील व्हॉलीबॉलपटू, आणि **इंद्र अग्निहोत्री**, सेंटर फॉर विमेन्स डेव्हलपमेंट स्टडीजच्या(CWDS) माजी संचालिका.

दोन्ही वक्ते प्रत्यक्ष आंदोलन स्थळावरील त्यांचे अनुभव आणि गेले अनेक दिवस सर्व विरोधांना सामोरे जात ठामपणे आपलं म्हणणं लोकांपर्यंत पोहोचवण्याचा प्रयत्न करणारे आंदोलक खेळाडू यांचा आवाज आपल्या पर्यंत पोहोचवण्याचा प्रयत्न करतील तसेच या लढ्याची राष्ट्रीय पातळीवरील सामाजिक-सांस्कृतिक आणि राजकीय संदर्भ भूमिका उलगडून दाखवतील.

आपल्या खेळाने देशाची मान उंचावणाऱ्या या खेळाडूंचा पर्यायाने देशाचा आत्मसन्मान जपणे हे आपले कर्तव्य आहे. त्यासाठीच आपण एकत्र येऊया.

हे सत्र हिंदी आणि इंग्रजी भाषेत असेल.

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

JUNE 22

BRICK

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

ETHOS TROPHY- BEST THESIS AWARDS

TOP 5
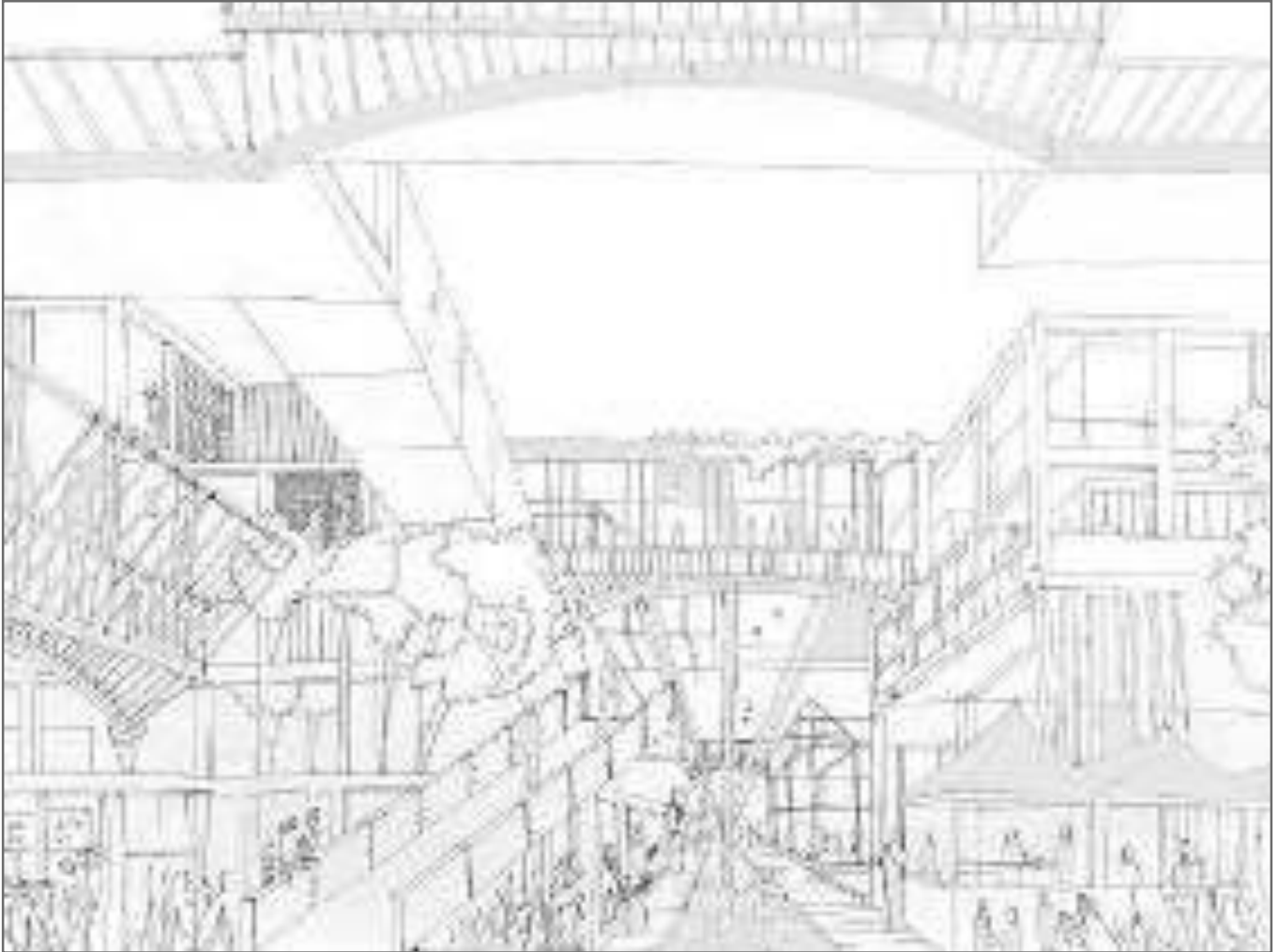
ENVISIONING THE EXISTENCE OF COASTAL COMMUNITIES - MUMBAI

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

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

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

APRIL 23

BRICK

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

DECEMBER 22

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

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

BRICK

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

AIS (ASAHI INDIA GLASS) DESIGN OLYMPIAD

FIRST POSITION
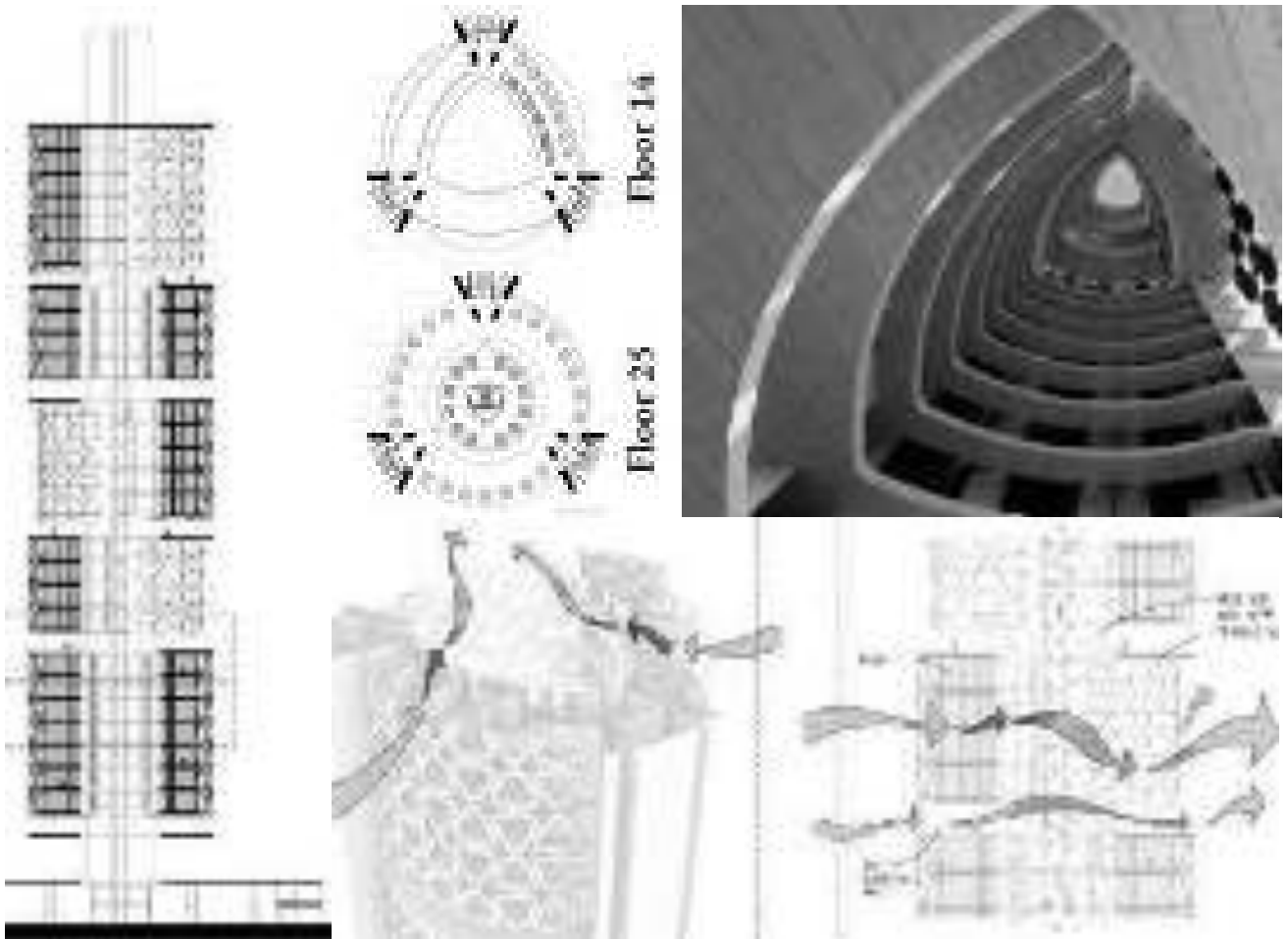
Taking a design and stretching it to its limits, in terms of sustainability, energy efficiency and energy generation made it a challenging endeavour. Structural feasibility, optimum layouts and chasing after LEED Platinum standards added an extra layer of assurance to the design.
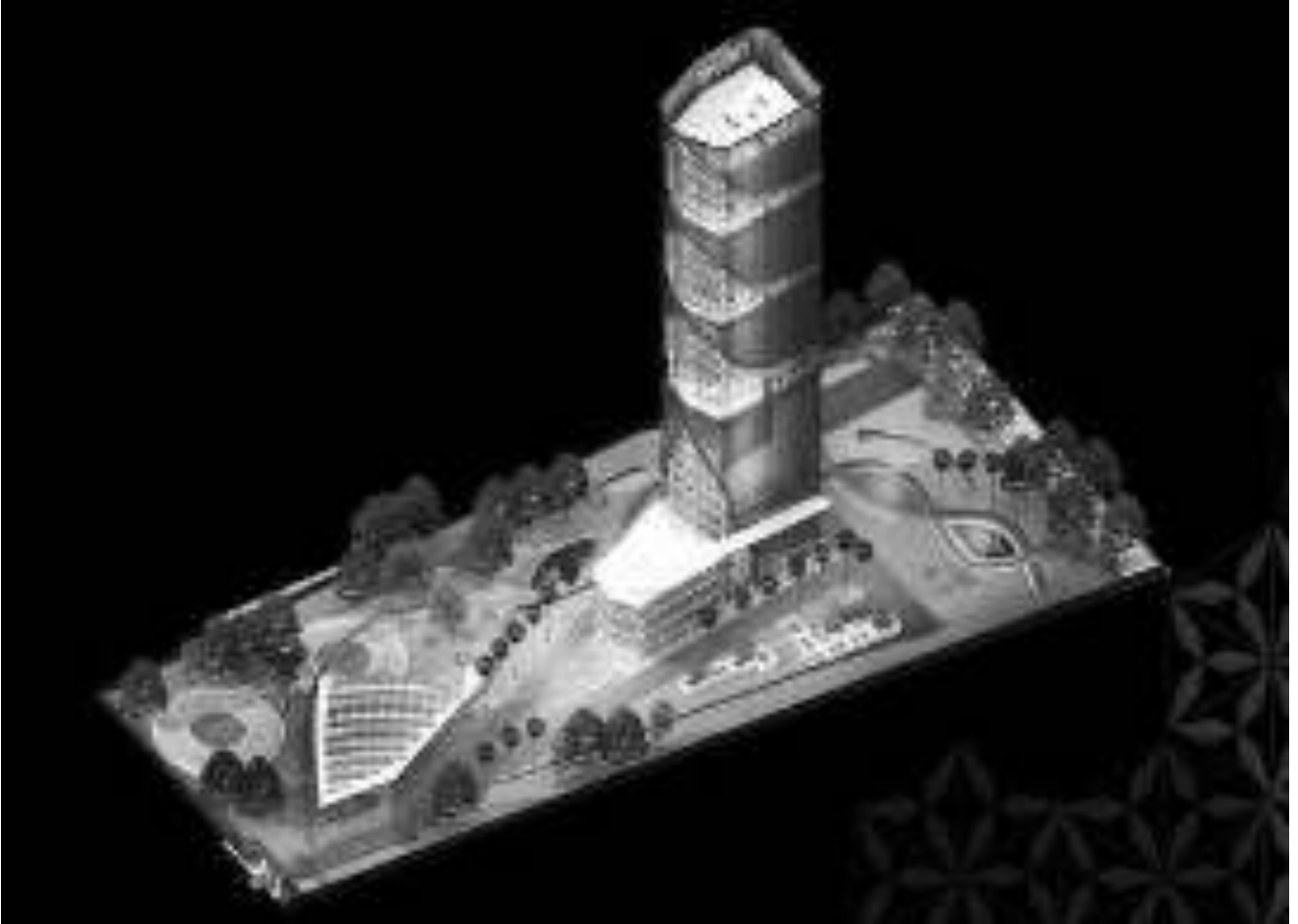
The design at hand, calls for a 100m business hotel that towers over Pune with an extremely efficient building envelope that doesn't just provide shelter from the outdoor environment but rather exists in harmony with it.

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

MARCH 23

BRICK

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!

BRICK

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

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

MAY 23

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

SOLAR DECATHLON INDIA - 2022 -23
WINNER 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
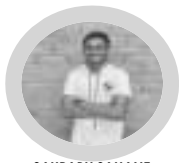
SOLAR DECATHLON INDIA - 2022 -23

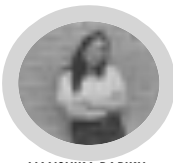PARTNER INSTITUTION

URVEE PUBLIC TRUST
PROJECT PARTNER

INDUSTRY PARTNER
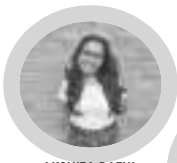
SOLAR DECATHLON INDIA - 2022 -23
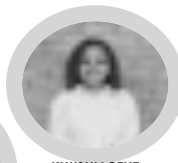## FIRST RUNNER UP FOR
EDUCATIONAL BUILDING

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

AR. SHREYA MIRPAGAR
Faculty Advisor

SHARVARI RAJWADAY
Faculty Advisor

Hierarchy of
courtyard

SOLAR DECATHLON INDIA - 2022 -23

PARTNER INSTITUTION

PROJECT PARTNER
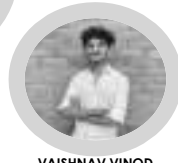
INDUSTRY PARTNER

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2021 - 2022

NOVEMBER 22

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

THE DRAWINGBOARD COMPETITION

TOP 8

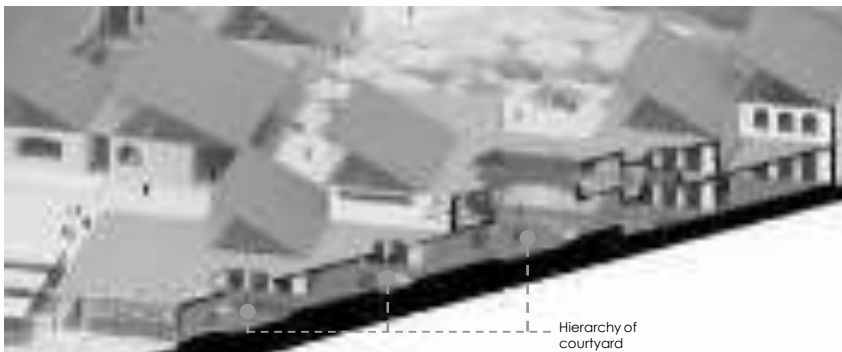The brief this year was to build a memorial for architect, planner, activist, and theoretician, Charles Correa. We tried to express our design by studying the trail and life and recreating this journey through the memorial. Keeping in mind the context , The Kala Academy, Goa; one of Ar. Charles Correa's 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

13

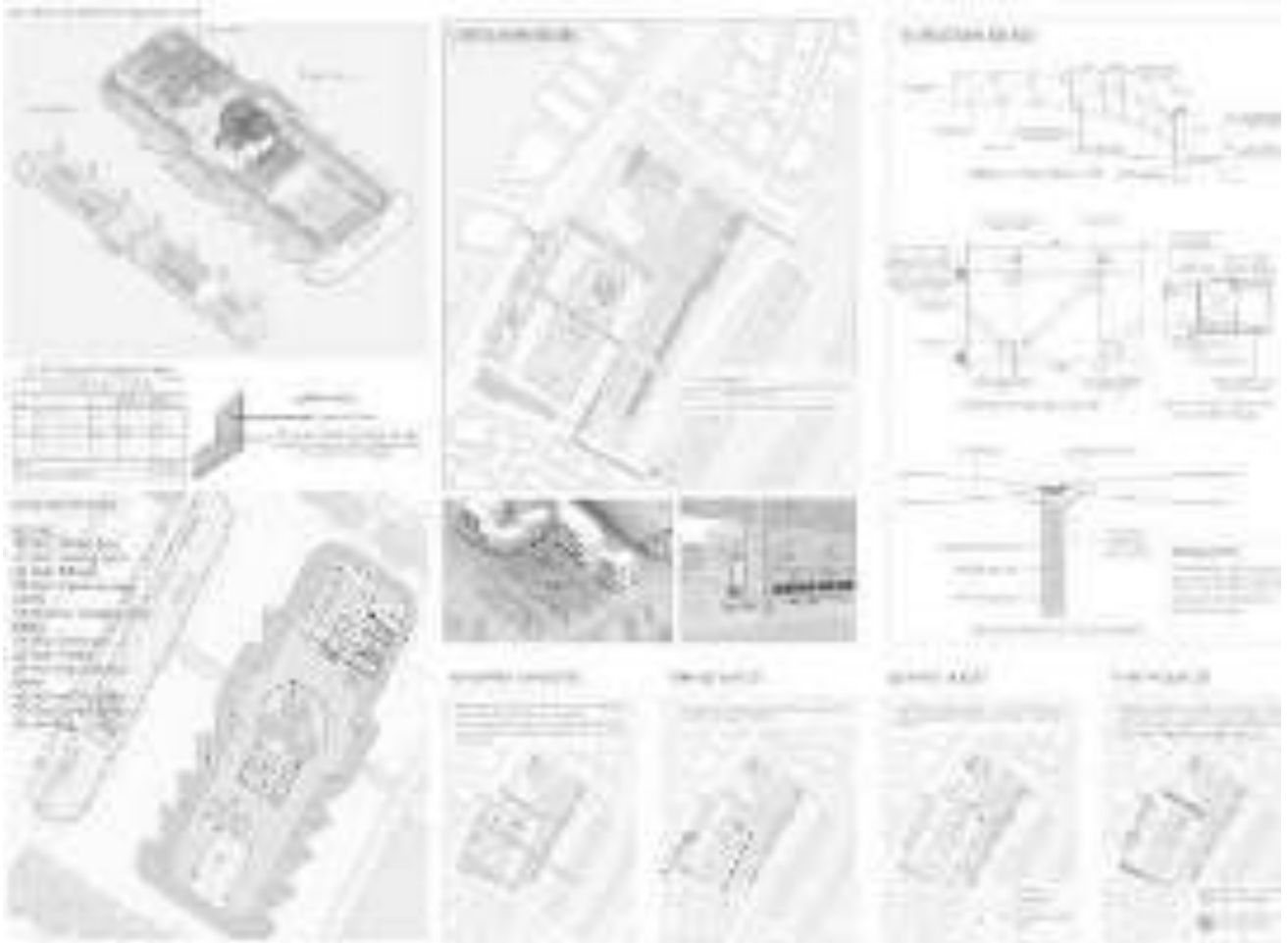# INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

FEBRUARY 23

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

BRICK

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

JULY 22

COMPETITIONS PORTFOLIO HANDLED BY
Ninad Rewatkar
Vinita Lulla
Sudhir Deshpande

A3 FOUNDATION THESIS AND THESIS GUIDE AWARDS

A3F THESIS AWARD

SITE SECTION BB

SITE SECTION CC

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.
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

INSTITUTION'S PARTICIPATION IN VARIOUS COMPETITIONS

2022 - 2023

SEPTEMBER 22

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

11

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION **3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year** **3.3.4 - 3.3.3 Number of students participating in extension activities at 3.3.3. above during the year**	BRICK

1. **Title:** Reconnaissance survey of the villages
2. **Name of the Place/Site village, city:** Ranje, Tal. Bhor; Dist- Pune.
3. **Team-** Lead by Shraddha M, participated by Shreya Mirpagar & Omkar Kale
4. **Dates of visit:**17.06.2022
5. **Purpose of the visit:**

- Establish contact with the local authorities and people.

- Village tour to understand the development issues in terms of spatial planning.

- Take an overview of the village to chalk down plans for the household surveys in line with Unnat Bharat

    Abhiyan.

6.   **Location of the village:**

The total geographical area of the village is 403.11 hectares.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION **3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year** **3.3.4 - 3.3.3 Number of students participating in extension activities at 3.3.3. above during the year**	**BRICK**

7.   **Demographic profile**

- According to Census 2011 information, Ranje has a total population of 1,386 peoples, out of which male population is 745 while female population is 641.

- Literacy rate of Ranje village is 75.47% out of which 80.40% males and 69.73% females are literate.

- There are about 285 houses in Ranje village

8.   **Field observations**

- The Ranje village is sited in a surrounding governed by farmlands situated at the south of Khed Shiwapur.

- Ranje has a first order stream Shivaganga passing through the village.

- In the middle of the lush greenery of Ranje gaon, lies this beautiful temple from the pre-Shivaji Maharaj period called Ranjeshwar Temple. This temple is supposed to be 400 years old. The villagers dictate the story about the Ranje gaon and its connection with young Chatrapati Shivaji Maharaj. Hence, this ancient temple

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

will take you back to Maratha history. The Ranjeshwar Temple also has unique water management tanks which were used by pujari's & pilgrims. The first tank is used to fetch water for pujas, the second tank is for pilgrims to take bath, the third one is for washing clothes, and the remaining water goes for the farm irrigation. This temple is a complete hidden gem and deserves attention for its conservation.

3 Stage Water Tank System at Ranjeshwar Temple, Ranje, Tal. Bhor, Dist. Pune

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

Ranjeshwar Temple, Ranje, Tal. Bhor, Dist. Pune

- The Ranjeshwar temple is surrounded by another temple called Laxmi Narayan Temple.

- The houses and buildings strongly depict vernacular architecture i.e. houses built in mud, stone, bricks with sloping roofs. The houses somehow have potential to conserve with the local prevalent context to preserve the character of the village.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

Glimpses of built environment in the village

- The existing houses have great potential to integrate basic service for sanitation and water supply.

- The newer buildings or renovation of older houses are currently made in RCC. Hence, do not resemble the character of a village.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

Glimpses of built environment in the village

9. **Identification of the three basic issues in the village**

- Protection of heritage is needed

- Unintegrated services (added later on) with the buildings

- The self help groups are active, but they need some orientation about investments in the sustainable

  solutions for the villages

10. **Note on the established contacts**

    Shubhangi Jaykar (Bhachat Gat)- 9767576664

    Mr. Bhushan Purohit- 9421884650

11. **Next action plan**

    To conduct Gram Sabha for identification of more issues of the villages.

    To conduct the household survey

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION	**BRICK**
3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year **3.3.4 - 3.3.3 Number of students participating in extension activities at 3.3.3. above during the year**	

1. **Title:** Reconnaissance survey of the villages
2. **Name of the Place/Site village, city:** Waravadi, Tal. Purandar; Dist- Pune.
3. **Team-** Lead by Shraddha M, participated by Shreya Mirpagar & Omkar Kale
4. **Dates of visit:**17.06.2022
5. **Purpose of the visit:**

- Establish contact with the local authorities and people.

- Village tour to understand the development issues in terms of spatial planning.

- Take an overview of the village to chalk down a plan for the household surveys in line with

   Unnat Bharat Abhiyan.

6. **Location of the village:**

The total geographical area of the village is 556.62 hectares.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

7.   **Demographic profile**

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION	BRICK
3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year **3.3.4 - 3.3.3 Number of students participating in extension activities at 3.3.3. above during the year**	

- According to Census 2011 information, Warvadi has a total population of 434 peoples, out of which male population is 235 while female population is 199.

- Literacy rate of warvadi village is 69.59% out of which 70.64% males and 68.34% females are literate.

- There are about 97 houses in Warvadi village.

8. Field observations

- Warvadi village is located in Purandhar tehsil of Pune district in Maharashtra, India. It is situated 18km away from sub-district headquarter Sasvad (tehsildar office) and 22km away from district Pune. Warvadi village is about 25 kms away from Brick School of Architecture.

- Warvadi village shares its boundaries with or is adjacent to Thapewadi village. Thapewadi is the gram panchayat of Waravadi village.

- Warvadi village is sited amidst the hills and farmlands with an overlooking view of Waravdi lake

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- The houses of Waravadi village gives a vernacular feel since their dwelling units were made up of

stone and mud walls; wooden truss & mangalore tile roofs.

- The public gathering place has been an organically developed open area in front of the temple area

where people gather in the evening for Prayer and devotion (Hari-path)

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- The village consists of a Primary school, temples and a gathering hall.

- The houses in Waravadi village were found to be with an open spaces or verandah in front that initiated interaction between the people and showed the essence of community living within.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- Although buildings are in vernacular style and possess a comfortable living environment but have potential of upgradation and integration of basic services like water supply &

  sanitation.

- The nearby waterbody and well was considered to be the source of drinking water.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION **3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year** **3.3.4 - 3.3.3 Number of students participating in extension activities at 3.3.3. above during the year**	**BRICK**

- The new buildings that have been built today are made in R.C.C and do not represent

 any local character. The newly built houses found

  are G+1 with flat slabs.

- Farming is currently practised by a certain group of people (35 years and above). The the remaining

  population   of   the   village   is   moving   towards   working   in   industries

 nearby for their source of income.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION **3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year** **3.3.4 - 3.3.3 Number of students participating in extension activities at 3.3.3. above during the year**	BRICK

- The educational infrastructure is available till secondary school, and for higher education children need to go out of the village. However, due to lack of public transport, higher education is not very easily available to the youth of the village.

9.   Identification of the three basic issues in the village

- Connectivity

- Engaging activities for youth

- Unintegrated services (added later on) with the buildings

10.   Note on the established contacts

Nilesh Jagdale is a joint sarpanch of Waravadi and Thapewadi village.

11.   Next action plan

- Nilesh Jagdale lives in Pune, a meeting with him to be done on Wednesday, June 22nd for conducting Gram Sabha and identification of three basic issues of the villages.

1. **Title:** Reconnaissance survey of the villages
2. **Name of the Place/Site village, city:** Thapewadi, Tal. Purandar; Dist- Pune.
3. **Team-** Lead by Shraddha M, participated by Shreya Mirpagar & Omkar Kale
4. **Dates of visit:**17.06.2022
5. **Objectives of the visit:**

- Establish contact with the local authorities and people.

- Village tour to understand the development issues in terms of spatial planning.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION	BRICK
3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year **3.3.4 - 3.3.3 Number of students participating in extension activities at 3.3.3. above during the year**	

- Take an overview of the village to chalk down a plan for the household surveys in line with Unnat Bharat Abhiyan.

6.   **Location of the village:**

The total geographical area of the village is 466.62 hectares.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

7.   **Demographic profile**

- According to Census 2011 information, Thapewadi has a total population of 626 peoples, out of which male population is 331 while female population is 295.

- Literacy rate of Thapewadi village is 66.29% out of which 76.13% males and 55.25% females are literate.

- There are about **133** houses in Thapewadi village.

8.   **Field observations**

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

BRICK

- Thapewadi village is Purandar Taluka of Pune District. Thapewadi village distance from district place is about 45km. Thapewadi village from Taluka place is about 18 kms and 23 kms from Brick School of Architecture.

- Thapewadi village is nestled in the lap of nature with a picturesque background of mountains and a number of fields (farmlands) owned by the villagers.

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

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

- A community place which consists of a Primary school, a Temple and a Gram Panchayat Office clustered together near an open space defines a primary gathering place in the village.

- The village has a number of dwellings with vernacular architecture and developed in an organic pattern.

- The intermediate spaces and streets are very interactive in nature and that facilitates community living

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- There are a number of buildings/ houses that depict local style of architecture and have huge

  potential of conserving the style.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- The village shares local authority with Waravadi Village.

- Although some houses are in vernacular style and possess comfortable living environment but have

    potential of upgradation for integration of basic services like water supply & sanitation.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- The newer buildings have been built in concrete and do not represent any local character.

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

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

- Similarly, the present streets are to be upgraded in terms of their integration with the service corridors for wet and dry service lines.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION	BRICK
3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year **3.3.4 - 3.3.3 Number of students participating in extension activities at 3.3.3. above during the year**	

- The educational infrastructure is available till secondary school, and for higher education children need to go out of the village. However, in the absence of adequate public transportation, higher education is not very easily available to the youth of the village.

- The farming practices are done by the people above the age of 35 years. The youth is not so keen to adopt farming as a profession.

Secondary Source Data

- Thapewadi has proximity to state highways and is connected by roads.

- Thapewadi does not have a post office, National or Co-operative bank facilities.

- Thapewadi does not have daily or weekly market gatherings.

9. **Identification of the three basic issues in the village**

- Connectivity

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- Engaging activities for youth

- Unintegrated services (added later on) with the buildings

10.   Note on the established contacts

Nilesh Jagdale is a joint sarpanch of Waravadi and Thapewadi village.

11.   Next action plan

Nilesh Jagdale lives in Pune, a meeting with him to be done on Wednesday, June 22nd for conducting Gram Sabha and identification of three basic issues of the villages.

1. **Title:** Reconnaissance survey of the villages
2. **Name of the Place/Site village, city:** Mangaon, Tal. Velhe; Dist- Pune.
3. **Team-** Lead by Shraddha M, Visited by Girija Indulkar & Ninad Rewatkar
4. **Dates of visit:**22.06.2022
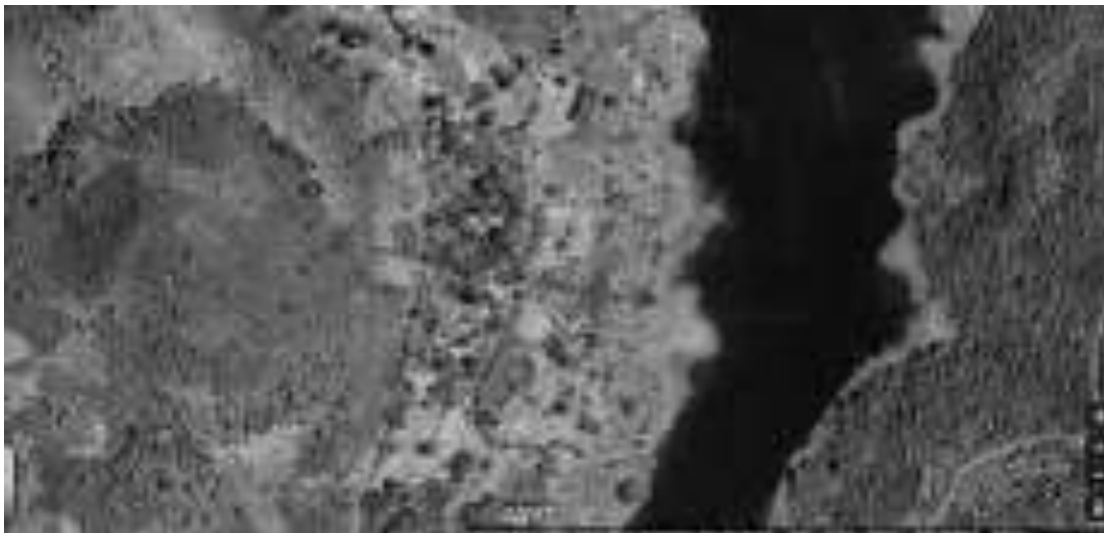5. **Purpose of the visit:**

- Establish contact with the local authorities and people.

- Village tour to understand the development issues in terms of spatial planning.

- Take an overview of the village to chalk down a plan for the household surveys in line with

   Unnat Bharat Abhiyan.

6.   Location of the village:

The total geographical area of the village is 1066 hectares.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

Coordinates: 18°19'31.8"N 73°30'18.3"E

7.   Demographic profile

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- According to Census 2011 information, Mangaon has a total population of 254 peoples, out of which male population is 119 while female population is 135.

- Literacy rate of Mangaon village is 60.63% out of which 72.27% males and 50.37% females are literate.

- There are about 52 houses in Mangaon village.

- The Pincode of Mangaon village locality is 412107.

8.   Field observations

- Mangaon village is located in Velhe tehsil of Pune district in Maharashtra, India. It is situated 56km away from sub-district headquarter Velhe (tehsildar office) and 81km away from district headquarter Pune. This village is about 73 kms away from Brick School of Architecture.

- Mangaon village shares its boundaries with or is adjacent to Pole and Kasedi villages. As per 2009 stats, it has a gram panchayat.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- Mangaon village is sited amidst the hills and farmlands with an overlooking view of Panshet Reservoir.

- The houses of Mangaon village give a vernacular feel since their dwelling units are made up of stone and bamboo & mud walls; wooden/bamboo truss & mangalore tile roofs.

- The public gathering place has been organically developed as they have an open area in front of the temple area where people gather in the evening for Prayer.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- The village consists of a school upto 7th standard, temples and a gathering hall (construction is ongoing).

- The houses in Mangaon village were found to be with an open space or verandah in front that initiated interaction between the people and showed the essence of community living within. They were majorly placed along the cement road (recently made) which was on a common contoured level.

- Although buildings are in vernacular style and possess a comfortable living environment but have potential of upgradation and integration of basic services like water supply &

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

sanitation.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION	**BRICK**
3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year **3.3.4 - 3.3.3 Number of students participating in extension activities at 3.3.3. above during the year**	

- The nearby panshet reservoir (waterbody), one community hand pump and well was considered to be the source of drinking water as well as source for irrigation.

- The new buildings that have been built today are made in R.C.C and do not represent any local character. The newly built houses found are G+1 with flat

slabs.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- Farming is currently practised by the residents. The remaining population of the village is moving towards working in industries nearby either in Panshet or in Pune for their source of income.

- The educational infrastructure is available till upto 7th standard, and for higher education children need to go out of the village. However, due to this most of the residents have shifted to nearby towns and cities for higher education. We were not able to meet / see any youth during our initial visits.

9.   Identification of the three basic issues in the village

- Engaging activities for youth

- Unintegrated services (added later on) with the buildings

- No Awareness about various schemes of the Government of India.

10.   Note on the established contacts

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- Vaishali Dattatray Nivangune is a sarpanch of Mangaon village.   Cont. No. 9860942892

- Dattatray Nivangune, Cont. No. 9403133233

- Akshay Polekar (22 year old Graduate boy from the Mangaon village. And is working with a contractor in the village). Cont. No. 9146398942

11.   Next action plan

Vaishali Dattatray Nivangune lives in Pune, a meeting with her to be done for conducting Gram Sabha and identification of basic issues of the villages.

1. **Title:** Reconnaissance survey of the villages

2. **Name of the Place/Site village, city:** Alande, Tal. Bhor; Dist- Pune.

3. **Team-** Lead by Shraddha M, Visited by Manali Deshmukh, Sudhir Deshpande, Sharduli Joshi

4. **Dates of visit:** 8.07.2022

5. **Purpose of the visit:**

- Establish contact with the local authorities and people.

- Village tour to understand the development issues in terms of spatial planning.

- Take an overview of the village to chalk down a plan for the household surveys in line with Unnat Bharat Abhiyan.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

6. **Location of the village:**

According to Census 2011 information the location code or village code of Alande village is 556733. Alande village is located in Bhor tehsil of Pune district in Maharashtra, India. It is situated 12km away from sub-district headquarter Bhor (tehsildar office) and 50km away from district headquarter Pune. As per 2009 stats, Alande village is also a gram panchayat.

The total geographical area of the village is 364.37 hectares. Alande has a total population of 915 peoples, out of which male population is 466 while female population is 449. Literacy rate of Alande village is 77.16% out of which 81.12% males and 73.05% females are literate. There are about 185 houses in Alande village.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

Bhor is the nearest town to Alande for all major economic activities, which is approximately 12km away.

Connectivity Details

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

Connectivity of Alande

Type	Status
Public Bus service	Available within village
Private Bus service	Available within 10+ km distance
Railway Station	Available within 10+ km distance

7. Demographic profile

The village Alande falls in Pune district situated in Maharashtra state, with a population 1003. The male and female populations are 511 and 492 respectively

Population of Alande

Particulars	Total	Male	Female
Total Population	918	658	449
Literate Population	708	373	326
Illiterate Population	298	88	131

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION	**BRICK**
3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year **3.3.4 - 3.3.3 Number of students participating in extension activities at 3.3.3. above during the year**	
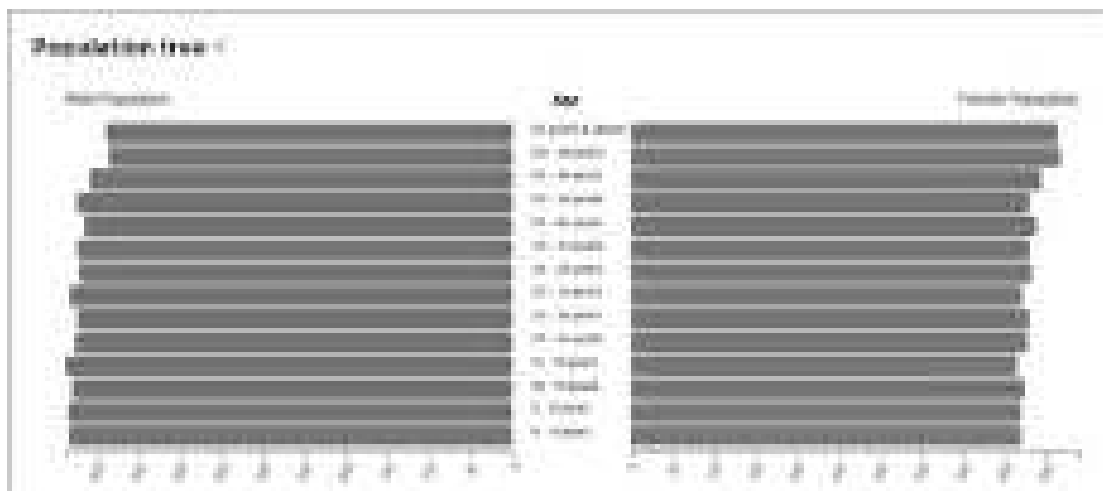
8. **Field observations**

Topography:

Village is situated at the banks of Nira river and it is separated majorly in two zones i.e agricultural zone and non agricultural zone. The flow of the river is from west to east from Bhatghar dam Bhor. The contour is sloped towards the river and the settlement is located on a slightly higher contour. The slope of the land is from North to South.

Strata -

The soil nearby the river is black cotton soil. The upper part of the village possesses a combination of black and red soil. The hard rock is found at a very close depth from the ground. Therefore, the borewells are less in numbers.

Streets:

There is one arterial road from North south with intermediate secondary roads heading towards later development of residences. The primary structures like

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

GramPanchayat, Primary Health sub centre, Primary-secondary schools,Gramdaivat temple of Bhairavnath lies along the main arterial road. The villagers are inspiring a ring road to be proposed which will be connected to Bhor main road. It will help them to take their agricultural produce to the market. The streets are in dilapidated condition and need additional funds to develop Pakka well finished access.

Services:

The Nira river is a primary source of water supply. There are two elevated water storage reservoirs located in a village. The village carries a tree system of underground pipe distribution systems. The underground drainage system is also laid. Currently, The wastewater from drainage is left into the barren lands. Therefore, the villagers need some sensitive solution to treat the wastewater and also effective disposing & composting methods. The electricity is reached in every house but they are facing 8 hours load shedding. It is a problematic situation for the farmers in terms of working with agricultural pumps. Also currently the dry and wet waste are not separated and the waste dumps into the outdoor pit located in the outskirts of the village.

Education:

The village has primary and secondary schools with necessary infrastructure. The village also has anganwadi located at Grampanchayat office building. Students prefer to go for higher secondary education at Bhor and Pune. Only they need well designed and constructed sanitary blocks to improve hygiene. They also need additional funds for having food preparation and cleaning facilities.
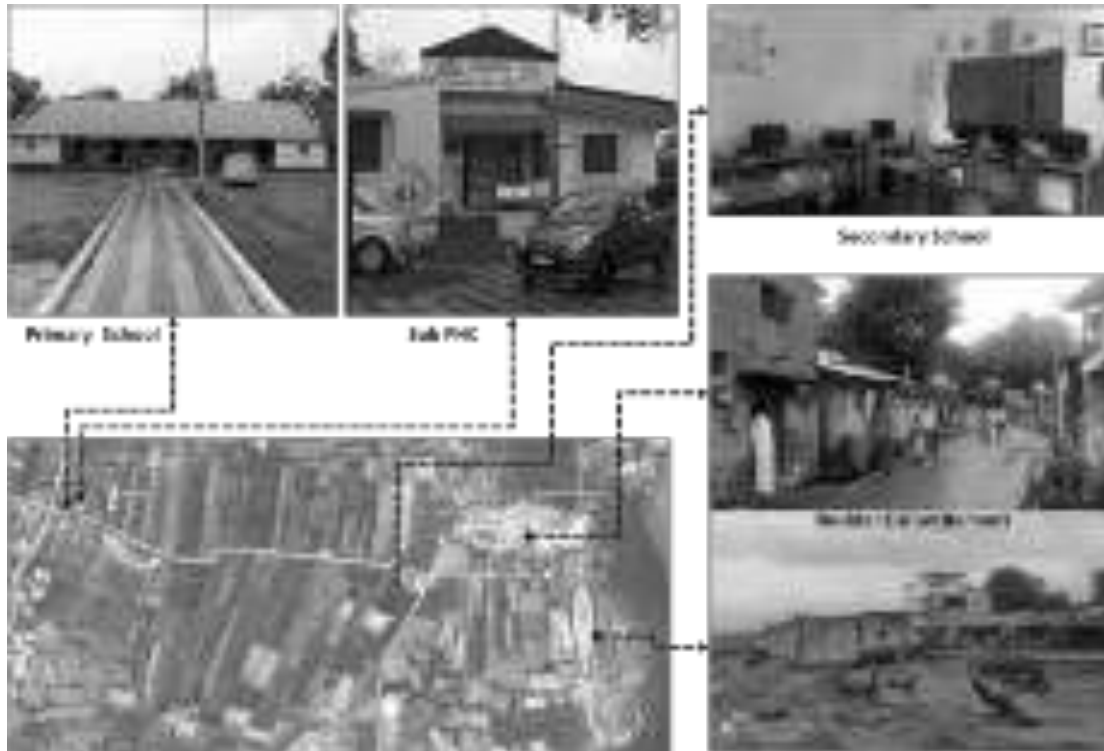
Health:

The sub centre for health check up is located at the arterial road. The primary health centre is situated at satellite village i.e. Laveri village. The sub centre provides regular health check up and vaccination. The two beds are provided for critical patient primary treatments.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

Amenities:

The Gramdaivat Bhairavnath temple is a primary social space of gathering. The renovation of this temple is under construction. The villagers propose a need of redesigning the Gram panchayat office.
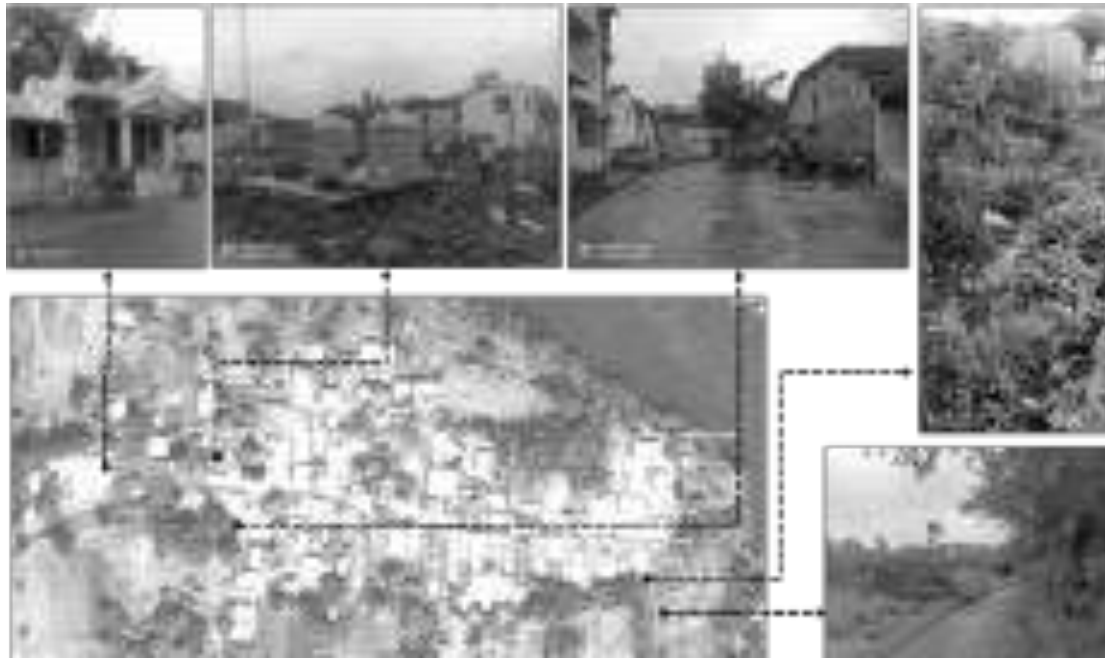
CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

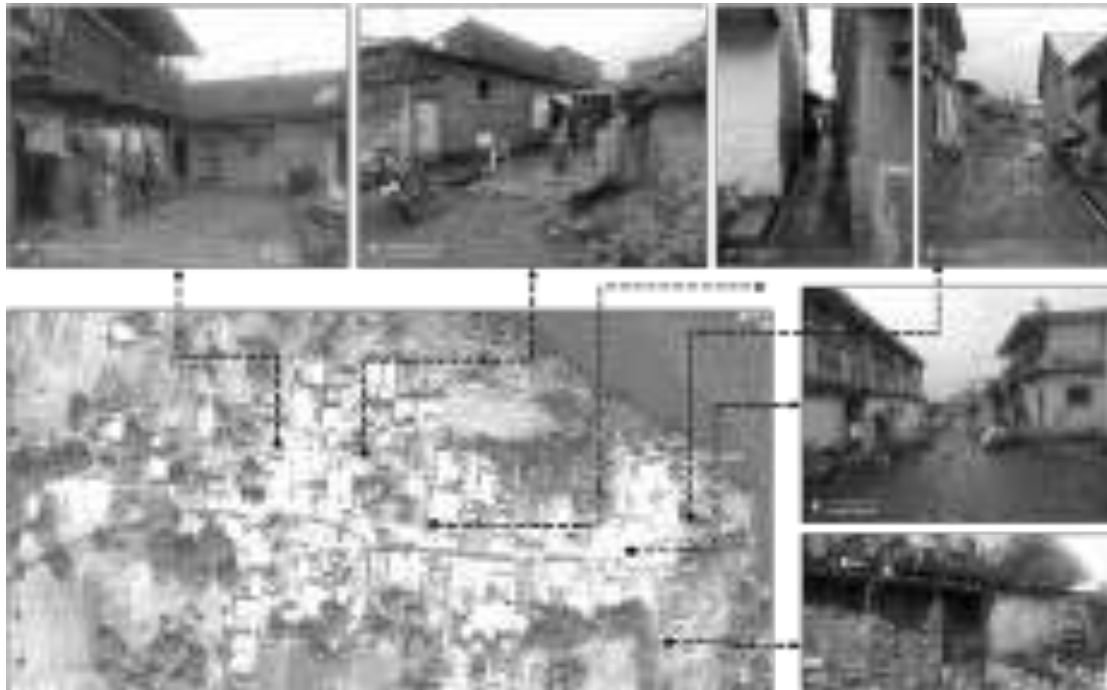**CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION**

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

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

9.   Identification of the three basic issues in the village

- Provision of efficient and sustainable water water management systems is needed

- Provision of public toilets and toilets for schools are needed

- Efficient use of solar energy specially to cope with load shedding issues is required

- Redesign of gram panchayat office with cohesive amenity spaces for residences is required

- Proposal of ring road is needed

10.   Note on the established contacts

- Sarpanch - Udayanraje Shirke - 9011676735

- Upasarpanch - Gulab Pawar - 9623485993

- GramSevak - Suryavanshi - 9527235496

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

- Primary School -

    o Principal - Jayashree Barkade -7745858475

    o Teacher - Pangare - 9075728857, 9552580577

- Secondary School

    o Principal - Gaikwad D.S. - 9022356460

    o Clerk - Dipali Shinde - 9373679440

- Sub PHC

    o CHO - Dr. Om Patil - 8237595530

    o MPW- Dr. Dhumal - 975970490

    o Asha Sevika - Khamkar sister

11.   Next action plan

- Arranging a meeting with Gramsevak for basic data of the village and identification of basic issues

URBAN EDIBLE LANDSCAPE

Urban Edible Farming activity was initiated on 4th August 2022. The task aims to understand and engage the process of growing food as one of factor to enhance sustainability. Thus, inducing a sense of well-being and getting tuned with nature or environment on day to day basis. Students were sensitized about the importance of growing greens for environmental balance and good health. The process allows students to look closer into various aspects of urban farming. Currently we have planted seeds of- methi (Fenugreek) , Coriander, Apte (Bauhinia racemosa), Reetha (Indian soapberry), Shivan Seeds (Gmelina Arborea), Amla (Gooseberry), Palak, Raddish, Carrot, etc.

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

BRICK
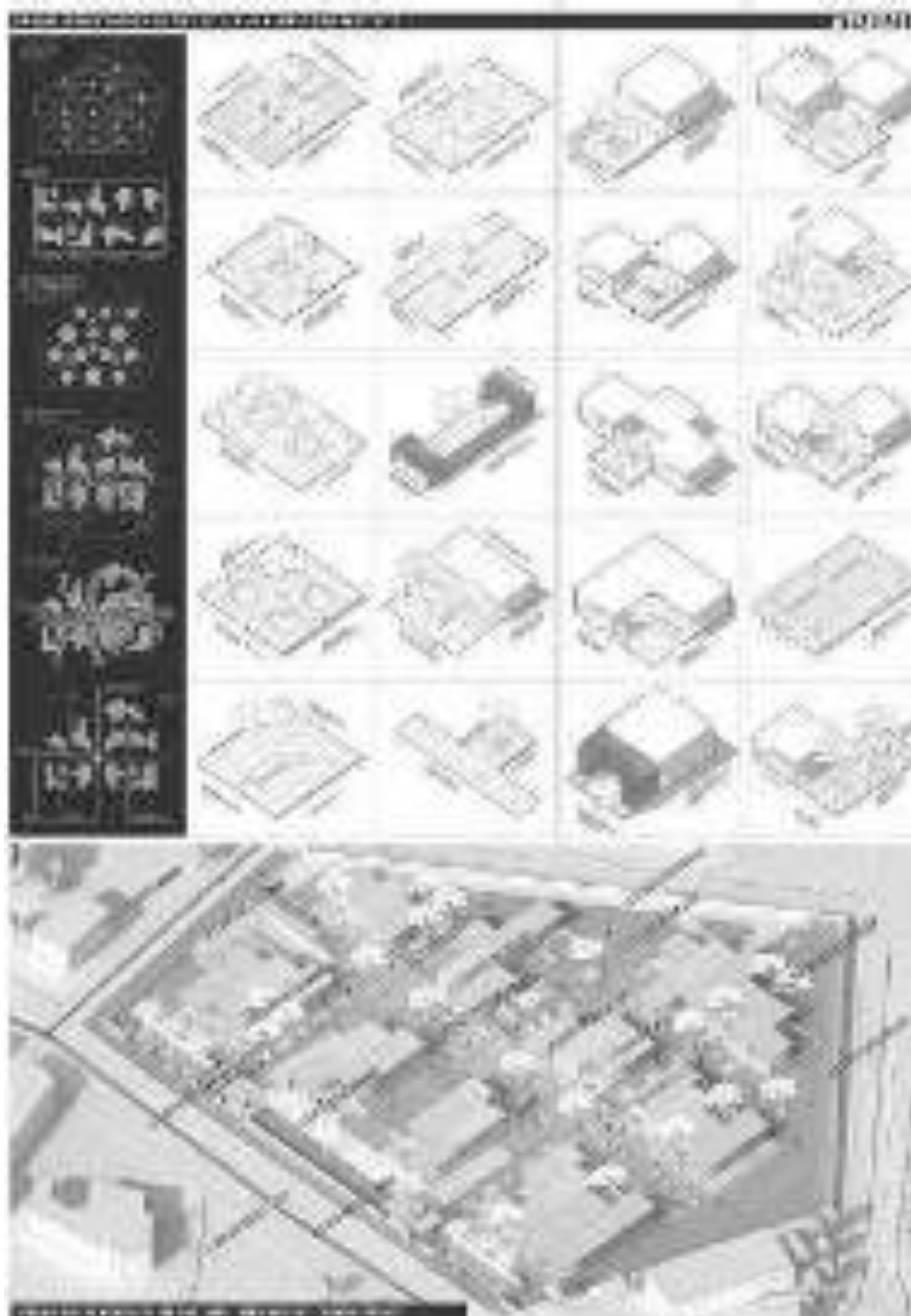
CHARLES CORREA GOLD MEDAL AWARDS

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

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

CRITERION 3 - RESEARCH, INNOVATIONS AND EXTENSION

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

3.3.4 - 3.3.3 Number of students participating in extension activities at 3.3.3. above during the year
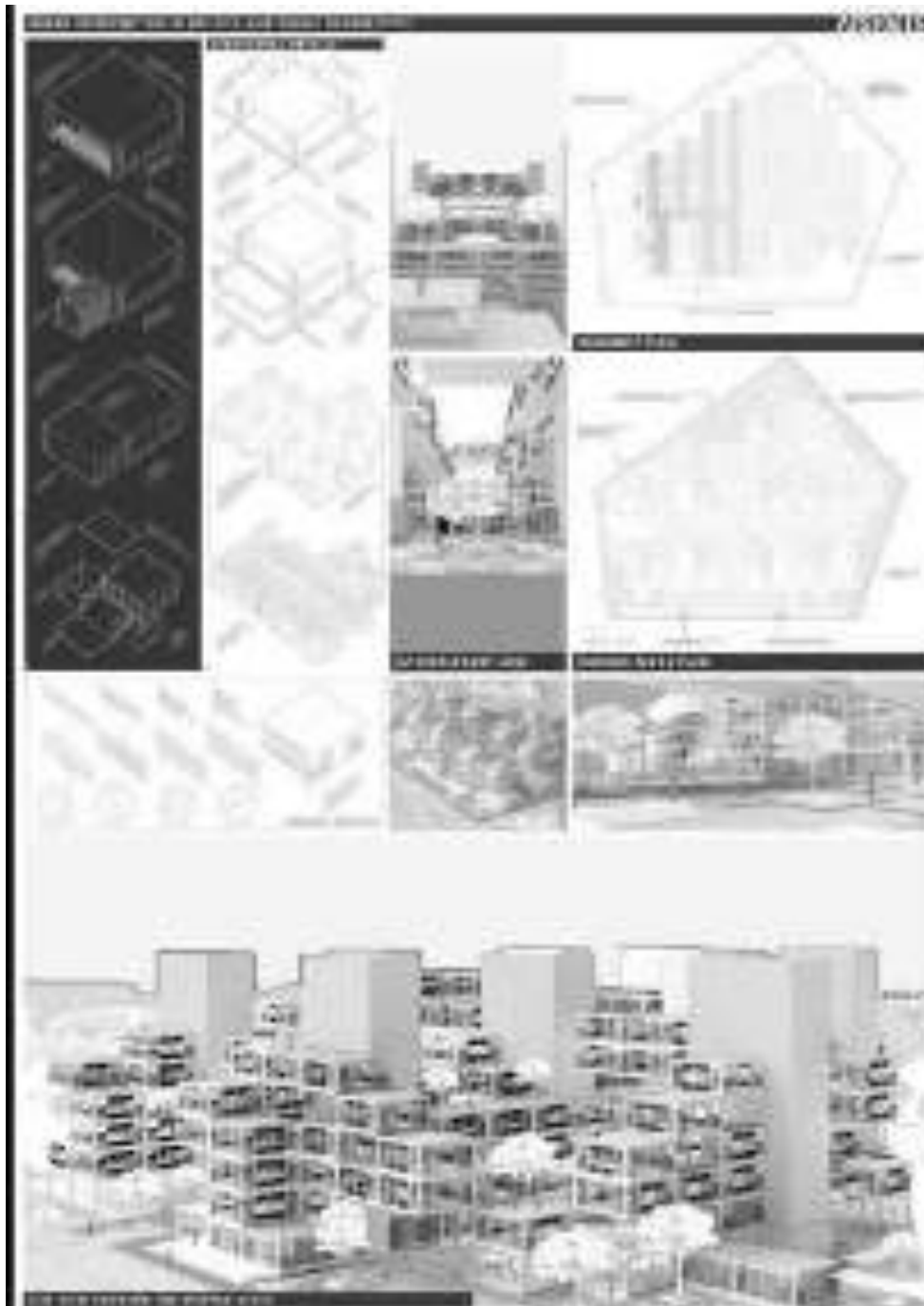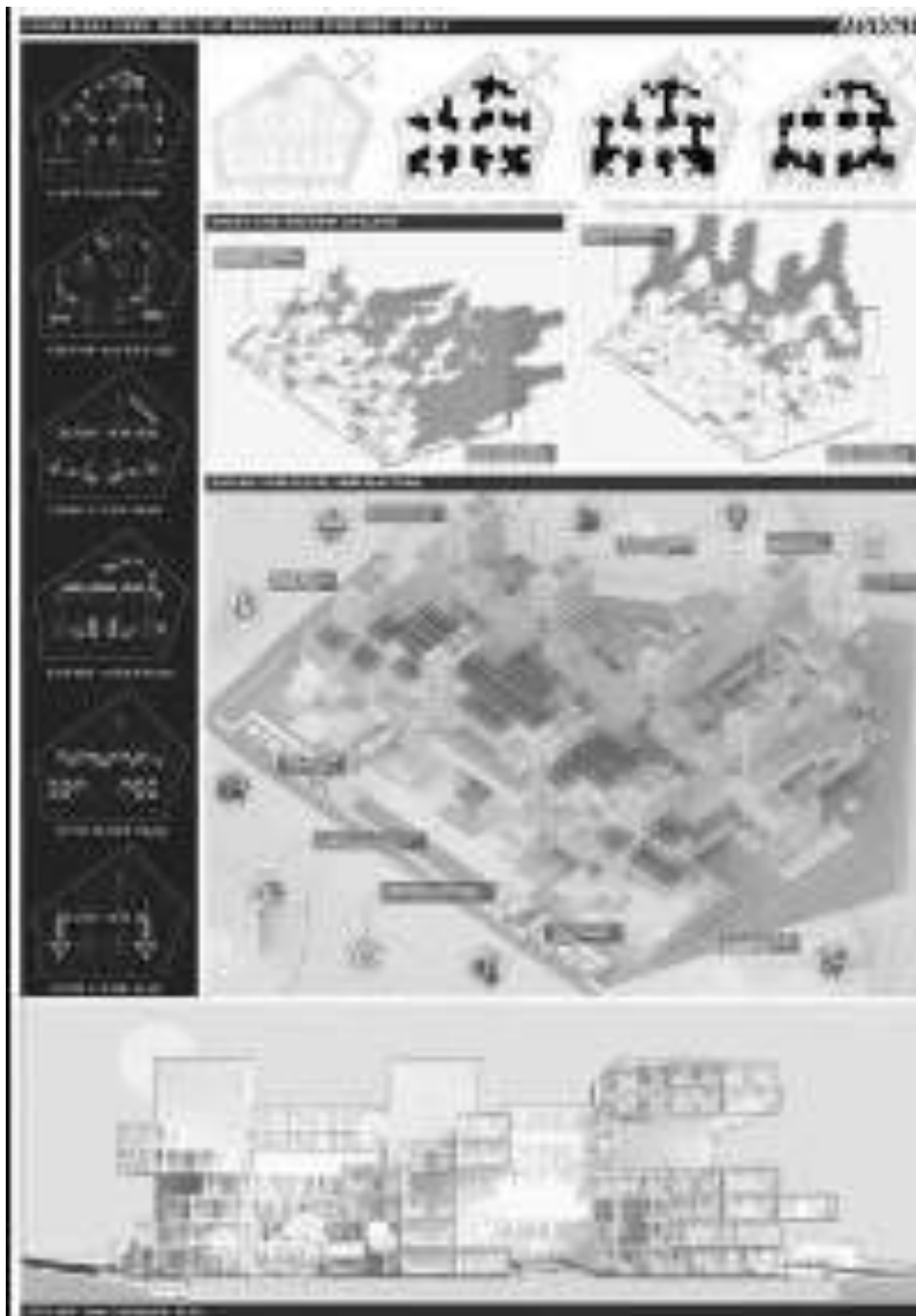
SOLAR DECATHLON INDIA - 2022 - 23- FINALIST FOR

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
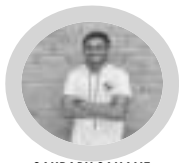
SOLAR DECATHLON INDIA - 2022 -23

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

AR. SHREYA MIRPAGAR
Faculty Advisor

SHARVARI RAJWADAY
Faculty Advisor

Hierarchy of courtyard

SOLAR DECATHLON INDIA - 2022 -23

PARTNER INSTITUTION

PROJECT PARTNER
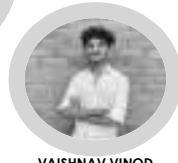
INDUSTRY PARTNER

Intervention in Mangaon Village

The observations during visits to villages were that the people are least aware of architecture as a profession. After asking the question that, Who builds home, they answer तलाठी. And the only technical person who builds building is engineer to their knowledge. We thought about educating a bit about it and what about making them aware of local heritage and to begin with the forts! These were the ideas brainstormed in the elective of Rural Sustainable Development. Our students have created the awareness material on forts and reached Mangaon to share this awareness material with the village school.

Intervention in Mangaon Village
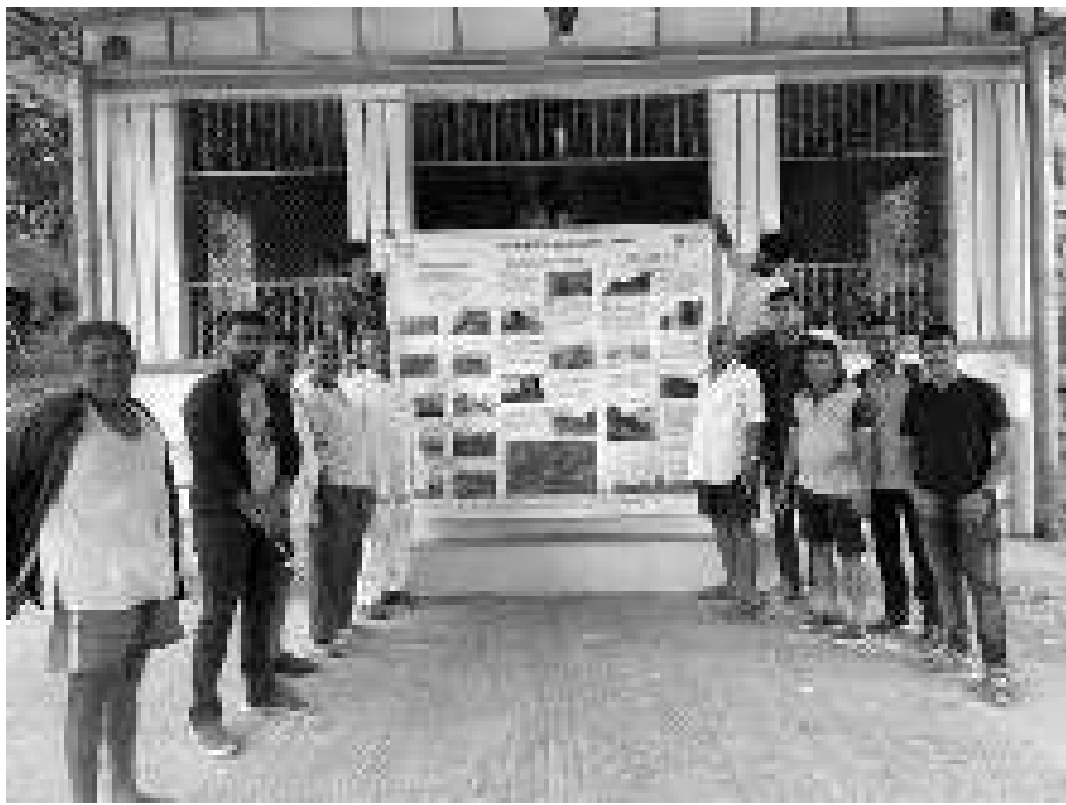
Intervention in Alande Village

The major findings of initial surveys in the villages are that they are not aware about the government policies. The present policies can be availed through some process from online portal. However, the villagers don't have smart phones, computer literacy and in some cases the internet connections are also absent in the villages. Hence, we gave a thought of creating a reading material in user-friendly language.

Alande.pdf

Intervention in Ranje Village (proposed)

Ranje village, located in Purandar Taluka, Pune district attracted attention of the team of SMEF.'s BSOA by its heritage of temples and wadas, which are in ruined state now.

Intervention in Ranje Village (proposed)

The identity of the village needs to be regenerated. With lens of architecture, we had a number of ideas to regenerate these sites, however, the team gave more importance to the residents and their opinion. The students prepared an attractive pamphlet of 3-d view of the village and which had scope of asking the preference of use of space. This initiative involved a unique ideas collection drive that engaged residents in a fun and interactive way. Through the distribution of colorful pamphlets with various coloring exercises, the villagers were able to express more about the local customs and traditions that make Ranje so special.

Intervention in Ranje Village (proposed)

The residents of Ranje have shown that they are committed to ensuring that it remains a vibrant and culturally rich community for generations to come. **We conceptualized a project to** create a space that is not only functional but also visually appealing and inspiring for the women who will use it, giving them space to work independently, away from their families for the while that they use the space. The design will be based on the concept of 'women's empowerment' and will aim to create a welcoming, safe, and inclusive space for women to come together, learn, and grow.
The design will include the following features:

· Multi-functional spaces for workshops, training
· Small scale machineries (sewing, embroidery, etc.) for skill development
· Community kitchen for cooking
· Outdoor space for gardening
· Counselling and support spaces for personal and career development in co-operation with NGOs
· Administrative offices for staff and management

6

Sr No	Name of the activity	Organizing unit/ agency/ collaborating agency	Name of the scheme	Year of the activity

		2021-22		
1	Adopting five villages and doing their reconnaissance for development	MHRD, IIT Delhi	Unnat Bharat Abhiyan	2021-22
2	Redevelopment of student learning center at Bhavani Peth	SAANS Foundation in collaboration with SMEF'S Brick School of Architecture, Pune	Social initiative	2021-22
3	Sketch walk	SMEF'S Brick School of Architecture, Pune	Social initiative	2nd October 2021
4	Brush Stroke	Infill design studio PMC and collaboration with SMEF'S Brick School of Architecture, Pune	Social initiative	8th to 10th March 2022

SSR 2019-20 to 2023-24

Criterion 3 –Research, Innovations and Extensions

3.4.1: Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years

AQAR 2021-22	
Criterion 3 - Student Support and Progression	
3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year 3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20) 3.3.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year 3.3.4 Average percentage of students participating in extension activities at above during last five years (20) 3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non-Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year	BRICK

Outcome from an activity:

Students experience the social values, culture while sketching and visiting places. will be helpful for them in future while thinking about design of social spaces. It nurtured more sensitivity about the society in terms of developing a responsible citizen. Sketching will be helpful for them in their professional life also.

4. Brush Stroke

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

24

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

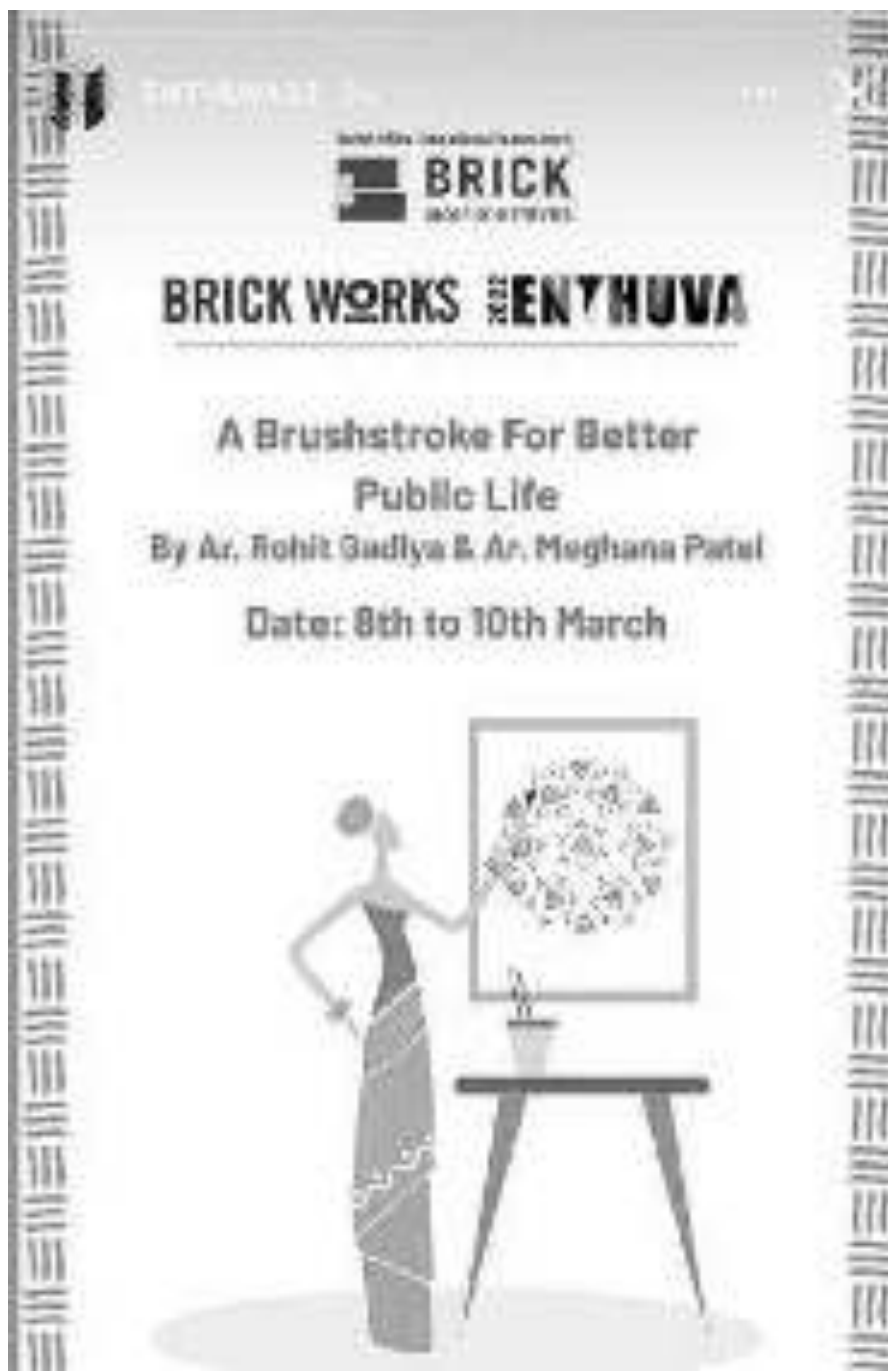**Criterion 3 - Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Ar. Meghana Patel & Ar. Rohit Gadiya are Principal Designers at Studio Infill, a young urban design and architecture studio based in Pune. After working with design practices based in Ahmedabad and Pune, they co-founded Studio Infill in 2019, and are currently executing urban design projects for Municipal Corporation of Greater Mumbai, Pune Municipal Corporation and Pune Smart City.

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

They believe, sensitive architecture and urban design has the potential to shape civic and social behavior, creating better streets, cities and citizens. At Studio Infill, it's their constant endeavour to achieve this goal. They are also associated with Brick School of Architecture, as visiting lecturers.

Objective of the workshop:

The intent was to introduce to the students the basics of public realm design using simple, context specific and cost-effective design strategies. The workshop will give the students a hands-on experience of demonstrating their strategies on site, through a tactical urbanism intervention.

Summary of the inputs given (500-600 words)

The workshop started with giving students an overview of what constitutes public spaces and tactical urbanism. Students were introduced to various urban scale interventions across the world with examples ranging from smaller parks to large scale urban plazas. The Input concentrated on tactical urbanism as a quick and efficient intervention in the Public space to achieve desired outcomes. The students were introduced to various aspects of public spaces and their design. This led to the introduction of the site and its context to the students. With help of digital drawings and graphics students were taken on a journey through the site which helped them understand the broader context of the site. The input ended with discussions on possible interventions based on the context. Through the basic analysis and iput on the site students were guided towards the target user group of the area with emphasis on children and elders who use the space. The space to be designed was further divided among teams which concentrated on creating designs for the identified user group. The exercise aimed at making a safe public space for children, especially girls who were hesitant to play in the vacant spaces. While explaining the site and its context students identified games which the kids played during the evening which lead to design of multiple games and spaces within the design which were open to interpretation. The students were then divided into groups based on their interests and were asked to ideate on the possible interventions on the site. students concentrated on the users and developed designs for the space. After basic Design ideation students were taken on site to understand the context and implement the basic layout thought during the ideation session. Students then proceeded to line out their ideas on site with help of marking with chalk and demarcating the space to be painted. The line out was done with help of the line dori method as well as Sketching organic forms on site. students were also encouraged to think on site based on the actual site conditions leading to further learning of the art. Observing Various activities in the locality and with help of the locals, students were able to design the space. Use of graphics and sketches the Designs were translated in Paint over the

Criterion 3 - Student Support and Progression	

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

next two days. Students were able to observe and learn the execution of the sketch to reality through this intervention.

Day wise schedule of the workshop

Day 1 – 08/03/2022, Tuesday
9.00am – 11.00am – on BRICK Campus
− Introduction of the team and workshop participants
− What is Urban design?
− What is Tactical Urbanism?
− Case studies of TU
− Site & Project Introduction
− Team formation and discussion on team scope of work for execution
11.15am – 2.00pm – Design Exercise & discussion
2.00pm – 5.00pm – Break
5.00pm – 10.00pm – On site discussion and line-out (May extend with a small team if needed)

Day 2 – 09/03/2022, Wednesday
9.00am – 2.00pm - On site execution
2.00pm – 4.00pm - Break
4.00pm – 12.00am - On site execution with lighting (May extend with a small team if needed)

Day 3 – 10/03/2022, Thursday
9.00am – 1.00pm – Site Completion & Documentation
2.00pm – 4.00pm – Workshop Culmination – on campus

Day wise/progressive images of the process

DAY 1: INTRODUCTION TO THE SITE AND TACTICAL URBANISM

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

DAY 1: CLEARING OF SITE AND LINE OUT

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

| **Criterion 3 - Student Support and Progression** |

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

DAY 2 - LINE OUT AND EXECUTING THE DESIGN

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

DAY 3 - COMPLETION OF SITE

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Photograph and note on final installation (as applicable)

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

42

Criterion 3 - Student Support and Progression	
3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year	
3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)	
3.3.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year	
3.3.4 Average percentage of students participating in extension activities at above during last five years (20)	
3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year	

The installation catered to the children by reclaiming an underutilized public space into a vibrant and lively space for the children and elders who now use this space to play. The installation thus caters to its target audience and has inserted infe into an abandoned underutilized space.

Insert the images of Day-wise-attendance sheet

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

2. Redevelopment of student learning center at Bhavani Peth

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.

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

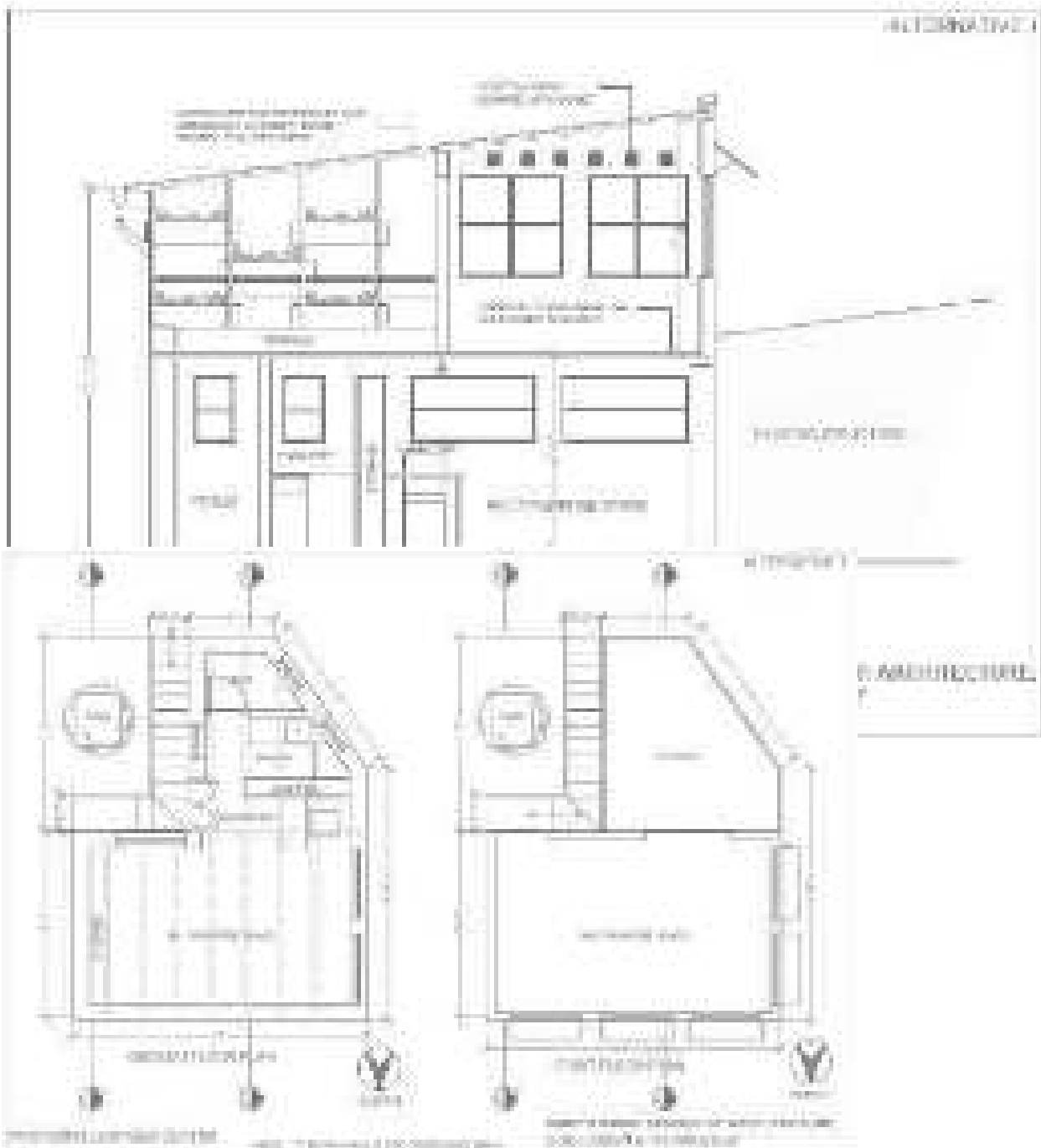|	
Criterion 3 - Student Support and Progression	BRICK
3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year	

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Center of Design and technology of SMEF's Brick school of Architecture designed different alternatives and suggested sustainable techniques of construction. Multiple site visits and discussions on execution and drawings happened during the process. 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. The cost saving is done by utilizing masonry stones in DRP to raise the plinth as there are surface water engaging issues. Also the inventory of concrete blocks which are used for testing in RMC plants is done for the construction of masonry walls.

The purpose is to create more usable space inside. The masonry walls are supported with modular piers containing concealed storage niches. The project is under construction and further our students are designing beautiful graphics for painting and some patchwork in plastering work. The objective is to create healthy, well light ventilated space for exciting learning experience to kids.

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

11

AQAR 2021-22	
Criterion 3 - Student Support and Progression	

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

3. Sketch walk

Occasion: Gandhi Jayanti, Academic Year 2021-22, Term – I
Name of the activity: Chitrakatha – Sketching walk

Name of the organizer: SMEF's Brick School of Architecture, Pune

Place of activity: Multiple venues at Pune, Nashik, Solapur, Pandharpur, Aurangabad, Nagpur, Ahmedabad, Kolhapur

Date of the activity: 2nd October, 2021

Intent of the activity:

"Let us work together for unity and love", - -Mahatma Gandhi

As per this quote of Mahatma Gandhi, we need to work together i.e. need to connect with the society. If we connect, unite together then only we can build our nation. Therefore, there is need to identify the elements in a society by which we unite. The city has various architectural aspects that connect and unify us as Indians. Structures, bridges, roads, rivers, memorials, and other physical entities exist. Some structures help a city in establishing its own identity. These identities are derived from previous histories, and they are updated or modified as a city's physical elements change. As a result, the focus of the Gandhi Jayanti activity is to identify these components and attempt to portray the quality of a space, quality of social life through a sketch.

While perceiving the sights and translating them into a sketch, this activity impacted on social ideals. Gandhiji spoke about the common factor, peace, through which all communities can enjoy and live their different cultures, resulting in oneness. When you go to draw these areas, the idea is that you interact with society and try to connect with it as a member of it. This interconnectedness is critical in the development of responsible citizens.

Why sketching activity?

Sketching and architecture are inextricably linked. It is the initial stage in the design process, and

Criterion 3 - Student Support and Progression	BRICK
3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year	
3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)	
3.3.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year	
3.3.4 Average percentage of students participating in extension activities at above during last five years (20)	
3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year	

every designer should take it. You do not plunge into a project without planning or consideration, as you might in many other occupations. You must first consider the situation. Drawing and thinking are inextricably linked. It is possible to start thinking with nothing more than a simple sketch that is later transformed into something more.

A sketch is the starting point for any significant or modest undertaking. The fragile, abstract drawing is then transformed into three-dimensional objects and models. The architect should then switch back and forth between sketching and model making, investigating both to see how they work, how they fit into the context, and how they will function. Sketching is a poetic representation of reality that aids the designer in connecting the facility to the user.

Sketching entails a lot more than scribbling on a sheet of paper. It's a great method for figuring out the finest ideas and solutions for a design problem. Whether it's fixing initial design difficulties or working through concepts and specifics, architectural sketches are all about communicating ideas. It aids in the communication of ideas, the demonstration of functionality, the visualisation of user flow, and the illustration of anything that involves interaction.

It aids in the early detection of potential difficulties and solutions. Not only that, but drawing forces you to swiftly extract a large number of ideas before entering the digital realm. It also examines and explains design concepts, making it an invaluable tool for architects. A three-dimensional illustration of a space is also understood by the common citizen. Before creating and developing an identity for that particular location, region, or country, architects should interact with the society through these illustrations.

Conduct of an activity:

Our institute's second, third, and fourth year B Arch students pre-determined different places for the Skechwalk activity in various cities across India. Our institute's faculty member, Ar. Sudhir Deshpande, has joined the Pune Group. This initiative drew the participation of some outside artists. At several locations, the groups sketched the public aspects one at a time. Despite being in separate cities, all of the participants felt a sense of belonging.

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Venues:

- Pune - Old Bundgarden Bridge, YerwadaTime - 7:30 am
- Nashik - Someshwar temple and Balaji temple, Gangapur RoadTime -9.00 am
- Solapur - Park Chowk-Killa BaugTime - 6:30 am
- Pandharpur- Uddhav ghatTime : 7:00 am
- Aurangabad - Sutgirni ChowkTime : 7:00 am
- Nagpur- Swaminayan mandirTime: 9:00 am
- Ahemdabad- Ahemdabad ni GufaTime: 9:00 am
- Ahmednagar- manjarsumba fortTime- 9:00 am
- Kolhapur - Bhavani MandapTime - 8.00 am

Criterion 3 - **Student Support and Progression**	
3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year 3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20) 3.3.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year 3.3.4 Average percentage of students participating in extension activities at above during last five years (20) 3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year	BRICK

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

17

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

BRICK

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Pandharpur- Uddhav ghat

Kolhapur - Bhavani Mandap

20

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Nagpur- Vivekanand Smark

		BRICK

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years (20)

Name of the activity	Organizing unit/ agency/ collaborating agency	Name of the scheme	Year of the activity	Number of students participated in such activities
Adopting five villages and doing their reconnaissance for development	MHRD, IIT Delhi	Unnat Bharat Abhiyan	2022	25
Redevelopment of student learning center at Bhavani Peth	SAANS Foundation in collaboration with SMEF'S Brick School of Architecture, Pune	Social initiative	2022	10
Sketch walk	SMEF'S Brick School of Architecture, Pune	Social initiative	2nd October 2021	25
Brush Stroke	Infill design studio PMC and collaboration with SMEF'S Brick School of Architecture, Pune	Social initiative	8th to 10th March 2022	25

Criterion 3 - Student Support and Progression	
3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year 3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20) 3.3.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year 3.3.4 Average percentage of students participating in extension activities at above during last five years (20) 3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year	BRICK

1. Unnat Bharat Abhiyan

Criterion 3 - Student Support and Progression

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

The school made a team of 9 faculty members and 25 students to conduct the survey and prepare the proposals under this. The faculty team has been made on the basis of their expertise in the area of rural development, environment planning, technology, heritage and sustainability, etc.

As a part of the initial study, the faculty visited the villages to get in touch with the local authorities and get a gist of the development potential, and also to chalk down the next action plan. These visits helped us to know the basic issues in the villages, as we had detailed discussions with the local people.

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Criterion 3 - **Student Support and Progression**

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years (20)

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

3.3.4 Average percentage of students participating in extension activities at above during last five years (20)

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

Sr No	Name of the activity	Organizing unit/ agency/ collaborating agency	Name of the scheme	Year of the activity

		2020-21		
1	Seminar on Tactical Urbanism	SMEF'S Brick School of Architecture, Pune	Brick Conversations	27-Jan-21
2	Experiential Learning	Fourth Year B.Arch	Urban Design Studio	2020-21
3	Gender Discrimination- Myth or Reality	SMEF'S Brick School ofArchitecture, Pune	Brick Conversations	26th june 2020
4	Presentation in a international webinar	Tilak Maharashtra Vidyapeeth	Understanding Cultural Landscape: Text and Context	2020
5	Presentation in a international Conference	Department of Geography Osmania University, Hyderabad	Multidisciplinary International conference on Cultural Urban Environmental landscapes: Geographical perspectives	2021

1. Experiential Learning

The experiential learning is practiced in the institute in a number of courses. The period of lockdown was taken as opportunity and to connect the architectural education to the context. The assignments were framed in order to increase the practical learning of the students even from the distance.

Following are few examples

Urban Design studio of 4th year

In this course- Subject aims at Study of Urban Areas in terms of Urban level issues like Mobility, movement network, builtform disposition, character, identity, activities, open space networks, walkability, inclusiveness, etc., Community participation initiatives and analysis. Identify issues related to above aspects at Neighbourhood level and offer design solutions for improving the status of the neighbourhood with reference to the above aspects. Setting up of Guidelines to achieve the master plan objectives and broad implementation strategy to achieve sustainable neighborhoods.

As there were students from various cities in Maharashtra in the batch , the design team took a decision of having a common theme which could be studied in various cities. We decided to take **Resilience** as broader theme under which students will be studying various Urban Disasters which has occurred in the selected cities. The result was the batch of around 80students were divided into 8 groups and a total of 4 cities were studied based on its history. The urban risks and vulnerability mapping of the cities could help us what disasters to look at and in which areas of the cities. Following 8 groups were identified after initial study.

Pune-1 Epidemic	Pune-2 Floods	Pune-3 Drought	Pune-4 Pandemic	Pune-5 Landslide	Nashik Floods	Mumbai Floods	Aurangabad Drought

Table 1: Listing of various identified groups for the Urban Design Studio

Considering the selected disasters by each group- different parameters were given to analyse the mapped data.

- **Floods**

1. Environmental plan of the city
2. Topography Map
3. Water bodies and sources Map
4. Ground Water level map
5. Forest / Vegetation map
6. Temperature Variation
7. Rainfall Variation
8. Paved vs Soft paved Areas
9. Overlay of location of disaster and intensity.

- **Pandemic**

1. Health Map of the city
2. Health Infrastructure
3. Population and density
4. Overlay of location of disaster and intensity.

2

5. Hygiene and Sanitation conditions- Drainage, Waste disposal, Water purification.
6. Topography Map
7. Air quality
8. Industries, Slums and Congested Areas

• **Drought**

1. *Environmental plan of the city
2. Topography Map
3. Water bodies and sources Map
4. Ground Water level map
5. Forest / Vegetation map
6. Water management (Indicating usage of water in City) Descriptive/ statistics.
7. Temperature Variation
8. Rainfall Variation
9. Paved vs Soft paved Areas
10. Overlay of location of disaster and intensity.

• **Landslide**

1. *Environmental plan of the city
2. Topography Map -
3. identification of Hill top Hill slope zones as per DP or Policy.
4. Mark BDP Zones (Bio- Diversity Parks)
5. Hydrology Map
6. Geology maps
7. Seismic maps
8. Temperature Variation
9. Rainfall Variation
10. Paved vs Soft paved Areas
11. Improper constriction, Slums and Congested Areas in vulnerable areas

Methodology and Week wise explorations:

Figure 1:   Methodologies in 5 stages adopted while conducting Urban Design Studio

Table 2 Table showing detail explorations taken under each stage

Focusing on Experiential Learning.

The design Team adopted different learning methods to achieve the expected results through various design explorations. Different learning methods like problem-based, case-based, project-based, inquiry based, computation-based, co-operative (work- or community-based) are implemented. The following table show us which exploration where focused under which learning methods:

Problem-based	Case-based	Project-based	Inquiry based	Computation-based	Co-operative (work- or community-based)
City Level Mapping,	Understanding of case studies and mitigation measures towards selected urban hazard adopted by other cities	Studying various ongoing and previous public and private projects	Vulnerability mapping,	Rating the quotient of Risk, hazards and Vulnerability	Identifying various Urban interventions at neighbourhood level considering mitigation strategies
Detail Mapping understanding-Physical, Social, Economic and Ecological Parameters	Understanding Design brief through case studies of various Urban interventions		Mitigation and Area level plans along with design strategies	Simulation of previous hazards and studding the Impact assement	Final Assement of all Urban intervention projects, if they achieve the proposed mitigation strategies. Understanding relationship between the projects.

Table 3 Table showing detail explorations taken using different learning methods adopted

As shown in the table: 2 the design team encouraged students to take up innovative urban intervention projects. These projects were designed from week 8 to week 16.

Apart from this the design team organized various exhibitions and some sessions projecting senior students' achievements on regular basis which acted a source of motivation for younger students of the college. For understanding the outcome achieves using experiential Learning methods one can go through following link:

https://drive.google.com/file/d/1z3g4YHMKBnK0CVmsYDUtL6DbRYqRkDCN/view?usp=sharing

3. Brick Conversation : Gender Discrimination- Myth or Reality

Dates: June 26ᵗʰ ,2020

Venue: Zoom Meet

Name of the Expert: Dr. Dilmeher Bharucha Bhola

Introduction of Expert

Dilmeher Bharucha-Bhola holds a post graduate degree in Social Work from TISS, Mumbai specializing in Medical and Psychiatric Social Work. She worked with TISS as Program Officer on a project on substance abuse, coordinating existing NGOs, holding awareness programs and initiated an intervention with a group of women addicts. She was also Lecturer in the department for one semester. She then worked with Apnalaya, an NGO on their community health program and counselling of addicts and their families. She conducted in house training programs and was also part of their crisis intervention and relief work.

After shifting to Pune, she has volunteered with various NGOs and worked actively at Akanksha Foundation. She was then the School Counsellor at The Rewachand Bhojwani Academy for over a decade, where she also was a part of the management and conducted various training programs.
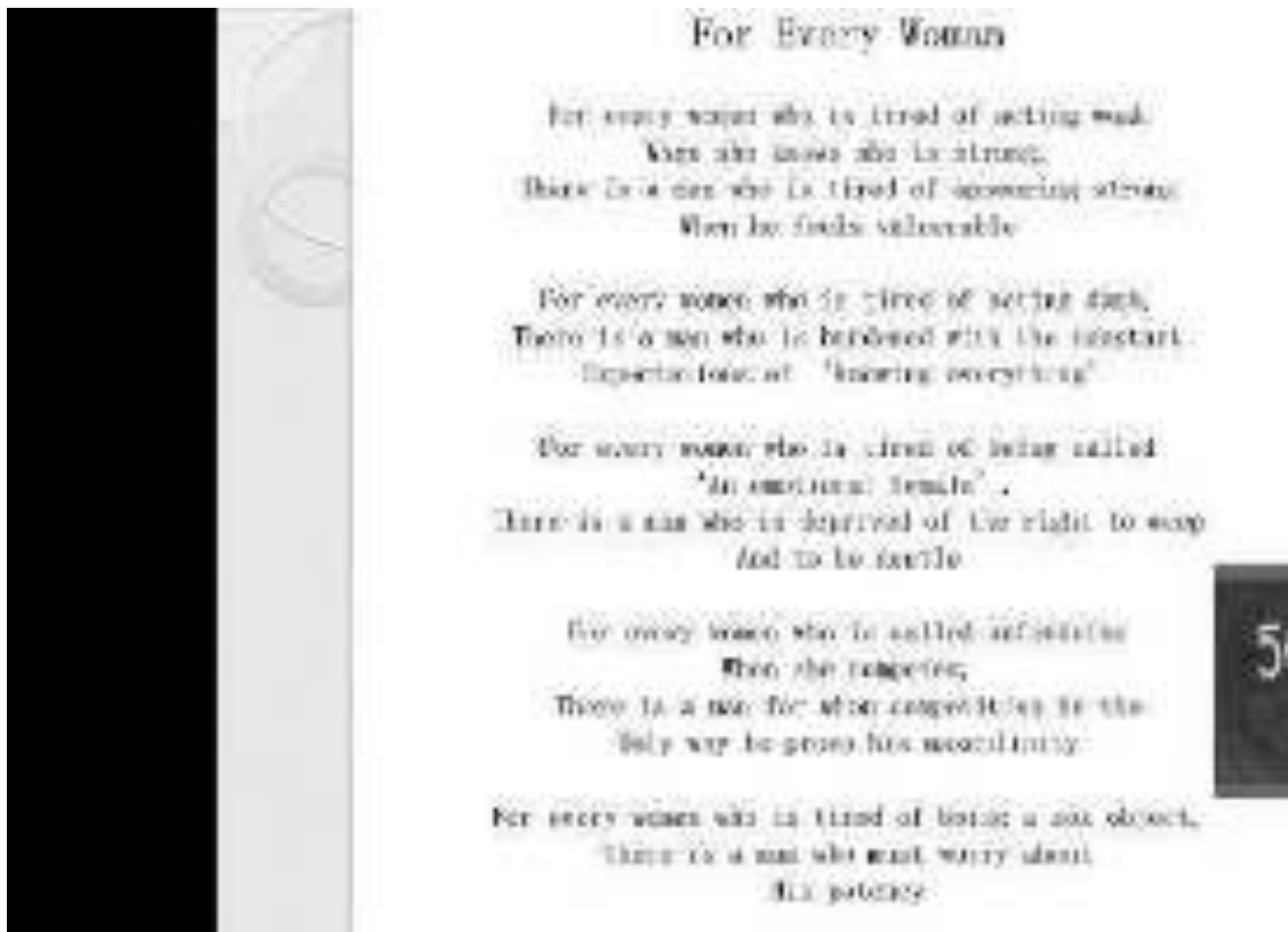
Her motivation and involvement with children and young adults keep her actively involved in life skills programs for youth and training workshops for parents and teachers. She also attends many workshops herself to keep abreast in the area of counselling and social work.

Currently she is associated with an NGO- CYDA-Center for Youth Development Activities as President. She also does individual and family counselling. She worked as a part time counselor at Sunderji Institute of Special School and is currently the School Counselor at Aman Setu My School.

Brief of the Session:

Gender discrimination is one of the major social issue faced by the world today. Even if the literacy rate is growing up, but there are some unsaid rules that the society follows and many times there are difficulties faced by society as whole because of these rules. The unwritten but culturally accepted and well defined roles of both the

genders and expected equality of them in the present context, disturbs life. In such circumstances, the mentoring or discussions with the experts helps youth to deal with such conditions. Dr. Dilmeher had been invited in the institute with that intent. She gave a presentation and briefed on the overview of gender perception in India, and how the scenario is different in urban and rural areas. She discussed about traditional stereotypes between the masculine and feminine genders, and prevalence between equality and discrimination. The media and adverting have made some image of females, e.g., she is imagined either as an all rounder, loving and caring support for family, or just a symbol of beauty or sexual attraction. However as a person there are many other qualities of this gender and they can not be measured in the same scale. This equality or discrimination is not a war of the sexes, it is not anti male, but it is a matter of dealing with social matters where both women and men are victims and both have a stake in the struggle for gender equality. Equality is sameness but equity is fairness. We should have access to same opportunities and then only we can enjoy the equality. She had shared videos of story of circles and "Beti Zindabad" and had concluded the session with this beautiful Poem.

The links of the videos presented by her are as follows.

https://www.youtube.com/watch?v=U-WFP1-4XVo

https://mail.google.com/mail/u/1/#search/dilmeher/FMfcgxwJWXVFBqbpBFJQpjVp kjLpkwQd?projector=1

Co-ordinated by: Shraddha Mahore Manjrekar

Photographs

Faculty Participants

Sr. No.	Name of the Faculty	Designation
1	Poorva Keskar	Principal
2	Manali Deshmukh	Academic Co-ordinator
3	Shraddha Manjrekar	Associate Professor
4	Vaidehi Lavand	Associate Professor
5	Sudhir Deshpande	Associate Professor
6	Divya Mallavarapu	Associate Professor
7	Shweta Joshi	Councillor
8	Abhang Kamble	Associate Professor
9	Ramiya Gopal	Assistant Professor
10	Ketaki Gujar	Assistant Professor
11	Anuradha Wanaskar	Assistant Professor
12	Kanchan Shinde	Assistant Professor
13	Shraddha Gurjar	Assistant Professor
14	Ninad Rewatkar	Assistant Professor
15	Girija Indulkar	Assistant Professor
16	Anurakti Yadav	Assistant Professor
17	Jayalaxmi Deshmukh	Assistant Professor
18	Sharduli Joshi	Assistant Professor

Students Participants

Sr. No.	Name of the Student	Year
1	Twinkle Jadhav	4th year
2	Sejal Lodha	3rd year
3	Simran Barai	4th year
4	Rutuja Daule	3rd year
5	Dhanya Lakshmi	3rd year
6	Vaishnavi Pawar	4th year
7	Dhanashri Shinde	3rd year
8	Piyush Shah	4th year
9	Yash Chhallani	4th year
10	Shreya Kankaria	3rd year
11	Anushka Deo	4th year
12	Amay Raskar	4th year
13	Rohit Gadekar	3rd year
14	Vaishnavi Hire	4th year
15	Cheekoti Vivek	3rd year
16	Mithila Patil	4th year
17	Tanishq Andhale	4th year
18	Vaishnavi Hunachagi	3rd year
19	Rutuja Chavan	4th year
20	Jatin Lalwani	3rd year
21	Akanksha Sathe	4th year

22	Akshita Sathe	3rd year
23	Bhavya Batra	4th year
24	Vaishnavi Kolhe	4th year
25	Riya Shimpi	3rd year
26	Shail Gupta	3rd year
27	Shivani Gautam	3rd year
28	Yash Shinde	3rd year
29	Aishwarya Patil	3rd year
30	Aniket Tayade	4th year
31	Aarya Singoure	4th year
32	Aakash Sontakke	2nd year
33	Rucha Kulkarni	3rd year
34	Sakshi Mundada	3rd year
35	Kaiwalya Barde	3rd year
36	Saloni Rabara	4th year
37	Kunal	4th year
38	Divyesh Bhonsale	4th year
39	Achyut Vanarse	3rd year
40	Urja Laddha	3rd year
41	Chinmay Mannikar	4th year
42	Garima Mutha	4th year
43	Tanvi Abhyankar	3rd year
44	Nirupam Kadam	3rd year
45	Shreya Gaikwad	4th year
46	Siddhant Shinde	4th year
47	Aditya Sawalkar	3rd year
48	Abhishek Chavhan	4th year
49	Anushka Jadhav	3rd year
50	Rutuja Bagad	4th year
51	Vanshika	4th year
52	Sunil Gunjal	4th year

Feed back of the participants

What's one important thing you learned in this session today?

1. We don't wait for any higher authority, we make the change ourselves.
2. Discrimination exists in all races, generations, gender, casts, religions! And this Discrimination is unnecessary and hurtful.
3. We don't have to always fit into the stereotypes set by the society It is completely acceptable to be different
4. I think there is need to respect each other with the characteristics
5. Mind set during our upbringing is something that plays a big role in gender discrimination.
6. Everything in the session I learned was important.
7. We need to start from ourselves and raise our girls and boys equally for the society to change gradually.
8. The behaviour of society on gender with lot of informative and understandable examples.

What would help make today's session more effective?

1. A small debate session prior the presentation.

2. Discussion on How to deal with any kind of discrimination will be important. Also, there is a possibility of having people from LGBTQ in the mob today, also they would be there in any such session, catering to their needs would be useful.
3. The session was effective, so No need of any addition
4. I think the format was apt and simple to understand.
5. Talking about the issue more openly.
6. Interaction
7. A debate maybe. More thoughts can be taken from the younger generation.to understand how things are changing.
8. It was the best session
9. I think it would have helped more if some examples of how to solve this problem in society could have been shared.
10. Session was very good

GENDER DISCRIMINATION - Reality or Myth?
By Dilmeher Bharucha Bhola

Dilmeher Bharucha Bhola is a well learned personality specializing in Medical and Psychiatric Social Work. She worked with Tata as Finance Officer on a project on substance abuse, coordinating meeting NGOs, holding awareness programs and initiated an interaction with a group of women addicts. At present she is associated with an NGO- CYDA- Centre for Youth Development Activities as President. She also does individual and family counseling.

Dilmeher Bharucha Bhola

Date: 26th June '20 Friday | Time: 3.30 pm – 4.30 pm
Venue: Google meet
Online registration is mandatory to attend the program.
IQAC Initiative by SMEF'S Brick School Of Architecture, Undri Pune

Research in Architecture Studio work

Course Intent Statement

To introduce Research in Architecture to the Bachelor students and making them aware about varied methodologies and methods applied in Architectural research. Applying these methodologies and Methods to their own research themes.

Course Objective - As per Pune University

- To introduce students to Research in Architecture and its value in design

- To enable the students to prepare a research proposal.

Unit I - Data collection and Analysis preferably with use of statistics Introduction to the meaning and need of research in architecture. Introduction to various concepts such as types of variables, measurement of variables, sample selection, ethics in research.

Unit II - Process of research – Methodology

Unit III - Literature study

Unit IV - Methods of research in architecture. Use of surveys, observations, experiments, secondary sources.

Aim :

- Aim of this subject is to introduce the students to the process of conducting systematic research in the subject of their choice in the overall Architectural Context.

- Acquainting them with the research methodologies adopted whilecarrying out research in a particular subject.

Sessional Work:

- To introduce the students to research in architecture and its significance in the architectural practice.

- To introduce the students the types of research in architecture and the process of formulating a research plan.

- To introduce the students to various methods of research in architecture, their relative advantages and disadvantages and their applications.

- To introduce the students to the technical writing and presenting a research report.

Summary of the lesson plan

I Week-wise schedule Brief

Name of the exploration and weekly schedule	Topic	Weightage in final sessional marking (%)

No.	Weekly Schedule		
Exp. 1	**Week 1,2**	Input 1,2 _ Identify a topics of interest in the field of architecture, Post-its in journal	
Exp. 2	**Week 4,6**	Input 3, 4 _Literature review of 5 papers related to topic (2 + 3)	
Exp.3	**Week 9**	**Mid-Term Presentation** - Outcome of research method	
Exp. 4	**Week 10**	Input 5_5 question format - Individual Topic	
Exp. 5	**Week 13**	Final Research Proposal Writing (2 Rough Draft + 1 Final Draft)	
Exp. 6	**After every Input**	Journal Writing - Question bank will be givin to students	

Week-wise schedule in Detail

Research in Architecture Semester 1 (weekly schedule)							
Attendance marking in softcopy	**Week**	**Inputs and Contents by faculties**	**Online discussions upon**	**Assignments to prepare for next week**	**On the spot assignment**	**Journal writing**	**Questions at the end of each class to be written in journal**

3.3 Extension activities

Meghana	1	**Input 1** by Vaidehi upon what is architectural research	Introduction to research , areas of interests, question (G form for questions & Mental mapping)	Mental mapping	G form for questions	Q 1	What is research? & What is the significance of research in today's context ?
Vaidehi	2	**Input 2** by Meghana on online resources	Online presentation & discussion, Refining defining research question	Discussion on Mental mapping Submission of Mental mapping	NA	Q 2 Q 3	What is the process of defining a research problem in academic architectural research? & What are the types of publications in which a researcher can publish his/her paper?
Vaidehi	3	**Input 3** continued by Meghana on literarure review question & matrix by vaidehi	Tools online to refer Literature review & research papers, Format for literature review		NA	Q 4 & 5	Explain the 3 characteristics of good academic research. Rigor, Originality and Significance & What is a literature study and why is it required?
Meghana	4	**Input** by Vaidehi Research methodology & Methods introducing 4 methods to explore in individual assignmnets		Submission Literature review 3 & 4	Discussion	Q 6 & Q 7	What is the difference between historical, experimental, correlational and descriptive research? & What is quantitative, qualitative and mixed-method research? Explain in your own words.
Meghana	5	**Input 4** by Vaidehi Research methodology & Methods continued	Q & A for your own topic of research class discussion	Submission Literature review 5 & own topic	Discussion	Q 8 & 9	What is the difference between a concept and a variable? & What is the purpose of sampling research data? Explain the sample size of your selected topic
Vaidehi	6	**Input 5** by Meghana on research methods Examples of earlier works	Introducing activity to explore different methods of architectural		Discussion	Q 10	Explain the difference between primary and secondary data. Explain with reference to your selected topic

3.3 Extension activities

		in groups & graphical reprentrations. **Input 6** Poorva Ma'am on Live case study relating with	research focus on Qualitative research Methods - Interview, Visual Research, Behavior Mapping, Case Study in groups of 5 to 6 students Related to accessible spaces/ house/ mapping/ human behaviour etc.				
Vaidehi	7	**Input 6** by Meghana on importance of Graphical representations in research			Question exercise	Q 11	Why is referencing of sources necessary? Attach the referencing of your selected topic
Vaidehi	8	**Input 7** by Meghana on Proposal writing	Related to accessible spaces/ house/ mapping/ human behaviour etc.	Submission & presentations by students on group work	Discussion	Q 12	Explain Which method is applicable in your selected topic. How?
Vaidehi	9	**Input 3** by Sharvari & Siddhant/ Smera		Submission Literature review 1 & 2	Dicussion		
Vaidehi	10	Discussion in class upon students' works by Meghana & Vaidehi	Proposal draft 1	Submission Proposal 1st Draft	Discussion	Q 13	What is a peer review? Give two examples of sources to find peer-reviewed research papers?
Vaidehi	11	Discussion in class upon	Proposal draft 2	Submission Proposal	Discussion		

				2nd Draft			
		students' works by Meghana & Vaidehi					
Vaidehi	12		Proposal draft 3	Submission Proposal 3rd Draft	Discussion		
Vaidehi	13	By Meghana & Vaidehi	Assimilation week Quiz		Class activity		
	14	**Final Submission of proposal & Journal with all exercises & questions, Group work**					

Group Work

Aim of the exercise- To apply theory in practical. All Research Methodologies and 4 to 5 basic methods used in Architectural research are explored in group

Designed for- Analytical learners, Visual and Auditory learners

Method adopted and duration: PPT made based upon actual field and survey work done in their own context based upon the questions given in group of 8 students

Expectations from Students : Students were expected to apply methods usually employed in Architectural research

Format for Output PPT presentation and write-up in 3 to 4 pages

Summary with basic observations Students really enjoyed this exercise and preformed best

Example of a good work (please mention why this is considered as good work) Very well formulated methodology properly followed as scope was limited to houses could perform best at the end

Group Work 1

Exploring Methods - Understanding the relationship between age group and preferred spaces in my house by Akansh Aeram, Riddhi Gupta, Rujuta Killedar, Roshni Shethia, Parth Shah
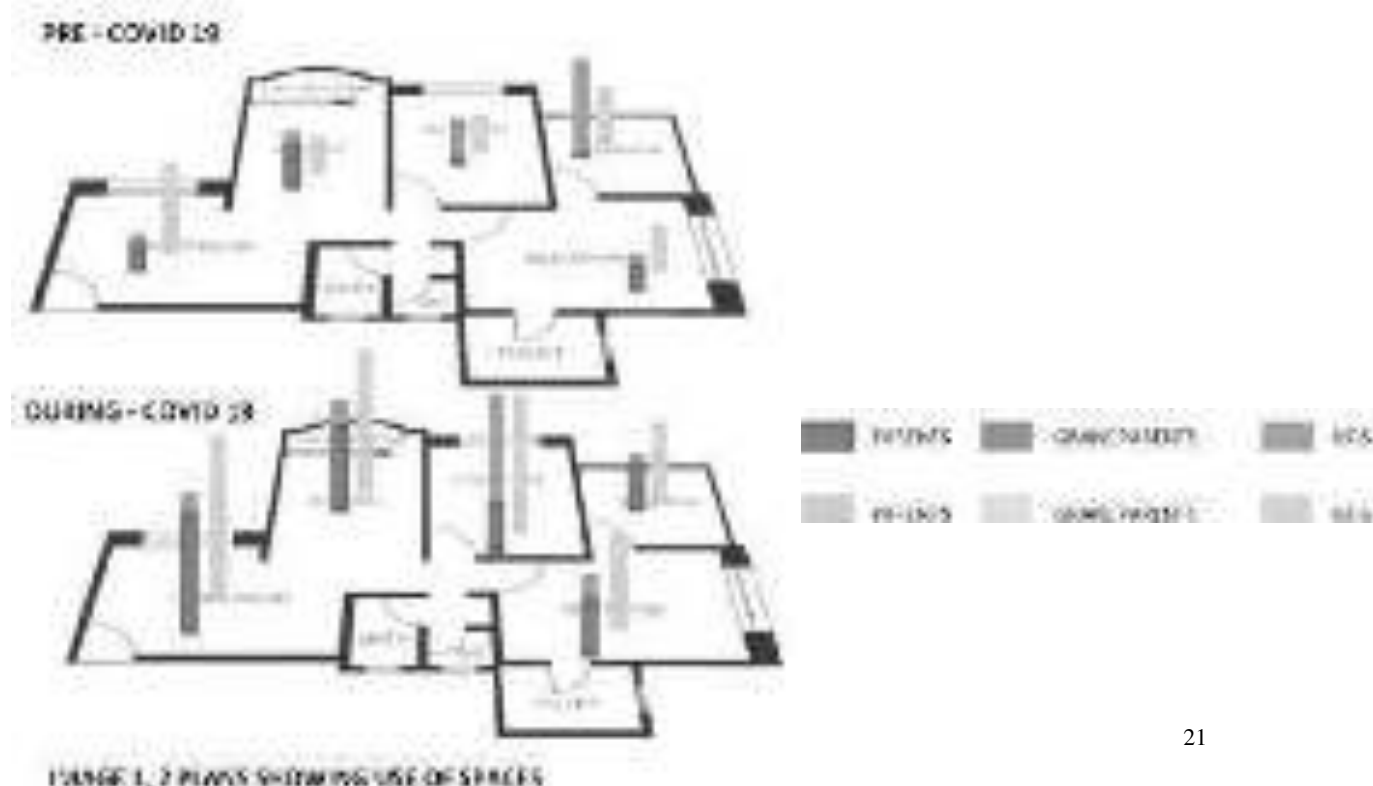
FIGURE 1, 2 PLANS SHOWING USE OF SPACES

IMAGE 3, 4 MOVEMENTS IN PLAN PRE COVID

IMAGE 5, 6 MOVEMENTS IN PLAN DURING COVID

PRE - COVID 19

PRE COVID- 19

DURING - COVID 19

DURING COVID - 19

IMAGE 7.1 PLAN SHOWING USE OF SPACES
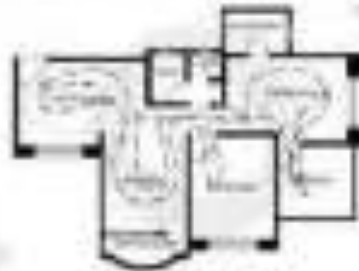
Comparison of Spaces used by Different Age Groups
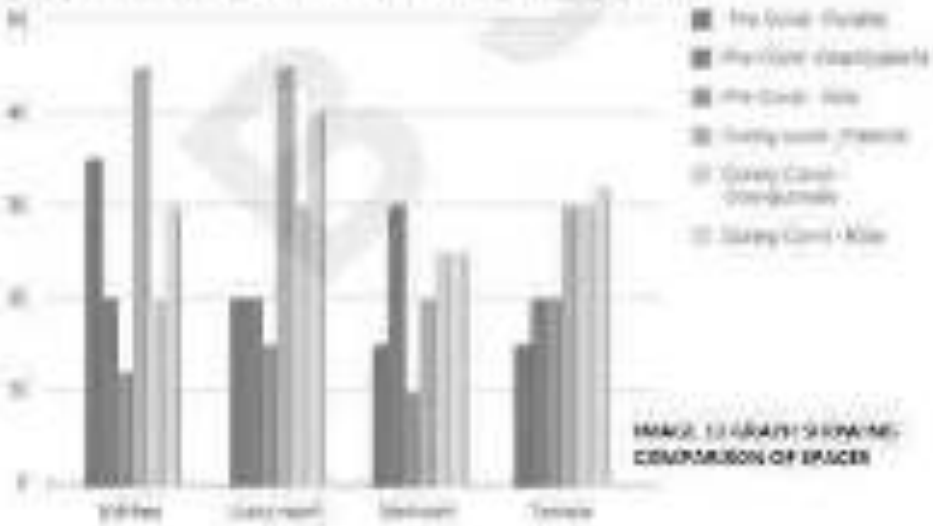
IMAGE 13 GRAPH SHOWING COMPARISON OF SPACES

Name of students
Akansh Aeron
Riddhi Gupta
Kapila Kiledar
Roshni Snethia
Parth Shah

Group Work 2

Case Study - Research Method

Quality of Light and Ventilation in 1st and 3rd Year Studio in Brick School Of Architecture, Undri, Pune by Akshata BhadaleAishwarya Bombale Shivanali Nimbalkar Tanmayee Hiray Yash Gore

Research Question & Method

BRICK

How the quality of Light and Ventilation changes in First and Third Year studio in SMEF's Brick School of Architecture.

Method - Case Study
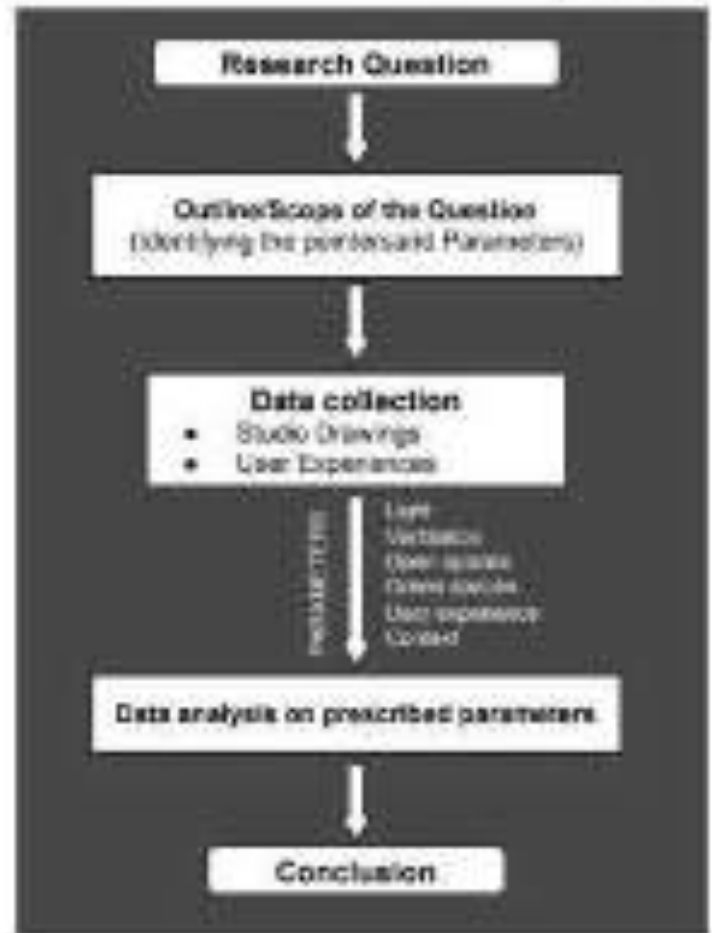
Data Collected

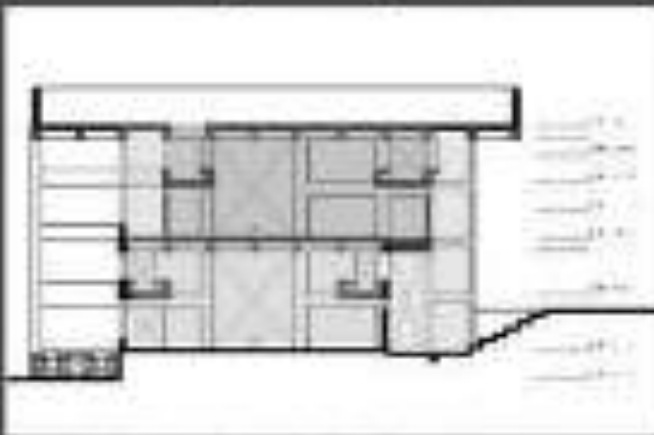Fig. 1- Third year studios

Fig. 2 - First year studios

Fig. 3 - Section through first and third year studio

PARAMETERS-

- Open Spaces
- Green Spaces
- Location
- Height
- Ventilation- Windows, Ducts, Open Spaces
- Light- Usable Light, Glare
- Effect Of Light And Ventilation
  -Livability of Space
  Interior Arrangement

Group Work 3

Exploring Methods Change in usage of common spaces due to pandemic situation Siddhant Kochar
Ankit Borawake Twinkle Jadhav Kunal Kangankar Mayur Meshram

4. Presentation at international webinar

Presentation in an international webinar Tilak Maharashtra Vidyapeeth Understanding Cultural Landscape: Text and Context presented paper for theme Understanding Cultural Landscape: Text and Context. Tittle of paper was 19th Century Treatise and Manuals and Its Influence on the Development of the Colonial Urban Cultural Landscapes in Deccan Region, India. This presentation on the forum of historians and archeologists helped in placing colonial architecture as significant layer of history of architecture in urban landscapes. There were other presentations talking about other layers of history. Many faculties, students from other branches joined the webinar.

TILAK MAHARASHTRA VIDYAPEETH

(Deemed to be a University under section 3 of UGC Act 1956)

Shri Balmukund Lohia Centre of Sanskrit and Indological Studies

1242 Sadashiv Peth, Pune- 411 030.

CERTIFICATE

This is to certify that

Ar. Vaidehi Lavand and Ar. Onkar Khebudkar

presented a paper entitled

19th Century Treatise and Manuals and Its Influence on the Development of the Colonial Urban Cultural Landscapes in Deccan Region, India

in the **2-Day International Webinar** on

Understanding Cultural Landscape: Text and Context

organized by

Shri Balmukund Lohia Centre of Sanskrit and Indological Studies, Tilak Maharashtra Vidyapeeth, Pune, on 2nd and 3rd December 2020.

Ambarish Khare	Manjiri Bhalerao	Suraj A. Pandit	Manjusha Gokhale
Centre Coordinator	**Webinar Coordinator**	**Session Chair**	**Dean**

5. Presentation at Multidisciplinary international conference

Multi Disciplinary International Conference on Cultural, Urban & Environmental Landscapes: Geographical Perspectives Urban Landscapes: Making Historic and Cultural and role of Heritage.

Title of paper was CHANGING URBAN HISTORIC LANDSCPAES:

Freedom Of Expression And Public Spaces In Historic Towns Of Deccan Region India. Research paper tries to look at public spaces in historic towns as an significant place to express and trying to explore how its changing its culture over the period of time. Paper also tried to relook at Henry Lafavre's "production of space" theory in the case of Pune, Satara, Pandharpur, and Kolhapur context. Definitely Lafarve guides to look at historic towns in its own context. This research paper is supported with archival resources, photographic documentation, mapping, and Interviews of the experts in the field. This research paper tries to throw light upon how these public spaces respond to changing socio-political situations and urbanization over the period of time. This is an attempt to examine how common heritage and plural narratives reacts on these public spaces. This presentation was made on a multidisciplinary platform for facutlies and students from varied fileds from different parts of world.

CERTIFICATE OF PARTICIPATION

This Certificate Is Being Awarded to

Dr. Vaidehi Lavand

For Their Successful Presentation on the Topic of **CHANGING URBAN HISTORIC LANDSCPAES: FREEDOM OF EXPRESSION AND PUBLIC SPACES IN HISTORIC TOWNS OF DECCAN REGION INDIA**

Under the Subtheme Urban Landscapes: Making Historic, Cultural, Tourism and role of Heritage for the Multidisciplinary International Conference Conducted on 8th & 9th February 2021

4. Presentation at international webinar

Presentation in an international webinar Tilak Maharashtra Vidyapeeth Understanding Cultural Landscape: Text and Context presented paper for theme Understanding Cultural Landscape: Text and Context. Tittle of paper was 19th Century Treatise and Manuals and Its Influence on the Development of the Colonial Urban Cultural Landscapes in Deccan Region, India. This presentation on the forum of historians and archeologists helped in placing colonial architecture as significant layer of history of architecture in urban landscapes. There were other presentations talking about other layers of history. Many faculties, students from other branches joined the webinar.

TILAK MAHARASHTRA VIDYAPEETH

(Deemed to be a University under section 3 of UGC Act 1956)

Shri Balmukund Lohia Centre of Sanskrit and Indological Studies

1242 Sadashiv Peth, Pune- 411 030.

CERTIFICATE

This is to certify that

Ar. Vaidehi Lavand and Ar. Onkar Khebudkar

presented a paper entitled

19th Century Treatise and Manuals and Its Influence on the Development of the Colonial Urban Cultural Landscapes in Deccan Region, India

in the **2-Day International Webinar** on

Understanding Cultural Landscape: Text and Context

organized by

Shri Balmukund Lohia Centre of Sanskrit and Indological Studies, Tilak Maharashtra Vidyapeeth, Pune, on 2nd and 3rd December 2020.

Ambarish Khare	Manjiri Bhalerao	Suraj A. Pandit	Manjusha Gokhale
Centre Coordinator	**Webinar Coordinator**	**Session Chair**	**Dean**

5. Presentation at Multidisciplinary international conference

Multi Disciplinary International Conference on Cultural, Urban & Environmental Landscapes: Geographical Perspectives Urban Landscapes: Making Historic and Cultural and role of Heritage.

Title of paper was CHANGING URBAN HISTORIC LANDSCPAES:

Freedom Of Expression And Public Spaces In Historic Towns Of Deccan Region India. Research paper tries to look at public spaces in historic towns as an significant place to express and trying to explore how its changing its culture over the period of time. Paper also tried to relook at Henry Lafavre's "production of space" theory in the case of Pune, Satara, Pandharpur, and Kolhapur context. Definitely Lafarve guides to look at historic towns in its own context. This research paper is supported with archival resources, photographic documentation, mapping, and Interviews of the experts in the field. This research paper tries to throw light upon how these public spaces respond to changing socio-political situations and urbanization over the period of time. This is an attempt to examine how common heritage and plural narratives reacts on these public spaces. This presentation was made on a multidisciplinary platform for facutlies and students from varied fileds from different parts of world.

2. Conversation: Tactical Urbanism and Urban 95

Dates: <u>January 27th ,2021</u>

Venue: <u>Zoom Meet</u>

Name of the Expert: <u>Ar. Ninad Rewatkar</u>

Introduction of Expert

He is an Architect and Urban Designer with a keen interest in research and documentation of Morphology of Urban Settlements and Urban Development. He has completed bachelors in Architecture from Mumbai University and Masters in Architecture (Urban Design) from CEPT University. As a Professional, he has over 3 years' experience in a wide range of projects from small scale to large scale designs and master planning. He has key interest in sustainable construction practices and experimental architecture, which was nurtured under Prof. Sathya Prakash Varanashi. He has won honourable mention in the Streets for People Pune Challenge in February 2021. He has worked with conservation Architect Kiran Kalamdani on the Heritage conceptual stage Master plan of Bijapur. He was a core FLS specialist while working on the Airport in Riyadh at DAR, Pune. He has also worked with Brick School of Architecture on the Otta Market Project at Baner under PSCDCL. He was involved with Urban 95 initiative of Pune along with PMC, BVLF, Taru leading edge (NPO) and Tata Ecofirst, which aims in making Pune as India's Second Child friendly city after Bhubaneswar. Currently, he is teaching at Brick School of Architecture, Pune for the last 3 years as Assistant Professor.

Brief of the Session:

The session was divided into two parts as named in the title. The first session was about Tactical Urbanism, which is a very important tool used in recent years for planning cities   across the globe. Its role in development of many projects in the public realm was showcased and how this data driven approach is better than usual planning methods were discussed. In the session the speaker focussed more on his recent project called Urban 95. This is a project aimed at making Pune as second child friendly city of India.

Co-ordinated by: Ar. Ninad Rewatkar & Dr. <u>Vaidehi Lavand</u>

Faculty Participants

Sr. No.	Name of the Faculty	Designation
1	Poorva Keskar	Principal
2	Manali Deshmukh	Academic Co-ordinator
3	Shraddha Manjrekar	Associate Professor
4	Vaidehi Lavand	Associate Professor
5	Sudhir Deshpande	Associate Professor
6	Divya Mallavarapu	Associate Professor
7	Akshay	Assistant Professor
8	Abhang Kamble	Associate Professor
9	Ramiya Gopal	Assistant Professor
10	Ketaki Gujar	Assistant Professor
11	Anuradha Wanaskar	Assistant Professor
12	Kanchan Shinde	Assistant Professor
13	Shraddha Gurjar	Assistant Professor
14	Ninad Rewatkar	Assistant Professor
15	Girija Indulkar	Assistant Professor
16	Anurakti Yadav	Assistant Professor
17	Jayalaxmi Deshmukh	Assistant Professor
18	Sharduli Joshi	Assistant Professor

SSR 2019-20 to 2023-24

Criterion 3 –Research, Innovations and Extensions

3.4.1: Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years

Sr No	Name of the activity	Organizing unit/ agency/ collaborating agency	Name of the scheme	Year of the activity

		2019-20		
1	Volunteering for a cause	Aseem Foundation	Friday Initiative	2019
2	Revitalising Unorganized Settlements	IGBC Green Design 2019	Friday Initiative	2019
3	Mapping of Pune's Ganeshotsav	SMEF Brick school of Architecture	Friday Initiative	2019
4	Art Arch Activity	SmartCity + PMC	Pune Smart week (PMC)	2019
5	Child friendly Cities	BVLF (Bernard Van Leer Foundation) and PMC (Pune Municipal Corporation)	Designing cities for Child friendly spaces	2019
6	Construction & Demolition waste -Building from debris	SMEF Brick school of Architecture	Awareness and research on Construction waste management	2019
7	Documenting Local History	Maharashtra Association of Schools of Architecture (MASA) Pataleshwar Temple near Satara	Awareness and documentation of Heritage structures	2019
8	A short film - Single occupancy CAR. Why do people drive alone?	SMEF's Brick School of Architecture	Behavior awareness on the ROAD	2019
9	IGBC Training	IGBC	Awareness program	2019
10	PMC Wall painting Activity	Pune Municipal Corporation.	Enhancing public spaces in the city	2019
11	Vaibhavkatha: A story telling of Pune's heritage	SMEF's Brick School of Architecture	Vaibhavkatha'.	December 2019 to Mar 15th 2020
12	Vaibhavlena : Glory of Antiquities	Maharashtra Times and Times of India	Friday Initiative	July, 2019 to September 2019
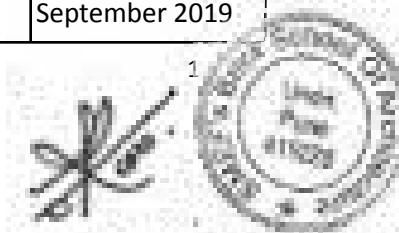
SSR 2019-20 to 2023-24

Criterion 3 –Research, Innovations and Extensions

3.4.1: Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years

13	Excellence in documentation of Architectural Heritage	Council of Architecture in 2018 decided to award students	Friday Initiative	July, 2019 to September 2019
14	Seminar on Gender Discrimination	SMEF's Brick School of Architecture	Gender Sensitization	26-Jun-20
15	Counseling sessions	SMEF's Brick School of Architecture	Friday Initiative	Jun. 2019 to Feb. 2020
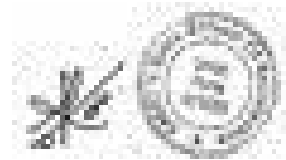
Name of the activity: A short film - Single occupancy CAR. Why do people drive alone?

Co-ordinating Faculty: Nikhil Mijar, Manali Deshmukh, Girija Indulkar

Month and Year: March 2019

Venue: SMEF's Brick School of Architecture

Course Intent:

The study was an attempt to create awareness about the issue of "Single occupancy car usage".

The study aimed to document / analyse the issue and its repercussions on the end-users.

Introduction:

Pune city is the 8th Metropolitan city in India and one of the top 10 richest city in the country in terms of GDP and per and per capita income. The city has been attracting high migration due to its leap in education, IT and many other employment sectors. People not just migrate to work here but they come to settle here for good owing to its conducive staying climate, safe working environment, rich cultural and abundant natural resources. Pune and its neighboring city Pimpri Chinchwad together form biggest Urban agglomeration in the state after its capital Mumbai. Pune Urban region within past 3 decades has grown from a humble city of 2 million to now an ambitious region of about 5 million population. Taking in account the growth of its suburbs like Hinjewadi, Wagholi, Chakan, Talegaon, Pirangut, Saswad, Loni etc the city is currently holding a population of over 7.5 million and is expected to reach 10 million in coming 10 years. It's one of the fastest growing cities and has made a global mark for its growth in IT and Automobile sector. Its fondly called the Detroit of the East and Silicon Valley after Bangalore and Hyderabad. In a recent survey done by Government of India Pune ranked first with highest Livability Index making it the most livable city in the country.

Every Success comes with challenges. In words of Napoleon Bonaparte "Glory is fleeting, but obscurity is forever ". With all the accolades and praises Pune won it has also seen its ill-effects on its living environment. The non-proactive governance system and the age-old planning process could not account for the tremendous growth the city witnessed in past decades and has resulted in an unplanned and environmentally destructive growth. The greens and blues of the city are under threat. Rivers, lakes, hills, open spaces, farmlands, trees, animals and birds all are facing the brunt of the unprecedented growth. The government is trying hard to cope with the growing demand but the pressure on the land is increasing every day.

The biggest impact of growth the city has witnessed is on the roads. The current road-based transportation system is reaching its saturation level. The time delays due to congestion on roads is eventually resulting in loss of good living environment for citizens. Roads in the city are being challenged to its brimming capacities with the high volume of vehicular traffic. Restricted road widths leave no space for vehicles and the result is vehicular encroachment onside walks, tree spaces, cycle tracks etc by vehicles.

Roads are becoming disaster for people who walk or cycle. Whatever space is left on the road is rapidly being eaten up by parked vehicles. Air pollution, noise pollution is no more outside the house but have entered our houses and with health effects.

The rise in health issues such as short temper, weak eyesight, respiration issue, heart ache, back pain, obesity etc are on rise. Loss of ozone radiations and percolation of UV rays is also due to excessive usage of AC in cars and homes.

Small children and old people are losing their right to safely walk or cycle on streets. Trees are cut to make spaces available for wide roads and parking. Nalas and canals are buried to make roads. Hills are cut for road connections and open spaces are converted in parking spaces. Street fights due to accidents is a daily scene. City is rapidly losing on its living environment and so are its citizens.

Right to travel is a basic need and the right to travel safely, conveniently and comfortably also cannot be denied to any citizen. Currently the only best option people have in Pune city is to travel by their own private vehicles predominantly two wheelers and cars. Though the inability of the government to provide safe, attractive, economical and convenient public transport is one reason for excessive usage of private vehicles it is certainly not the only one. The mode one chooses to travel has got a relation with his/her travel pattern, distance, purpose, income, status and personal health concerns. In addition to this the land use of the city is the biggest determinant for the travel pattern and travel distance. City administration has made considerable efforts to boost the dying public transport in city. Pune introduced Bus rapid Transit system in order to revive the bus based public transport.

Pune is now ambitiously developing about 100 km of METRO rail network. All these initiatives are being done with sole purpose to make public transport more adaptive, effective and attractive for citizens. But as mentioned earlier lack of good public transport is not the only reason why people opt to use private vehicles, there are other reasons as well. These reasons are not yet documented, nor have they been discussed. Narrow roads and lack of efficient bus system is seen as reason for congestion on roads, but the real culprits are the vehicles especially cars which eat up the space which can be used effectively if used collectively.
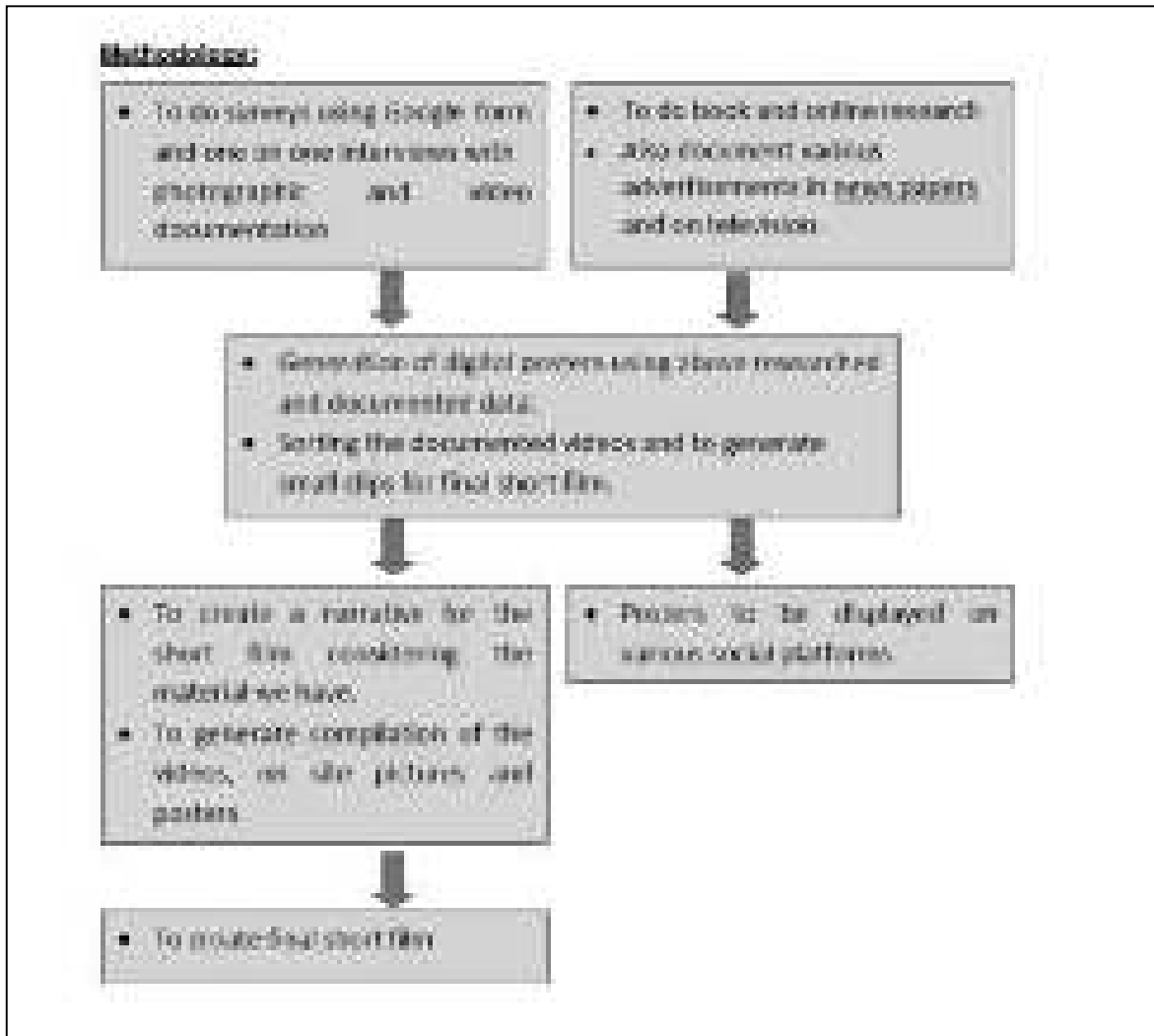
CAR is not just a vehicle but has become a habit. It's not just an aspiration but now is seen as necessity along with food, clothing, shelter and phone with wifi. Not owning a car hurts one's status in society. CAR is devised to carry at least four people at a time, it's family vehicle or a group vehicle which has now become individual need. Rise in income level, rise in travel distance, rise in number of trips per day and change in definition of safety and comfort from collective to individual has made CAR a necessary evil. There is rise in number of families who own more than one car per family. Rise in number of people who have switched to cars from two wheelers. Though the impact of CAR on urban space and environment is known it is consciously kept aside or ignored to make oneself rise above the average society. No matter how much efforts are made to widen the road, put elevated flyovers and underground subways, make METRO, BRTS and cycle tracks it is now inherently released that until we address the CAR syndrome the expected results are not going to be realised. Time has come to address SINGLE OCCUPANCY CAR as an issue and think of ways to restrain the CAR usage.

Karl Benz invented CAR in 1901 in Germany. After his invention he had written that its an vehicle only for elite and not for common people Mercedes Benz still lives by his philosophy and hence owning a Merc is a status symbol. later "Folks" wagon reinvented it for masses and companies like general motors, Maruti Suzuki, Toyotas and Tatas made sure that it's easy to own a car now. Advertisements showcasing Cars with models and beautiful nature around started booming everywhere. Genius marketing and Consumerism made sure no one will ask about where to keep the car. Houses without parking spaces lost its value and new townships with 3 car parking spaces per family became a norm. roadside shopping was transformed into flashy malls with multilevel parking basements. Food and grocery too were shifted in malls. Now malls have become one stop destination where one can spend full day indoors. Was not CAR syndrome responsible for this? Can Indian cities blindly adopt to American standards when the Americans have themselves realised that they went wrong!

<u>Objective:</u>

The objective was to make a short film addressing the issues and displaying the on ground scenarios. This film was an attempt to create awareness about this issue of "Single occupancy car usage". Using CAR is not an issue if it is used for collective purpose rather than individual purpose. So, the film attempted to explore the reasons why people use CARS for personal individual travels. Why is CAR seen as status symbol? what is travel for them without their CARS? A small questionnaire-based sample survey was conducted to document the reasons people own more than one car and use it for personal reasons. Survey also enquired if they are ready to give up CARS, if yes then how and if no then why? survey also explored effectiveness of restraining measures like parking charges, SoV penalty, congestion tax etc. The film presented the survey findings along with car users interviews and expert opinions. Short Film was a most effective medium to reach to the masses in order to register the issue of Single occupancy car user as one of the reasons for traffic congestion. Film was an attempt to reach to decision makers and citizens and catalyze the movement for saving the environment by finding alternatives to CAR travel and pushing people towards public transport.

The film documented the misuse of car. Cars parked on sidewalks, cycle tracks etc. cars with single user eating valuable space on road which can be used collectively. Car advertisements. Car user interviews and survey findings. Expert opinions and policy level interventions required in order to restrain people exploiting cars. film underlined need to work on Push and pull factors simultaneously. Film sensitized people about impact of car on living environment and make them think about avoiding its unnecessary usage

Methodology:

- To do surveys using Google form and one on one interviews with photographic and video documentation

- To do book and online research
- also document various advertisements in news papers and on television

- Generation of digital posters using above researches and documented data.
- Sorting the documented videos and to generate small clips for final short film.

- To create a narrative for the short film considering the material we have.
- To generate compilation of the videos, on site pictures and posters

- Posters to be displayed on various social platforms

- To create final short film

The team has completed the documentation and research of the issue. The videos and pictures are sorted along with the interviews and Google form results. The digital posters are generated addressing the issue and its effects. The short film is in process of updating some observations.
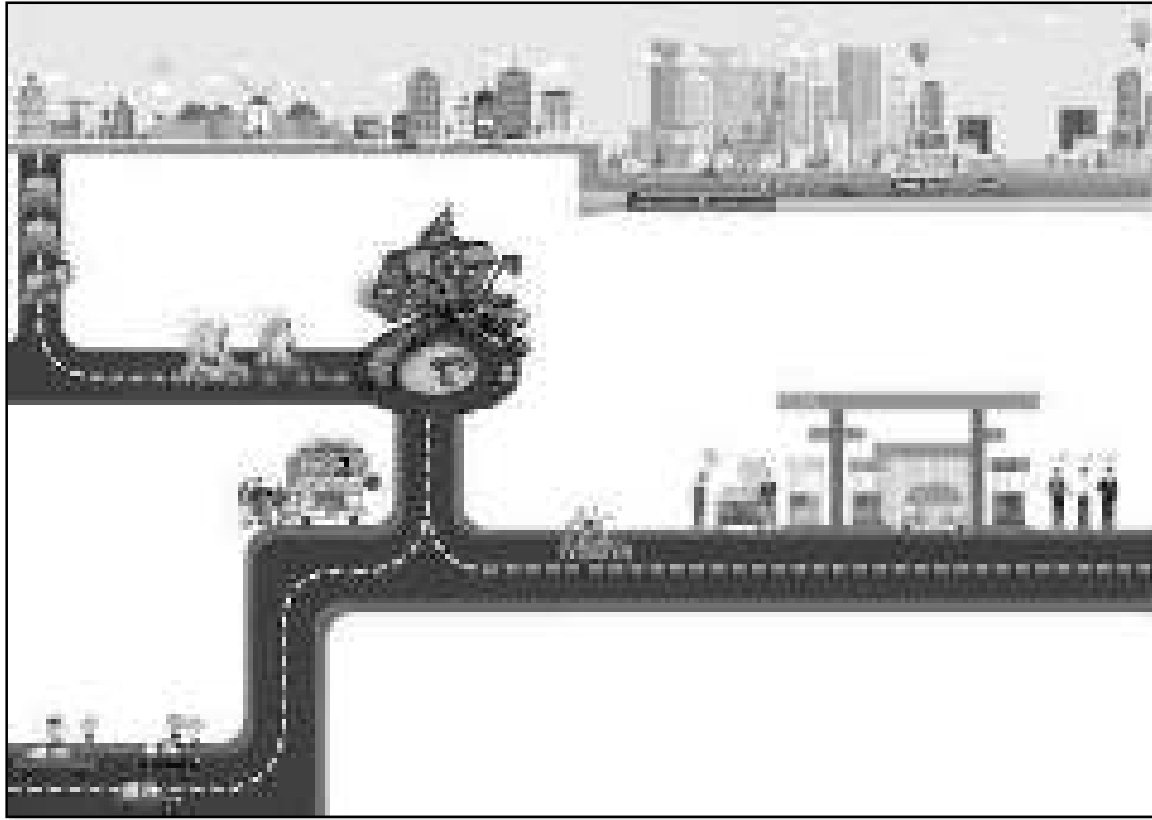
List of Participants

Sr. No.	Name of the student	Class
	Paridhi Patel	Fourth Year B.Arch.
	Sayuree Jain	Fourth Year B.Arch.
	Tanmay Jawalkar	Second Year B. Arch.
	Urja Ladhha	Second Year B. Arch.
	Nikhil Shinde	Second Year B. Arch.
	Pallavi Borkar	Fourth Year B.Arch.
	Praful Suryavanshi	Third Year B.Arch.
	Hrushikesh Tikule	Second Year B. Arch.
	Atharva Ghawalkar	Third Year B.Arch.
	Mithila Patil	Third Year B.Arch.
	Rutik Gaikwad	Second Year B. Arch.
	Vijay Gaikwad	Fourth Year B.Arch.

Name of the Project: PATESHWAR TEMPLE COMPLEX: An Appraisal of a unique Heritage site in Satara

Name of the Principal Investigator: Dr. Vaidehi Lavand, Ms. Sayali Palande

Duration of the project: June 2018 – May 2019

Research center: SMEF's Brick school of Architecture, Pune

Collabourative Egency: Maharashtra Association of schools of Architecture (MASA)

Objectives of Research:

Pateshwar on hilltop shows evidence right from 12th Century AD. It shows transition right from cave architecture to independent structural temple complex built in 17th Century AD. Pateshwar site is very unique in its iconographic representations and unique symbolism in Maharashtra.

- To document the historical facts about the mentioned site

- To document the architectural style, planning and symbolic elements

- To study socio cultural pattern about the site and its response

- To study iconographic representations of the structure

Research tools used

- Use of Photographic Documentation
- Survey of community and neighborhood analysis
- Interaction with local people
- Graphical documentation like sketches, drawings
- Data collection through interview of experts, Literature study etc
- On site visits and Observational and experiential learning

Research Output

 Project report and research paper publication which includes:

- Documentation of the mentioned site

- Historical facts and iconographic representations, Interrelation study report
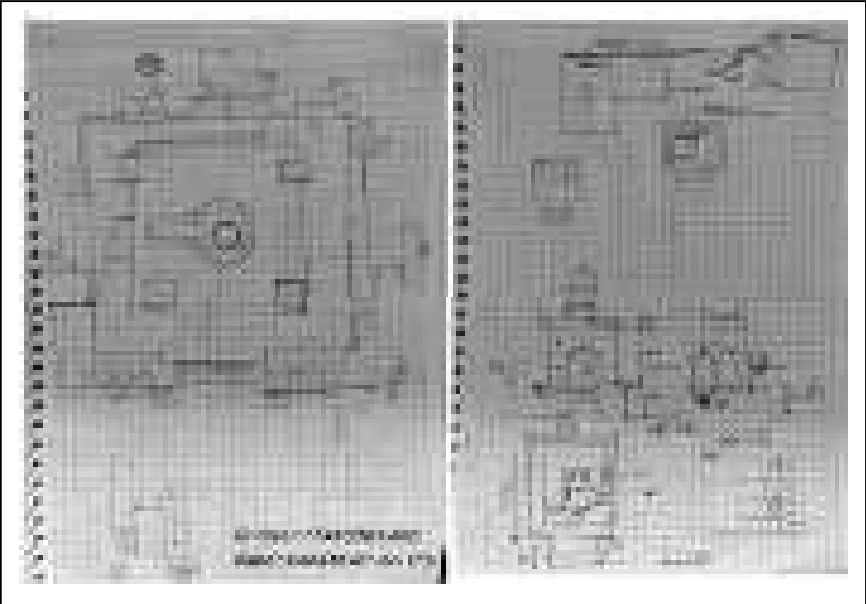
Participants List

Sr. No.	Name of the Participant	Class
1	Abhishek Chavan	T.Y.B.Arch.
2	Tanay Lalwani	S.Y.B.Arch.
3	Manas Tungar	T.Y.B.Arch.
4	Divyesh Bhosale	T.Y.B.Arch.
5	Rajsheel Bhutkar	T.Y.B.Arch.
6	Vedika Shinde	T.Y.B.Arch.
7	Vivek Chikotee	S.Y.B.Arch.
8	Shubham Jadhav	S.Y.B.Arch.

Name of the Project: Art Arch Activity

Month and Year: February 2019

Venue: Fergusson college road, Pune

Name of the Faculty: Ar. Divya Mallavarapu

The Art Arch Competition was organized under the SmartCity initiative by the PMC. This competition was organized as a part of the Pune Smart week 14th-24th Feb 2019.

The task was to Design Art work/installation in a given Arch dimension, based on the theme of "*Smart and sustainable future Pune*." The students had to first send in their Design entries online, amongst which Brick had 6 shortlisted entries out of the 15 final shortlisted entries.

Each team was given a budget of Rs 20000 to help complete their Arch installations.

The minimalistic Arch theme won the first runner s up place prize of Rs. 25000 and a trophy. The winners were: Ayush Parekh , TanviBelhekar , Vibha lohade, Rutuj Surana , TanishqaNavalakha , JatinLalwani , EshaJagtap , NipunAgarwal

"The thought of minimalism is sustainable. "

Sustainability does not only apply to the materials used but sustainability can also demonstrate ideas. A solid arch, by a minimal intervention can be highlighted to the required effect. There is optimum use of design strategies to make the design sustainable. The cubes and the arch together create a new form, symbolically representing a new idea.

Participants
Ayush Parekh
TanviBelhekar
Rutuj Surana
Jai Bhandari
Chinmay Mannikar
Poojal Jagas
Nishigandha
Tanishqa Navalakha
Jatin Lalwani
Esha Jagtap
Nipun Agarwal
Yash Challani
Piyush Shah
Vibha Lohade

Name of the Project: Child friendly Cities

Dates: July 2019- September 2019 (Term 1)

Venue:

On Campus: Brick School of Architecture, Pune &

Outside Campus for Execution: Lt. N. G. Shivarakar Hospital & Maternity Home, Vitthal Rao Shivarkar Rd, Wanwadi, Pune-40

Name of the Faculty: Ninad Rewatkar

B. Arch.- Academy of Architecture, Mumbai & M. Arch. (U.D.)- CEPT University, Ahmedabad.

He is an Architect and Urban Designer with a keen interest in research and documentation of Morphology of Urban Settlements and Urban Development. As a Professional, he has over 3 years' experience in a wide range of projects from small scale to large scale designs and master planning. He has key interest in sustainable construction practices and experimental architecture, which was nurtured under Prof. Sathya Prakash Varanashi.

He has worked with conservation Architect Kiran Kalamdani on Heritage conceptual stage Master plan of Bijapur. He was a core FLS specialist while working on Airport in Riyadh at DAR, Pune. He has also worked with Brick School of Architecture on the Project Otta Market Project at Baner under PSCDCL.

Currently he is involved with Urban 95 initiative of Pune along with PMC, BVLF, Taru leading edge (NPO) and Tata Ecofirst, which aims in making Pune as India's Second Child friendly city after Bhubaneshwar.

Project Summary:

Child friendly cities was proposed under allied activities at SMEF's Brick SOA with an intent to initiate some student activities resulting in some research, hands-on activities, etc. This activity is a part of a larger program called, Urban 95, a collaborative initiative by BVLF (Bernard Van Leer Foundation) and PMC (Pune Municipal Corporation). It was intended to instill sensitivity for need of child centric designs in the urban setting of Pune. At the culmination students were able to find out various sites for tactical interventions and assisted for implementation of one of the tactical interventions to the urban 95 team.

In Pune city, BVLF has partnered with TARU and Eco first for conducting various programs under Urban 95 initiative. Currently, TARU is working on 8 sites across Pune Municipal limits for Tactical intervention for conducting site-specific small-scale child centric-design Projects.

Project objective:

To understand, design and execute tactical intervention of a site in Pune under Urban 95 initiative, Pune.

Opportunity for students:

Students will get an opportunity to work on societal cause. They got opportunity to work with TARU enhancing their knowledge and understanding focusing on child-centric design. There will be enhancement of intangible aspects like sensitizing towards inclusive design, social responsibility of architects, etc.

Study area:

Various sites (approximately) located in jurisdiction of PMC limits were selected by the students. The criteria for site selection was that it should be a public space managed and developed by PMC. Typologies of sites to be seleceted were:

Maternity Homes, Street development, Gardens, Anganwadis, Day care facilities, Road crossings adjoining any of the above spaces. The frame work developed by BVLF mentioned below was adopted to identify the opportunities and threats in each sites under headings such as Projection, Basic Needs, Comfort, Connection.

Framework for site selection

Based on the overall score using above framework, each group finalized one site per group. Names of these sites were as follows:

1) Anganwadi 67 and 68, near temple, in Katraj village, Katraj, Pune

2) PMC Garden, Nirmal group society, Kaleborate Nagar, Hadapsar., Pune

3) Gool Poonawalla Garden, Sallisbury Park, Pune

Summary of the inputs given

Table 1 Weekly schedule. Note: All the Week numbers in column are associated to the Academic calendar.

Academic Week. No.	Focus Area	Parameters to be covered	Home/ field work
3rd	Introduction to Urban 95	Brief introduction, Structure, Intents, Previous Examples in Pune and Abroad	Observe ITC (infant toddler and caregivers) groups in your vicinity.
4th	TI (Tactical Intervention)	Discussion about field work, Definition, Examples in Other countries, Previous examples in City, Formation of 3 groups.	Find out sites close to your areas and Read Framework given by Jan Ghel
5th	Framework	Explanation of Framework, how frame work will help in understanding issues and opportunities. Figure out Hypothesis	Field work at respective sites, and Accessing All 3 sites
6th	Hypothesis, Discussions	Group Discussion, Accessing All 3 sites using framework to decide final site	Field work- focused observations and site analysis
7th 8th	Focused Observation, Site Analysis and stakeholder's interaction	Group Discussion about Focused Observation & Site Analysis. Checking and editing Hypothesis based on them & Show previous examples by Urban 95	Same as above and Field work- stakeholder's interaction and work on Tentative design proposal and costing
9th	Design and costing	Group Discussion/ completion of report	Home work- compile data and report completion
10th	Site Execution	Project Execution Work on Site by Urban 95	Report completion
11th	Culmination lecture	Presentations on site selected by two groups and third group presents movie on site execution done by students. We distribute certificates to students by jury members	

Project documentation:

Poster for inviting students for initiative

Structure of project:

The Program was to be conducted under umbrella of Allied Activities and so was given 1.5 hours weekly as an input/ Site field work. Students from 2nd to 4th year were introduced to this program along with other 16 course. During Introduction session Students were explained the need and opportunities of joining this program. Poster for introduction session is attached here:

Project's relevance to academics:

Students need to get connected with such project as this gave them a chance to connect them with real life scenarios and also engage them to work with the social urban fabric of their city.

Currently, SMEF's Brick School of Architecture have recently got Associated with an NGO, International Play Association (IPA). They have conducted a workshop for teachers to engage their understanding about State of Play in current urban fabric of Pune. They intended to create an inter-relation of their studio exercises to make them child friendly. Therefore, the theme of this year's design programs from 2nd to 4th years is "state of play". Therefore, objective of participation in your project for tactical intervention will be to engage in hands-on activity and research based on their current studio design research.

Duration of Project:

The Duration of the program was to be total of 8 weeks and was started from 3rd week and was to be culminated in 11th week of the Academic calendar. Weekly schedule for the program is mentioned below:

Please click at the following google drive link for seeing detail report for sites:

1)Anganwadi 67 and 68, near temple, in Katraj village, Katraj, Pune

2)PMC Garden, Nirmal group society, Kaleborate Nagar, Hadapsar, Pune

Recommendations by Jury members at culmination of Program.

At the culmination Dr. Poorva Keskar, Principal in-charge, Brick SOA along with Mr. Rajat Uchil, Taru Leading Edge appreciated the work of students of Friday initiative. Specifically, Rajat Uchill was very impressed with the Proposal 2- Anganwad, Katraj and gave some positive crits.

Dr. Poorva was impressed with the approach as the students went to understand the longevity and budget analysis of a tactical project. She mentioned that these pro-bono type of work would enhance student's skills and will enhance their resume.

Our institute also signed a MOU with Taru Leading Edge for the duration of 3 years. Students were felicitated with these certificates at the end of the initiative.

Sample certificates giving after completion of the initiative

Students Participants

Sr. No.	Name of the Student	Year
1	Smera Sera Oommen	IV
2	Aaditi Mahajan	IV
3	Simran Pawar	III
4	Darshan More	III
5	Pallavi Dhawale	III
6	Tanya Jose	II
7	Esha Jagtap	II
8	Vaishnavi Rathi	II
9	Rucha Mahesh Kulkarni	II

10	Parth shah	**III**
11	Chinmay Mannikar	**III**
12	Amay Rathi	**II**
13	Sejal Sudhir Phale	**IV**

Name of the Project: Friday Initiative: - Construction & Demolition waste
-Building from debris

Dates: 5/7/2019 to 19/09/2019

Venue: Brick School of Architecture, in college campus

Name of the Faculty: Ar. Jayalaxmi Deshmukh

Introduction of Faculty (250 words and a photograph):-

Name of the Faculty: Ar. Jayalaxmi Vipin Deshmukh.

Qualification: M. Arch.(Construction management)

Designation: Principal Architect at Design Architects & Interior Designer,   Assistant Professor at Brick School of Architecture

Department: BSOA

Lab: Construction Lab.

Involvement: Core Team Member.

Areas of expertise: Building Materials, Technology & Construction, Building Services, Surveying, Real Estates building. Has 14 years of professional field experience. Worked with various architects, builder and developers in Pune.

Intent of the Project: (250 words)

The aim of this workshop was to built/develop a sustainable Pune where our natural environment is preserved. The objective was to reduce/reuse construction & demolition waste to their highest & best use by providing architectural design solutions in terms of model. To encourage & create awareness among the peoples of Pune about the recycling & reuse of C & D debris for healthy environment.

Please cover intent of this workshop, its relevance to academics, methodology adopted and major learnings

Study area: (500 words):- Brick School of Architecture, Undri, Pune.

This workshop was designed so that students could understand the basics of construction demolition waste & its recycled process. So for that our college campus was the only place to work with this because of availability of working space, construction waste from nearby ongoing construction site, studio set up with computer, projector etc. & other construction tools from material lab of college.

Summary of the inputs given (500-600 words):-

The students were already well known to concrete & frame construction. So they were introduced to construction growth in global, national & state level with their impacts on environment, its global effects.

After that they were introduced to the need of recycled concrete.

Need of Recycled Concrete:-

- Giving materials a new life, **saving the environment and money in the process**.

- Lowering the use of new – virgin – aggregate **to reducing transportation costs, fuel emissions, and unnecessary landfill**.

- Waste can even be eliminated with **the goal of zero landfill for concrete**. This can be achieved by crushing and reusing old concrete as an aggregate or fragments for making new concrete.

- The early phases of many construction projects involve the demolition of concrete **foundations, sidewalks, driveways**, and other concrete structures, which can leave a contractor with a sizable volume of heavy, dense materials to deal with.

Project documentation: (750-1000 words) :-

Documentation_Fri
day Initiative_Oct.20

Students Participants

Sr. No.	Name of the Student	Year 2019-20
1.	Sharvari Rajwade	4th yr.
2.	Anand Jain	4th yr.
3.	Ayush Tapdiya	4th yr.
4.	Anand Kondhalkar	3rd yr.
5.	Vaishnavi Bhat	3rd yr.
6.	Tanishqa Navlakha	2nd yr.
7.	Ruchir Kulkarni	2nd yr.
8.	Khadija Kapuswala	3rd yr.
9.	Vedant Kishore	4th yr.

Name of the Project: Counselling sessions

Month and Year: Throughout the year 2018

Venue: SMEF's Brick school of Architecture, Pune

Name of the Counselor: Ms. Shewta Joshi

Counselling

S.M.E.F.'s Brick School of Architecture is providing Counselling to the students and members of college community from September, 2018 with the aim to have greater mental health for better functionality of students, promoting healthy development of students and college as a whole.

Counselling is done by helping counselee to identify own triggers for Distress and help Identify his own resources on basis of principle of empowerment and Assist to resolve Personal, Social, Psychological difficulties.

First things first, Efforts are taken to break any stigma about counselling sessions. This is done in the introductory sessions. Confidentiality of the sessions is also communicated to students to encourage them to come for counselling sessions.

The counsellor uses

Eclectic approach for counselling, along with REBT as basic psychotherapy tool.

Counselling is done in college in various setups like-

5. Individual Counselling

It is available on every Friday.   Students take appointment for individual sessions and some do walk in too. Record of each session is kept with counsellor. It is a confidential record but is shared with college officials as and when asked for.   Generally, if any self-harm tendency is seen or threat to own or other's life is doubted during

- helps student identify the issues for distress.
- Helps in Managing life with pressure from school, friends, relationships and family.
- Helps develop coping skills for existing issues with family disputes, violence, mental health issues, stress, depression and anxiety, drugs and alcohol, learning difficulties or disabilities.
- Students are **given referrals** for any issue needing special counselling or psychiatric treatment. In such cases, students are counselled for acceptance of problem and to break stigma of approaching a psychiatrist for proper treatment.

It is generally a one-hour session but can extend little if needed.

6. Group Counselling

Counselling done for students in small groups sharing similar issues. For example group counselling for attendance issue of selected students.

It is generally **one-hour** session but can extend little if needed.

7. Classroom Group Sessions –

In classroom sessions Developmental Counselling is conducted. Specific topics are taken in classroom counselling like-

- Goal Setting
- Self-awareness
- Emotional Intelligence
- Communication and listening skill

It is generally a **Two hours** session but can extend little if needed.

8. **Phone Counselling** – Phone counselling is given to students only in special circumstances of severe stressful, trauma condition where they need someone to listen to and support.
   Phone counselling is sometimes used for parents. Efforts are done to counsel them and listen to their issues regarding students.

Actual Sessions conducted in college: <u>Jun. 2019 to Feb. 2020</u>

Individual counselling   -   19 Sessions for 12 Individuals

Group Session   - 1 Session for Attendance issue

Classroom sessions - 3   sessions

The aim of college counselling service is to have greater mental health for better functionality of students, promoting healthy development of students and college as a whole. All the efforts are done to achieve this.

Shweta Joshi

9881234193

College Counsellor

13/02/2020

Name of the Project: Excellence in documentation of Architectural Heritage

Dates: From July, 2019 to September 2019

Venue: SMEF's Brick school of Architecture

Name of the Faculty: Ar. Ketaki Gujar and Ar. Sudhir Deshpande

Introduction of Faculty

Ketaki has done her post-graduation from CEPT University; her research at campus indulged into the education philosophy and she looked into the history of the design education by understanding Tagore's philosophy and how it has reflected into the architecture of Santiniketan. She has worked as a research assistant with professor Architect Snehal Shah for two of his books from 2011 to 2014. She also did teaching assistant-ship at School of Interior Design, CEPT University for three Semesters. She is a part of the Brick family since 2014.

Ar. Ketaki Gujar

Assistant Professor, BSOA

Sudhir is pursuing his Ph.D. from Savitribai Phule Pune university in field of affordable housing. He has completed masters in construction management feom B N college of architecture, Karve Nagar, Pune. He is working professional having varied experience in corporate companies like Vascon Enginners, Dar Al Handsah, Currently he is associated with KG architects.   He is a socially sensitive person and has written several articles in newspapers. He also performs plays, kirtan to spread social awareness about specific issues.

Ar. Sudhir Deshpande

Associate Professor, BSOA

Intent of the Project:

Council of Architecture in 2018 decided to award students for the excellence in documentation of Architectural Heritage. Students of second year Architecture have documented 4 different temples from Pune as part of their course work.

Participating in this competition will allow students to explore deeper understanding of the structure. 1 or 2 temples were selected out of the available ones and converted them in to digitized format. Students also worked on refining of the drawings.

Study area: (500 words)

1 or 2 temples were selected out of the available ones and converted them in to digitized format. Students started working on the refinement of the drawings. The whole exercise was to be done by aiming at the composition of the sheets, presentation of stories around the temples, statistical and factual data about the temples etc. Timeline of the project will be decided according to the schedule proposed by the COA. Our students ae applying for this competition this year i.e. 2020.

Methodology

Site visits

On-site Measurements

Library Books

Talks with experts

Interviews

Archives

Online Information gathering

Project documentation:

Timeline: 8-10 weeks

Deliverables: Plans, sections, elevations, sketches, details, stories

Week 1: Introduction & distribution of documentation work (1-3)

Week 2: Plans

Week 3: Plans

Week 4: Sections

Week 5: Elevations

Week 6: Rendering, sketches, details

Week 7: Composition & presentation

Week 8: Composition & presentation
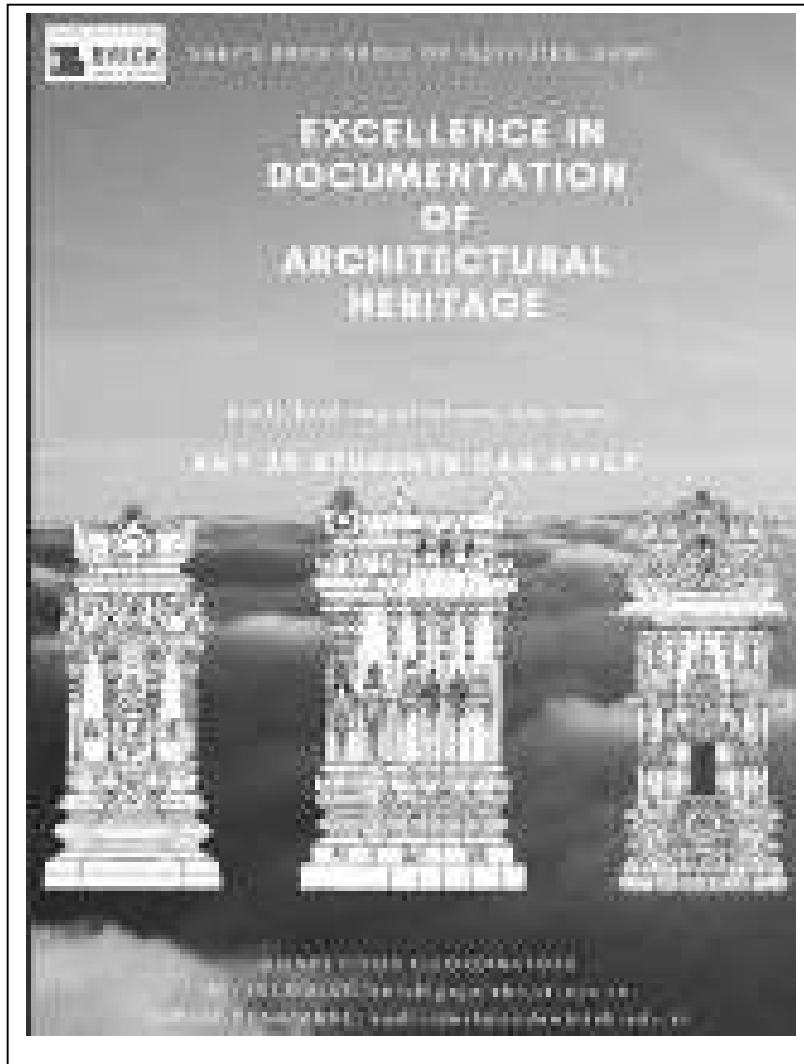
Students Participants

Documentation of architectural heritage
Vishal bindhu
Tanvi Betawkar
Aryan Salvi
Sneat Talathi
Dhanya Lakshmi Babu
shashwat kumbhare
Zainab Shorgarwet
Sanuram Mogane
Pratik Jadhav
MINAL TIKALE
Lata S Adwani
Laxamabai Dingare
Maesei khandre
Harshda khaire
Abhimanyu Ray

Name of the activity: IGBC Training

Co-ordinating Faculty: Dr. Poorva Keskar, Ar. Pallavi Gadre, Ar. Pranati Shroff, Namrata Dhamankar

Conducted through: 11, 12 April 2019

Venue: SMEF's Brick School of Architecture

The IGBC Training was conducted over two days and with 27 students. Various other experts were called in for the training as well to help the students prepare for the exam.

The various credits were discussed with cases and examples.

IGBC Exam

Co-ordinating Faculty: Ar. Pallavi Gadre, Ar. Divya Mallavarapu

Conducted through: 27 June 2019

Venue: SMEF's on campus Brick School of Architecture

The exam was conducted online in the computer lab. Two representatives from the Pune chapter were present at the premises to help the conduct the exam without glitches.

The AP certificates and visiting cards were sent in later to the college and distributed to the students who cleared the exam.

Student participants:

1) Aaditi M
2) Aalap K
3) Ajinkya K
4) Anand J
5) Anushka G
6) Ayush T
7) Ayush T
8) Bela N
9) Chaitanya G
10) Dhwani M
11) Fatema K
12) Gaurav B
13) Lopamudra D
14) Manasi S
15) Mohak C
16) Niimish S
17) Prathamesh C
18) Purvee M
19) Saloni B

20) Sayuree J
21) Sharvari R
22) Shrutika M
23) Sidda R
24) Siddha R
25) Siddhant S
26) Smera S
27) Vibha L

Name of the Extension activity: Mapping of Pune's Ganeshotsav - A cultural identity of the city
Class- Third and Fourth year B.Arch

Faculty coordinators / Expert guided: - Ar. Shradhha Manjarekar

Year of the project: 2019

Organising agency: SMEF's Brick school of Architecture

This project document is prepared for the introducing the festival to the people outside the Pune. Tourism in India has been attracting the world with its natural beauty and also by the rich architectural heritage. However, the intangible aspects of heritage have equal potential to please people and give them life time experience of enjoyment and become energized by positive vibes. Ten days Ganapati festival in Pune has been described in this document. Festivals in India are celebrated as per Hindu calendar and the city acts like a canvas or set for these celebrations. There are particular locations famous for some activities and rituals also there is a particular time to see these rituals. This document will help the outsiders to plan their trip and guide them about various spots in the city and good time to visit during the festival.

Festivals are non-tangible heritage. Though not being in physical form, these have big space in the lives of people. People become involved in many activities because of the festivals. Festivals bring vibrancy in the city. The same spaces get converted into a completely different environment with positive vibes. India is a diverse country and there is unity in diversity, because the philosophy of the culture has several common lines in throughout the country. This study is about the Ganeshotsava of Pune city. The ten days festival brings life in the city. Though celebrated for ten days, the preparations start three months in advance and after the festival the winding up arrangements and cleaning of city becomes job of many people in the city. It can be said that the best time to visit Pune city is August-September as this is the time of celebration of Ganeshotsava. During this time, the weather is pleasant, the open and green spaces look
fresh, and because of the festival there are many places and activities that can be observed and enjoyed. Being a large-scale celebration, the tourists may seek for a guided tour, where they can visit the places that have heritage character involved, taste the local and authentic food and stay at safe and comfortable place. This study is about mapping of various places and activities associated with Ganeshotsava. It will help any tourist to relish the real taste of the festival and visit the places of cultural importance in the city.

This publication is based on the works done by students and faculty of S.M.E.F.'s Brick school of

architecture as an extracurricular activity. It has been a vertical studio where
the students of second and third year of architecture and faculty have worked together.

Participants List

Sr. No.	Name of the participant	Class
1	Jay Bhandari	T.Y.B.Arch.
2	Yash Gore	T.Y.B.Arch.
3	Aishwarya Bombale	T.Y.B.Arch.
4	Mayur	T.Y.B.Arch.
5	Rajat Patil	T.Y.B.Arch.

Name of the Project: PMC Wall painting Activity

Month and Year: August 2019

Venue: Pune city

Name of the Faculty: Ar. Divya Mallavarapu

A 35m long wall opposite E-square University Road is beautified by 25 students of SMEF's Brick School of Architecture in the course of 3 days. The painting is done in collaboration with the Pune Municipal Corporation. The painted wall shows the evolution of Pune city and its development; where the past-present-future is explained throw various graphics. It is a single line painting which connects the whole 35m wall without a break. The intermingling lines are used to depict the diverse culture coming together in the city.

The wall features important landmarks and personalities of Pune, starting from the origin of Pune, the Mula- Muthariver. Then it advances to the Kasbapeth, LalMahal, Vishrambaug Wada and Shanivar Wada. It further depicts the Aga Khan Palace, SavitribaiPhule University and I.T hub leading to the advancement of Pune city.
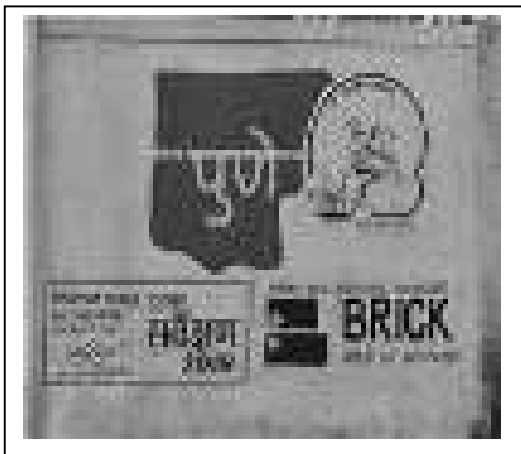
Participants list

1. PushkarRunwal
2. Spandan Devi
3. Punit Jain
4. AdarshaKakde
5. OmkarGund
6. RohitGadekar
7. JatinLalwani

8. Jai Karvande
9. Gaurav Mali
10. AdityaSavalkar
11. AmayRathi
12. VishwajaDhankvade
13. AsmitaKhot
14. ApoorvaShinde
15. Akansha Oak
16. ShrinidhiBhutala
17. Shubham Gandhi
18. UnmeshLele
19. Kajol Jain
20. RadhikaMaheshwari
21. AnushkaKhandelwal
22. AdityaMokal
23. UrjaLaddha
24. GarimaMutha
25. Manokamna Bajaj
26. VivekChokoti
27. DewangGunjal
28. RounakParera
29. Atharva S
30. Kaiwalya
31. Vaishnavi
32. Sejal
33. YashBhandari
34. Aanchal
35. Vaishnavi
36. Nirupam
37. Karan
38. Achyut
39. AdityaSawalkar
40. Vedika Shinde

Name of the Extension activity: *Revitalising Unorganized Settlements*

Class- Third and Fourth year B.Arch

Faculty coordinators / Expert guided: - Ar. Divya Mallavarepu

Year of the project: 2019

Collaborating agency: IGBC GREEN DESIGN 2019

IGBC GREEN DESIGN 2019

Every Year the Indian Green Building Council launches a competition for students. This year it was about proposing sustainable module ideas and community spaces for slums in India.

We sent out 4 entries in total

ENTRY 2

Sr. No.	Name of the Participant	Class
1	Chaitanya Gokhale	Fourth Y. B.Arch.
2	Shubham Gandhi	Final.Y.B.Arch.
3	Mohak Chavan	Fourth Y. B.Arch.
4	Diven Balani	S.Y.B.Arch.
5	Fatema Khurshid	Fourth Y. B.Arch.
6	Pragati Dwiwedi	T.Y.B.Arch.
7	Lopamudra Dingare	Fourth Y. B.Arch.
8	Aalap Koranne	Fourth Y. B.Arch.

Name of the Project: Seminar on Gender Discrimination

Year: 2020

Venue: SMEF's Brick school of Architecture, Pune

Name of the Counselor: Ms. Dilmeher Bharucha Bhola

Poster

Screenshot of the event

1. Healthinar 2020

E-mail sent to the faculty for Healthinar

Brick Group of
Institutes Mail - W

Names of the participants

1. Poorva Keskar
2. Shraddha Manjrekar
3. Manali Deshmukh
4. Jayalaxmie Deshmukh
5. Hemant Joshi,
6. Shaduli Joshi,
7. Divya M.,
8. Anurakti Yadav,
9. Sudhir Deshpande,
10. Vaidehi Lavand,
11. Meghana Patel,
12. Anuradha Wanaskar,
13. Ramiya Gopal,
14. Gurudatta Ingale,
15. Abhang Kamble,
16. Kataki Gujar,
17. Nupoor Rugvedi,
18. Kanchan Shinde,
19. Ninad Revatkar,
20. Vaibhavi Agarwal,
21. Sumedh Gite,
22. Priyanka Mangaokar,
23. Ruchi Bajaj,
24. Gargi Bachal,
25. Girija Indulkar,
26. Shraddha Gurjar,
27. Ramiya Gopal,
28. Prajakta Chakrawarty,
29. Shraddha Gurjar,
30. Meghana Patel

Photographs of the event
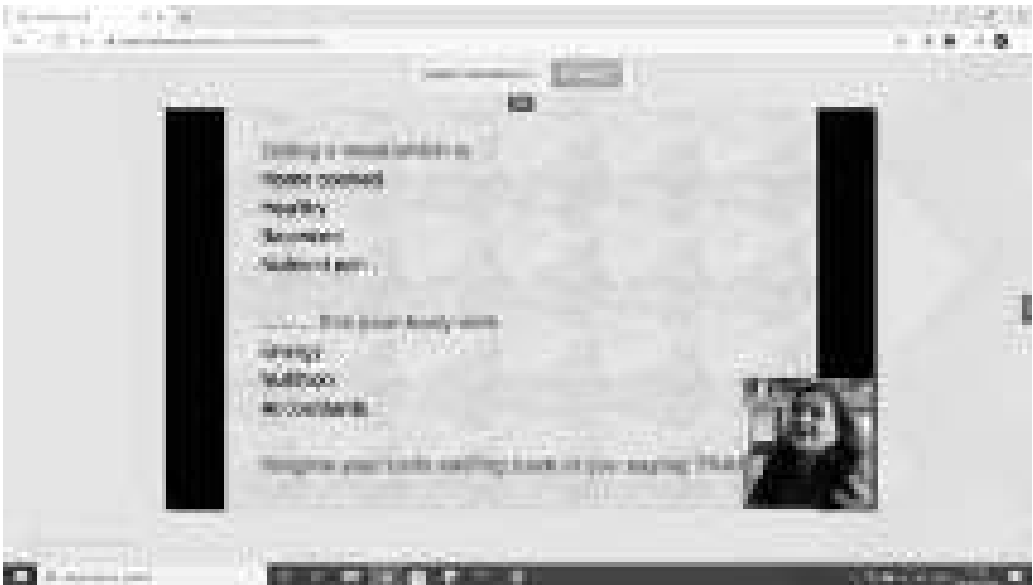
Name of the Project: Vaibhavkatha: A story telling of Pune's heritage

Dates: From December 2019 to Mar 15th 2020

Venue: Various primary schools in Pune city and allied areas

Name of the Faculty: Dr. Vaidehi Lavand and Ar. Sudhir Deshpande

Introduction of Faculty

Dr. Vaidehi Lavand, Professor, BSOA

Vaidehi has completed her Masters in Architectural Conservation and Ph.D. from Università Degli Studi di Palermo, Italy. In her research doctorate course under "Analysis, Planning, and Representation of Local, Urban, Historical Architectural and Artistic Resources of Architecture" she has explored colonial architecture in Pune. After traveling to several places of historic settlements in India and abroad Vaidehi is exploring humane aspects in relating history, context, people, culture, politics, societal transformations with the built manifestations in the architectural studio and her teaching. Her interests lie in exploring varied art forms especially music and visual arts. She believes that architectural studios cannot be taught in isolation from history and the social context of that place. She thinks to be a sensitive designer one should be more accommodating and respecting pluralism in society so as in Architectural language developed by human beings.

Ar. Sudhir Deshpande, Associate Professor, BSOA

Sudhir is pursuing his Ph.D. from Savitribai Phule Pune university in field of affiordable housing. He has completed masters in construction management from B N college of architecture, Karve Nagar, Pune. He is working professional having varied experience in corporate companies like Vascon Enginners, Dar Al Handsah. Currently he is associated with KG architects. He is a socially sensitive person and has written several articles in newspapers. He also performs plays, kirtan to spread social awareness about specific issues.

Intent of the Project:

Our Pune city is facing rapid urbanization now a days. It is a transforming situation where it is becoming important to take care or to preserve our old buildings, culture heritage and also to connect with new urbanism. Many institutions and government are trying hard to operate this with different initiatives. If we want to retain this identity, then it's very important to develop relative sensitivity in a society.

The human behavior can play a vital role in this movement. Therefore, SMEF's Brick school of Architecture took an initiative named as **'Vaibhavkatha'.**

Study area:

'Vaibhavkatha' was designed to spread awareness about our rich local culture, architecture and historical facts amongst school students. The idea is to nurture this sensitivity at school age, so that they will be responsible civilians of India. The another reason is to catch their free minds which are not rigid or trained till yet for learning. We did this Value education through lectures, group discussions, puppet shows, blackboard explorations, quiz to make sessions more interesting and lively. The whole team took efforts for data collection, presentation and analysis. Students responded to these sessions very vibrantly. We tried to give them a feeling of connectedness with the surrounding cultural and historical context.

Today we are living in a transition phase between old and new. Therefore, it is a need to talk and tell about our history, buildings, physical architecture to the next generation at a very nurturing age. These sessions were designed at an earlier stage of the activity keeping the age group of students in mind. Dr. Vaidehi Lavand and Ar. Sudhir Deshpande seated with students and listed out various methods, tools and innovative teaching tools for the school students. These activities were designed considering psychological set up and capacity of primary school students. Even the language used in the session was very simple avoiding difficult vocabulary. The session was pre practiced and analyzed from faculties.

Summary

Today we are living in a transition phase between old and new. Therefore, it is a need to talk and tell about our history, buildings, physical architecture to the next generation at a very nurturing age.

These sessions were designed at a earlier stage of the activity. Faculty seated with students and listed out various methods, tools and innovative teaching tools for the school students. These activities were designed considering psychological set up and capacity of primary school students. Even the language used in the session was very simple avoiding difficult vocabulary. The session was pre practiced and analyzed from faculties.

Students selected corporation and local schools to arrange these sessions. The school teachers also responded in a very cooperative way which made the whole journey very smoother.

It is our conviction that if you have a purity in purpose and ready to take efforts then everyone gets joined to the process. It was seamless and excellent journey where every team member was excited to contribute. Due to this initiative our students also started to think about the social commitment which is the ultimate truth at last.

SCHOOLS VISITED

NAVMAHARASHTRA VIDYALAY, DHANKAWDI
VIKAS PRATHMIK VIDYALAY, BORATE VASTI, KHARADI
ZP NAGARMAL VASTI, BHAWDI
ZP SCHOOL, SHIVALE VASTI, TULAPUR
ZP SCHOOL TULAPUR
SARITA VIDYALAY, MITRA MANDAL CHOWK, PUNE
SUNDARABAI VIDYALAY, KHARADI
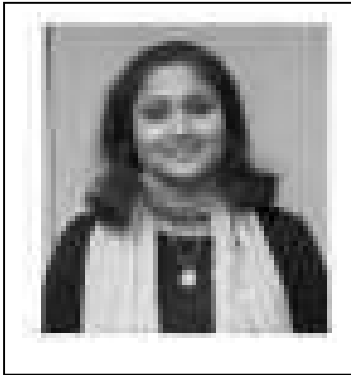SCHOOLS AT PIMPRI SANDAS

Students Participants

Name of the Project: Vaibhavlena : Glory of Antiquities

Dates: From July, 2019 to September 2019

Venue: SMEF's Brick school of Architecture

Name of the Faculty: Ar. Sudhir Deshpande and Ar. Ketaki Gujar

Introduction of Faculty

Ketaki has done her post-graduation from CEPT University; her research at campus indulged into the education philosophy and she looked into the history of the design education by understanding Tagore's philosophy and how it has reflected into the architecture of Santiniketan. She has worked as a research assistant with professor Architect Snehal Shah for two of his books from 2011 to 2014. She also did teaching assistant-ship at School of Interior Design, CEPT University for three Semesters. She is a part of the Brick family since 2014.

Ar. Ketaki Gujar

Assistant Professor, BSOA

Sudhir is pursuing his Ph.D. from Savitribai Phule Pune university in field of affiordable housing. He has completed masters in construction management from B N college of architecture, Karve Nagar, Pune. He is working professional having varied experience in corporate companies like Vascon Enginners, Dar Al Handsah. Currently he is associated with KG architects.   He is a socially sensitive person and has written several articles in newspapers. He also performs plays, kirtan to spread social awareness about specific issues.

Ar. Sudhir Deshpande

Associate Professor, BSOA

Intent of the Project:

Indian temples have always been a topic of interest to research on; for a particular group of people called architects. Temple architecture is connected with various mysterious stories which are social, cultural, traditional, and mythical.

This project allowed us to research about various temples through the timeline and given us a chance to connect to such various stories. It took us deeper into the roots and understanding the evolution as well as change in / changing techniques of construction throughout the time. It allowed the group of researchers to interpret, to speculate and analyze Indian temple architecture. Temple is very important connect between social beliefs & Architecture. Due to the proposed exercise it gave us   a great platform to convey our architectural history to the intellectual readers.

Study area: (500 words)

The newspaper media is an effective & quickest tool to enrich our society by providing information. Therefore, this project was an attempt towards writing stories about Indian temple architecture which will be published as a series of articles in **Maharashtra Times and Times of India**. We were aiming to publish these articles from March 2020 till May 2020 but due to covid crisis now we are rescheduling from August 2020 considering next history subject semester of second year which includes Indian Temple Architecture. The same articles can be also nominated for *Marathi Shabdakosh.*

Approach:

20 students will be selected in terms of knowledge of Marathi and English Languages. Students will work on the research to produce articles in the given timeline and produce 12 articles as following:

1. Revival of Hinduism
2. Pallava
3. Chola & Pandya
4. Nayakas
5. Kalinga
6. Gwalior & Rajputana
7. Gujarat
8. Khajuraho
9. Types of Nagar shikharas
10. Difference between Dravidian and Nagar Style
11. Vesara
12. Conclusion

Project documentation:

Methodology

Library Books

Talks with experts

Interviews

Archives

Online Information gathering

Timeline: 8-10 weeks (Now it is extended due to covid crisis)

Week 1: Introduction & research work on 3 Articles (1-3)

Week 2: Collection of write ups & review

Week 3: Introduction & research work on 3 Articles (4-6)

Week 4: Collection of write ups & review

Week 5: Introduction & research work on 3 Articles (7-9)

Week 6: Collection of write ups & review

Week 7: Introduction & research work on 3 Articles (10-12)

Week 8: Collection of write ups & review

Structure of Article:

Total 800 words max

200 words – Political and Social background

200 words – Architecture

200 words – Art and Craft

200 words – Take away

BRICK

History of Indian Temple Architecture: through the timeline

20 Students can register for this project from any year's classes on the basis of

FIRST COME FIRST SERVE.

SEARCH & WRITE......!

Students Participants

Vaishaw Teng
Ayush Pareon
Gaurav Mali
Vibha Ichade
Yash Chhellani
Aarya Singpure
Rutu shah
Manokamna bajaj
Atharva Sakche
Aniket Tayade
Akshata Bhadale
Kunal kangankar
Swarali Kapadne
Sidhant Kochar
Akshata
Piyush Shah

Name of the Extension activity: Volunteering for a cause

Class- Third and Fourth year B.Arch

Faculty coordinators / Expert guided: - Ar. Neha Ghugri

Year of the project: 2019

Collaborating agency: Aseem Foundation, Pune

What all students do

1. Prepared posters for campaign

2. Helped in packaging products done by youth from J&K

3. Interacted with Leh girls studying in Pune

4. Volunteered for Career Counseling Mega session for border area schools conducted by Aseem at Sumant Mulgaonkar Auditorium on 17th August 2019

(Coordinating with schools, photography, stage arrangements, arrangements at the venue etc)

SUCCESS of this initiative is not quantifiable but few students are now connected in such a manner that they are now a part of Aseem Family.

Students got connected through research grant, usually comes to aseem for any celebration, volunteering etc.
Became part of Aseem Family!

Sr. No.	Name of the Participant	Class
1	Naman Thakkar	T.Y.B.Arch.
2	Rounaq Pareira	T.Y.B.Arch.
3	Rutika Alizar	T.Y.B.Arch.
4	Simran Barai	T.Y.B.Arch.
5	Bhavya Batra	T.Y.B.Arch.
6	Priyanka Uttarkar	T.Y.B.Arch.

7	Aanchal Bhattad	T.Y.B.Arch.
8	Jaidev Kshirsagar	T.Y.B.Arch.
9	Rashneet Chhabra	Fourth Y.B.Arch.
10	Asmita Khot	S.Y.B.Arch.
11	Apurva Gelda	Fourth Y.B.Arch.
12	Vivek Chikoti	S.Y.B.Arch.
13	Atharva Ghavalkar	T.Y.B.Arch.