



Satish Misal Educational Foundation's



BRICKTM

SCHOOL OF ARCHITECTURE

**5.1.2 Capacity development and skills
enhancement activities are organised for
improving students' capability**

2019-20 to 2023-24



SSR 2019-20 to 2023-24

Criterion 5 – Student Support and Progression

5.1.2 Following capacity development and skills enhancement activities are organised for improving students' capability

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This document is divided into three parts. The first part contains all the documentation of the capacity development and skills enhancement activities organized for improving students' capability of Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene, and ICT/computing skills. The second part contains all the circulars related to these activities and the third part contains the Annexure.






Contents

1. Year wise documentation (2019-20 to 2023-24)
2. Circulars related to capacity development and skills enhancement activities (2019-20 to 2023-24)
3. Annexure document



SSR 2019-20 to 2023-24	 <p>Satish Misal Educational Foundation's BRICK[™] SCHOOL OF ARCHITECTURE</p>
Criterion 5 – Student Support and Progression	
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Year wise documentation (2019-20 to 2023-24)



SMEF's Brick Group of Institutes, S. No. 50/3, Undri, Pune - 411028 | M:+91 8380886066 | W: www.brick.edu.in

2019-20 to 2023-24

Criterion 5 – Student Support and Progression

Key Indicator 5.1 Student Support

5.1.2: Capacity building and skills enhancement activities taken by the institution include the following

- 1. Soft skills,**
- 2. Language and communication skills,**
- 3. Life skills (Yoga, physical fitness, health and hygiene),**
- 4. ICT/computing skills**





5.1.2 Capability enhancement and development

As per the vision the institute is committed to nurturing well-rounded professionals equipped with not just technical expertise but also essential capacity enhancement initiatives. Capacity-building initiatives cover a broad spectrum of areas, aiming for comprehensive development through both direct courses and indirect tasks and activities. Through the curriculum, we integrate soft skills development into the academic fabric, emphasizing collaborative group work and organization activities. Additionally, comprehensive programs focusing on language and communication, including courses dedicated to enhancing communication skills, workshops, and sessions specifically tailored for enhancing written as well as verbal communication skills are offered. Our commitment to life skills extends to fostering mental well-being through workshops and sessions on Mental Health, supplemented by psychological counseling services. Moreover, we emphasize the integration of Information and Communication Technology (ICT) into learning through practical application. Following skills are developed at the institute through various activities:

1. Soft skills,
2. Language and communication skills,
3. Life skills (Yoga, physical fitness, health and hygiene, self employment and entrepreneurial skills),
4. ICT/computing skills




Capacity building and Skill enhancement initiatives in the Year 2023-24

Name of the capability enhancement program	Date of implementation (DD-MM-YYYY)	No. of students enrolled	Name of the agencies/consultants involved
Through curriculum teaching-teamwork (eg- fourth year)	Whole year	400	All the faculty team
Enthuva Organization	2/1/2024	40	Student Council body
Course on communication skills	Aug 2023- Nov 2023	86	Shrikrishna Pandey
Screenplay writing workshop	15th to 17th Feb 2024	19	Mr. Samvartha Sahil
Internship Portfolio Workshop (session on email communication)	Aug 2023- Nov 2023	86	Ar. Kanchan Shinde
Course on Research in Architecture (Sem VII)	Aug 2023- Apr 2024	86	Dr. Vaidehi Laavand, Ar. Rasika Apte
Parkour tricks Workshop	9th to 11th Feb 2024	25	Mr. Deepak Mali
Session on Mental Health	Dec 2023- Apr 2024	87	Ar. Ruchi Bajaj
Psychological counselling (Approximate number)	Whole year	45	Ms. Shweta Joshi
Application of various softwares by fourth year students	Aug 2023- Apr 2024	86	Fourth year faculty team
AR-VR Workshop	9th to 11th Feb 2024	24	Ar. Vignesh Premkumar
Second Year CADG Course	Aug 2023- Nov 2023	87	Ar. Shraddha Gurjar, Ar. Akshay Gandhi
Course on Entrepreneurship Development	Nov 2023- April 2024	86	Ar. Manali Deshmukh, Ar. Sudhir Deshpande
Total number of students		1157	




Capacity building and Skill enhancement initiatives in the Year 2022-23

Name of the capability enhancement program	Date of implementation (DD-MM-YYYY)	Number of students enrolled	Name of the agencies/consultants involved with contact details (if any)
Physical education	2018 (implementation period 2022-23)	87	Gurudatta Ingale
World Yoga day	7/4/2022	88	Shraddha M, Omkar Kale, Kanchan Shinde (faculty)
Values for excellence in life (life skill development - certificate course) for first year	Jan 10th to March 25th 2023	87	Ar. Ruchi Bajaj, Bhakti Vedant Foundation
Psychological counselling	June 22- May 23	148	Mrs. Shweta Joshi
Application of Edge tool in Design (ICT development Course) for third year	March 10-17th, 2023	82	Ar. Abhang Kamble, and Ar. Vinita Lulla (both are EDGE certified professionals)
Application of various software for Housing and Urban Design for fourth year	July 2022 to March 25th 2023	80	Ar. Anuraktri Yadav, Ar. Raghunandan A., Ar. Ninad Revatkar
Course on communication skills	July 2022 to March 25th 2023	87	Ar. Rama Raghawan
Leadership development	whole year	400	All the faculty in campus
Total number of students		1059	




Capacity building and Skill enhancement initiatives in the Year 2021-22

Name of the capability enhancement program	Date of implementation (DD-MM-YYYY)	Number of students enrolled	Name of the agencies/consultants involved
Session on Ikigai and Bhagwatgita	22-08-2021	33	Ar. Ruchi Bajaj
Art of emotional management	19-09-2021	30	Ar. Ruchi Bajaj
Interactive learning	03.10-2021	35	Ar. Ruchi Bajaj
Growing together, learning together	17-10-2021	32	Ar. Ruchi Bajaj
Mind management	23-01-2022	50	Ar. Ruchi Bajaj
Panchakosha Jagruti session	17-02-2022	80	Ar. Ruchi Bajaj
Communication skills program	June- October 2021	80	Ar. Rama Raghawan
An awareness session on Surya Namaskar	August 25th 2021	45	Mrs. Shweta Joshi
Autocad and revit in ADG course	June- October 2021	80	Sharduli Joshi, Shraddha Gurjar
Total number of students		465	




Capacity building and Skill enhancement initiatives in the Year 2020-21

Name of the capability enhancement program	Date of implementation	Number of students enrolled	Name of the agencies/consultants involved with contact details (if any)
80% of the all coursework	06-06-2020-05-05-2021	400	All Brick faculty
Communication skills coursework	1/12/2021	88	Brick Faculty Rama Raghavan
International Yoga Day	6/25/2021	65	Ms. Shweta Joshi +91 9881234193
Urban design Coursework (ICT)	6/6/2020	76	Ar. Vishwas Kulkarni, Ar. Rohit Gadia, Ar. Rohit Poddar +91 9975608708
Total number of students		629	

Capacity building and Skill enhancement initiatives in the Year 2019-20

Name of the capability enhancement program	Date of implementation	Number of students enrolled	Name of the agencies/consultants involved with contact details (if any)
Mindfulness	December 2019	25	
Course on Communication Skills	June 2019-Nov 2019	80	Ar. Noopur Rugvedi
International Yoga Day	21 June 2019	400	Ar. Kanchan Shinde, Bela Nigudkar
Urban Design Coursework	Dec 2019- Apr 2020	80	Urban Design faculty team
Total number of students		585	



1. Soft Skill Development at Brick

A soft skill refers to a personal attribute that enhances situational awareness and enhances one's ability to accomplish tasks. Soft abilities are often synonymous with interpersonal skills or emotional intelligence. Unlike hard skills, which demonstrate a person's technical proficiency in executing a specific task, soft skills are largely transferable across different job roles and industries. Following activities were done under soft skill development in the last five years:

1. Soft Skills development activities conducted during last five years	
Year	Activity
2023-24	Leadership & Teamwork- Curriculum teaching
	Critical thinking & Problem Solving- Design studios
	Events organization
2022-23	Leadership & Teamwork- Curriculum teaching
	Critical thinking & Problem Solving- Design studios
	Events organization
2021-22	Session on Ikigai and Bhagwatgita
	Art of emotional management
	Interactive learning
	Growing together, learning together
	Mind management
	Panchakosha Jagruti session
	Leadership Development
2020-21	Pedagogical approach through coursework
2019-20	Mindfulness

Activities practiced every year:

- Leadership and teamwork in academic coursework-** The institute endeavours to cultivate leadership qualities through both academic coursework and extracurricular engagements. Teamwork skills are fostered through various activities and explorations within the academic curriculum. Each course includes assignments that necessitate group collaboration, requiring diverse skill sets encompassing technical proficiency, design capabilities, research acumen, data collection and interpretation skills, effective presentation abilities, and verbal communication. Engaging in such collaborative activities enables students to recognize the importance of complementing each other's different abilities.

The group work of fourth year integrated studio can be looked after as an example. In this studio, the teamwork was done in two stages where the initial study was carried out in larger group to get an overall understanding of the Princely state of Kolhapur under 7 attributes. In the second stage, students were shuffled to form smaller groups with members from different attributes and capabilities. This ensured a holistic approach for further study and analysis of their site areas. The studio represents immense involvement of the students and contribution in terms of strategizing the work plan, background research, site work, site documentation, analysis, and setting vision for their Urban Design Proposal. The challenging academic exercises involved group works and this resulted in thoughtful, human centric, technically strong, and well-expressed projects. Following are some pictures of students working in groups and presenting the same:



Students working in groups during the integrated studio

- The leadership ,teamwork and organization skills in events:** are developed in the extracurricular front too. The student council is an active body in the institute, and they organize cultural, sports and academic events throughout the year. The events in the institute bring in vibrancy in the campus and are organized mainly with efficient leadership and teamwork. Brick Fest, annual event for students is organized entirely by students. Following are glimpses of the campus on the days of events, which were mainly organized and coordinated by the students.

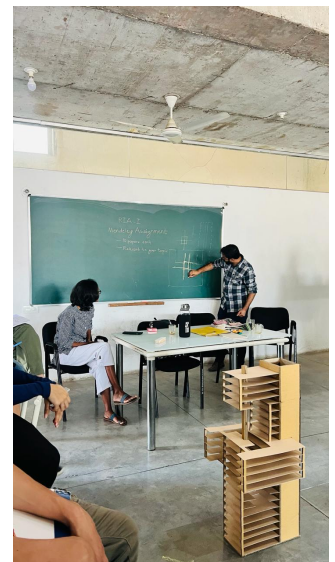


Events on campus organized by students: Starting from top left- Janmashtami, Ganeshotsav and Republic day

- Critical Thinking and Problem Solving-** Each semester of architecture syllabus has a subject called as Architectural Design where students are expected to come up with creative solutions to the briefs shared with them. The complexity of the design briefs increases as one climbs up the ladder. The coursework encourages students to critically evaluate design concepts, consider multiple perspectives, and make informed decisions based on research and analysis. By the end of the architecture programme, students learn to analyze complex problems, identify constraints, and develop creative solutions.



Interactions during second year and third year design studios



Year 2021-22:

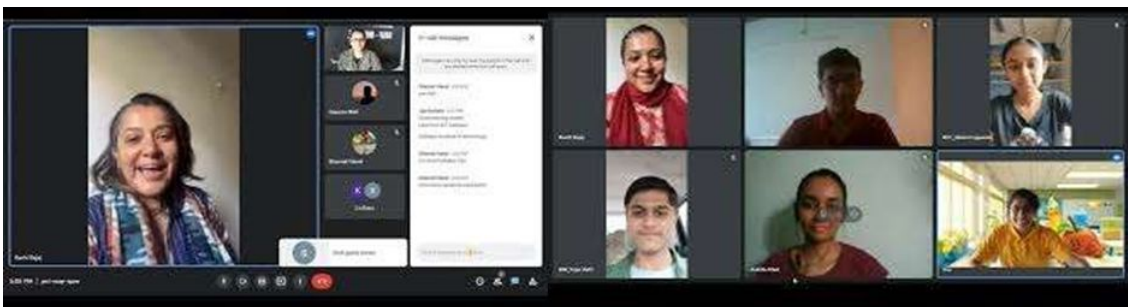
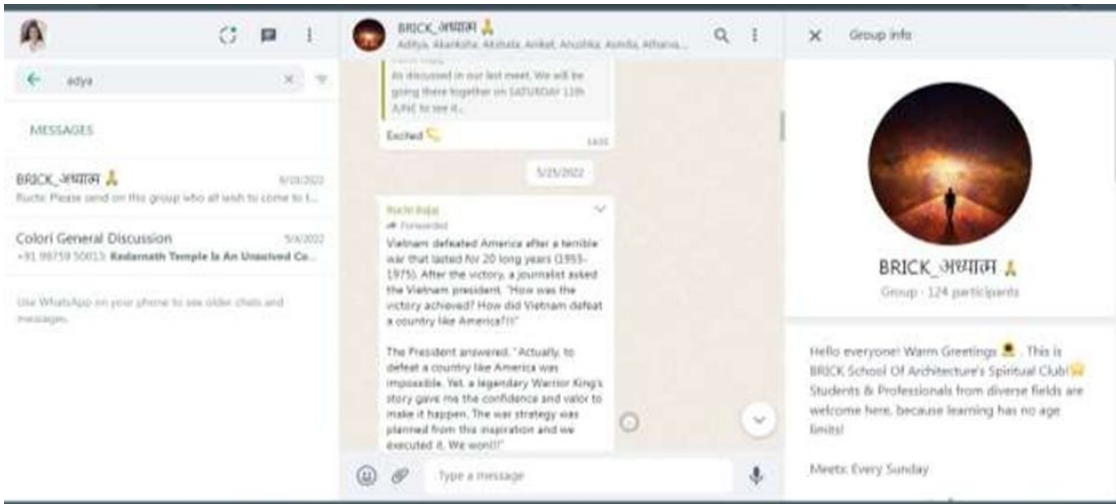
- Emotional well-being-** The situation during this time was completely dominated by the aftereffects of COVID. The time tables were affected and this academic year was online for one complete semester, and few months of next semester and then offline for the remaining semester. With these changes the students had gone through a number of difficulties. However, the institute tried best to orient them towards positive thinking, to put the efforts to motivate them and being emotional intelligent. The faculty motivated them; at the same time the counselor Ms. Shweta Joshi was on board to help the students. She was on campus on every Friday, and also was available to the students online.

Brick Faculty Ar. Ruchi Bajaj heads the 'Adhyatma Club' at the institute, where the focus is given on the emotional, and spiritual wellbeing. There are 124 students associated with this group and are getting benefits from the inspiring and motivating messages and activities happening in the group.

Sr. no.	Title of the skill development program	Conducted by	No. of Students benefited
1	Session on Ikigai and Bhagwatgita	Ar. Ruchi Bajaj	33
2	Art of emotional management	Ar. Ruchi Bajaj	30
3	Interactive learning	Ar. Ruchi Bajaj	35
4	Growing together, learning together	Ar. Ruchi Bajaj	32
5	Mind management	Ar. Ruchi Bajaj	50
6	Panchakosha Jagruti session	Ar. Ruchi Bajaj	80



Screenshots of the sessions conducted during the Adhyatma Club meets



Screenshots of the sessions conducted during the Adhyatam Club meets

Year 2019-20:

- **Laughter Dose-** Very popular in Western Theatre, Red nose Clowning, a form of Comedy. Students performed with the Red Nose, also called the smallest mask of the world. The workshop gave an insight about the world of acting, theatre, comedy and a prospective to appreciate it. To be able to perform this mask, the process helped students to first unmask their social mask connect with the child in them who is fear free, playful and uniquely creative. Following activities were part of this course:
 - A funny Ramp walk (clown's Fashion Show)
 - Clown Carnival in the campus
 - Crafts of being funny/making comic acts
 - Audio/Visual orientation about the form



Lip-sing performances on Bollywood songs



2. Language and Communication Skills Development at Brick

Language and communication skills are crucial in architecture, fostering clear, effective communication for conveying design ideas. Architecture curriculum integrates these skills through courses in technical writing, presentations, and public speaking in the first year. Apart from this course, students are engaged in critiques, where they present and defend their designs, enhancing their ability to articulate ideas and respond to feedback. The faculty at Brick also ensure collaborative explorations that further develop teamwork and negotiation skills. Emphasis on clear, concise visual and verbal communication ensures complex concepts to diverse audiences, crucial for professional success. This holistic approach ensures architects are not only proficient in design but also effective communicators. Following activities were done under language and communication development in the last five years:

2. Language and Communication Skills development activities conducted during last five years	
Year	Activity
2023-24	Course on Communication Skills
	Screenplay Writing workshop
	Internship Portfolio Workshop session on Email communication
	Course on Research in Architecture
2022-23	Course on Communication Skills
	Course on Research in Architecture
2021-22	Communication Skills program
2020-21	Communication Skills Coursework
2019-20	Communication Skills Coursework

1. **Course** **on** **Communication** **Skills:**
Year **conducted:** **2019-20** **to** **2023-24**

The first year of their architectural education, is the foundation year where students are introduced to wide array of new information and skills. One such skill is essential technical language and communication skills necessary for both academic and professional success through a comprehensive course on Communication Skills. This course is meticulously designed to encompass a wide array of communication methods, ensuring a holistic development of the students' abilities.

The course begins by introducing students to various modes of communication and highlighting their significance in the field of architecture. It covers written communication, focusing on essential skills such as paraphrasing, grammar, and punctuation. Students will develop a vocabulary pertinent to architecture and design through extensive reading. Additionally, the course introduces technical writing and various forms of writing specific to the architecture discipline, including site visit reports, letters, tour reports, appraisals, and emails, emphasizing the importance of expressing ideas and concepts effectively through words.

Alongside written communication, students learn verbal communication skills, including how to present ideas and thoughts clearly in presentations, debates, and group discussions. Nonverbal aspects of communication, such as body language, posture, and stance, are also addressed. The course includes graphical communication, teaching students to create analytical diagrams, infographics, flow charts, mind maps, posters, and logo designs.


Furthermore, the course explores the use of digital tools for communication, introducing students to the basics of word-processing software and numerical-based software. This equips them with the necessary skills to utilize digital tools effectively in their communication practices. Documentation of the 2022-23 is attached as Annexure 1.

2. **Course** **on** **Research** **in** **Architecture**
Year **conducted:** **2019-20** **to** **2023-24**

The Research in Architecture course, spanning two semesters, equips students with essential methodologies and analytical tools for rigorous academic and professional research, emphasizing critical thinking, data collection, and interpretation. In the second semester of the third year (RIA I), students learn about various research methodologies, develop critical analysis skills, and draft a research proposal. This proposal is then expanded into a comprehensive technical paper in the seventh semester, where students refine their data analysis and presentation abilities. Through a blend of theoretical exploration and practical exercises, the course enables students to tackle complex architectural issues and contribute meaningfully to the field. By the end of the program, students possess a solid foundation in research methodologies and are prepared to produce well-founded research projects and technical papers, ready to advance architectural knowledge and practice. Documentation of the 2022-23 is attached as Annexure 2.


3. **Internship Year** **conducted: 2019-20** **to 2023-24** **Workshop**

The Internship Facilitation Cell of the Institute has been established to bridge the gap between industry and academia, ensuring students are groomed into industry-ready technocrats. It aims to develop national and international links with various firms and organizations to create meaningful relationships and locate global internship opportunities for students. The Cell mentors aspiring students to explore internship prospects in the industry and has a vision to support undergraduate students through counseling, workshops, and training. The cell organizes workshops to enhance the technical skills among the students to meet the industry expectations. The workshops focus on developing the graphic skills to make the Resume, email communications & Portfolio. This holistic approach is designed to develop the essential skills needed for suitable job profiles globally, providing the industry with well-prepared, ready hands.



Unlocking Your Path to success

Ar. Kanchan Shinde has pursued Master' Degree in Digital Architecture & Bachelors in Architecture with Interior Design. She is an Assistant Professor for 5 years at SMEF's Brick School of Architecture, Pune. Additionally, she currently serves as a principal architect at Studio arS;K, a specialized architectural firm focusing on Parametric and Algorithmic research and its practical application. She has also gained experience working as an in-house architect with Sanskar Developers, where she has contributed to both commercial and residential projects. Kanchan Shinde is a designer and a creative individual who possesses a penchant for parametric thinking and logical reasoning within her design practice.



Ar. Kanchan Shinde
Faculty SMEF's brick school of architecture.
B.arch, M.Arch Digital Architecture

Date: 17th September '23 Friday | Time: 3:00 PM – 4:00 PM
Venue: Nari Studio, SMEF's Brick School of Architecture
IQAC Initiative by SMEF'S Brick Group of Institutes, Undri Pune

AR. KANCHAN SHINDE, AR. FARHANA KAPADIA, AR. MANALI DESHMUKH, DR. POORVA KESKAR, DR. POOJA MISAL
 Coordinator Brick Conversations, Vice Principal, Principal, Founder Director



Elevating Creativity in the Internship Portfolio-Making

Ar. Kanchan Shinde has pursued Master' Degree in Digital Architecture & Bachelors in Architecture with Interior Design. She is an Assistant Professor for 5 years at SMEF's Brick School of Architecture, Pune. Additionally, she currently serves as a principal architect at Studio arS;K, a specialized architectural firm focusing on Parametric and Algorithmic research and its practical application. She has also gained experience working as an in-house architect with Sanskar Developers, where she has contributed to both commercial and residential projects. Kanchan Shinde is a designer and a creative individual who possesses a penchant for parametric thinking and logical reasoning within her design practice.



Ar. Kanchan Shinde
Faculty SMEF's brick school of architecture.
B.arch, M.Arch Digital Architecture

Objective of the Workshop 02:
 1. Discussion on Making an Internship Portfolio.
 2. Demo of Compilation Software – Adobe Photoshop & Adobe InDesign
 3. Make a template for the Portfolio.

Date: 22nd November 23 Wednesday | Time: 11:00 AM – 1:00 PM
Venue: ZOOM, SMEF's Brick School of Architecture
IQAC Initiative by SMEF'S Brick Group of Institutes, Undri Pune

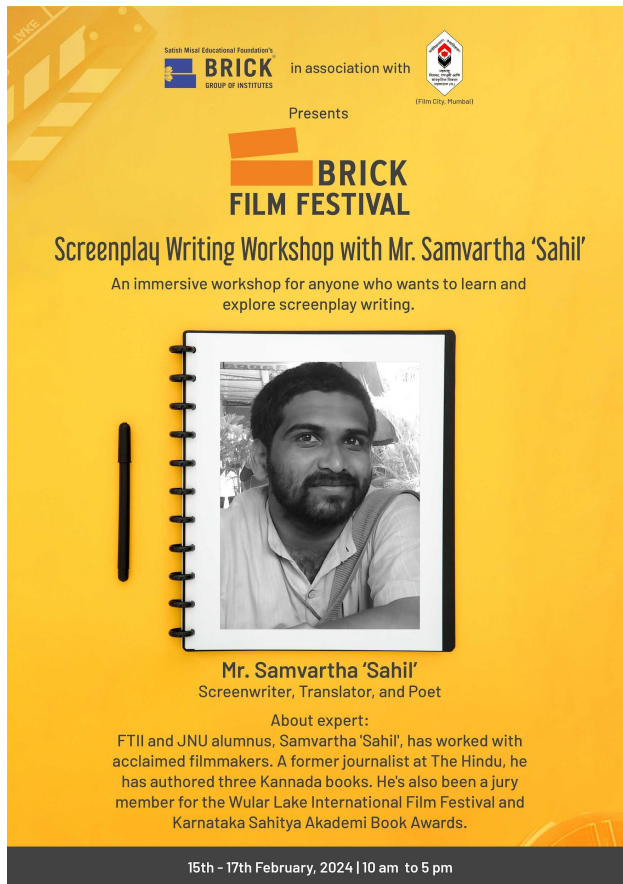
AR. KANCHAN SHINDE, AR. FARHANA KAPADIA, AR. MANALI DESHMUKH, DR. POORVA KESKAR, DR. POOJA MISAL
 Coordinator Brick Conversations, Vice Principal, Principal, Founder Director

4. **Screenplay
 Year**

**Writing
 conducted:**

**Workshop
 2023-24**

In the year 2023-24, the institute organized the very first Film Festival on campus. It was a three day event which had enriching events like workshops, panel discussions, masterclasses and a gala night. Eminent personalities from the film and television industries like Mukesh Bhat, Adinath Kothare, Anuja Sathe to name a few, were a part of the festival. One of the workshop conducted during the festival was on Screenplay Writing. It was a three-day workshop conducted by Mr. Samvartha Sahil. Samvartha, a screenwriter, journalist and poet is an alumnus of FTII and JNU. He has worked with acclaimed filmmakers and also authored 3 books in Kannada language. The workshop aimed to delve into the intersection of architectural storytelling and cinematic narrative techniques, providing students with a distinctive perspective on conveying ideas through visual storytelling. Few pictures clicked during the workshop along with the poster are attached below:



3. Life Skills Development at Brick

Considering the intense curriculum of architecture, it is important to take care of the well-being of students including physical as well as mental health. For this, integrating life skills such as yoga, physical fitness activities, and health and hygiene helps in enhancing academic performance. As Yoga helps to manage stress, improve concentration, and maintain physical health, crucial for enduring demanding studio hours, Brick celebrates international Yoga day and conducts activities that promote fitness. Brick also has a counsellor on campus for students to manage their mental well being. This holistic approach not only supports students' personal growth and mental health but also instills lifelong habits that contribute to their professional effectiveness and personal happiness. Following activities were done under life skill development in the last five years:

3. Life Skills development activities conducted during last five years	
Year	Activity
2023-24	Parkour tricks Workshop
	Psychological counselling
	Ruchi's sessions on mental health
	Course on Entrepreneurship Development
2022-23	International Yoga day
	Physical Education
	Values for excellence in life (life skill development - certificate course) for first year
2021-22	An awareness session on Surya namaskar
2020-21	Celebration of International Yoga Day
2019-20	Yoga and Meditation at Brick
	Celebration of International Yoga Day
	Audit Course on Yoga in the campus

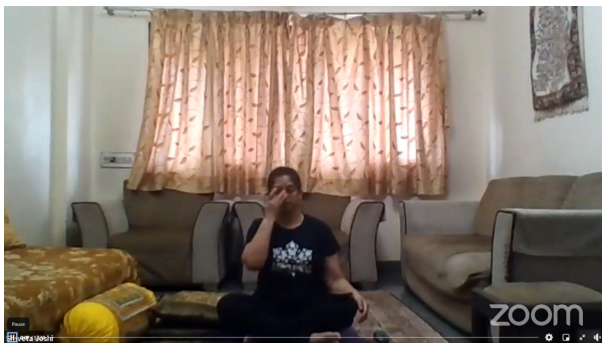
1. **International Year conducted: Yoga 2019-20 to Day: 2023-24**

Yoga, an ancient practice with origins in India, offers numerous benefits, including increased flexibility, strength, and balance, as well as stress reduction and improved mental clarity. Celebrating International Yoga Day underscores the importance of yoga in promoting physical, mental, and spiritual well-being. Since the year 2019, the institute has started organizing various activities on the day to instill the significance of Yoga within students, faculty members and support staff of the institute.



2023-24: The day was celebrated by a guided session on Surya Namaskar, meditation and relaxing techniques. A team of faculties including Ar. Omkar Kale, Ar. Kanchan Shinde and Ar. Shraddha Manjrekar conducted the session for students, faculties and support staff.

2022-23: The institute started the International Yoga day by a quiet Pranayama and meditation session in Kund area. The session was led by Ar. Shraddha Manjrekar and Ar. Kanchan Shinde. Students and a few faculty attended the session.



2020-21 & 21-22: Considering the covid situation, the institute celebrated the day with an online event. Ms. Shweta Joshi, a Yoga teacher and counselor at Brick conducted online sessions on Suryanamaskar, Pranayam and the basic practices to be adopted for remaining healthy.

2019-20: On June 21st, 2019, Brick Family celebrated International Yoga Day on campus. An inter-house Surya Namaskar competition was organized, where both faculty and students participated. Together, they performed 12 Surya Namaskars, showcasing the most effective combination of 12 Asanas.

2. **Psychological Year** conducted: **2019-20** to **Counselling 2023-24**

The institute has a counselor, Ms. Shweta Joshi, available to support students' mental well-being. She is on campus once a week, offering individual counseling sessions by appointment. In addition to these one-on-one sessions, Ms. Joshi conducts group sessions focused on goal setting, self-awareness, emotional intelligence, communication, and listening skills. Various group activities are organized for the overall development of the students. Additionally, online video sessions and phone counseling are available as needed. The entire report of five years from the counsellor is attached as Annexure 3.

3. **Parkour Year** **Tricks conducted:** **Workshop 2023-24**

The Parkour Tricks Workshop, held from 9th to 11th February 2024 at SMEF's Brick School of Architecture in Pune, was led by Deepak Mali, a renowned parkour and free running athlete with over 16 years of experience. The workshop aimed to introduce participants to parkour techniques and develop their proficiency in basic to intermediate tricks. Over three days, attendees engaged in theoretical instruction, demonstrations, and hands-on practice. They learned fundamental movements like vaults, jumps, rolls, and landings, with a focus on safety and proper technique. The workshop progressed to more complex tricks, including wall runs and precision jumps. Personalized feedback and group challenges fostered individual improvement and teamwork, creating a supportive



BRICK WORKS

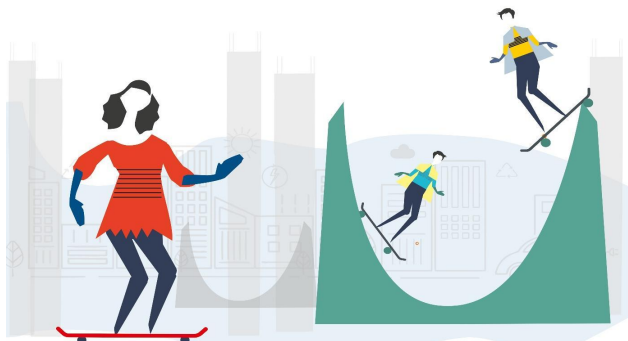


Parkour Tricks

Join in for an Adrenaline-Fuelled Experience

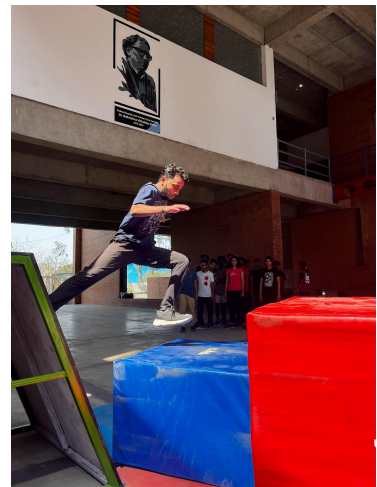
by Mr. Deepak Mali

Join our workshop to explore the exciting art of movement and prepare to experience the freedom of fluid motion.



9th - 11th FEB 2024
 9 AM - 4 PM

Venue: SMEF's Brick Group of Institutes



ID. Harshada Bhutada Event coordinator | Ar. Akshay Gandhi Event coordinator | Ar. Anurakti Yadav Event coordinator | Dr. Poorva Keskar Principal | Dr. Pooja Misal Founder Director

4. **Course on Entrepreneurship Development**
Year conducted: 2023-24

The course aimed to foster an entrepreneurial mindset among aspiring architects and to empower them to become successful "Archipreneurs." The primary objectives of the course included instilling the spirit of entrepreneurship, imparting fundamental knowledge in entrepreneurship, management, and legal aspects of starting new ventures, and equipping students with essential skills for enterprise-oriented professional development. Additionally, the course explored contemporary opportunities in architectural entrepreneurship and inspire innovative business ideas in a 21st-century context.

Objectives

Achieved:

Developing an Entrepreneurial Mindset: Sessions focused on nurturing creativity, proactive behavior, and a willingness to take risks—essential qualities for architects looking to start their own ventures.

Imparting Basic Knowledge: Students were provided with a strong foundation in business management, finance, and legal considerations necessary for launching and managing new ventures.

Equipping with Essential Skills: The course enhanced essential skills such as lateral thinking, problem-solving, management, and proficiency in key software, all crucial for the effective operation of an architectural business.

Exploring New Vistas of Entrepreneurship: The course delved into emerging trends and opportunities in 21st-century architectural entrepreneurship, encouraging students to generate innovative business ideas aligned with current market demands.

By completing the course, students were well-prepared to enter the field of architectural entrepreneurship with a solid foundation in business principles and a creative approach to developing innovative business ideas.



Director of the institute, Dr. Pooja Misal conducted a session for the students

5. **Session** by **Ar. Ruchi Bajaj** on **Mental Health:**
Year **conducted:** **2023-24**

Visiting faculty at Brick, Ar. Ruchi Bajaj conducted an open elective for the fifth year students on 'Values for Excellence in life'. The course was conducted in collaboration with Bhakti Vedant Gurukul. This course aimed to help participants succeed using Indian knowledge systems, achieve peace, balance, and social contribution, and foster loving relationships for a happy, wholesome life.

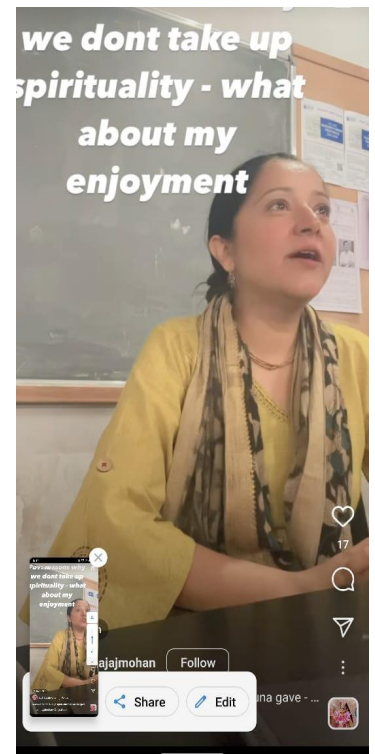
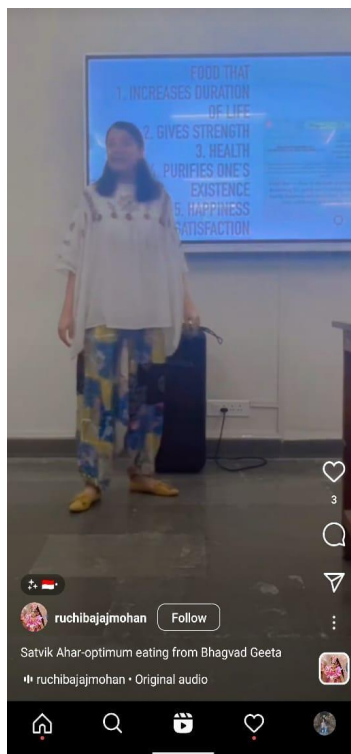
6. **Values** for **excellence** in **life**
Year **conducted:** **2022-23**

Brick Faculty Ar. Ruchi Bajaj initiated the 'Adhyatma Club' at the institute, where the focus was given on the emotional, and spiritual wellbeing. 124 students were associated with this group and were getting benefits from the inspiring and motivating messages and activities happening in the group. The institute offered a certificate course on Values for Excellence in Life Course in collaboration with Ar. Ruchi Bajaj, Director at Bhakti Vedanta Gurukul. She is a certified life coach. She mentors the youth in character development and skill building.

82 students had registered in this course in year 2022-23. And most of them were students of first year. Right from first year, they had developed a value system for a meaningful life and emotional well-being.

This value-added course had following objectives:

- To succeed in life using the tried and tested ways of Indian knowledge systems.
- To get peace within, get goal-oriented, have a balanced lifestyle and be socially contributing.
- To have loving relationships and successful attitude for a healthy, happy and wholesome life.



6. **Audit** **Course** **on** **Yoga**
Year **Conducted:** **2019-20**

Architecture is a demanding course that involves extensive studio-based design work, often requiring long hours of sitting. This can lead to physical health issues such as back pain and stress. Yoga can help maintain proper posture, a pain-free body, and a stress-free mind. The Yoga audit course focused on Hatha Yoga, which emphasizes physical and mental strength through exercises and postures. It aimed for the harmonious integration of the mind, body, and spirit.

The course covered:

- a. Yoga philosophy
- b. Practical Asana sessions and their benefits
- c. Pranayama techniques, their uses, and benefits
- d. Meditation practices and advantages
- e. Understanding different types of yoga as a lifestyle and worldview.

4. ICT/Computing Skills

Developing ICT and computing skills is essential in an architecture curriculum, equipping students with the tools needed for modern design and project management. Courses on CAD, BIM, and 3D modeling software like AutoCAD, Revit, and Rhino enable precise and efficient design creation. The curriculum includes specific courses on few of these tools like AutoCAD while some tools like revit and rhino are also introduced under other courses or offered as electives. At Brick, students also organize workshop enhancing these skills during the annual festival- Enthuva. This comprehensive approach ensures students are proficient in the latest technologies, preparing them for the evolving demands of the architecture profession. Following activities were done under soft skill development in the last five years:

4. ICT/Computing skills development activities conducted during last five years	
Year	Activity
2023-24	Application of various softwares by fourth year students
	AR-VR Workshop
	Second Year CADG Course
2022-23	Application of Edge tool in Design (ICT development Course) for third year
	Application of various software for Housing and Urban Design for fourth year
2021-22	AutoCAD Course in ADG
2020-21	Urban Design coursework
2019-20	Students' use of software tools in coursework
	MoU with organization
	Elective course on computers

1. **Application of various softwares in Fourth-year Studio: Year conducted: 2019-20 to 2023-24**

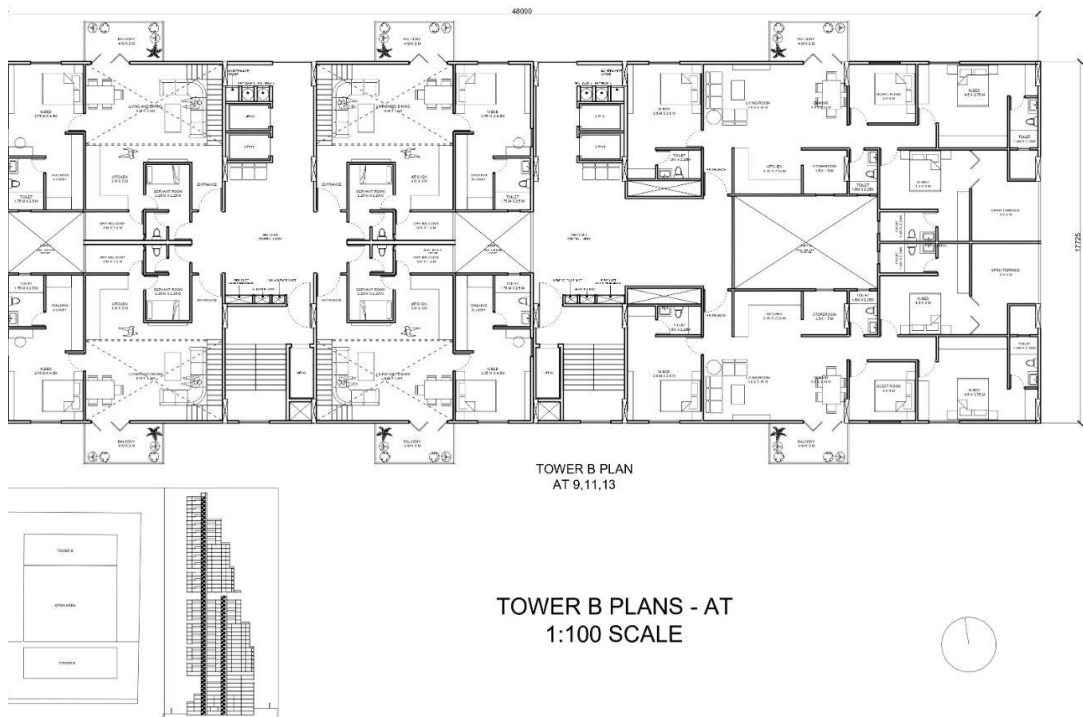
In the fourth year of an architecture degree, ICT (Information and Communication Technology) tools are crucial for enhancing design, analysis, and project management skills. Building Information Modeling (BIM) software like Revit and ArchiCAD helps create detailed 3D models, improving visualization and coordination. Computer-Aided Design (CAD) tools such as AutoCAD and Rhino enable precise drafting and design modifications, while rendering software like V-Ray and Lumion produce high-quality visualizations.

Digital fabrication technologies, including 3D printing and CNC machines, create physical models and prototypes. Sustainability and environmental analysis software like Sefaira promote eco-friendly design practices. Cloud-based collaboration platforms, such as Google Drive and BIM 360, enable seamless sharing and updating of project files. Integrating these ICT tools prepares students for professional demands and keeps them current with industry standards.

Following are a few examples of the softwares used in the fourth year by students:

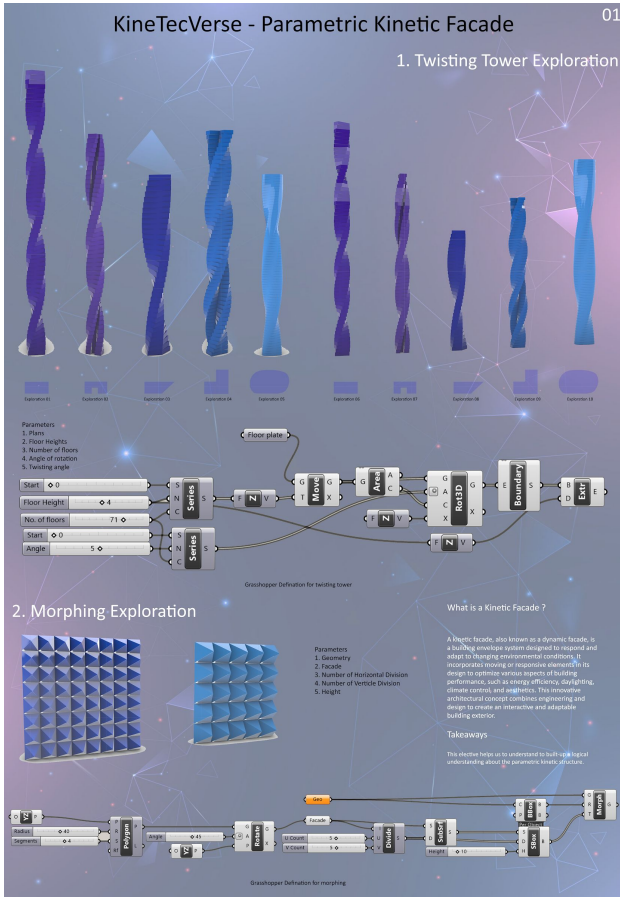
i) AutoCAD

Used for creating detailed 2D and 3D drawings and blueprints for architectural designs and technical plans.



ii) Grasshopper

A plugin for Rhino, was used for parametric design and algorithmic modeling to create complex, data-driven architectural forms.



iv) Enscape

Real-time rendering and virtual reality software was used to create immersive visualizations of architectural designs.



iii) Indesign

Used for creating professional-quality layouts for architectural presentations, portfolios, and publications.



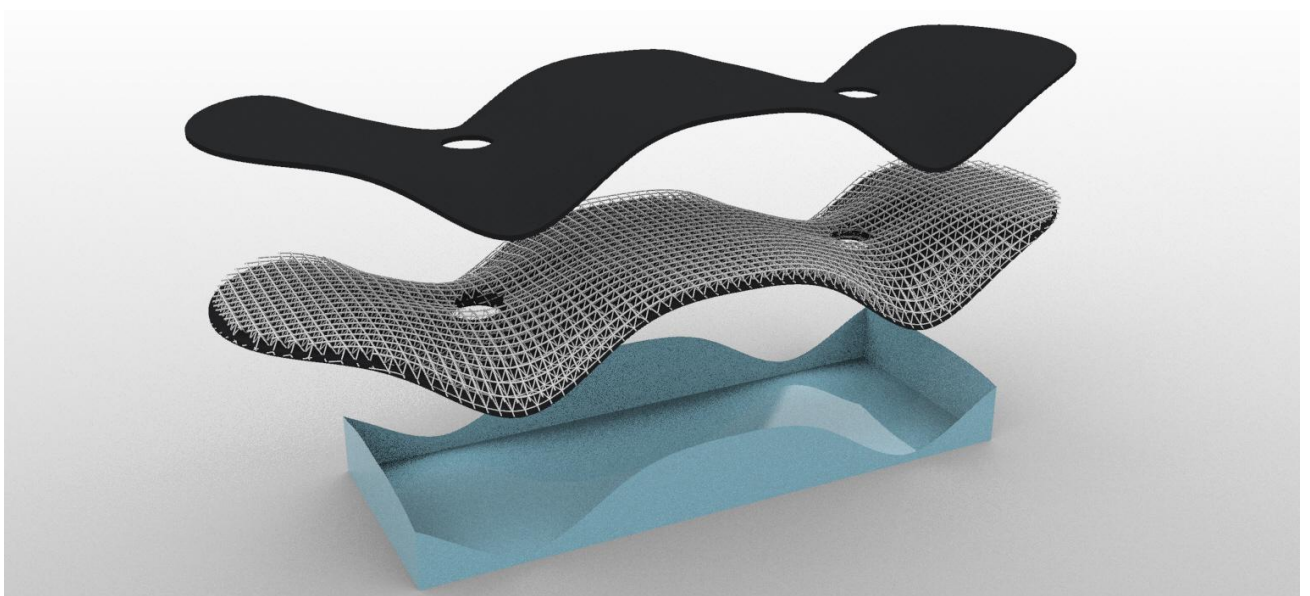
v) Lumion

Employed for rendering and creating high-quality, photorealistic visualizations and animations of architectural designs.



vi) Rhino

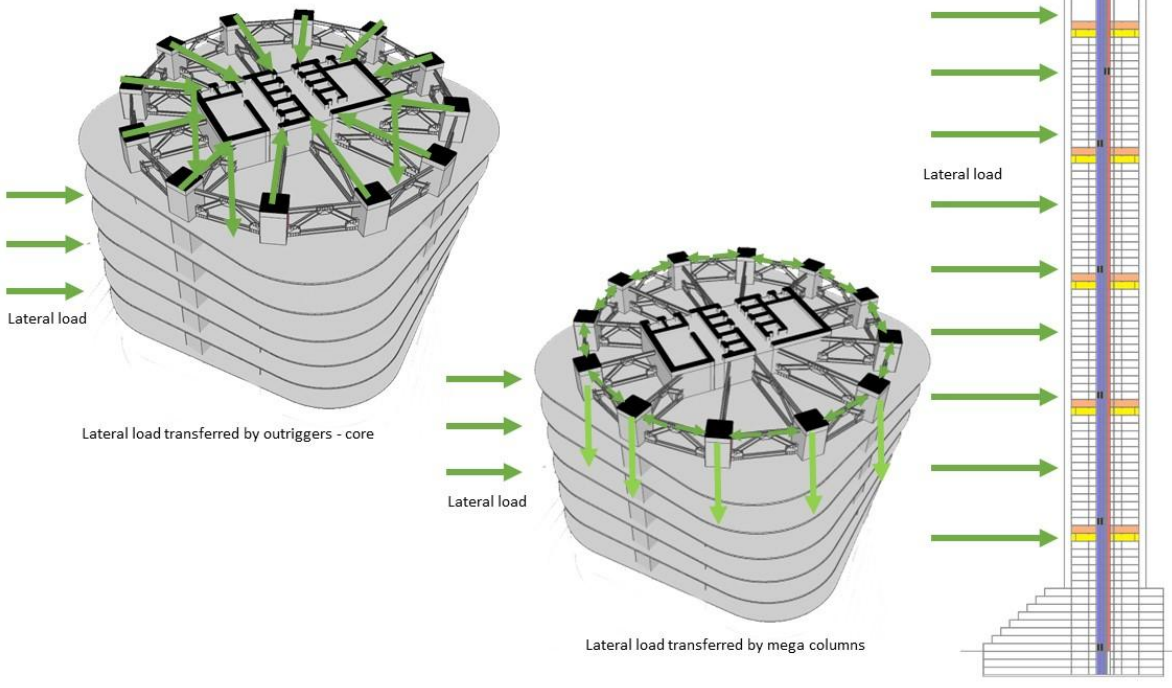
Used for advanced 3D modeling, particularly for complex and freeform architectural designs.



vii) Microsoft

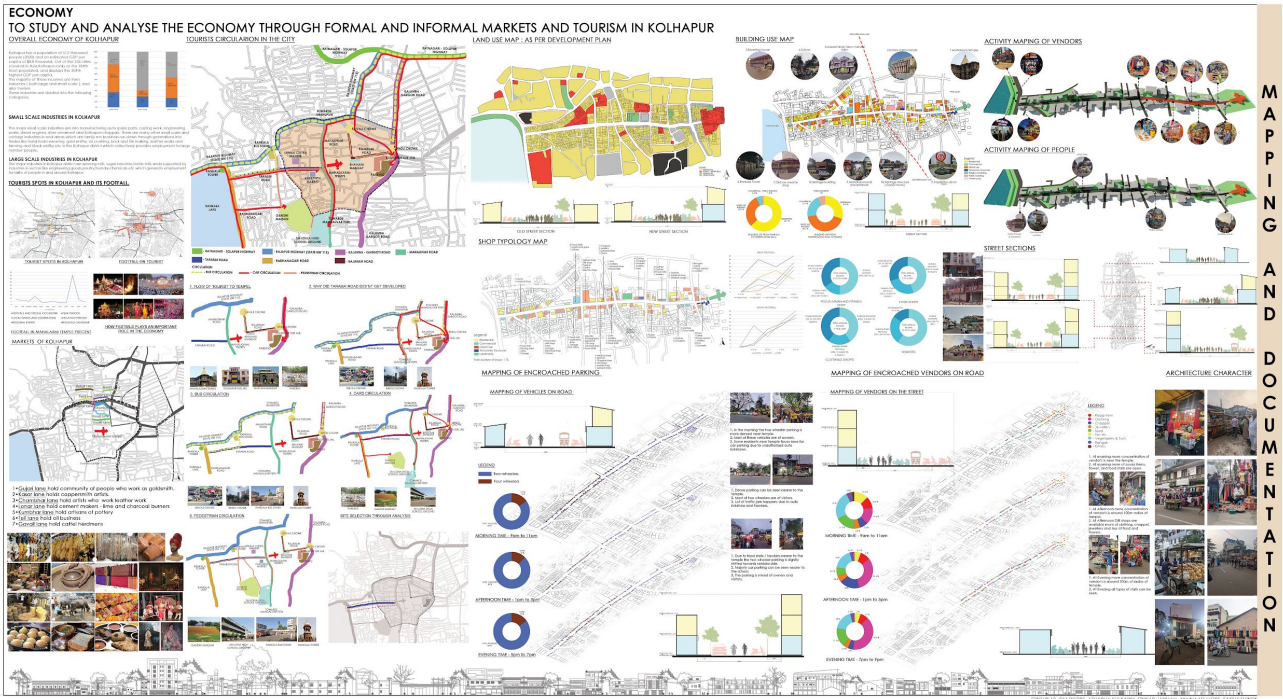
Used for advanced 3D modeling, particularly for complex and freeform architectural designs.

LATERAL LOAD RESISTING SYSTEM



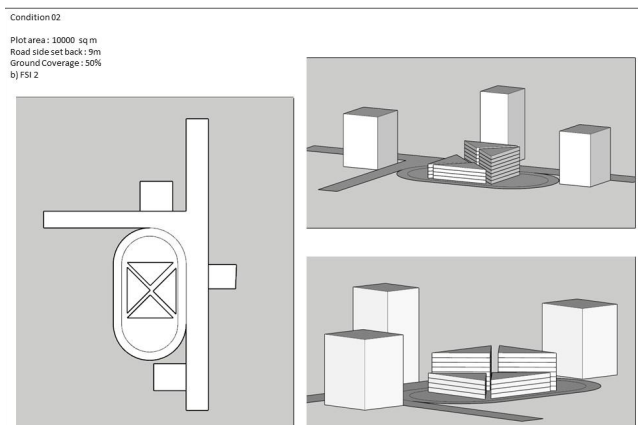
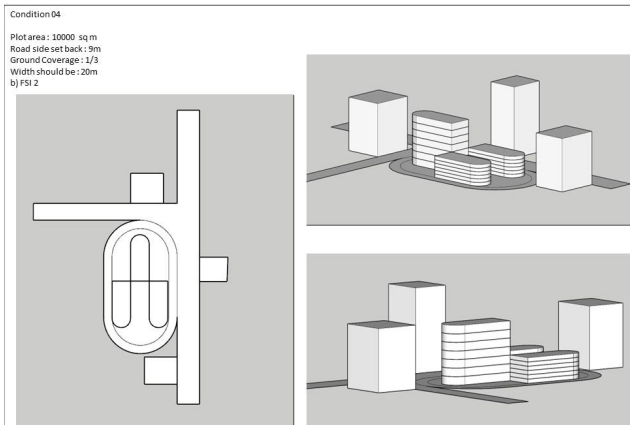
viii) Photoshop

Utilized for editing images, creating presentation boards, and enhancing architectural renderings and visualizations.



ix) Sketch-up

Utilized for 3D modeling and creating quick, conceptual designs and visualizations of architectural projects.



3. **AR-VR**
Year

conducted:

Workshop
2023-24

The institute hosts an annual festival 'Enthuva' in which students organize 3-day workshops on various fields related to or allied to architecture. In the year 2023-24, one of the workshops organized was on Augmented Reality and Virtual Reality (AR-VR). The workshop was conducted by Ar. Vignesh Premkumar. Ar. Vignesh Premkumar is founder of archijobs, an instagram based PAN India startup for connecting talents and opportunities in architecture. Key concepts covered in the workshop included an overview of hardware and software, development environments and programming skills, design principles for AR/VR, and the creation of 3D models and assets.



BRICK WORKS 2024 **ENTHUVA** PHANTOM FESTIVAL

AR VR
 The Future of Design Visualization
 by Ar. Vignesh Premkumar

Immerse yourself in a hands-on workshop to visualize and simulate architectural models in virtual reality and augmented reality for a tech-savvy experience.

9th - 11th FEB 2024
 9 AM - 4 PM

Venue: SMEF's Brick Group of Institutes

Satish Misal Educational Foundation's
BRICK GROUP OF INSTITUTES

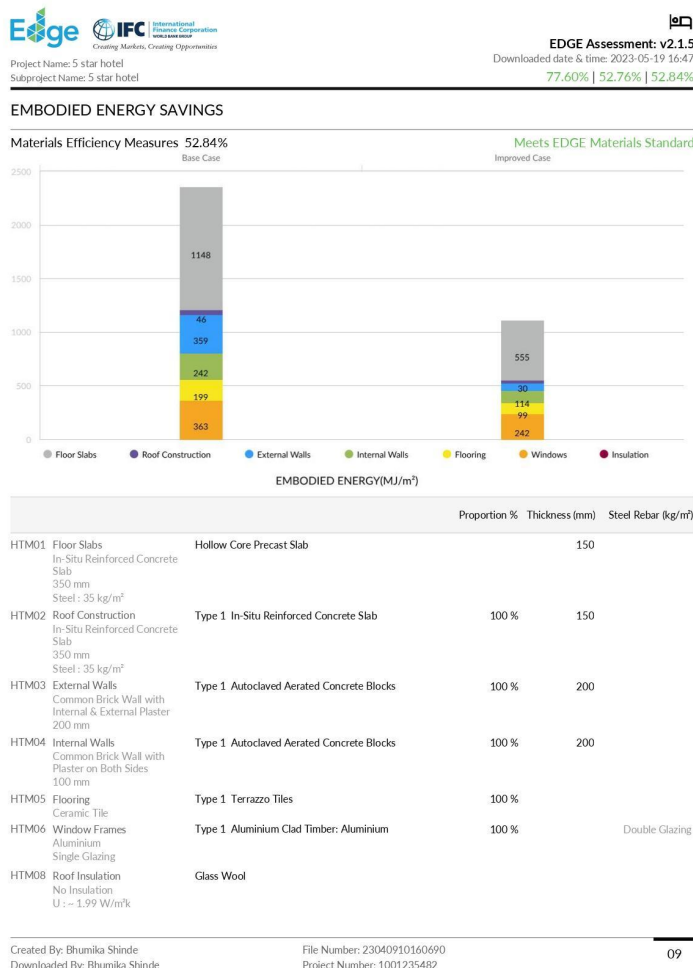
11 YEARS OF **BRICK**

ID. Harshada Bhutada Event coordinator
 Ar. Akshay Gandhi Event coordinator
 Ar. Anurakti Yadav Event coordinator
 Dr. Poorva Keskar Principal
 Dr. Pooja Misal Founder Director



4. Application of EDGE Tool in Design- Third Year 2022-23 conducted:

At Brick, the teaching and learning process is enhanced by the latest technologies, with a focus on computer-aided tools. Both teachers and students use various software, with faculty incorporating tools like EDGE ("Excellence in Design for Greater Efficiencies") in their curriculum. After receiving training, third-year design faculty introduced EDGE through a certificate course envisioned by Ar. Abhang Kamble and Ar. Vinita Lulla. EDGE is a simulation tool for optimizing building designs at the early stages by exploring various design elements and materials. The 2022-23 third-year design studio, themed "Form follows Climate," utilized EDGE for simulations. Eighty-eight students gained experience in designing high-rise buildings with advanced technologies and services, demonstrating design abilities, technological knowledge, and sustainability. Comprehensive instruction on architectural design and EDGE was provided, with full software training given when student designs were ready for modeling in the software.



5. **Elective** **Course** **on** **Computers**
Year **Conducted:** **2019-20**

In the year 2019-20 an elective was conducted for the seventh semester, fourth year students on Computer and Design. The elective was conducted by Ar. Kanchan Shinde. The elective was structured in a way that students were introduced to softwares like Rhino and Grasshopper. Apart from learning the softwares, their application in the design process was also a part of the elective. The assignments included designing a product, case study and designing of parametric facade. 20 students participated in the elective. Sample of work produced by the students during the elective is attached below:

THE COMMANDS USED WERE LINES AND SURFACE CREATION USING 3 OR 4 POINT SURFACE COMMAND. ARRAY POLAR TO COPY THAT AROUND THE HEXAGONAL SHAPE. THE SPACE THEN HAS GIVEN COMMANDS FOR THE DIFFERING LEVELS OF MOVEMENT.

THE ENTIRE NODES WHEN IN OPEN POSITION AND THIS CREATES THIS SYSTEM OF LARGER VOIDS WITHIN THE FACADE THAT ALLOWS FOR MORE WIND THROUGH THE FACADE.

THIS WAS THEN ATTEMPTED TO BE ACHIEVED BY SETTING THE SAME PARAMETERS ON GRASSHOPPER EXTENSION.

THE NODES HAVE DIFFERENT LEVELS OF SYSTEMATIC KINNESS. SO DEPENDING ON THE SUN PATHS AND ACTUAL PATTERNS OF WIND WILL IT OPEN AND CLOSE TO DIFFERENT EXTENDS.

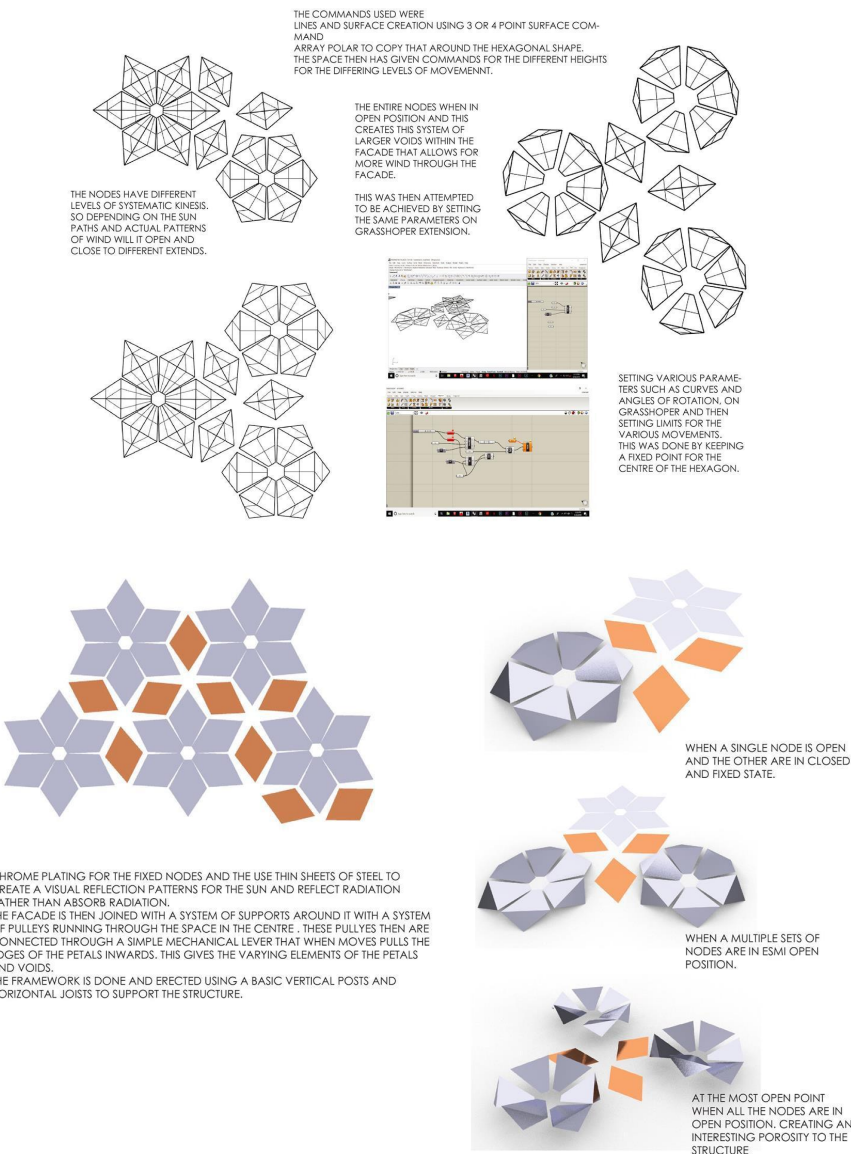
SETTING VARIOUS PARAMETERS SUCH AS CURVES AND ANGLES OF ROTATION, ON GRASSHOPPER AND THEN SETTING LIMITS FOR THE VARIOUS MOVEMENTS. THIS WAS DONE BY KEEPING A FIXED POINT FOR THE CENTRE OF THE HEXAGON.

WHEN A SINGLE NODE IS OPEN AND THE OTHER ARE IN CLOSED AND FIXED STATE.

WHEN A MULTIPLE SETS OF NODES ARE IN ESMI OPEN POSITION.

AT THE MOST OPEN POINT WHEN ALL THE NODES ARE IN OPEN POSITION. CREATING AN INTERESTING POROSITY TO THE STRUCTURE.

CHROME PLATING FOR THE FIXED NODES AND THE USE THIN SHEETS OF STEEL TO CREATE A VISUAL REFLECTION PATTERNS FOR THE SUN AND REFLECT RADIATION RATHER THAN ABSORB RADIATION. THE FACADE IS THEN JOINED WITH A SYSTEM OF SUPPORTS AROUND IT WITH A SYSTEM OF PULLEYS RUNNING THROUGH THE SPACE IN THE CENTRE . THESE PULLEYS THEN ARE CONNECTED THROUGH A SIMPLE MECHANICAL LEVER THAT WHEN MOVES PULLS THE EDGES OF THE PETALS INWARDS. THIS GIVES THE VARYING ELEMENTS OF THE PETALS AND VOIDS. THE FRAMEWORK IS DONE AND ERECTED USING A BASIC VERTICAL POSTS AND HORIZONTAL JOISTS TO SUPPORT THE STRUCTURE.



5.1.2 Following capacity development and skills enhancement activities are organized for improving students' capability

**Circulars related to capacity development
and skills enhancement activities (2019-20 to
2023-24)**

Overall list of activities in the last five years

5.1.2 Following capacity development and skills enhancement activities are organized for improving students' capability

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)

4. ICT/computing skills

Year	Name of the capacity development and skills enhancement program	Period (from date - to date)	Number of students enrolled	Name of the agencies/experts involved with contact details (if any)
2023-24	Through curriculum teaching- teamwork (eg- fourth year)	Whole year	400	All the faculty team
	Enthuva Organization	26th January 2024-17th February 2024	40	Student Council body
	Course on communication skills	Aug 2023- Nov 2023	86	Shrikrishna Pandey
	Screenplay writing workshop	15th to 17th February 2024	19	Mr. Samvartha Sahil
	Internship Portfolio Workshop (session on email communication)	Aug 2023- Nov 2023	86	Ar. Kanchan Shinde
	Course on Research in Architecture (Sem VII)	Aug 2023- Apr 2024	86	Dr. Vaidehi Laavand, Ar. Rasika Apte
	Parkour tricks Workshop	9th to 11th February 2024	25	Mr. Deepak Mali
	Ruchi's session on Mental Health	Dec 2023- Apr 2024	87	Ar. Ruchi Bajaj
	Psychological counselling (Approximate number)	Whole year	45	Ms. Shweta Joshi
	AR-VR Workshop	9th to 11th February 2024	24	Ar. Vignesh Premkumar

	Second Year CADG Course	Aug 2023- Nov 2023	87	Ar. Shraddha Gurjar, Ar. Akshay Gandhi
2022-23	Physical education	2018 (implementation period 2022-23)	87	Gurudatta Ingale (faculty) +91 97666 30909, gurudatta@brick.edu. in
	World Yoga day	04-07-2022	88	Shraddha M, Omkar Kale, Kanchan Shinde (faculty) shraddhamanjrekar@ brick.edu.in (+91 9819001025), omkarkale@brick.edu .in (+91 9860404715, kanchanshinde@brick .edu.in (+91 92841 58856)
	Values for excellence in life (life skill development - certificate course) for first year	Jan 10th to March 25th 2023	87	Ar. Ruchi Bajaj, Bhakti Vedant Foundation ruchibajajmohan@g mail.com, +91 98811 98839
	Psycological counselling	June 22- May 23	148	Mrs. Shweta Joshi (shwetanjoshi@yaho o.com, 98812 34193)
	Application of Edge tool in Design (ICT development Course) for third year	March 10-17th, 2023	82	Ar. Abhang Kamble, and Ar. Vinita Lulla (both are EDGE certified professionals) abhangkamble@brick .edu.in +91 83780 32372, vinitalulla@brick.edu. in +91 96733 66856
	Course on communication skills	July 2022 to March 25th 2023	87	Ar. Rama Raghawan Rama Madhawan +91 99201 70989
	2021-22	Session on Ikigai and Bhagwatgita	22-08-2021	33
	Art of emotional	19-09-2021	30	Ar. Ruchi Bajaj



	management			
	Interactive learning	03.10-2021	35	Ar. Ruchi Bajaj
	Growing together, learning together	17-10-2021	32	Ar. Ruchi Bajaj
	Mind management	23-01-2022	50	Ar. Ruchi Bajaj
	Panchakosha Jagruti session	17-02-2022	80	Ar. Ruchi Bajaj
	Communication skills program	June- October 2021	80	Ar. Rama Raghawan
	An awareness session on Surya Namaskar	August 25th 2021	45	Mrs. Shweta Joshi
	Autocad and revit in ADG course	June- October 2021	80	Sharduli Joshi, Shradha Gurjar
2020-21	Communication skills coursework	12-01-2021	88	Brick Faculty Rama Raghawan
	International Yog Day	25-06-2020	65	Ms. Shweta Joshi +91 9881234193
	Urban design Coursework (ICT)	06-06-2020	76	Ar. Vishwas Kulkarni, Ar. Rohit Gadia, Ar. Rohit Poddar +91 9975608708
2019-20	Mindfulness	December 2019	25	
	Course on Communication Skills	June 2019-Nov 2019	80	Ar. Noopur Rugvedi
	International Yoga Day	21 June 2019	400	Ar. Kanchan Shinde, Bela Nigudkar
	Urban Design Coursework	Dec 2019- Apr 2020	80	Urban Design faculty team

Circulars from Year 2023-24

Date: 15/01/2024

Ref: BSA/GEN/2023-24/2018-1

Notice: Announcement of Annual Festival – Enthuva

Dear Students and faculty,

We are pleased to announce the annual festival '**Enthuva**', which will be held in two stages between **26th January 2024 and 17th February 2024**.

The purpose of Enthuva is to foster a sense of unity, creativity, and healthy competition within our academic community. It serves as a platform for students to showcase their talents, engage in teamwork, and participate in activities that extend beyond the classroom.

Event Stages:

1. **Stage 1 (26th January – 28th January 2024):**
 - o Student Work Exhibition
 - o Inter-House Sports Competition
2. **Stage 2 (9th February – 17th February 2024):**
 - o Workshops
 - o Cultural Events
 - o Film Festival

We encourage maximum participation from both students and faculty to make this event a resounding success.

Thanks & Regards



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Date: 18/01/2024

Ref: BSA/GEN/2023-24/2022-1

Notice: **Focus on Communication Skills Development for First-Year B.Arch Students**

To the concerned subject Faculty,

As per the **2019 pattern of the B.Arch course** introduced by Pune University, communication skills have been added to the syllabus to enhance both academic and professional success. This course is essential for students as it provides a comprehensive foundation in various communication methods, which are crucial in the field of architecture.

The course focuses on **written communication**, covering paraphrasing, grammar, and vocabulary building relevant to architecture. Students will also learn **technical writing** skills, including the creation of site visit reports, letters, appraisals, and professional emails. In addition, **verbal communication** skills, such as presenting ideas in discussions and debates, will be developed, along with an emphasis on **nonverbal communication**, including body language and posture. The course also integrates **graphical communication**, where students will learn to create diagrams, infographics, and posters.

We kindly request that faculty members guide students in mastering these skills, as they are vital for their holistic development as future architects.

Thank you for your attention and cooperation.

Best Regards,



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Date: 2/02/2024

Ref: BSA/GEN/2023-24/2039-1

Notice: **Announcement of Screenplay Writing Workshop**

Dear Students,

We are excited to announce a **three-day Screenplay Writing Workshop** as part of our institute's inaugural **Film Festival**. This workshop is a fantastic opportunity for students to dive into the world of cinematic storytelling and learn from a distinguished professional in the field.

Workshop Details:

- **Dates:** 15-17th February 2024
- **Duration:** Three days
- **Facilitator:** **Mr. Samvartha Sahil** – Screenwriter, journalist, poet, and alumnus of **FTII** and **JNU**. Mr. Sahil has collaborated with renowned filmmakers and authored three books in Kannada.

About the Workshop:

This workshop will explore the fascinating intersection of **architectural storytelling** and **cinematic narrative techniques**. It will provide students with a unique perspective on conveying ideas through **visual storytelling**, enhancing their skills in both screenwriting and creative expression.

Key Takeaways:

- Understanding the fundamentals of screenplay writing
- Exploring storytelling through the lens of architecture
- Hands-on exercises in developing visual narratives

We encourage all students, especially those with an interest in film, writing, or architecture, to participate in this enriching workshop.

Seats are limited, so we advise early registration to secure your spot. For registration and additional details, please contact the Brick event team or students council.

Don't miss this chance to learn from an industry expert and expand your storytelling abilities!



Thanks & Regards

Dr. Poorva Keskar Principal
SMEF's Brick School of Architecture

Date: 10-08-2023

Ref: BSA/GEN/2023-24/1897-1

Notice: Course on Internship and Portfolio for fourth-year students

Dear students,

This is to announce that the **Course on Internship and Portfolio** has been organized by the Internship Cell to guide students about drafting intent letters, creating impactful resume & portfolio, and teaching software skills required for the same.

The course would be conducted in two workshops, the details of the workshops are as follows:

Workshop

01: Intent Letter and CV making, 1st September 2023

The workshop aims to guide the students on writing intent letter and making clear, impactful CV & Internship Portfolio required for application for an internship. The focus of the workshop is to develop writing and graphical skills required for Internship applications.

Workshop

02: Portfolio Making, 22nd November 2023

The second workshop focuses to empower students with the skills and insights needed to craft compelling internship portfolios. The workshop will be conducted virtually on Google Meet platform, and with an objective of exploring the nuances of portfolio creation, with a focus on innovation, creativity, and simplicity.

The workshops would be conducted by Ar. Kanchan Shinde, Assistant Professor and Internship Cell Coordinator at SMEF's Brick School of Architecture. The details of each workshop will be shared soon.

We encourage maximum participation from students to make these workshops a resounding success.

Thanks & Regards



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Date: 24/01/2024

Ref: BSA/GEN/2023-24/2030-1

Notice: **Focus on Writing Skills under Research in Architecture Course of Fourth Year B.Arch**

To the concerned subject Faculty,

As per the **2019 pattern of the B.Arch course** introduced by Pune University, **Research in Architecture** course has been added to the syllabus, which equips them with essential research methodologies and analytical tools. This two-semester course emphasizes **critical thinking, data collection, and analysis**.

Building on the research proposal developed in the second semester of the third year (**RIA I**), students will expand their work into a **technical paper** in Semester VII, refining their skills in **data analysis** and **presentation**. The course combines theory and practice, preparing students to address complex architectural issues and produce **well-founded research projects**.

We encourage faculty to guide students in applying these methodologies for high-quality research outcomes.

Thank you for your attention and cooperation.

Best Regards,



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Date: 16/01/2024

Ref: BSA/GEN/2023-24/2020-1

Notice: **Announcement of Parkour Tricks Workshop (9th – 11th February 2024)**

Dear Students and Faculty,

We are excited to announce the **Parkour Tricks Workshop**, scheduled to take place from **9th to 11th February 2024** at SMEF's Brick School of Architecture. The workshop will be led by **Deepak Mali**, a renowned parkour and freerunning athlete with over 16 years of experience in the field.

This workshop aims to introduce participants to the fundamentals of **parkour techniques**, progressing from basic to intermediate tricks. Over the course of three days, attendees will engage in **theoretical instruction, demonstrations**, and hands-on practice sessions. Key movements such as **vaults, jumps, rolls, and landings** will be covered, with a focus on **safety and proper technique**.

As the workshop advances, participants will have the opportunity to learn more complex tricks, including **wall runs** and **precision jumps**. **Personalized feedback** and **group challenges** will foster individual skill improvement and teamwork in a supportive environment.

We invite all students interested in physical fitness and movement to join this exciting event and learn from one of the best in the field.

For registration and more details, please contact workshop coordinators.

Best Regards,



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Date: 17/11/2023

Ref: BSA/GEN/2023-24/1960-1

Notice: **Announcement of Open Elective on Mental Health – ‘Values for Excellence in Life’**

Dear Students,

We are pleased to announce an **open elective on Mental Health** titled **‘Values for Excellence in Life’**, which will be conducted for **fifth-year students** by **Ar. Ruchi Bajaj**, a visiting faculty member at SMEF’s Brick School of Architecture, in collaboration with **Bhakti Vedant Gurukul**.

This course is designed to help students succeed by utilizing **Indian knowledge systems** to achieve **peace, balance, and social contribution**, while fostering **loving relationships** for a happy and wholesome life. Through this elective, participants will explore values and principles that promote personal well-being, harmony, and professional excellence.

This is an open elective. For registration and more details, please contact your **class facilitators**.

Best Regards,



Dr. Poorva Keskar

Principal

SMEF’s Brick School of Architecture

Date: 16/06/2023

Ref: BSA/GEN/2023-24/1766-7

Notice: **Psychological Counseling Services for the Academic Year**

Dear Students,

As we embark on a new academic year, we want to remind you of the **Psychological Counseling Services** available to support your mental well-being. The institute provides valuable resources to help you navigate both academic and personal challenges.

Ms. Shweta Joshi, our on-campus counselor, is dedicated to supporting students' mental health. She is available every week for **individual counseling sessions** by appointment. These confidential one-on-one sessions are designed to address personal concerns and provide guidance.

In addition to individual counseling, Ms. Joshi also conducts **group sessions** focused on essential skills such as **goal setting, self-awareness, emotional intelligence, communication, and listening skills**. These group activities aim to promote overall development and foster a supportive community.

For those who prefer remote options, **online video sessions** and **phone counseling** are available upon request.

We encourage all students to take advantage of these services to enhance your academic experience and personal growth. For appointments or more information, please contact the counseling office or your class facilitators.

Wishing you a successful and fulfilling year ahead.

Best Regards,



Dr. Poorva Keskar

Principal
SMEF's Brick School of Architecture

Date: 18/01/2024

Ref: BSA/GEN/2023-24/2021-1

Notice: **Announcement of AR-VR Workshop during Enthuva Festival (9th – 11th February 2024)**

Dear Students and Faculty,

We are excited to announce an upcoming **Augmented Reality and Virtual Reality (AR-VR) Workshop**, scheduled as part of our annual festival, **Enthuva**. This engaging workshop will take place from **9th to 11th February 2024** and will be conducted by **Ar. Vignesh Premkumar**, the founder of **archijobs**, a PAN India startup for connecting talent and opportunities in architecture.

Workshop Details:

- **Dates:** 9th – 11th February 2024
- **Facilitator:** Ar. Vignesh Premkumar

Workshop Overview:

The AR-VR workshop will cover key concepts including:

- **Hardware and Software** for AR/VR
- **Development Environments** and programming skills
- **Design Principles** for AR/VR applications
- **Creation of 3D Models and Assets**

This workshop is designed to provide students with a thorough understanding of AR/VR technologies and their applications in architecture. Participants will engage in practical exercises to develop AR/VR environments and assets, enhancing their skills in this innovative field.

We encourage all students interested in AR and VR to join this exciting workshop.

For registration and more details, please contact the **event team** or **student council team**.

Best Regards,



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Date: 18/01/2024

Ref: BSA/GEN/2023-24/2022-2

Notice: Announcement of Computer-Aided Drawing and Graphics Course for Second-Year Students

To the concerned subject faculty,

We are pleased to announce the introduction of the **Computer-Aided Drawing and Graphics Course** for second-year students, starting from the academic year **2019-20** and continuing through **2023-24**.

This course is designed to equip students with essential skills in computer-aided design and graphics, which are crucial for modern architectural practices. The curriculum includes:

- **Introduction to Computer-Aided Design (CAD):** Students will learn to use CAD software for creating precise architectural drawings and designs.
- **Graphics and Visualization Techniques:** The course will cover various techniques for visualizing and presenting architectural projects.
- **Integration of CAD with Traditional Drawing Skills:** Students will enhance their understanding of how digital tools complement traditional drawing methods.
- **Practical Assignments and Projects:** Hands-on projects will allow students to apply their skills in real-world scenarios, preparing them for professional practice.

The course aims to provide a comprehensive foundation in both the technical and practical aspects of computer-aided drawing and graphics, preparing students to excel in their architectural studies and future careers.

We encourage faculty members to support and guide students in mastering these essential skills.

Thank you for your attention and cooperation.

Best Regards,



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Circulars from 2022-23

Date: 15/06/2022

Ref: BSA/GEN/2022-23/1555-3

Notice: Introduction of Physical Education Subject for First-Year B.Arch Students

To the concerned subject faculty,

We are pleased to announce the inclusion of the **Physical Education** subject for first-year B.Arch students, as per the 2019 pattern of the B.Arch course introduced by Pune University.

The primary aim of this subject is to promote **physical fitness** and **endurance** among students. The curriculum will include:

- **Basic Exercises:** Students will engage in fundamental physical exercises such as **stretching, running, push-ups, and crunches.**
- **Fitness Routines:** The course will introduce various fitness routines to enhance overall physical health and endurance.
- **Development of Endurance:** Emphasis will be placed on building stamina and improving physical capabilities through regular exercise.

This subject is designed to help students integrate physical fitness into their daily routines, supporting their well-being and academic performance.

We encourage faculty to guide students in participating actively and benefiting from this essential aspect of their education.

Thank you for your attention and cooperation.

Best Regards,



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Date: 30th June 2022

Ref: BSA/GEN/2022-23/1772-1

Notice: Celebration of World Yoga Day on 4th July 2022

Dear Students and Faculty,

We are excited to announce the celebration of **World Yoga Day on 4th July 2022** at SMEF's Brick School of Architecture. To mark this occasion, we will be conducting a special program led by **Shraddha M, Omkar Kale,** and **Kanchan Shinde** (faculty members).

Event Details:

- **Date:** 4th July 2022
- **Facilitators:** Shraddha M, Omkar Kale, Kanchan Shinde

Program Overview:

Yoga is known for its benefits in **managing stress, improving concentration,** and **maintaining physical health.** These aspects are crucial for enduring the demanding studio hours faced by our students. To promote fitness and well-being, the program will include various yoga activities and exercises designed to enhance both mental and physical health.

We encourage all students and faculty to participate in this enriching event, which aims to foster a holistic approach to health and well-being.

Thank you for your attention and cooperation.

Best Regards,



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Date: 2-01-2023

Ref: BSA/GEN/2022-23/1666

Notice: Introduction of Certificate Course – 'Values for Excellence in Life' for First-Year B.Arch Students

Dear Students,

We are excited to introduce a new **Certificate Course** titled '**Values for Excellence in Life**' for all first-year B.Arch students, as part of the 2019 pattern syllabus introduced by Pune University during Jan 10th to March 25th 2023.

This value-added course is conducted in collaboration with **Ar. Ruchi Bajaj**, Director at **BhaktiVedanta Gurukul**, and a certified life coach. Ar. Ruchi Bajaj previously initiated the '**Adhyatma Club**' at our institute, focusing on emotional and spiritual well-being. The club has offered inspiring activities that have greatly benefited our students.

Course Objectives:

- **Succeed in Life:** Utilizing proven methods from Indian knowledge systems.
- **Achieve Inner Peace:** Setting goals, maintaining a balanced lifestyle, and contributing socially.
- **Build Loving Relationships:** Developing a successful attitude for a healthy, happy, and wholesome life.

We encourage you to enroll in this course to enhance your personal growth and life skills.

For registration and further details, please reach out to your **class facilitators** or **certificate course coordinators**.

Thank you for your attention and participation.

Best Regards,



Dr. Poorva Keskar
Principal
SMEF's Brick School of Architecture

Date: 14/06/2022

Ref: BSA/GEN/2022-23/1554-1

Notice: **Psychological Counseling Services for the Academic Year**

Dear Students,

As we embark on a new academic year, we want to remind you of the **Psychological Counseling Services** available to support your mental well-being. The institute provides valuable resources to help you navigate both academic and personal challenges.

Ms. Shweta Joshi, our on-campus counselor, is dedicated to supporting students' mental health. She is available every week for **individual counseling sessions** by appointment. These confidential one-on-one sessions are designed to address personal concerns and provide guidance.

In addition to individual counseling, Ms. Joshi also conducts **group sessions** focused on essential skills such as **goal setting, self-awareness, emotional intelligence, communication, and listening skills**. These group activities aim to promote overall development and foster a supportive community.

For those who prefer remote options, **online video sessions** and **phone counseling** are available upon request.

We encourage all students to take advantage of these services to enhance your academic experience and personal growth. For appointments or more information, please contact the counseling office or your class facilitators.

Wishing you a successful and fulfilling year ahead.

Best Regards,



Dr. Poorva Keskar

Principal
SMEF's Brick School of Architecture

Date: March 3rd, 2023.

Ref: BSA/GEN/2022-23/1709-1

Notice: Introduction of ICT Development Course – 'Application of EDGE Tool in Design' for Third-Year B.Arch Students

Dear Students,

We are pleased to announce a new **ICT Development Course** titled '**Application of EDGE Tool in Design**' for third-year B.Arch students, scheduled from **March 10th to 17th, 2023**.

At SMEF's Brick School of Architecture, we continuously enhance our teaching and learning processes with the latest technologies. Our focus on computer-aided tools has led to the integration of **EDGE ("Excellence in Design for Greater Efficiencies")** into our curriculum. This simulation tool optimizes building designs at early stages by exploring various design elements and materials.

Course Highlights:

- **Introduction to EDGE:** A powerful simulation tool used to refine building designs through the exploration of various design elements and materials.
- **Application in Design Studio:** The 2022-23 third-year design studio, themed "Form Follows Climate," utilized EDGE for simulations, allowing students to design high-rise buildings using advanced technologies and services.
- **Comprehensive Instruction:** Full training on architectural design and EDGE software will be provided, with detailed guidance on modeling student designs in the software.

This course will offer you valuable experience in applying cutting-edge technology to architectural design, enhancing your skills in sustainability and design efficiency.

For registration and further details, please contact your **class facilitators** or **course coordinators**.

Thank you for your attention and participation.

Best Regards,



Dr. Poorva Kesar

Principal

SMEF's Brick School of Architecture

Course on communication skills

The circular is dated in 2019 and its applicable to all years as its directed to the concerned subject faculty members.

Circulars from 2021-22

Date: 22nd November 2021

Ref: BSA/GEN/2021-22/1446-1

Notice: Fostering Emotional Well-Being and Support for Students

Dear Students,

I hope this message finds you in good health and spirits. Over the past academic year, we have collectively faced unprecedented challenges due to the aftereffects of the COVID-19 pandemic.

As an institute, we are committed to your holistic development, and your emotional well-being is a key component of this journey. We understand the significance of maintaining a positive mindset and emotional resilience in navigating these changes.

Additionally, **under the guidance of Ar. Ruchi Bajaj, our 'Adhyatma Club' is actively promoting emotional and spiritual well-being** through various activities and sessions. These programs are designed to help you manage stress, foster positive thinking, and strengthen your emotional intelligence. Following sessions will be conducted under the club:

- Session on Ikigai and Bhagwatgita
- Art of Emotional Management
- Interactive Learning
- Growing Together, Learning Together
- Mind Management
- Panchakosha Jagruti Session

I encourage you to participate in these programs and benefit from the supportive environment we have cultivated within our campus. Remember, it's okay to ask for help when you need it, and your emotional well-being is just as important as your academic success.

Let's continue to grow together and build resilience for a brighter future.

Best Regards,



Dr. Poorva Keskar
Principal
SMEF's Brick School of Architecture

Course on communication skills

The circular is dated in 2019 and its applicable to all years as its directed to the concerned subject faculty members.

Date: 18th June 2021

Ref: BSA/GEN/2021-22/1375-1

Notice: Fostering Emotional Well-Being and Support for Students

Dear Students and Faculty,

In light of the ongoing COVID-19 situation, the institute is organizing an online awareness session on the benefits of Suryanamaskar and other essential health practices. The session will be conducted by Ms. Shweta Joshi, a certified Yoga teacher and counselor at our institute.

Event Details:

Topic: Suryanamaskar, Pranayam, and Basic Health Practices

Date: 25th June 2021

Time: 8:00 AM onwards

Mode: Online (Zoom platform- Link to be shared)

This session aims to promote physical and mental well-being by introducing simple yet effective yoga techniques and breathing exercises that can be easily incorporated into your daily routine.

We encourage all students and faculty members to participate and make the most of this opportunity to learn how to stay healthy and balanced during these challenging times.

Best Regards,



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Autocad and Revit in ADG course

The circular is dated in 2019 and it is applicable to all years as directed to the concerned subject faculty members.

Circulars from 2020-21

Course on communication skills

The circular is dated in 2019 and its applicable to all years as directed to the concerned subject faculty members.

Date: 15th june 2020

Ref: BSA/GEN/2020-21/1267-2

Notice: Celebration of World Yoga Day on 25-06-2020

Dear Students and Faculty,

We are excited to announce the celebration of **World Yoga Day** on 25-06-2021 at SMEF's Brick School of Architecture. To mark this occasion, we will be conducting a special program led by **Kanchan Shinde**.

Event Details:

- **Date:** 25-06-2020
- **Facilitators:** Kanchan Shinde

Program Overview:

Yoga is known for its benefits in **managing stress, improving concentration, and maintaining physical health**. These aspects are crucial for enduring the demanding studio hours faced by our students. To promote fitness and well-being, the program will include various yoga activities and exercises designed to enhance both mental and physical health.

We encourage all students and faculty to participate in this enriching event, which aims to foster a holistic approach to health and well-being.

Thank you for your attention and cooperation.

Best Regards,



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Date: 06-06-2020

Ref: BSA/GEN/2020-21/1267-1

Notice: Importance of ICT Tools and Software Application in Fourth-Year Studios - urban Design Coursework

Dear Faculty and Fourth-Year B.Arch Students,

As you prepare to enter your fourth year of architectural studies, we would like to emphasize the critical importance of utilizing Information and Communication Technology (ICT) tools to enhance your design, analysis, and project management skills. The fourth year is a pivotal time where advanced software tools play a crucial role in improving efficiency, accuracy, and creativity in architectural design.

Here are some key software tools that are essential for your learning:

1. **AutoCAD**: Enables the creation of detailed 2D and 3D drawings and blueprints for architectural designs and technical plans.
2. **Grasshopper (Rhino Plugin)**: Used for parametric design and algorithmic modeling, allowing the creation of complex, data-driven architectural forms.
3. **InDesign**: Assists in creating professional-quality layouts for architectural presentations, portfolios, and publications.
4. **Enscape**: Real-time rendering and virtual reality software for creating immersive visualizations of architectural designs.
5. **Lumion**: Provides high-quality, photorealistic visualizations and animations of architectural designs.
6. **Rhino**: Used for advanced 3D modeling, particularly for complex and freeform architectural designs.
7. **Photoshop**: Essential for editing images, creating presentation boards, and enhancing renderings and visualizations.
8. **SketchUp**: Utilized for quick, conceptual 3D modeling and visualizations of architectural projects.
9. **Sefaira**: Helps incorporate sustainability and environmental analysis into your designs.
10. **Cloud Collaboration Tools (e.g., Google Drive, BIM 360)**: Enable efficient project collaboration and file sharing.

These tools are not only essential for your academic progress but also align with industry standards, ensuring that you are well-prepared for professional demands. We highly encourage you to utilize the upcoming term break to gain proficiency in these software applications, as they will be integral to your success in the fourth-year design studios and beyond.

For further details on training resources or guidance, please contact your respective subject studio faculty or course coordinators.

Best Regards,



Dr. Poorva Keskar

Principal
SMEF's Brick School of Architecture

Circular from 2019-20

Course on communication skills

The circular is dated in 2019 and is applicable to all years as it is directed to the concerned subject faculty members.

Date: 17-06-2019

Ref: BSA/GEN/2019-20/1136-2

Notice: Celebration of World Yoga Day on 21-06-2019

Dear Students and Faculty,

We are excited to announce the celebration of **World Yoga Day** on 21-06-2019 at SMEF's Brick School of Architecture. To mark this occasion, we will be conducting a special program led by **Kanchan Shinde**.

Event Details:

- **Date:** 21-06-2019
- **Facilitators:** Kanchan Shinde

Program Overview:

Yoga is known for its benefits in **managing stress, improving concentration, and maintaining physical health**. These aspects are crucial for enduring the demanding studio hours faced by our students. To promote fitness and well-being, the program will include various yoga activities and exercises designed to enhance both mental and physical health.

We encourage all students and faculty to participate in this enriching event, which aims to foster a holistic approach to health and well-being.

Thank you for your attention and cooperation.

Best Regards,



Dr. Poorva Keskar

Principal

SMEF's Brick School of Architecture

Date: 11-06-2019

Ref: BSA/GEN/2019-20/1134-1

Notice: Importance of ICT Tools and Software Application in Fourth-Year Studios- urban design coursework

Dear Faculty and Fourth-Year B.Arch Students,

As you prepare to enter your fourth year of architectural studies, we would like to emphasize the critical importance of utilizing Information and Communication Technology (ICT) tools to enhance your design, analysis, and project management skills. The fourth year is a pivotal time where advanced software tools play a crucial role in improving efficiency, accuracy, and creativity in architectural design.

You may consider the following key software tools that are essential for your learning:

1. **AutoCAD**: Enables the creation of detailed 2D and 3D drawings and blueprints for architectural designs and technical plans.
2. **Grasshopper (Rhino Plugin)**: Used for parametric design and algorithmic modeling, allowing the creation of complex, data-driven architectural forms.
3. **InDesign**: Assists in creating professional-quality layouts for architectural presentations, portfolios, and publications.
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These tools are not only essential for your academic progress but also align with industry standards, ensuring that you are well-prepared for professional demands. We highly encourage you to utilize the upcoming term break to gain proficiency in these software applications, as they will be integral to your success in the fourth-year design studios and beyond.

For further details on training resources or guidance, please contact your respective subject studio faculty or course coordinators.

Best Regards,



Dr. Poorva Keskar

Principal
SMEF's Brick School of Architecture



5.1.2 Following capacity development and skills enhancement activities are organized for improving students' capability

Annexure document





5.1.2 Capacity development and skills enhancement activities are organized for improving students' capability

2. Language and Communication Skills (2022-23)

Annexure 1:

Documentation on Communication skills (2022-23)





Communication Skills

Term I (2022-23)



Rama Raghavan

S.M.E.F'S Brick School of
Architecture

07/04/2023

1. Course Intent Statement

To enhance skills required for *effective communication in Architectural education and practice.*

2. Syllabus as per SPPU and Marking Scheme

COURSE CONTENT AS PER SPPU- 2019 Pattern

- **Unit 1:** Introduction to the various modes of communication and their significance.
- **Unit 2: Written communication:** Paraphrasing, Grammar and punctuation. Developing vocabulary pertaining to architecture and design through reading. Introduction to technical writing and forms of writing in architecture discipline such as site visit report, letters, tour reports, appraisals, email etc.. Expressing ideas and concepts through words.
- **Unit 2: Verbal communication:** Presenting an idea/ thought, debate, group discussion. And **Nonverbal aspects of communication** such as body language, posture, stance etc.
- **Unit 3: Graphical communication:** Analytical diagrams, infographics, flow charts, mind maps, posters, logo design.
- **Unit 4: Use of Digital tools for communication:** Basics of Word based, numerical based software, and visual presentation techniques such as photography, videography etc.

COMMUNICATION SKILLS			
Subject Code 1201907 [SS]			
Teaching Scheme		Examination Scheme	
Total Contact Hours per week= (lectures=2, Studio=1, Total=3)		Sessional [CIA 25+ EA 25]	50
		In-semester exam	NIL
		End Semester exam	NIL
		Total Marks	50
		Total Credits	2

Summary of Weekly Explorations

Week	Sub-topic	Methodology	Assignment
Week 1	Overview of Subject and Types of Communication	Input on overview and importance of Communication	
		Activity: Mis- Communication	
Week 2	Spatial Narratives- Kindling architectural imagination through stories.	Input and Discussion: Power of Spatial Narratives	
		Activity: Simple Book reading- Nani's Walk to the Park	
Week 4,5	Spatial Narratives- A Walk to Remember	Mapping- A Walk to Remember	A Walk to Remember 3 A3 sheet of sketches and Narration
		Memorable Scene from the Walk	
Week 6,7,8	Spatial Narratives- Weaving a Storybook	Writing a Story and Storyboarding	
		Illustrating and writing a children's book	
Week 9	Architectural Communication	Ice Breaker - Read the buildings	Library Reading- Select a building of your choice by browsing Architectural books and select one building.
		Reading of Paths Uncharted by Ar. B.V. Doshi	
Week 10	Architectural Communication: Story of a Building	Activity: Book reading- excerpts from BV Doshi's Paths Uncharted	Story of a Building: Story of the journey through a building
Week 11	Assimilation		

Pedagogical Focus of the term:

- Focus on **kindling imagination**- through rigorous reading, sketching, illustrating and writing with the thread of Architectural Narratives.
- Activities that promote Peer to peer interactions for catalyzing **collective learning**
- **Integration of types of communication** for a richer, more holistic way forward. (Visual to Written/ Reading to Visual, etc.)

Pedagogical Question:



“How can Narratives be used to
harness the **Spatial Imagination** of Students to
propel them into a fearless and courage-filled path of
Architecture and Design?”

*“ How can Narratives help Students of Architecture become storytellers
and communicators who help bring life to Spaces? ”*

Weekly Overview:

The overview of Input Content, Key learnings from the Input Discussions and Modes of Engagement have been outlined as follows:

Week 1: Overview of the subject

The first week was about knowing the subject; an input on the overview of Communication Skills in general, followed by the importance of Communication in Architecture.

Key Learnings:

1. What is **Communication** and what are the **Types of Communication Skills**.
2. What are the **Modes of Communication**
3. Understanding **Spatial Communication**
4. Types of **Communication Specific to Architecture**

Mode of Engagement:

Ice Breaker Activities: Mis-Communication: An entertaining game that demonstrates how communication can be distorted and misconstrued if not properly translated.

Week 2, 4, 5: Power of Spatial Narratives

The thread of Narratives and Stories was brought in for making learning more interesting and relatable. In week 3, the power of spatial narratives was conveyed with a book reading- Nani's Walk to the Park by Deepa Balsavar to help the students imagine space through fun narratives and wild imaginations.

Key Learnings:



1. What are the **Types of Narratives**
2. What do **Spatial Narratives convey** through imagination and metaphor?
3. **Mental mapping** through Spatial Narratives
4. Developing **Spatial awareness with Self**

5. Develop Multi-Sensory Communication Skills

Glimpses of the Input



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Narratives

Verbal Narratives	Visual Narratives	Written Narratives
Stories that are narrated verbally, Audio stories, Audibles	Illustrated stories, Comic books, Graphic Novels Movies, Plays	Books, Stories and Tales: Fiction
		

Types of Narratives

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Narratives: Kindling Spatial imagination

Mental Mapping
of the backdrop portrayed in the Narrative

With kind permission from
BRICK
GROUP OF INSTITUTES

Power of Narratives

Mode of Engagement:

Book Reading: Nani's Walk to the Park

The Children's Book- Nani's Walk to the Park by Deepa Balsavar offered for a rich resource in understanding Spatial Narratives through detailed illustrations of various neighbourhoods in a city. There was a reading and discussion with students, together decoding each and every illustration in the book with reflections about space.

Key Learnings:

1. Visual Spatial Narratives have the power to convey much more than what the story it describes.
2. They kindle Mental Mapping Skills
3. They help bring associations connected with our own memories and experience.
4. They kindle our Spatial communication Skills.

Kindling Creative Spatial imagination



Nani's Walk to the Park

Author: Deepa Balsavar
Illustrator: Deepa Balsavar

Kindling Creative Spatial imagination



Nani's walk to the Park: Deepa Balsavar

Activity:


A Walk to Remember: Tapping into our latent potential in Communication Skills.

This exploration was preceded by a book reading of "Nani's Walk to the Park", a children's book which brought forth through detailed illustrations the walk that a grandmother takes with her grandson in the neighbourhoods of Mumbai.

Post the reading, the students were asked to recall a walk that they had taken in their childhood with a loved one, which is a special memory that they remember vividly and fondly. They were asked to trace out their thoughts by conjuring the memories and attempting to put down the walk onto a Map. The map could emulate as much as possible the spaces that they recalled during the walk with details of space, elements, landmarks, built and unbuilt forms and characters.

The objective was to imbibe cartographic skills and try to develop the ability to communicate spatial forms through memory. The transfer of visuals from mind to paper in a creative format was the intent of the exercise.

ACTIVITY: A Walk to remember!



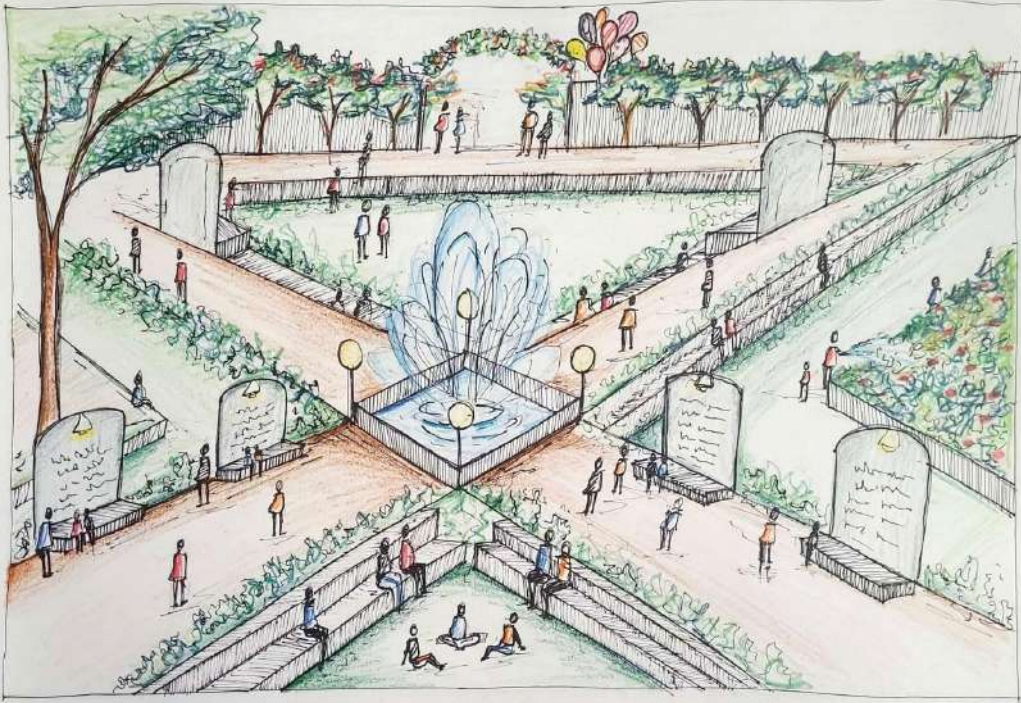
Activity

Recall a memorable walk that you took in your childhood. Recall your journey in terms of the surroundings, space, characters etc. Draw a Visual map, illustrating your walk in a map form. Make the map innovative and experiential focusing on space, certain landmarks, architectural elements, unbuilt space, landscapes, etc.

Key Takeaways

- Mental mapping Skills
- Enhance ability to recall memories, imagine and draw.
- Spark creativity





A WALK TO REMEMBER : MEMORABLE SCENE

SIGN

DATE

SANSKRUTI SAHU

COMMUNICATION SKILL

BSDA, PUNE

M-35

SEM-I



"GARDEN OF POEMS (KAVITACHI BASH)"

I PLANNED A PICNIC TO A NEARBY PARK. IT WAS A QUIET GOOD WEATHER OUT IN THE EVENING AFTER THE SWEATY HOT AFTERNOON. WE TOOK A NICE AND RELAXED WALK TO THE GARDEN. WE STARTED WALKING THROUGH LINES OF TREES, STREET OF FOOD AND MANY BUILDINGS AROUND.

AFTER SOME STEPS WE TOOK A BREAK AT AN OPEN GROUND WHERE PEOPLE WERE SPENDING THEIR TIME RELAXING. THE PLACE HAD WALKING TRACKS, MANY TREES AND FLOWERING PLANTS AND BENCHES WHERE SOME PEOPLE WERE RESTING IN THE FRESH AIR. WE SAT THERE FOR SOME TIME AND INTERACTED WITH PEOPLE THERE. LATER WE MOVED ON TOWARDS THE STREET OF FOOD. THIS STREET WAS SO CHAOTIC. PEOPLE HERE WERE SPENDING TIME HANGING OUT WITH THEIR FRIENDS AND FAMILY AND ENJOYING SOME GOOD FOOD. WE STOPPED HERE FOR AN ICE-CREAM BREAK. WE ENJOYED OUR ICE-CREAM WITH THE VIEW OF SO MANY LIGHTS HANGING AROUND TREES AND OVERALL THE VIBE OF THE PLACE WAS SO GOOD.

WE MOVED ON AND REACHED NEAR THE GARDEN. THE PATHWAY TO THE GARDEN WAS SO PRETTY. IT FELT LIKE WALKING ON A CARPET OF GULMOHAR FLOWERS SPREAD OUT ON THE ROAD. FINALLY WE REACHED THE GARDEN. AS WE ENTER THE PARK IT WELCOMES US A BEAUTIFUL FOUNTAIN. THE NAME OF THE GARDEN WE VISITED WAS "KAVITACHI BASH" WHICH MEANS THE PARK OF POEMS. HERE SO MANY POEMS WERE ENGRAVED ON STONES, WITH THE SPOTLIGHT ABOVE IT. THIS GARDEN HAD A HUGE GREEN LAWN. WE SAT THERE FOR SOME TIME AND PLAYED MANY GAMES AROUND THERE. WE MADE MANY NEW FRIENDS THERE AND PLAYED WITH THEM. INTERACTED WITH SENIOR CITIZENS AND PEOPLE AROUND. THE GARDNER IN THE GARDEN WAS WATERING PLANTS. THERE WERE MANY PLANTS AROUND OF FLOWERS AND FRUITS. NEAR THE ENTRANCE OF THE GARDEN THERE WERE HUGE TREES OF GULMOHAR. THE GARDEN HAD WALKING TRACK AROUND AND STEPS IN BETWEEN TO SIT. THE VIEW OF THE GARDEN AT NIGHT LOOKED SO AMAZING WITH THE LIGHTS AROUND FOUNTAIN. THIS LIGHT WORKED ON SOLAR POWER. OUTSIDE THE GARDEN THERE WAS A BALLOON SELLER SELLING COLOURFUL BALLOONS AND A COTTON CANDY SELLER SELLING COTTON CANDIES. AFTER ENJOYING A LOT IN THE PARK WE LEFT BACK FOR HOME.

WHILE WALKING BACK WE NOTICED A COLOURFUL BUILDING EMBROIDING IN BUILDING AROUND. THIS BUILDING WAS A TODDLER'S NURSERY SCHOOL WITH BEAUTIFUL COLOURS AND THEN REACHED BACK HOME. WE ENJOYED A LOT AND WAS THE MOST MEMORABLE DAY SPENT WITH MY COUSINS. I EXPERIENCED AND OBSERVED MANY NEW THINGS.

A WALK TO REMEMBER : NARRATION

DATE

SIGN

SANSKRUTI SAHU

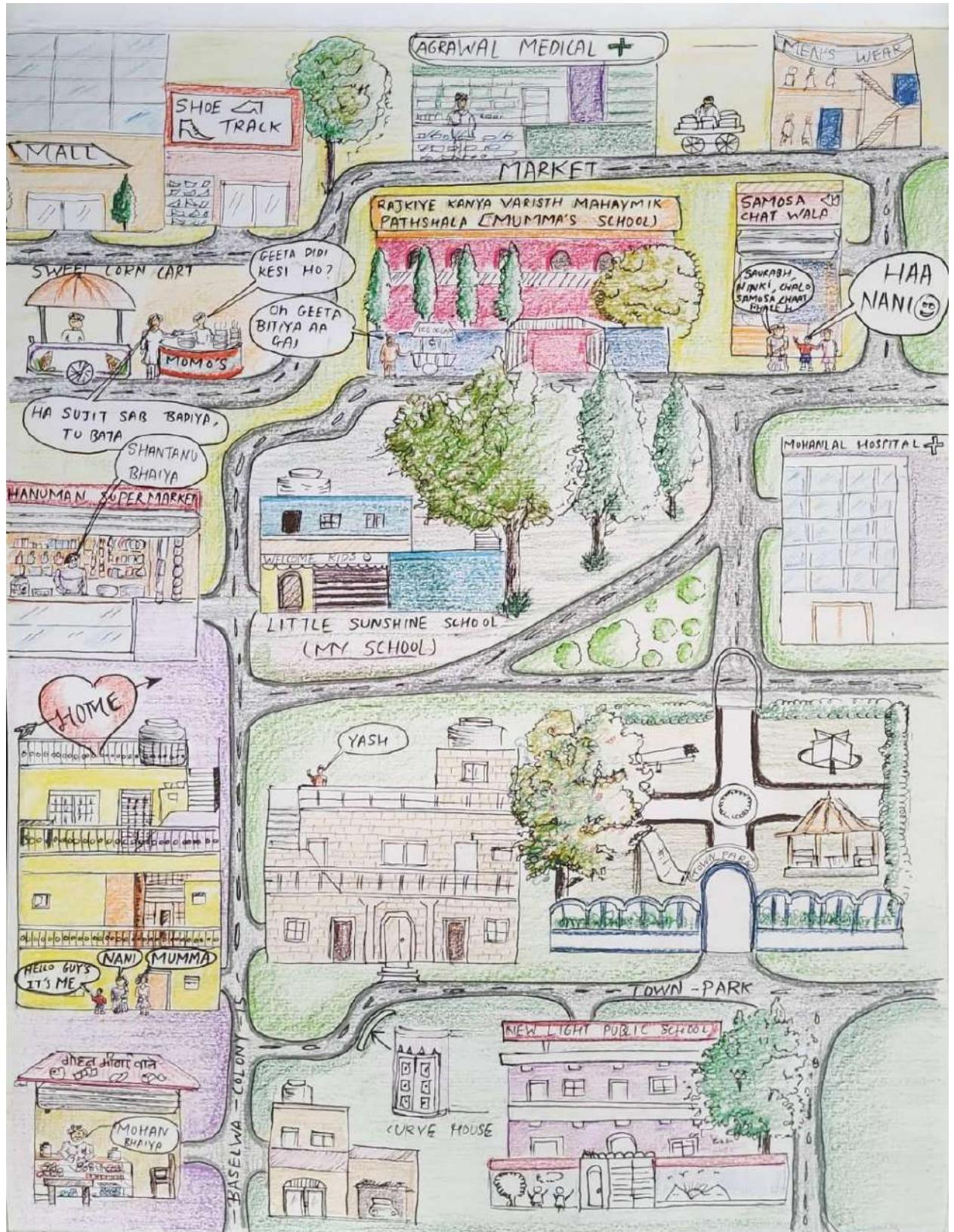
COMMUNICATION SKILL

BSDA, PUNE

M-35

SEM-I





<p>A WALK TO REMEMBER</p>	<p>SIGN PR 3/4/22</p>	<p>DATE SAURABH CHAUHAN 15/04/22 COMMUNICATION SKILLS M-06 SEM-I</p>	<p>SCHOOL OF ART SESSION</p>
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WEEK 3

CONTENT

Decoding Visual Narratives



Nani's Walk to the Park
Adapted: Stella Inayat
Illustration: Thea Inayat



Key Learnings

1. Visual Spatial Narratives have the **power to convey much more** than what the story it describes.
2. They kindle **Mental Mapping Skills**
3. They help **bring associations connected with our own memories** and experience.
4. They kindle our Spatial communication Skills.

Mode of Engagement

- Engaging Discussion about each illustration

- A Walk to Remember

Recall a memorable walk that you took in your childhood. Recall your journey in terms of the surroundings, space, characters etc. Draw a Visual map, illustrating your walk in a map form. Make the map innovative and experiential focusing on space, certain landmarks, architectural elements, unbuilt space, landscapes, etc.

Week 6,7,8: Weaving a Storybook

After intensive discussions of discovering the magic of stories occurring with Architecture as a backdrop, the students were introduced to [prompts from 8 different stories](#) by master storyteller- Ruskin Bond. Bond's stories strongly integrate context with characters which was the reason for taking the triggers from his stories.

The students were divided into **groups of 5** and were given the respective prompts (1 line) that would be triggers for them to write their own stories. Each group was also given **2 Architectural backdrops** that they were to explore intensively through their story. **Each group went through a process of writing the story, making storyboarding frames for the book and finally illustrating a children's storybook with illustrations- exploring stories with the backdrop of Architecture.**

The whole intention was to make them connect with Space in an engaging manner and to implicitly convey the idea that Architecture does not operate in a silo but becomes an enabler for a multitude of stories to take place. Architecture becomes the generator of Life and memories. The students enjoyed becoming authors and illustrators of their very own storybooks!

Key Takeaways

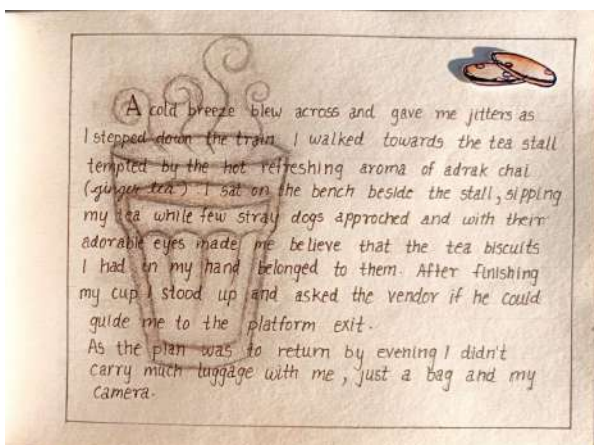
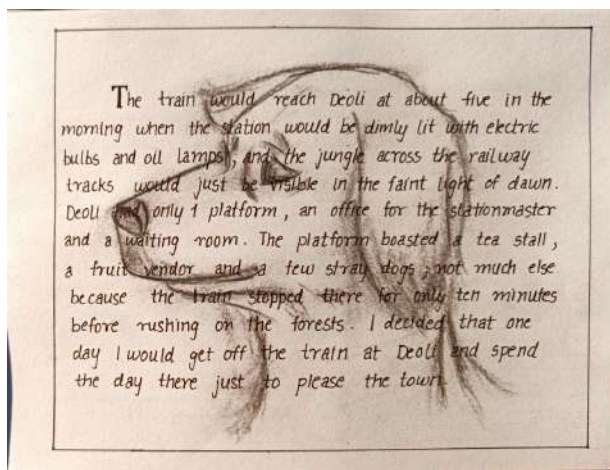
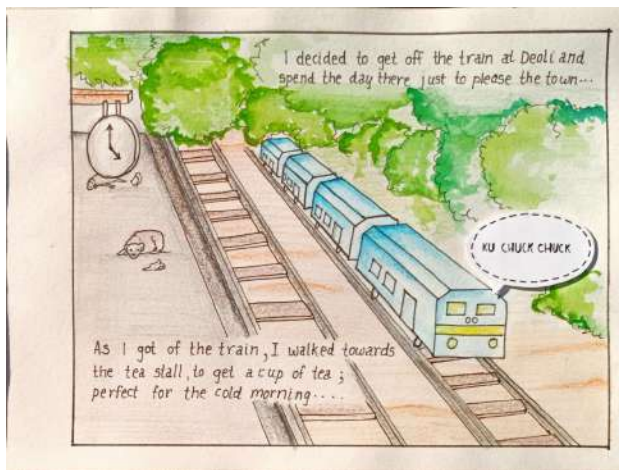
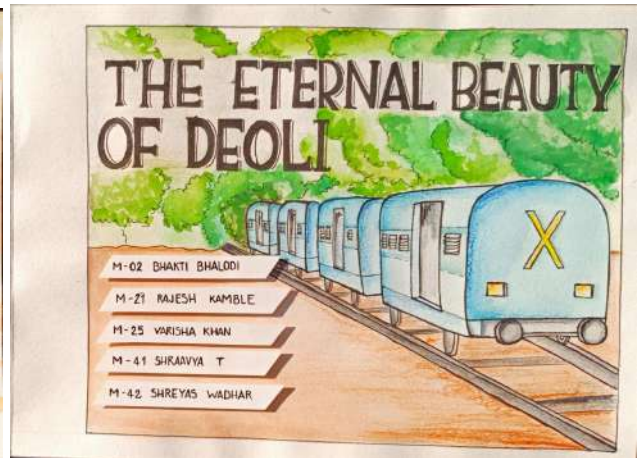
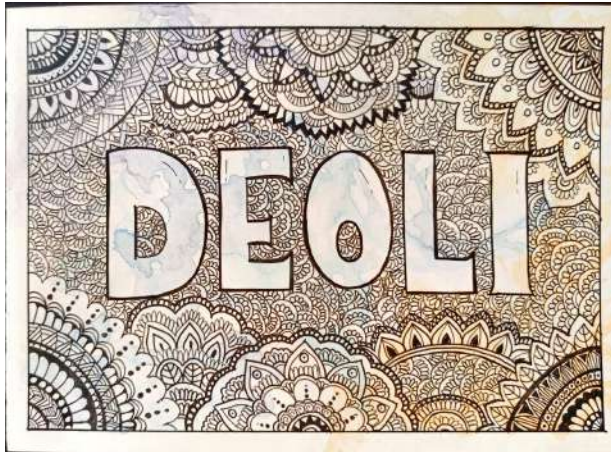
1. **Creative thinking**
2. **Skill building**
3. **Strengthening Spatial Associations**

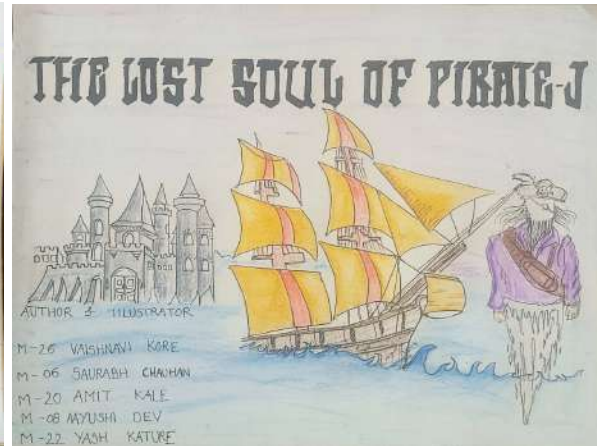
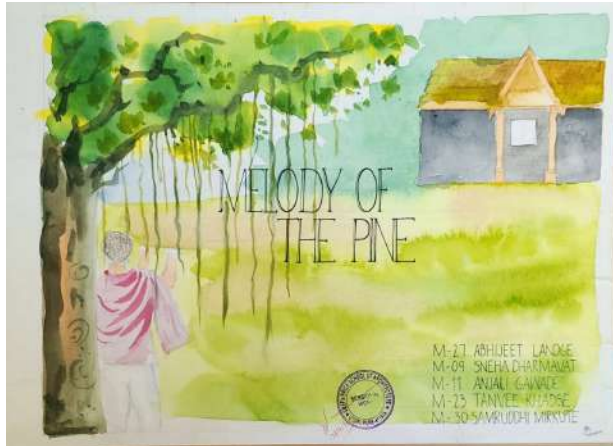


Glimpses of one of the Storybooks- Deoli:

Prompts given: Spaces that will feature: Railway platform; an Indian village

Story prompt: The train would reach Deoli at about five in the morning when the station would be dimly lit with electric bulbs and oil lamps, and the jungle across the railway tracks would just be visible in the faint light of dawn. Deoli had only one platform, an office for the stationmaster and a waiting room. The platform boasted a tea stall, a fruit vendor and a few stray dogs; not much else because the train stopped there for only ten minutes before rushing on into the forests. I decided that one day I would get off the train at Deoli and spend the day there just to please the town.





Week 9 and 10: Architectural Communication

From Spatial Narratives, the transition was made into Architectural reading through simple, yet communicative architectural excerpts. An ice breaker was also introduced wherein the students were shown images of different types of buildings, which they then had to describe simply yet articulately. Excerpts from B.V Doshi's Paths Uncharted brought them to a narrative style of communicating Architecture which was a natural extension of the Spatial Narratives thread.

Glimpses of the Input

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*In the following Visuals,
describe your observations and perceptions about
these buildings
in not more than 2-3 lines.*

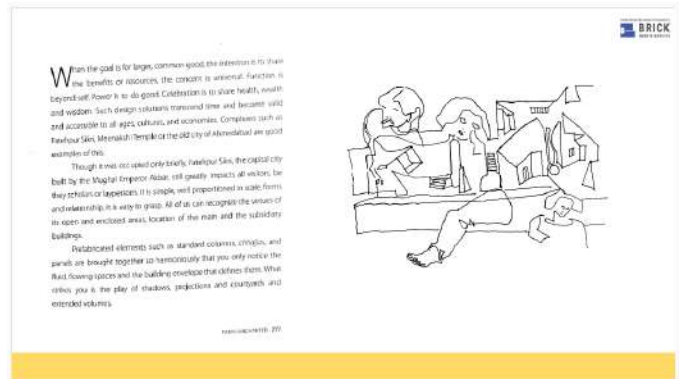


A towering mass of solids and voids amidst the urban jungle. A carved out exploration with dramatic double height verandas that connect seamlessly with the sky and the city.

BRICK

A warm neighbourhood that reminds one of a goan village. Narrow bylanes house charming, colourful dwellings with flowing greens and sloping roofs. The heritage houses have wooden framed structures and elements like verandas with intricate railings, arches and stepped doorways.

BRICK



Mode of Engagement: Taking the reading as a seed, the students were taken to the Library and asked to select any one building of their choice. They then had to do complete research on that one building and then narrate a story of journeying through that building and having a soliloquy with themselves reflecting on the spatial communication of the building.

Glimpses of Student Work



CASA BATLLO - BARCELONA, SPAIN

ARCHITECT - ANTONI GAUDI

CASA BATLLO IS GAUDI'S MAGIC WORLD IN THE HEART OF BARCELONA. THE LOCAL NAME FOR THE BUILDING IS "CASA DELS OSSOS" (HOUSE OF BONES), AS IT HAS A VISCERAL, SKELETAL ORGANIC QUALITY. CASA BATLLO IS BEAUTIFULLY DESIGNED AND CONSTRUCTED WITH THE HELP OF MATERIALS SUCH AS STONE, METAL, WOOD, CERAMICS AND COLOURS.

CASA BATLLO ABLINGS WITH CONTRAST THAT ENGAGE BOTH SENSUOUSLY AND INTELLECTUALLY LIKE WAVES AND BONES, FLOWERS AND REPTILES, THE HOLY FAMILY AND THE DEVIL. THE STRUCTURE IS INSPIRED BY MECHANISMS IN NATURAL WORLD THAT GUIDE THE FLOW OF WATER. PATTERNS OF WAVES, SHAPE OF BONES AS WE ENTER THE BUILDING IT LOOKS AS COLOURFUL TURTLES LIKE INTERING MARK BORDERS OF BUILDING FLOW SHAKELFULLY INTO CEILING, AS IF TIDES SHAPED ALL THE SURFACES. OUTSIDE STONE CARVINGS PEACH AROUND BOTTOM THREE FLOORS WHICH LOOK LIKE BONE-LIKE SHAPE. THE REST OF FACADE APPEARS TO HAVE BEEN SPRAYED WITH MULTICOLOURED GLAZED CERAMIC DISCS OF VARYING SIZES. THE TALL ROOF IS COVERED WITH REPTILIAN GLAZED TILES AND IS PERCHED BY A TOWER CROWNED WITH A FORM THAT COMBINES A CROSS WITH A BUDDING PLANT. THERE ARE DEVIL LIKE MARK ON BALCONY PARAPETS, BUT DECORATIVE INITIALS REVEAL THAT THE TOWER IS ACTUALLY DEDICATED TO HOLY FAMILY.

THE STRUCTURE IS COLOURFUL AND IS COMPLETELY INSPIRED BY NATURAL ELEMENTS LIKE WAVE, BONE AND PATTERNS ON THE BODY OF REPTILES. STRUCTURE IS BUILT USING ORGANIC PATTERN. THE MULTICOLOURED GLAZED TILES ADDS TO THE AESTHETICS OF THE BUILDING. THE USE OF BRIGHT COLOURS AND ORGANIC PATTERNS IN THE STRUCTURE DEPICTS THE DRAMATIC QUALITY OF THE STRUCTURE.



STORY OF BUILDING

SIGN DATE GANGKRUTI SAHUJI
COMMUNICATION SKILL
M-25

BBOA, PUNE
SEM-I



EXPLORING CASA BATLLO:

CASA BATLLO IS BASICALLY A RESIDENTIAL BUILDING WHERE JOSEEP BATLLO STAYED UNTIL HE PASSED AWAY. THE MAIN FLOOR OF A BUILDING IS 100 SQ.M. THE BUILDING HAS SPACES LIKE LIVING ROOM, DINING ROOM, STUDY AREA AND SOME PRIVATE SPACES FOR MEMBERS IN THE FAMILY. THE BUILDING IS MADE OF RECYCLED MATERIALS, STONES, CERAMIC, ETC.

AS WE ENTER THE PLACE WE SEE THE FLOWING WALLS IN THE HOUSE. I.E. USE OF ORGANIC PATTERN IS OBSERVED. BEFORE WE ENTER THE PRIVATE RESIDENCE, WE WILL FIND THE COMMUNAL ENTRANCE HALL ON THE GROUND FLOOR THIS IS THE FIRST STOP IN THE HOUSE. HERE, IT FEELS LIKE TRANSPORTING OURSELF TO AN UNDERWATER ENVIRONMENT WE WILL FIND SKYLIGHTS THAT RESEMBLE TURTLE SHELLS, WALLS WITH FLOWING CURVE SHAPE AND WOODEN STAIRCASE. THE STAIRCASE IS MADE FROM UNDRUNDED AND LOOKS LIKE BALKBONE OF AN ANIMAL. NEXT WE RICH TO THE MAIN FLOOR OF THE BUILDING THIS FLOOR IS ALSO KNOWN AS NOBLE FLOOR WHERE JOSEEP BATLLO STAYED. THIS PLACE HAD SOME UNIQUE CONSTRUCTION ONE OF THEM IS A MUSHROOM-SHAPED FIREPLACE. FROM HERE WE WILL BE LAID TO THE LIVING ROOM OF HOUSE AND A LARGE WINDOW. IN 2002, THIS PART OF CASA BATLLO WAS OPENED AS A MUSEUM FOR PUBLIC ENTRY.

THE OTHER SPACES OF THE HOUSE ARE BUILT IN A USUAL MANNER. THE FURNITURE IN THE BEDROOM IS MOSTLY MADE OF WOOD. THE ARCHITECTURE OF THE BUILDING IS COMPLETELY INSPIRED BY NATURE AND ITS ELEMENTS LIKE WAVES, TIDES, SHELLS, ETC. THE IS SO COLOURFUL AND GRACEFUL AND HIGR DRAMATIC CHARACTER IN IT.



STORY OF BUILDING

SIGN DATE GANGKRUTI SAHUJI
COMMUNICATION SKILL
M-25

BBOA, PUNE
SEM-I



Week 11: Assimilation

The assimilation session recapped and reflected on the learnings through the semester. Verbal and Non-verbal communication was also emphasized, and a few confidence-building and lateral thinking games were conducted to end on an energetic note. Pointers on improving communication skills and further, architectural communication skills were also discussed.

Key Learnings:

1. Developing **Verbal and Nonverbal Communication Skills**
2. Developing Lateral Thinking Skills
3. How to **Improve Communication Skills.**
4. How to **Improve Architectural Communication Skills.**

Glimpses of the Input

4 C's | 21st Century Skills

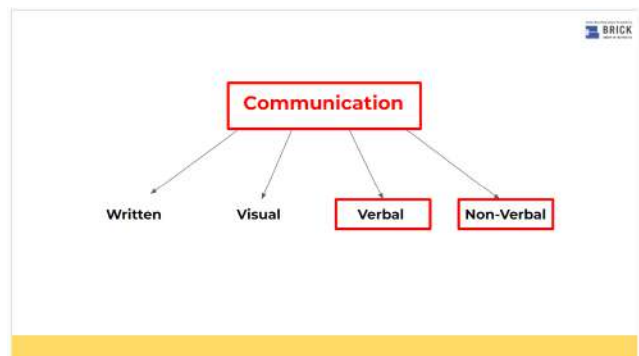
Creativity

Communication

Critical thinking

Collaboration

BRICK



Lateral Thinking | Design Thinking

Using indirect and creative methods to think outside the box and see problems from radically new angles, to find innovative solutions.

BRICK

ICE BREAKER: TABOO

Let me explain you

TABOO: Po, Youth, Star, Party, Fresh

HOUDINI: Magic, Escape, Dangerous, Smart, Haiky

BRICK

Weekly Sketching Prompts- BrickInk

For imbibing the habit of sketching, the students were given weekly prompts inspired by the Inktober movement. The prompt would emerge from the discussion in class and students would be asked to sketch using their creative thinking skills. A format on A4 was given to them. At the end of the semester, an A4 folio of sketches was created.

Integration with Other Subjects

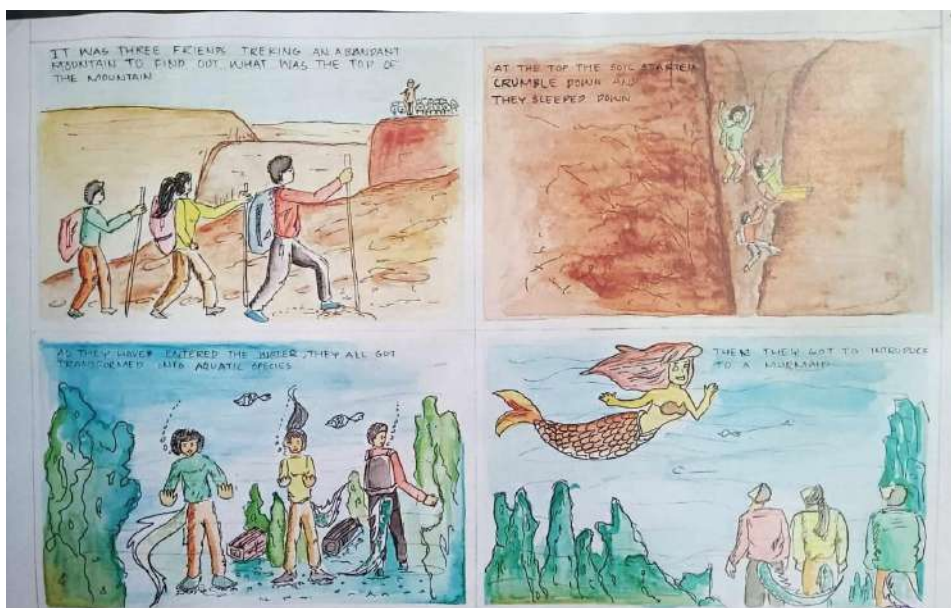
Integration of Basic Design and Communication Skills:

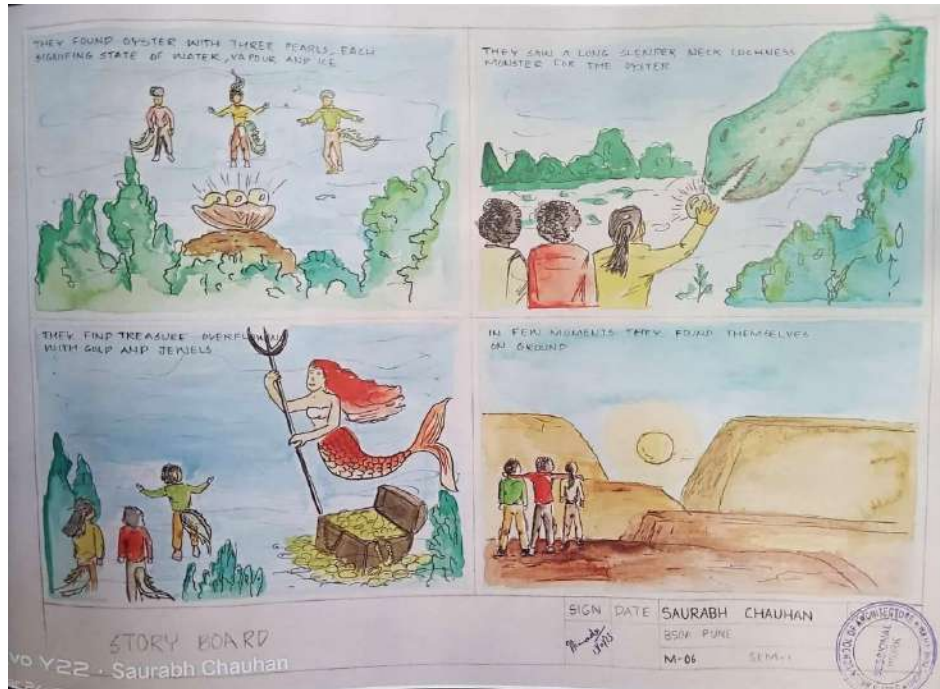
An assignment that involved storytelling and presentational skills- “Weaving Stories around Water” was integrated with Communication Skills, wherein the students were given a tutorial on making stop motion animation videos and recording voiceovers and narration for creating movies around the element- Water

Weaving Stories around “Water”

The student groups were asked to choose from **3 sets of chits- Prompt Situations:** for eg. Battle between Land Monsters and Sea Monsters; Ship Wrek; Marooned on a deserted island, etc; **Characters-** For eg- Pirates, Koli fisherfolk, Lochness monster, etc. and **Elements:** Treasure chest, Anchor, Pebbles etc. Each group had to pick one situation, 4 characters and 4 elements and were told to weave a story around the given situation using the characters and elements given.

Each group had to **write the story and create storyboards that wove their created landforms as backdrops to their story.** The condition was that **Water had to be the main element** or Hero of their stories.





Game 3: Animating Movies with Stories around “Water”

Students were given a tutorial on creating Stop motion animation. They were then asked to consider the landforms that they had created on campus as their Set and they were asked to make smaller-scale characters, elements and props with paper cutouts, clay modelling and any other innovative technique.

The students then became budding movie makers and animators and created stop-motion animation movies on the themes given to them around the Element- Water.



Water: Making a movie on the element- Water

The final movies were screened in the AV room.



Water: Movie Screening

Glimpses of a Movie



Objective of the Game: The game was envisioned for bringing an allied, more imaginative take on understanding the element water through stories. Developing allied skillsets of movie making additionally was incorporated to catalyse their presentational and creative thinking skills. Overall,

reinforcing the qualities of water and its dependencies on living beings as a lifeline was brought forth to develop sensitivities of the students towards the element Water.

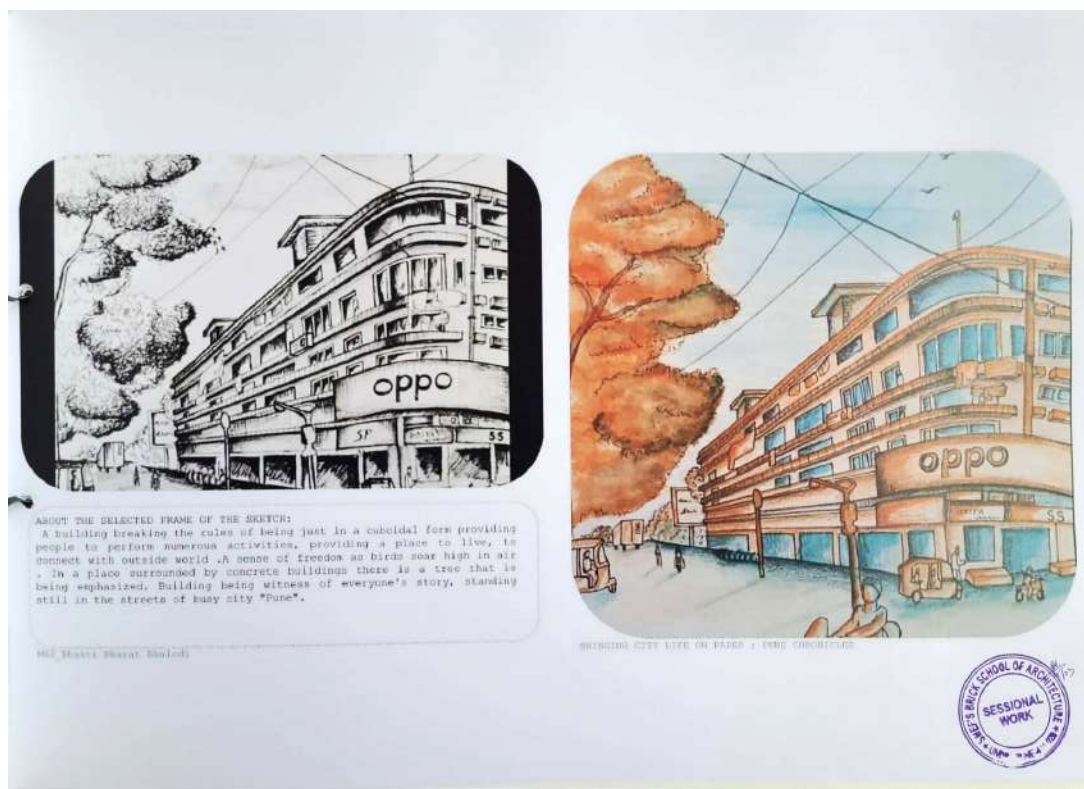
Integration of Basic Design and Architectural Design Graphics (AGD)

Pune Chronicles: Story of a City

The students attended a 2-part workshop conducted by French illustrator Simon Lamouret who exposed them to an alternative style of sketching the city and its various facets; he also showed them a specific method of rendering sketches with contrasting colours

The next part of the workshop was Live Sketching in Pune's Camp area where the students selected one frame and sketched it. They also added contrasting colours to render the sketch.

Student work:



Work Assessment Parameters:

CONTENTS:

I. A WALK TO REMEMBER

- MAP- A WALK TO REMEMBER
- MEMORABLE SCENE: A WALK TO REMEMBER
- NARRATION: A WALK TO REMEMBER

II. STORY OF A BUILDING

FALLING WATER, PENNSYLVANIA

III. STORY OF A CITY

PUNE CHRONICLES

IV. STORIES AROUND WATER

- LANDFORM DESIGN
- STORYBOARDS
- MOVIE FRAMES
- REFLECTIONS

V. CHAI WITH AUTHOR

- REFLECTIONS

The work assessment parameters for the above assignments include:

- Creative Imagination
- Clarity of communication
- Neatness in presentation
- Attention to detail

Weekly Work Status:

SMEF'S BRICK SCHOOL OF ARCHITECTURE				1ST YEAR TERM 2021-2022			
Roll Nos	Day Names / Total Classes	WK 1-4			WK 5-8		
		Classes attended	%	WORK STATUS	Classes attended	%	WORK STATUS
		4	100		4	100	
B1	AGARWAL TITHI	3	75		2	50	
B2	BHANDARI AARYA	2	50		4	100	
B3	BHISE RUSHIKESH	4	100		4	100	
B4	BHUJBAL TEJAS	4	100		4	100	
B5	BHUTADA ABHISHEK	4	100		3	75	
B6	BUDHAD DINESH	4	100		3	75	
B7	CHARKHA RIDDHI	4	100		4	100	
B8	DALVI AWANI	2	50		4	100	
B9	DASHPUTE ATHARVA	2	50		3	75	
B10	DESARDA KAJAL	4	100		4	100	
B11	DHARAMSI HEENA	3	75		4	100	
B12	FIRODIYA SAHIL	3	75		3	75	
B13	GAIKWAD SUMEDH	1	25		2	50	
B14	GUNDECHA SIYA	4	100		4	100	
B15	HALVI ANUSUYA	4	100		4	100	
B16	JADHAV SHRUTI	4	100		4	100	
B17	JAGTAP SHRONIKA	2	50		4	100	
B18	KARLEKAR TANISHQ	3	75		3	75	
B19	KHANDVE PURUSHOTTAM	4	100		4	100	
B20	KHARMALE PRANOTI	4	100		3	75	
B21	KULKARNI SHRAVANI	3	75		4	100	
B22	KURVE ADITI	3	75		4	100	
B23	MADILGEKAR SAMRUDDHI	3	75		3	75	
B24	MANDAOGADE TANMAY	3	75		3	75	

SMEF'S BRICK SCHOOL OF ARCHITECTURE				1ST YEAR TERM 2021-2022			
Roll Nos	Day Names / Total Classes	WK 1-4			WK 5-8		
		Classes attended	%	WORK STATUS	Classes attended	%	WORK STATUS
		4	100		4	100	
B25	MANWANI YASH	4	100		4	100	
B26	MHATRE ATHARV	3	75		3	75	
B27	MODAK PRIYANKA	3	75		3	75	
B28	NANNAJKAR RUTURAJ	3	75		4	100	
B29	PATEL HET	3	75		4	100	
B30	PATHAK KAVERI	3	75		3	75	
B31	RAUT ANJALI	4	100		4	100	
B32	SAINDANE RIYA	3	75		3	75	
B33	SANGHVVI VIRENN	4	100		4	100	
B34	SHARMA DIKSHA	3	75		4	100	
B35	SHARMA HRIDAY	4	100		4	100	
B36	SHIRODKAR VRUSHANK	4	100		4	100	
B37	SHRIRAME AYUSH	3	75		3	75	
B38	SINGH KANAK	4	100		3	75	
B39	SONI SEJAL	4	100		4	100	
B40	TALKUTE SAMARTH	4	100		4	100	
B41	TAPRE PURVI	3	75		3	75	
B42	TORNE ANMOL	3	75		4	100	
B43	VISHWASRAO TANUSHRI	3	75		1	25	
B44	VYAS RASHI	4	133		2	50	

SMEF'S BRICK SCHOOL OF ARCHITECTURE			1ST YEAR TERM I 2021-2022					CS	
Roll Nos	Day Names / Total Classes	WK 1-4			WK 5-8			TERM 1	
		Classes attended	%	WORK STATUS	Classes attended	%	WORK STATUS	TOTAL CLASSES	%
		4	100		4	100		8	100
M1	BERAD AADITYA	4	100		3	75		7	88
M2	BHALODI BHAKTI	4	100		4	100		8	100
M3	BHANDARI SHRUTI	4	100		2	50		6	75
M4	BHOIR TANVI	2	50		3	75		5	63
M5	BHONGARE SHRUTIKA	3	75		4	100		7	88
M6	CHAUHAN SAURABH	4	100		3	75		7	88
M7	DESHMUKH KAJAL	3	75		2	50		5	63
M8	DEV AAYUSHI	3	75		4	100		7	88
M9	DHARMAVAT SNEHA	4	100		4	100		8	100
M10	DOSHI SWAYAM	4	100		3	75		7	88
M11	GAWADE ANJALI	3	75		4	100		7	88
M12	GHIVE SAMIKSHA	4	100		4	100		8	100
M13	GHUNAKE YASHKUMAR	3	75		3	75		6	75
M14	GULVE DEEP	4	100		3	75		7	88
M15	GUNDEWAR SAHIL	3	75		4	100		7	88
M16	GUNDECHA ISHA	3	75		3	75		6	75
M17	GULSHAN HAKIMUDDIN	4	100		4	100		8	100
M18	JADHAV ADITI	4	100		4	100		8	100
M19	JADHAV SHRUTI	3	75		3	75		6	75
M20	KALE AMIT	4	100		4	100		8	100
M21	KAMBLE RAJESH	2	50		1	25		3	38
M22	KATURE YASH	4	100		2	50		6	75
M23	KHADSE TANVEE	4	100		3	75		7	88

SMEF'S BRICK SCHOOL OF ARCHITECTURE			1ST YEAR TERM I 2021-2022					CS	
Roll Nos	Day Names / Total Classes	WK 1-4			WK 5-8			TERM 1	
		Classes attended	%	WORK STATUS	Classes attended	%	WORK STATUS	TOTAL CLASSES	%
		4	100		4	100		8	100
M24	KHAIRNAR DEEPA	2	50		4	100		6	75
M25	KHAN VARISHA	3	75		4	100		7	88
M26	KORE VAISHNAVI	4	100		4	100		8	100
M27	LANDGE ABHIJEET	4	100		3	75		7	88
M28	LILADIYA PRIYANSHI	4	100		3	75		7	88
M29	MADAVI ANCHAL	3	75		4	100		7	88
M30	MIRKUTE SAMRUDDHI	3	75		4	100		7	88
M31	MORE NEERAJ	4	100		4	100		8	100
M32	OSWAL RAHIL	4	100		4	100		8	100
M33	PATIL SPANDAN	4	100		4	100		8	100
M34	PAWAR SAKSHI	4	100		3	75		7	88
M35	SAHUJI SANSKRUTI	4	100		3	75		7	88
M36	SAMAGE MANISH	4	100		4	100		8	100
M37	SHAH ANSHAL	4	100		3	75		7	88
M38	SHAHA PARAS	4	100		4	100		8	100
M39	SHEREKAR ANVESHA	4	100		4	100		8	100
M40	SIROHIYA ANUSHKA	4	100		2	50		6	75
M41	TIRUMALASETTI SHRAAVYA	3	75		1	25		4	50
M42	WADKAR SHREYAS	4	100		3	75		7	88
M43	ZAWAR PURVA	4	100		4	100		8	100
M44	JOSHY JINTO	3	75		4	100		7	88

Progressive Marking:

BLUE												
COMMUNICATION SKIL		Assignments										
NAMES	Brick INK: Prompt: LISTEN (5)	Brick INK: Prompt: Story (5)	Brick INK: MAP (5)	Brick INK: Memorable Scene 2 (5)	Map: Walk to remember (10)	Narration: Walk to remember (10)	Memorable Scene From Walk	Story book Final marking	Story of a Building	Total out of 70	Out of 100	
B1	AGARWAL TITHI							6.5		6.5	9	
B2	BHANDARI AARYA	1.5	2.5	2.5	2.5	6	6	9	6	42.0	60	
B3	BHISE RUSHIKESH	2.5	2.5	2.5	2.5	7	6	6.5	5.5	41.0	59	
B4	BHUBAL TEJAS	2.5	2.5	2.5	2.5	6	4	5	6.5	35.5	51	
B5	BHUTADA ABHISHEK	2.5	2.5	3	2	5.5	6	6	6.5	40.0	57	
B6	BUDHAD DINESH	3	2.5	3	2.5	6.5	*6	6	6	36.0	51	
B7	CHARKHA RIDDHI	2.5	3	2	2.5	6.5	5.5	5.5	6	39.0	56	
B8	DALVI AWANI							7.5		7.5	11	
B9	DASHPUTE ATHARVA	3	3	3	2.5	6.5	7	5.5	9	46.5	66	
B10	DESARDA KAJAL	2.5	3	3	3.5	6	7	5	7.5	44.5	64	
B11	DHARAMSI HEENA	3	3	3.5	3	8	7	7	6	47.0	67	
B12	FIRODIYA SAHIL	2.5	2.5	2.5	3	6	6	6	7	41.0	59	
B13	GAIKWAD SUMEDH	0	0	0	0	0	0	0	0	0.0	0	
B14	GUNDECHA SIYA	2	3	3	3.5	7	7	6	8	45.0	64	
B15	HALVI ANUSUYA	2	3	3.5	3.5	8	8	8	6.5	50.5	72	
B16	JADHAV SHRUTI	3	3.5	4	3	7	7	7	6.5	47.5	68	
B17	JAGTAP SHRONIKA							7.5		7.5	11	
B18	KARLEKAR TANISHQ	3	2.5	2.5	2	5.5		5.5	7.5	34.0	49	
B19	KHANDVE PURUSHOTTAM	2.5	1	1	2	7	0	6	6	25.5	36	
B20	KHARMALE PRANOTI							9		9.0	13	
B21	KULKARNI SHRAVANI	3	3	3.5	3.5	8	7	8	8	50.5	72	
B22	KURVE ADITI	3	3	4	3.5	8	7	8	8	52.5	75	

BLUE												
COMMUNICATION SKIL		Assignments										
NAMES	Brick INK: Prompt: LISTEN (5)	Brick INK: Prompt: Story (5)	Brick INK: MAP (5)	Brick INK: Memorable Scene 2 (5)	Map: Walk to remember (10)	Narration: Walk to remember (10)	Memorable Scene From Walk	Story book Final marking	Story of a Building	Total out of 70	Out of 100	
B23	MADILGEKAR SAMRUDDHI	3	3	3.5	3	7.5	7	6.5	8	48.0	69	
B24	MANDAOGADE TANMAY	3	3	3	3.5	7	7	7	9	49.5	71	
B25	MANWANI YASH	2.5	3	2	3	6	6		7	35.5	51	
B26	MHATRE ATHARV							6.5		6.5	9	
B27	MODAK PRIYANKA	2.5	3	3	3	7	7	8	8	49.5	71	
B28	NANNAJKAR RUTURAJ	2.5	2.5	3	3	7	7	7	7	46.0	66	
B29	PATEL HET	2.5	2.5	2	2	6	6	6	6.5	39.5	56	
B30	PATHAK KAVERI	3	4	3	4	7	7	8	8	52.0	74	
B31	RAUT ANJALI	2.5	4	3	4	7	6	6.5	7.5	41.0	59	
B32	SAINDANE RIYA	2.5	2.5	3	3	6	5	5.5	6.5	38.0	54	
B33	SANGHVVI VIRENN	2.5	2.5	2.5	1	6.5	6	6.5	6.5	39.0	56	
B34	SHARMA DIKSHA	2.5	3.5	4	4	8	7	7	7	50.0	71	
B35	SHARMA HRIDAY	3	2.5	4	3	7	7	6	9	49.0	70	
B36	SHIRODKAR VRUSHANK	2.5	3	2.5		6.5	6	4	6.5	38.0	54	
B37	SHRIRAME AYUSH	2	2	2	2.5	6	5	6	6.5	38.0	54	
B38	SINGH KANAK	3	3	3.5	2	7.5	8	7	6.5	48.5	69	
B39	SONI SEJAL	2	2.5	3	3	6.5	6	6	6.5	42.5	61	
B40	TALKUTE SAMARTH	3	3	2.5	2.5	6.5	6	6	7	43.5	62	
B41	TAPRE PURVI	2	3.5	2.5	3	3	7	7	6	40.0	57	
B42	TORNE ANMOL	2	2.5	3	3	6	7	5	6.5	42.0	60	
B43	VISHWASRAO TANUSHRI	2	3.5	3	3.5	7	6.5	7	7.5	48.0	69	
B44	VYAS RASHI	3	4	4	4	8	5	6.5	6.5	48.5	69	

MAGENTA													
COMMUNICATION SKIL		DECEMBER											
	NAMES	Brick INK: Prompt: LISTEN (5)	Brick INK: Prompt: Story (5)	Brick INK: MAP (5)	Brick INK: Memorable Scene 2 (5)	Map: Walk to remember (10)	Narration: Walk to remember (10)	Memorable Scene From Walk	Story book Final marking	Story of a Building		Out of 70	PREFINAL Out of 100
M1	BERAD AADITYA	1	2.5	2	2	4	5	5	7.5	5		34	49
M2	BHALODI BHAKTI	4	4	4	4.5	8	7	8	9.5	8		57	81
M3	BHANDARI SHRUTI	3.5	3	2.5	3	5.5	6	6	5	4		38.5	55
M4	BHOIR TANVI								7			7	10
M5	BHONGARE SHRUTIKA	3	4	3	3	7.5	6	7	7.5	7		48	69
M6	CHAUHAN SAURABH	3.5	3.5	4.5	4	9	7.5	8	9	8		57	81
M7	DESHMUKH KAJAL	3	2.5		3	8	6.5	7	8	8		46	66
M8	DEV AAYUSHI	3	3	3	2.5	8	7	7	9	8		50.5	72
M9	DHARMAVAT SNEHA	3	3		4	7		7	9			33	47
M10	DOSHI SWAYAM	2.5	3	3	3	8	6	6	8.5	6		46	66
M11	GAWADE ANJALI	2.5	2.5	3	2	4	6	4	9	6.5		39.5	56
M12	GHIVE SAMIKSHA	3	4.5	4	4	8	6.5	8	8.5	7		53.5	76
M13	GHUNAKE YASHKUMAR	2.5	3	3	2	6	6	6	8.5	5.5		42.5	61
M14	GULVE DEEP	2	3.5	3.5	3.5	6.5	6	6.5	8.5	5.5		45.5	65
M15	GUNDEWAR SAHIL	2.5	2.5	2.5	2.5	6	6	6	7	6		41	59
M16	GUNDECHA ISHA	2	2.5	3	3	5.5	6	5.5	8.5	6.5		42.5	61
M17	GULSHAN HAKIMUDDIN	3	4.5		2	7	7	6	8.5	6		44	63
M18	JADHAV ADITI	2.5	3	3.5	3.5	8	7	7	7.5	7		49	70
M19	JADHAV SHRUTI	3	3.5	3	3.5				8.5			21.5	31
M20	KALE AMIT	3	4	4.5	3.5	8.5	7	8	9	8		55.5	79
M21	KAMBLE RAJESH	2	0	2	2.5	6	7	6	6	5		36.5	52
M22	KATURE YASH	2	0	0	2.5	6.5	7	5.5	9	5.5		38	54

MAGENTA													
COMMUNICATION SKIL		DECEMBER											
	NAMES	Brick INK: Prompt: LISTEN (5)	Brick INK: Prompt: Story (5)	Brick INK: MAP (5)	Brick INK: Memorable Scene 2 (5)	Map: Walk to remember (10)	Narration: Walk to remember (10)	Memorable Scene From Walk	Story book Final marking	Story of a Building		Out of 70	PREFINAL Out of 100
M23	KHADSE TANVEE								9			9	13
M24	KHAIRNAR DEEPA	2.5	3	3	3	8	7	8	8	8		50.5	72
M25	KHAN VARISHA	3	3.5	3	3	7.5	7	6.5	9.5	8		51	73
M26	KORE VAISHNAVI	3	3	2.5	3.5	7	7	8	9	7		50	71
M27	LANDGE ABHIJEET	2.5	3	3	3.5	7	7	7	9	6.5		48.5	69
M28	LILADIYA PRIYANSHI	2.5	2.5	2	2	5	6	6	7	7		40	57
M29	MADAVI ANCHAL	3.5	2.5	3.5	3.5	7.5	7	7.5	7.5	8		50.5	72
M30	MIRKUTE SAMRUDDHI	3	3	4	4	8	7	8	9	8.5		54.5	78
M31	MORE NEERAJ	2	3	0	1.5	3	5	5.5	7.5	0		27.5	39
M32	OSWAL RAHIL	3	2.5			6.5	6	5.5	7	6		36.5	52
M33	PATIL SPANDAN	1	2	2	2	6.5	6	6	8	7		40.5	58
M34	PAWAR SAKSHI	2.5	2.5	2	2.5	6	6	4	8	6		39.5	56
M35	SAHUJI SANSKRUTI	4	4.5	4.5	4.5	9	8	8	8.5	8		59	84
M36	SAMAGE MANISH	3	3.5	2	2	7	6	5	8	6		42.5	61
M37	SHAH ANSHAL	3	3.5	0	0				8.5			15	21
M38	SHAHA PARAS	2.5	3	4.5	4	9	8	8.5	8.5	7.5		55.5	79
M39	SHEREKAR ANVESHA	2.5	3.5	3.5	3.5	8	7	7	7	6		48	69
M40	SIROHIYA ANUSHKA	3	3.5	3	4	8	7	8	8.5	8		53	76
M41	TIRUMALASETTI SHRAAVYA	2	2.5	2.5	2	6	5	7	9.5	5.5		42	60
M42	WADKAR SHREYAS	2.5	2.5	2.5	2.5	7	6	7	9.5	7		46.5	66
M43	ZAWAR PURVA	3	4	3.5	3	7	8	0	8.5	7		44	63
M44	JOSHY JINTO								8			8	11

Final Marking:

BLUE									
COMMUNICATION SKILLS		FINAL INTERNAL MARKING	FINAL EXTERNAL MARKING	TOTAL	TOTAL				
NAMES	Total out of 25	Total out of 25	Total out of 50	Total out of 100					
B1	AGARWAL TITHI	13	15	28	56				
B2	BHANDARI AARYA	16	15	31	62	C	10	90-100	Outstanding
B3	BHISE RUSHIKESH	18	17	35	70	A	9	80-89	Very Good
B4	BHUJIBAL TEJAS	15	15	30	60	B	8	70-79	Good
B5	BHUTADA ABHISHEK	18	14	32	64	C	7	60-69	Fair
B6	BUDHAD DINESH	16	15	31	62	D	6	50-59	Average
B7	CHARKHA RIDDHI	14	14	28	56		0	Below 50	Fail
B8	DALVI AWANI	20	20	40	80				
B9	DASHIPUTE ATHARVA	20	15	35	70				
B10	DESARDA KAJAL	22	18	40	80				
B11	DHARAMSI HEENA	22	18	40	80				
B12	FIRODIYA SAHIL	16	16	32	64				
B13	GAIKWAD SUMEDH	AB	AB	0	0				
B14	GUNDECHA SIYA	19	14	33	66				
B15	HALVI ANUSUYA	22	18	40	80				
B16	JADHAV SHRUTI	23	23	46	92				
B17	JAGTAP SHRONIKA	14	14	28	56				
B18	KARLEKAR TANISHQ	18	14	32	64				
B19	KHANDVE PURUSHOTTAM	16	14	30	60				
B20	KHARMALE PRANOTI	21	19	40	80				
B21	KULKARNI SHRAVANI	23	23	46	92				
B22	KURVE ADITI	23	17	40	80				
B23	MADILGEKAR SAMRUDDHI	19	16	35	70				
B24	MANDAOGADE TANMAY	20	16	36	72				
B25	MANWANI YASH	18	14	32	64				
B26	MHATRE ATHARV	15	15	30	60				
B27	MODAK PRIYANKA	20	20	40	80				
B28	NANNAJKAR RUTURAJ	21	19	40	80				
B29	PATEL HET	16	17	33	66				
B30	PATHAK KAVERI	23	20	43	86				
B31	RAUT ANJALI	20	20	40	80				
B32	SAINDANE RIYA	16	17	33	66				
B33	SANGHVI VIRENN	15	16	31	62				
B34	SHARMA DIKSHA	20	16	36	72				
B35	SHARMA HRIDAY	22	16	38	76				
B36	SHIRODKAR VRUSHANK	16	15	31	62				
B37	SHIRIRAME AYUSH	19	14	33	66				
B38	SINGH KANAK	22	15	37	74				
B39	SONI SEJAL	19	18	37	74				
B40	TALKUTE SAMARTH	20	16	36	72				
B41	TAPRE PURVI	20	20	40	80				
B42	TORNE ANMOL	16	14	30	60				
B43	VISHWASRAO TANUSHRI	21	19	40	80				
B44	VYAS RASHI	22	18	40	80				

MAGENTA									
COMMUNICATION SKILLS					FINAL INTERNAL MARKING	FINAL EXTERNAL MARKING	TOTAL	TOTAL	
NAMES	Total out of 25	Total out of 25	Total out of 50	Total out of 100					
M1 BERAD AADITYA	16	17	33	66					
M2 BHALODI BHAKTI	23	23	46	92	C	10	90-100	Outstanding	
M3 BHANDARI SHRUTI	17	16	33	66	A	9	80-89	Very Good	
M4 BHOIR TANVI	9	9	18	36	B	8	70-79	Good	
M5 BHONGARE SHRUTIKA	21	22	43	86	C	7	60-69	Fair	
M6 CHAUHAN SAURABH	23	23	46	92	D	6	50-59	Average	
M7 DESHMUKH KAJAL	19	17	36	72	F	0	Below 50	Fail	
M8 DEV AAYUSHI	21	17	38	76					
M9 DHARMAVAT SNEHA	19	18	37	74					
M10 DOSHI SWAYAM	20	17	37	74					
M11 GAWADE ANJALI	19	17	36	72					
M12 GHIVE SAMIKSHA	22	18	40	80					
M13 GHUNAKE YASHKUMAR	18	16	34	68					
M14 GULVE DEEP	18	15	33	66					
M15 GUNDEWAR SAHIL	19	19	38	76					
M16 GUNDECHA ISHA	18	16	34	68					
M17 GULSHAN HAKIMUDDIN	20	16	36	72					
M18 JADHAV ADITI	21	17	38	76					
M19 JADHAV SHRUTI	20	20	40	80					
M20 KALE AMIT	22	19	41	82					
M21 KAMBLE RAJESH	15	16	31	62					
M22 KATURE YASH	17	15	32	64					
M23 KHADSE TANVEE	16	14	30	60					
M24 KHAIRNAR DEEPA	22	20	42	84					
M25 KHAN VARISHA	21	19	40	80					
M26 KORE VAISHNAVI	21	17	38	76					
M27 LANDGE ABHJEET	23	23	46	92					
M28 LILADIYA PRIYANSHI	18	15	33	66					
M29 MADAVI ANCHAL	20	16	36	72					
M30 MIRKUTE SAMRUDDHI	22	15	37	74					
M31 MORE NEERAJ	13	14	27	54					
M32 OSWAL RAHIL	15	19	34	68					
M33 PATIL SPANDAN	18	17	35	70					
M34 PAWAR SAKSHI	16	14	30	60					
M35 SAHUJI SANSKRUTI	24	19	43	86					
M36 SAMAGE MANISH	18	14	32	64					
M37 SHAH ANSHAL	16	14	30	60					
M38 SHAHA PARAS	22	19	41	82					
M39 SHEREKAR ANVESHA	20	16	36	72					
M40 SIROHIYA ANUSHKA	23	17	40	80					
M41 TIRUMALASETTI SHRAAVYA	13	14	27	54					
M42 WADKAR SHREYAS	20	21	41	82					
M43 ZAWAR PURVA	21	16	37	74					
M44 JOSHY JINTO	14	16	30	60					

Links of Good Work:

Sanskruti Sahuji:

https://drive.google.com/file/d/1FpdK00Da9A2QbXW7HzaA_IV1iX5WlqHM/view?usp=sharing

Saurabh Chauhan:

<https://drive.google.com/file/d/1gv3AahOreEbBKUb0nT1lvpSPic7yK9Rw/view?usp=sharing>

Bhakti Bhalodi:

https://drive.google.com/file/d/1CVf55V3GZLtisc0OqJaJ59EFUMkYLWU_/view?usp=sharing

Links of Average Work:

Anushka Sirohiya:

<https://drive.google.com/file/d/1WD5A92jtbbwkRgIR1tFvbJFsYxjSEAOI/view?usp=sharing>

Links of Below Average Work:

Rajesh Kamble:

https://drive.google.com/file/d/1e6MEgUqZaDWrtxKHGBu_zMPYmv_29xkQ/view?usp=sharing

Feedback from External Examiner:

SMEF's BRICK SCHOOL OF ARCHITECTURE

EXAMINATIONS

FEEDBACK FORM FOR EXTERNAL EXAMINERS

Name: - AR. SAURABH JOSHI

Subject: - CS

Term/Year: - 2022-2023

Date: - 28.03.2023

BCLID NO: - 52201797242

1. Your opinion of the work done for the subject.

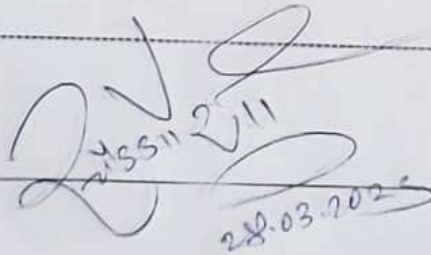
Storyboard exercise turned out excellently.
It has brought all the creativity through prompt
visual communication.


2. Any particular points of note/attention.

Graphical explanation are well interpreted &
conveyed.

3. Your advice to the students.

4. Your advice to the faculty/school for the subject (for cognizance next time)


28.03.2023

SSR 2019-20 to 2023-24	
Criterion 5 – Student Support and Progression	
5.1.2 Following capacity development and skills enhancement activities are organised for improving students' capability	

5.1.2 Capacity development and skills enhancement activities are organized for improving students' capability

3. Language and Communication Skills

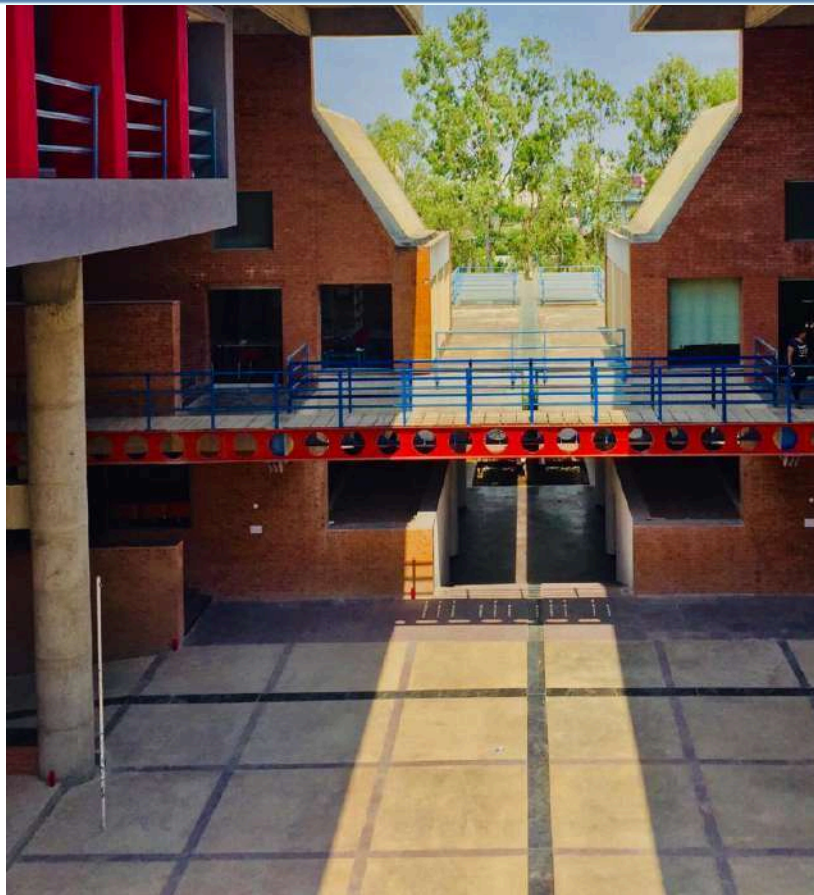
Annexure 2:

Documentation of Research in Architecture II (2022-23)





Research In Architecture II



Dr. Vaidehi Lavand, Ar. Ramiya

Gopal, Ar. Ketaki Pednekar

S.M.E.F'S Brick School of

Architecture

11/10/2023



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1. Introduction

1.1 Course Intent Statement

- To enable students to carry out research focused on an issue related to the built environment
- To prepare students to write a technical research paper
- To train students to present their research paper in front of an audience

1.2 Syllabus as per SPPU and Marking Scheme

Unit 1- Qualitative and Quantitative Data Collection and Analysis

Unit 2- Presentation of qualitative and quantitative data using various techniques (visual, graphical, numerical, etc.)

Unit 3- Technical Writing

Unit 4- Presentation of research paper in a seminar

1.3 Learning applied from the previous term

Exposing students to the **various ways in which research can be approached** was introduced this semester. This was helpful in removing the mental block, and for the students to understand that the process may not be rigid. Introducing '**structure of paper**' as a precursor to writing the paper was helpful this semester. This helped students tackle the writing part with ease.

2. Syllabus as per SPPU and Marking Scheme

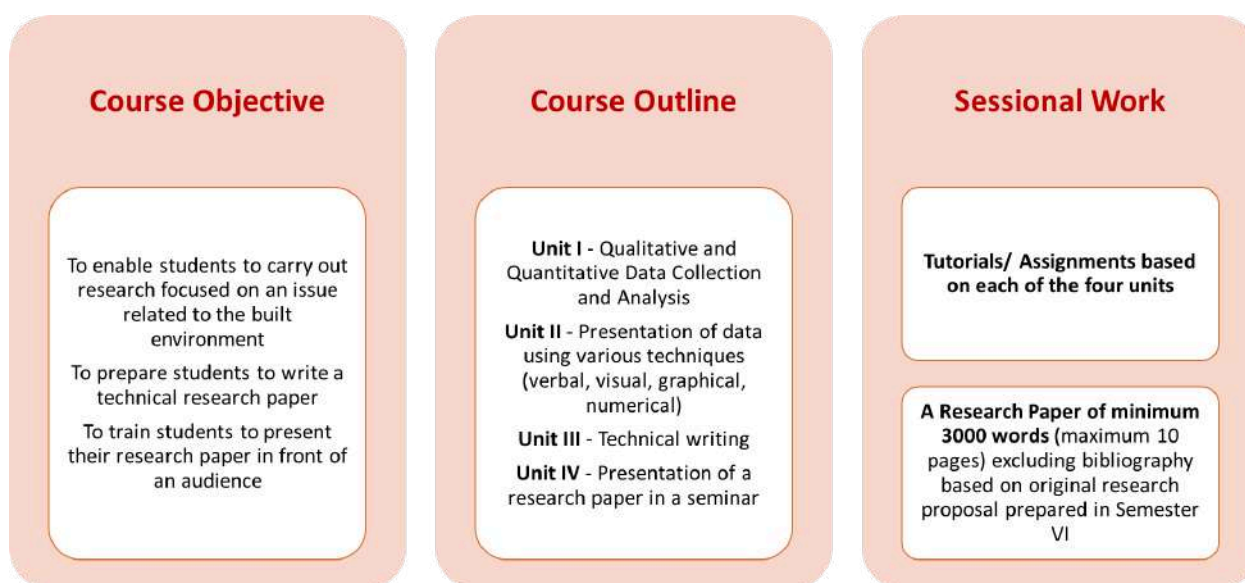
Research In Architecture II		
Course Code	4201566 (SS)	
Teaching Scheme	Examination Scheme	
Total Contact Hours per week: 3 (Lecture: 1, Studio :2)	Sessional (internal)	25
	Sessional (external)	25
	Viva (internal)	NIL
	Viva (external)	NIL
	In-semester exam	NIL

	End Semester exam	NIL
	Total Marks	50
	Total Credits	02

COURSE OBJECTIVES

- To enable students to undertake research focused on an issue related to the built environment.
- To report research in a technical manner.

COURSE OUTLINE



Qualitative and Quantitative Data Collection and Analysis,

Presentation of qualitative and quantitative data using various

Techniques (visual, graphical, numerical, etc.)

Technical Writing

Presentation of research paper in a seminar

Conduct proposed research and write research paper

Write a research Paper

- **Unit I Data collection and Analysis preferably with use of statistics**
- **Unit II Presentation of data using various techniques (verbal, visual, graphical, numerical)**
- **Unit III Technical writing**
- **Unit IV Presentation of a research paper in form of a seminar**

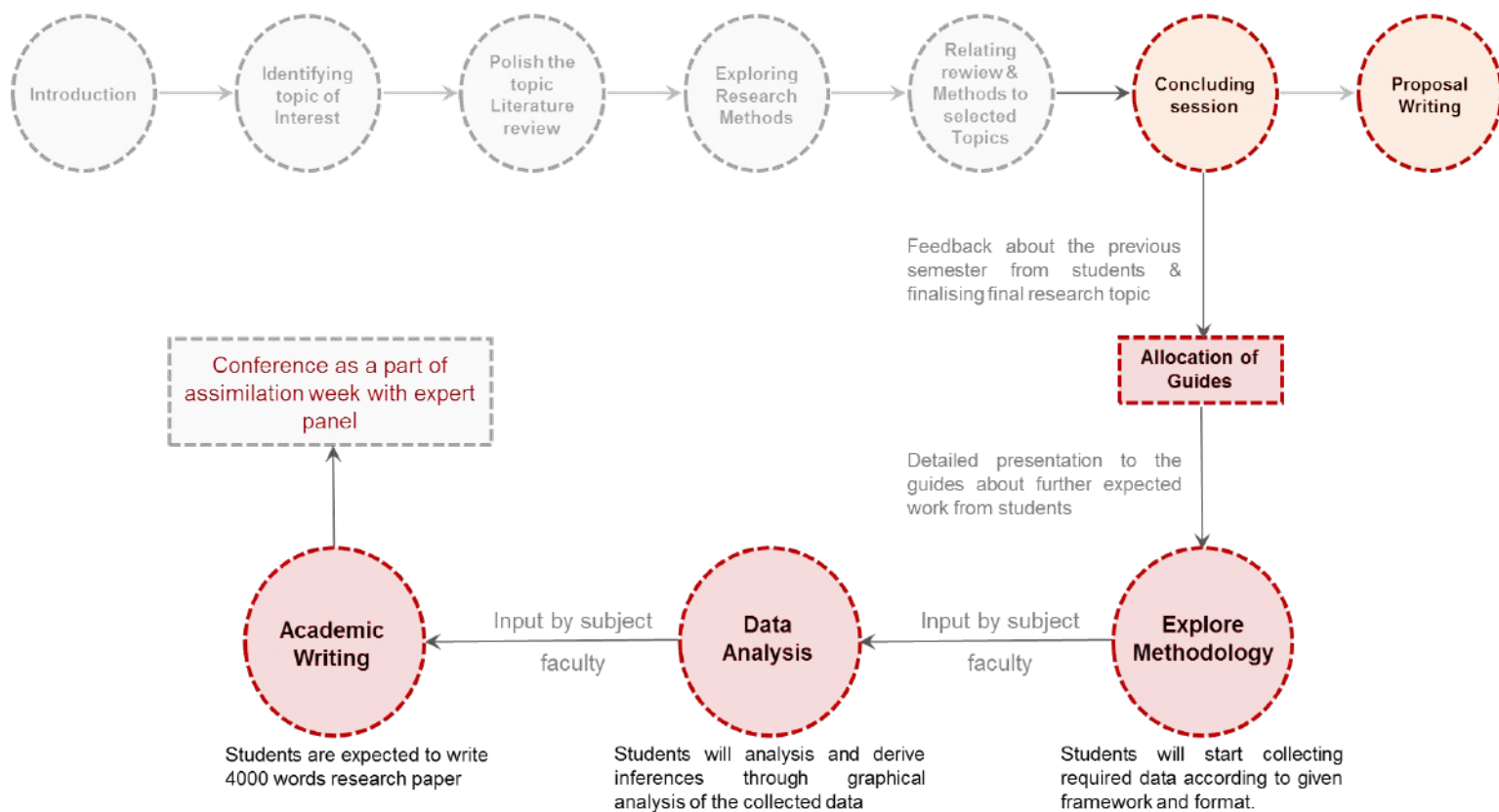
SESSIONAL WORK:

- **Tutorial based on units I to III.**
- **To undertake original research work on the research proposal prepared in Semester VII and**

report the research in form of a technical paper of 4000 words minimum.

3. Academic planning

a. Week-wise schedule



Week	Topic	Description	Output	Faculty
Week I and II	Discussion	Preliminary discussion of proposals with guide and refining the question	Revised Proposal Guide interaction	Respective Guides
Week III	Input I on Research process	<ol style="list-style-type: none"> 1. Discussion on the topics covered in the last semester 2. Workshop on methods of data collection (Sudhir Sir and Manali ma'am)	Final methods used for collecting data	Rewind – RGK Methods of Data Collection – VL Quantitative Research

		1. Peer discussion to finalize methods		How to work with variables.
Week IV	Input II Technical Writing	<ol style="list-style-type: none"> 1. How to write a technical paper, Types 2. The different parts of a research paper 3. APA Format of the research paper 	<p>Output (Time Bound) – Outline of the paper; Journal Entry I</p> <p>Guide interaction</p>	RGK
Week V	Input III Citation and Referencing	<ol style="list-style-type: none"> 1. Introduction to citation and referencing 2. Demonstration of how to reference using Mendeley 	<p>Output (Time Bound) – Literature collection with referencing done on Mendeley</p> <p>Journal Entry II</p> <p>Guide interaction till Outline and list of review journals - marking</p>	VL
Week	Topic	Description	Output	Faculty
Week VI	Input IV	1. How to write literature review.	<p>Output - Literature review in detail to be written during class hours</p> <p>Guide interaction - marking</p>	VL

Week VII	Input VIII Qualitative and Quantitative Data Collection	<ol style="list-style-type: none"> 1. Qualitative and Quantitative Data 2. Discussions through student work 	<p>Output – Put together data gathered from site (Peer Review)</p> <p>Journal Entry III</p> <p>Guide interaction</p>	VL
Week VIII	Input IX Data Analysis and Representation of Data	<ol style="list-style-type: none"> 1. How to do coding in excel 2. How to do analysis ? 3. Introduction to various techniques of representation of data with examples 	<p>Output –Data collection</p> <p>Journal Entry IV</p> <p>Guide interaction</p>	VL RGK
Week IX	<p>Workshop Input - How to write abstract?</p> <p>Submission of Abstract for Brick Student's Conference</p> <p>Guide interaction - marking</p>			
Week X	<p>Discussion by showing presentation from conference 'Blurred Boundaries' will be projected</p> <p>Output – Submission of ppt Brick conference</p> <p>Guide review - Draft I</p>			
Week XI	Input X How to write conclusion?	Output - Draft I submission		
Week XII	Output – Revised Draft			

Week
XIII

Assimilation – Presentation by 10 students

4. Design of exercises to meet the teaching objective

Final portfolio sequence of submission

1. Final Research Paper
2. Variables, Sample Size, Questionnaire
3. Abstract and Outline of your research paper
4. Literature Review
5. Data Collection
6. Analysis
7. Introduction and Conclusion
8. PowerPoint presentation of the research (10-12 slides)
9. Draft I
10. Journal Entry I - Write a brief on the format for a research paper
11. Journal Entry II - Read any 7 articles given in the classroom and highlight the mode of data collection, data analysis, and representation. Make a PowerPoint presentation of the same. The presentation must include the title of the research, the question, data collection methods, and data analysis representation.
12. Journal Entry III - A printed A4 sheet of the Mendeley citation from the Mendeley app
13. Journal Entry IV - The three questions given after the guest lecture. (What is Quantitative and Qualitative Analysis; List down any 5 journals in the field of architecture; What is good academic research practice?)

Assignment I – Abstract writing

- i. Aim of this small session on abstract writing was to understand crisp writing of paper in the form of abstract.
- ii. Designed for- Visual, kinesthetic learners, reading/writing learners
- iii. Method adopted and duration: Peer learning and discussion of various abstracts highlighted with its various parts such as establishing the context of paper, finding the gap in literature and
- iv. Expectations from Students – Students were expected to formulate a content page with titles and sub-titles for each portion of the paper
- v. Format for Output – A4 sheet submitted as PDF

Abstract:

Heritage is one of many important aspects that drive tourism to any location. A heritage site's motivations for tourism include its historical significance, cultural authenticity, architectural allure, and the immersive experiences it provides to tourists from all over the world. In the case of Pune, historical and cultural sites that attract tourism include Shaniwar Wada, Aga Khan Palace, Sinhagad Fort, Pataleshwar Cave Temple, and the Raja Dinkar Kelkar Museum. But one name is constantly absent from this list of significant site, Vishrambaugh Wada. Even with a rich historic and cultural background and different purposes throughout the past, this building is not considered an integral part of Pune's Heritage. The purpose of this project is to investigate the impact of heritage significance on tourism at Vishrambaug Wada. The study is aimed at investigating visitor footfall, demography, motivations, and economic implications, with a focus on historical significance. It examines the site's popularity and problems by analyzing surveys, interviews, and secondary data and comparing it to other heritage sites. The findings benefit tourist development by providing insights for long-term growth and preservation. This study sheds light on how cultural heritage influences tourism and informs future research in this area.

Assignment III – Organization of Literature Review

- i. Aim was to enable students extract the required data from all the resources they have collected
- ii. Designed for- Visual, kinesthetic learners, reading/writing learners
- iii. Method adopted and duration: Excel sheet as shown below

Title	Focus Area	Methodology adopted	Tools used for representation of data	Areas where your research can contribute	Literature that is useful for you	Link

- iv. Expectations from Students – Students were expected to analyze the paper to understand focus area, methodology adopted, tools used to represent data, how it contributes to research, and the data required for their own research
- v. Format for Output – Matrix submitted as PDF

Assignment IV – Literature Review

- i. Aim of the exercise is to write the literature review in their own words as part of the research paper
- ii. Designed for- Visual, kinesthetic learners, reading/writing learners
- iii. Method adopted and duration: Word format with proper referencing, and citation
- iv. Expectations from Students – Formulate the complete literature review required for their respective paper under each head
- v. Format for Output - Word format, submitted as PDF

2. Literature Review

2.1 What is spirituality?

Christina Puchalski, MD, Director of the George Washington Institute for Spirituality and Health, contends that "spirituality is the aspect of humanity that refers to the way individuals seek and express meaning and purpose and the way they experience their connectedness to the moment, to self, to others, to nature, and to the significant or sacred."

Spirituality can mean different things to different people, but it usually involves feeling a strong connection to oneself and being kind to others. This connection goes beyond physical boundaries and makes us feel like a part of something much bigger. It's like a feeling that can't be measured with numbers, but it's very real to the person experiencing it. At the core of spirituality is the experience of understanding and connecting with yourself. It's about getting in touch with your own body and thoughts and finding a sense of inner peace. Imagine spirituality like this: It's when you feel like you're not just a single, separate person, but that you're linked to everything around you. This feeling can be incredibly powerful and comforting. It's a bit like discovering a secret source of happiness inside yourself. In simple terms, spirituality is all about finding a deep connection with your inner self and embracing kindness and connectedness with the world around you. It's about feeling a sense of peace within and recognizing that you're a part of something much greater than just your physical self.

2.2 Religion and spiritual theology

Spirituality is viewed as personal, universal, non-denominational, inclusive, and tolerant (Mitroff & Denton, 1999)

What is religion?

Religion is belief in a god or gods and the activities that are connected with this belief, such as praying or worshipping in a building such as a church or temple. ... his understanding of Indian philosophy and religion.

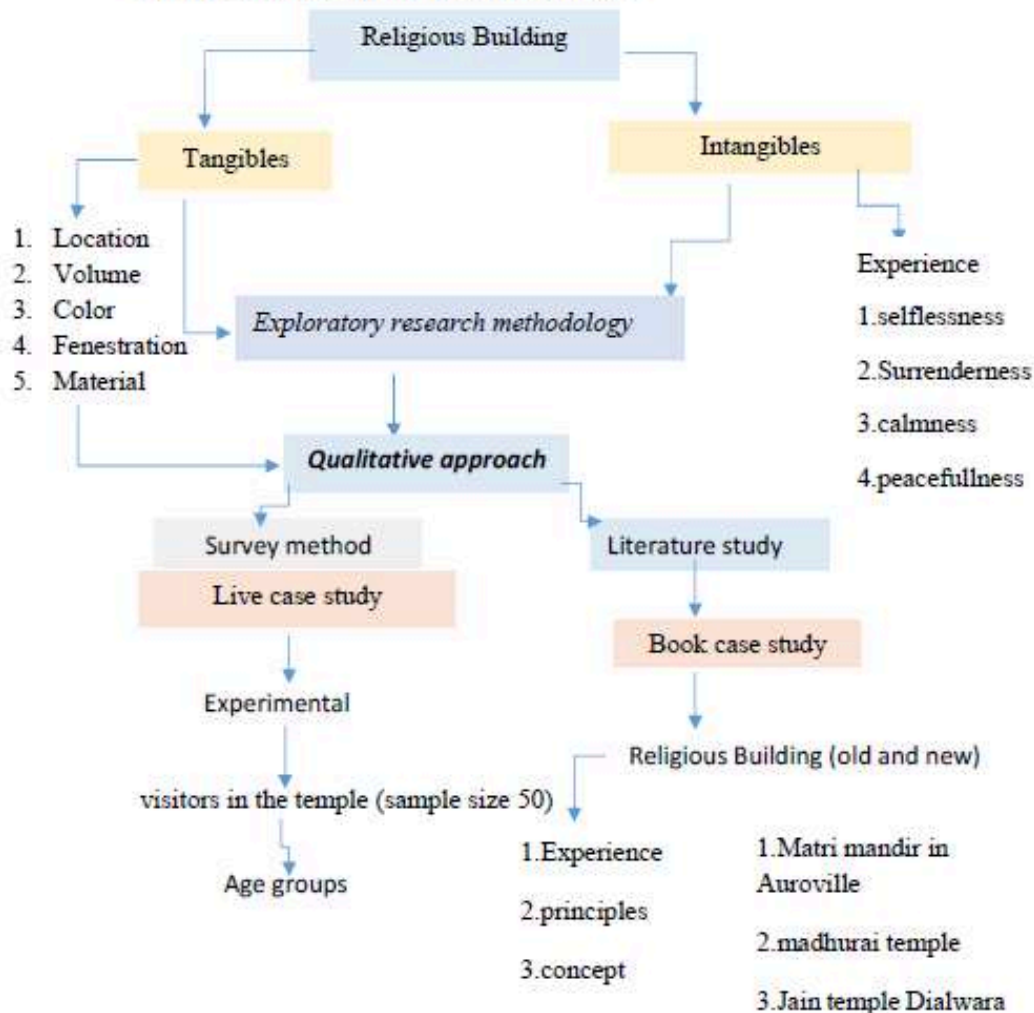
Spirituality is a deeply personal and peaceful feeling that people can experience, and it's not limited to any one particular religion. Different religions have their own unique practices and beliefs, but the underlying sense of connection and tranquility is something that remains constant. In Hinduism, for example, they believe that the ultimate goal in life is to achieve "moksha" or salvation.

Every religion has its own way of approaching spirituality, which might include various rituals and teachings. These methods can differ from one faith to another, but the core emotional and awareness development that they aim for is similar. In other words, the goal is to become more spiritually aware and connected, regardless of the specific path

Assignment V – Methodology chart & Data Collection

- i. Aim of the exercise – To revise methodology chart and gather data required for the paper from the study area with graphical representation
- ii. Designed for- Visual, kinesthetic learners, reading/writing learners
- iii. Method adopted and duration: Chart using online digital applications and Photographic documentation, site visit, interviews
- iv. Expectations from Students – To gather, and put together the data collected from site in the form of descriptions, photographs, pie charts, and other tools for representation
- vi. Format for Output - Word format, submitted as PDF

3.1 Research methodology flow chart



attracts devotees from all corners of India and beyond. Its status as one of the 12 jyotirlingas imparts both regional and worldwide significance to Trimbakeshwar. Considered the 8th jyotirlinga, the Trimbakeshwar Temple was chosen as the subject of the case study.

4.2 Sample size and Parameters of Data collections

The questions were designed with consideration for various factors, including the spatial quality of the area, the emotions evoked by that space, the age group of the participants, and their personal preferences regarding different spaces. A total of 50 participants were included in the study, and their feedback was collected by considering the mentioned parameters. The responses were then analyzed to identify any connections between these parameters and the architectural elements present within the

What feelings or emotions are commonly linked to the concept of space?

15 responses

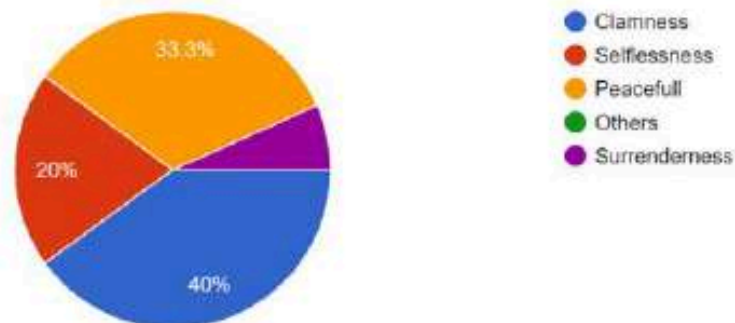


Figure 7. pie chart showing emotion link with the concept of space space under exploration.

Figure8. pie chart showing emotion link with particular architectural character

मंदिराच्या जागेच्या संकल्पनेशी सामान्यतः कोणत्या भावना किंवा भावना जोडल्या जातात? (त्र्यंबकेश्वर मंदिर)
38 responses

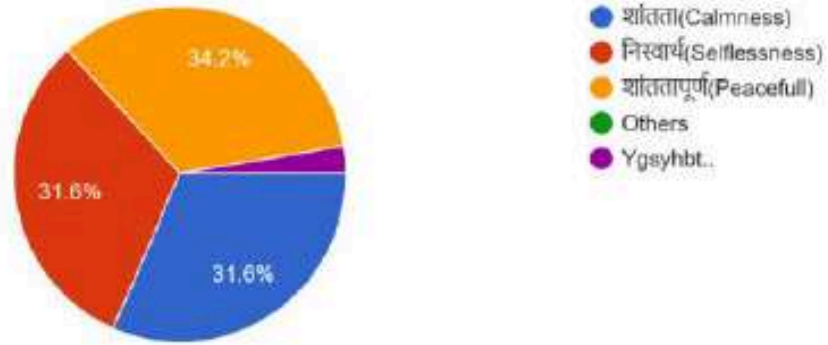


Figure9. age group

Figure9 pie chart showing emotion link with particular architectural character(Marathi)

1.2 मंदिरातील कोणत्या वास्तुशिल्पीय गोष्टींमुळे तुमच्या भावना जागृत होतात? (त्र्यंबकेश्वर मंदिर)
38 responses



Figure10. pie chart showing emotion link with the concept of space (Marathi)

Assignment VI – Findings and Conclusions

- Aim of the exercise – To formulate the findings, and conclusions based on the literature review, and data collected from site. The understand, synthesize, and put forth their interpretations of the

- problems identified.
- v. Designed for- Visual, kinesthetic learners, reading/writing learners
 - vii. Method adopted and duration: Word format with proper referencing, and citation
 - ii. Expectations from Students - A word document with the required data
 - iii. Format for Output - A4 word document, submitted in PDF format

6. Conclusions

The data analysis revealed a significant connection between human emotions and architectural elements, where the spatial quality of space plays an important role in shaping diverse emotional experiences. Within the range of emotions experienced, it was consistently observed that sculptures were the primary architectural element responsible, with 68.4% of participants attributing their emotional responses to this element. This was followed by volumes, which accounted for 10.5% of the emotional impact, as well as the material palette and spatial organization.

This analysis has successfully pinpointed the variables responsible for influencing the spatial quality of spiritual buildings, offering valuable insights for future architectural

Assignment VII – Final Paper

- i. Aim of the exercise – To write the final research paper through careful collation of all the previous assignments
- ii. Designed for- Visual, kinesthetic learners, reading/writing learners
- iii. Word format with proper referencing, and citation
- iv. Expectations from Students - A word document with the required data
- v. Format for Output - A4 word document, submitted in PDF format



Fourth year Research in Architecture Year 2023-24

SMEF'S Brick School of Architecture Pune

Investigating the Factors Affecting Sound Quality: A Case of SMEF's Brick Group of Institute, Pune

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Abstract

In this research proposal, the author wants to study the intricate various aspects of sound quality within lecture hall. The significance of optimal sound quality in learning spaces cannot be underestimated, as it deeply influences the learning experience. The location of study focuses on a yellow studio of SMEF's Brick Group of Institute in Pune. As the sound in studio gets repelled and uncleared within the studio causes disturbance in lecture. Architecture students require an environment that fosters concentration, communication, and creative work, making the quality of sound in studios crucial. This study aims to identify and analyse the factors that impact sound quality within the architectural studios of the Brick Campus. The methodology blends qualitative and quantitative methods: literature review, comprehensive surveys of students, faculty, and staff, acoustic measurements, and statistical analysis. Parameters affecting the studios during learning activity are Reverberation Time, Echo and factors affecting studio space are Volume, Openings, Materials. This paper focuses only on analysing and studying Reverberation Time factor of the studio. Ultimately, this research aims to unveil factors impacting sound quality in architectural studios. By dissecting acoustic conditions and elements like room dimensions, it aims to improve the learning experience, fostering creativity

PLAGIARISM REPORT, DISCUSSIONS, QUESTIONNAIRE AND PROCESS SHEETS
MUST BE ATTACHED AS ANNEXURE IN YOUR PORTFOLIO

5. Enrichment of teaching

Please describe if your teaching has addressed these points, and describe how was addressed.

- i. professional ethics – Research in Architecture starts with ethical practices. All the ethical practices are discussed in several inputs and with many examples.
- ii. human values – Connecting research with human centric approach and implementing ideas related to social concerns are always focused in selection of topics for research.
- iii. gender equity – Topics related to women safety are seen in urban and rural contexts speaks about concerns related to gender equality in public and private spaces in various typology of projects.
- iv. Environment – Sustainable developments, lakeside developments, ecological developments are discussed largely.
- v. Sustainability – Environmental and sustainability issues goes hand in hand and many of the topics speaks about the same.

Page break after its completion



6. Summary of the tests/ in-semester exams that were taken

This is applicable to the time-problems in Design and the class tests in the theory subjects.

JOURNAL ENTRY I

1) What is research?
→ "Research is a process of systematic inquiry that entails collection of data; documentation of critical information; and analysis and interpretation of that data/information, in accordance with suitable methodologies set by specific professional fields and academic disciplines."
"The methodical attempt to find or validate facts, to look into a new issue or subject, to explain events, or to identify relationships between variables, usually being using scientific methods of observation and experimentation. In order to the development of generalizable knowledge, research is crucial."

2) What is research in architecture?
→ Architectural research is original inquiry carried out with the goal of producing information, insights, and understanding based on capabilities, methods and instruments appropriate to the field of architecture.

ARCHITECTURAL RESEARCH
positive, ever-evolving
feedback loop

conduct research ↔ informs design
researchers w/ design background ↔ sensitivity to detail, context & human impact



Architecture is a sophisticated process of designing around human needs and comfort. Its core is the idea and method of creating something unique. But we must realise that much of what we want to build is rooted in the built form of the past or present.

Contextual design is strengthened by reliable research. Functional architecture research helps designers better understand their clients. Simply said, it focuses on making it meaningful rather than just discovering and documenting materials and technologies. Understanding the requirements in the project's individualistic nature is aided by research done at every stage.

3) What are the characteristics of good research?

→ characteristics are as follows -

- Systematic research
- Based on logical reasoning
- The data derived from real time
- In depth analysis
- Create path for new research

the formulation of a research question is often easier said than done. As such, numerous frameworks like the finer and PICO criteria - have been invented to help researchers formulate sound research questions.

For instance, Cummings et al. (2013) suggest using FINER criteria to create or evaluate a research question. According to this set of criteria, a good research question is F - Feasible, I - interesting, N - novel, E - ethical, R - relevant

7. Use of ICT (Information and Communication Technology) tools in teaching

Conference recordings
GIS
Photogrammetry
Google earth engine
dBmap.net
GPS
dB meter
Drone
Google meet
Mendeley
Google classroom
PowerPoint presentation
Excel as tool for quantitative analysis

8. Addressing student diversity

(Students come from different backgrounds and learning abilities. However, this diversity adds to the quality of team work with various kinds of specialized approach. Please mention that how did you address these diversities in terms of teaching and exploration design)

Various assignments are planned according to variety of students. This included peer learnings, discussions, writing, reading and observing on field.

9. Experiential learning/ hands on exercises/ case studies/ site visits planned

All topics of research were based on site visits, observations and case studies.

10. Innovation brought in teaching

Using tools for data collection and analysis. Experiential learning through Brick Conference.

LONG TERM DEVELOPMENT IDEAS FOR SUBJECT

Compilation of best papers in the form of a journal under Brick Publications.

Collaboration with technical institutions such as VIIT and organizations. Applying for funding students' research work

11. Field trip/site visit report (if applicable)

Respective topics individual students did their visits

12. Meeting the objectives

- a. **Assessment of the teaching learning process-** Assessment here is meant by assessing the effectiveness of teaching, teaching strategies, methods and techniques. In a holistic way it provides feedback to the teachers about their

teaching and the learners about their learning. Please note that it not only involves gathering and interpreting information about how well a course is succeeding in reaching its course objectives but also judgements about the objectives themselves. Please conclude this section with the questions about how well is this course helping to meet larger educational goals (the program outcomes).

Please attach the screenshot of the google spreadsheet for course outcome and program outcome. The spreadsheet can be accessed from following link

<https://docs.google.com/spreadsheets/d/1tMRpNMkoqWHfxP7Ad6sxa01RHedSgqXrlnTLMZslKn4/edit#gid=1845996503>

ANALYSIS OF PROGRAM OUTCOMES AND EDUCATIONAL OBJECTIVES			
Please tick (✓) on the appropriate option			
Name of the course:			
Exploration	Exploration 1	Exploration 2	Exploration
Parameter			
Theoretical Base			
Knowledge and Skills			
Values			
Research			
Practice and Ethics-			
Changes and Diversification-			

Creativity -			
Collaborative Working			
Inclusivity			
Technological Knowhow			
Ability to choose Area of Specialization / Practice			

- b. Summary of teaching and learning with basic observations** –Students’ feedback, external examiners’ feedback/ response, faculty’s own comments on teaching- learning process and learning from this term, and any suggestion to the institute



5.1.2 Capacity development and skills enhancement activities are organized for improving students' capability

3. Life Skill Development at Brick

Annexure 3:

Psychological Counselling Report



BRICK School of Architecture

Report of My Work as College Counsellor"

"September 2018 - March 2024"

Introduction:

Since September 2018, the college has been providing counselling services to students and the broader college community with the aim of promoting greater mental health and the overall healthy development of students and the college as a whole.

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

Counselling Approach and Methods -

First things first, Efforts are taken to break any stigma about counselling sessions. This is done in the introductory sessions. Special classroom session taken for this and classroom sessions are also taken for all developmental Counselling sessions.

Confidentiality of the sessions is also communicated to students to encourage them to come for counselling sessions.

Students are given referrals for any issue needing special counselling or psychiatric treatment if needed.

I utilize an eclectic approach in counselling, incorporating REBT as a fundamental psychotherapy tool.

Eclectic therapy is an approach that draws on multiple theoretical orientations and techniques. It is a flexible and multifaceted approach to therapy that allows the therapist to use the most effective methods available to address each individual client's needs.

Details of Counselling Services:

Counselling is done in college in various setups like-

1. Individual Counselling

It was available once a week. 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 if needed to benefit the student and it is done only with consent of the student.

Generally, if any self-harm tendency is seen or threat to own or other's life is doubted during the session then with consent or without consent confidentiality can be compromise and the case is reported to college authority with further required actions.

As College Counsellor, I have

- Helped student identify the issues for distress.
- Helped in Managing life with pressure from school, friends, relationships, and family.
- Helped 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.

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

Therapeutic Counselling is to resolve problematic behaviours, beliefs, feelings, relationship issues, and/or somatic responses

The various issues I have observed in therapy sessions are as follows :

Generally, for **first year** the problems are related to transition from traditional education setup to special experiential learning setup. Also, peer pressure, loneliness, hostel stay adjustment, home sickness, etc. transitional issues are more prominent.

Second year onwards following issues and their further emotional and behavioural effects are seen in one-to-one counselling

Body image & self-esteem	Loneliness	Teenage sexuality	Sadness & depression
Pressure from exams	Anxiety & fear	Issues with Teachers/staff interactions	Peer pressure and bullying
Relationship problems	Family issues	Self-harm	Obsessive compulsive behaviour
Suicidal thoughts	Violence, abuse & trauma	Grief and loss	Substance, drug abuse

2. Classroom Group Sessions –

In classroom sessions Developmental Counselling is conducted. Specific topics are taken in classroom setting or small groups setting like-

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

It is generally a **One to Two hours** session. Various group activities are conducted for overall development of students.

Topics taken for classroom sessions and details of sessions taken are as follows.

- **My Goals and a Sense of Purpose**

Session Objectives

1. Clarity about what is a goal and why each one needs goals
2. Different types of goals
3. How one can define his/ her goal
4. What sense of purpose is and how can one identify /develop it
5. Understanding challenges faced by one in fulfilling the sense of purpose.
 - **Self-Belief - Assertive Communication**

Session Objectives

1. Self-belief - To understand core self-belief and those of others. Differentiate between helpful and unhelpful self believes.
2. Different types of Personality they observe around them and how to adapt
 - **Power of the Mind**

Understanding the Mind- Body relationship.

1. Understanding how the mind works
2. Understanding the connection between the mind and the body
3. Understanding why emotions occur and how they have evolved.
4. Understanding Healthy and Unhealthy emotions
5. Learning to be aware of one's emotions and their effects on behaviour and thoughts.
6. Taking ownership of one's emotions - Being aware of our thoughts, emotions, behaviour and owning them.
 - **Know your mind – Self Talk**
 - 1. To understand the nature of thinking
 - 2. To understand what self-talk is and to see how it impacts our thinking emotions and behaviour.
 - 3. Becoming aware of the nature and quality of self-talk and how it is expressed.
 - 4. Increasing self-talk awareness
 - **Rational Thinking**
 - 1. To understand the underlying beliefs that influence our behaviour.
 - 2. Learning to differentiate between rational and irrational beliefs.
 - 3. To understand how we can identify factors within and beyond our control.
 - 4. Learning to replace irrational thinking with rational beliefs.
 - 5. What is a belief? Identifying my beliefs
 - 6. A-B-C principle
 - 7. Rational and irrational beliefs
 - 8. Factors within and beyond control
 - 9. How to replace irrational belief with a rational one?

3. Online Video Counselling

It is generally **one-hour** session but can extend little if needed. It helped in covid situation.

Online video counselling helped in counselling the student, parents, or staff who is physically not present in college due to some genuine reason and needs immediate counselling help to avoid further complications.

- 4 Phone Counselling** – Phone counselling is given to students only in circumstances where student is physically not available and may not have internet facility for video call. Phone counselling is sometimes used for parents too. Covid situation has created the need for this type. Efforts are done listen to their issues regarding students and to counsel them.

My Role as a College Counsellors ...

1. is to make the counselee think,
2. make them question their own thinking
3. Empower them to take their own decisions

I Aimed at Developing

- Decision making ability
- Coping Skills
- Built perspective
- Working towards desirable consequences

Also Provide Information, facts, Develop Healthy thoughts and Emotions, Healthy Relationships with Peers and Staff, Functionality in daily Life

Some Techniques used

Listening - Ventilation	Normalizing / Universalizing	Support giving / Referrals as needed	Reality orientation
Help Identify Triggers / address real problem	Guilt removing	Challenging and correcting perspective /correcting unhelpful believes	EMPATHY
Information giving / help Identify resources	Develop Coping skills	Cognitive restructuring	REBT

Actual Sessions conducted in college: Jun.'2023 to Mar. '2024

(Previous Yearly Reports are already submitted as and when)

Individual counselling - 43 Sessions one to one for students on Campus

7 individual Sessions for Teaching Staff

6 Online/ phone Sessions for students

Classroom sessions - 13 Group sessions

1 Session – for M. Arch. students

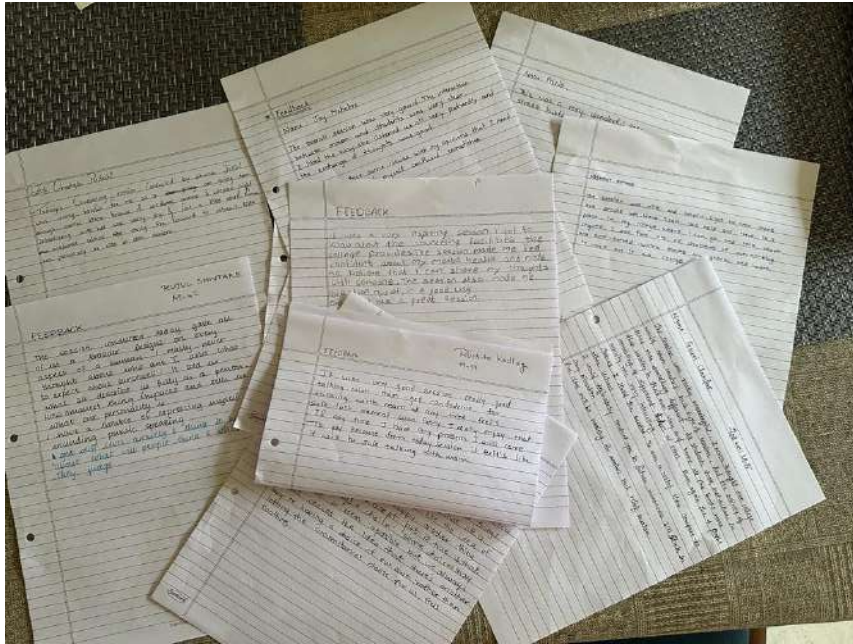
8 Sessions – 1st year students in group of 10 student

2 Sessions – 1st year class wise Blue and Magenta each separate

2 Sessions – 2 Group Sessions for Teaching Staff







Concluding Section:

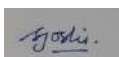
Throughout the period from September 2018 to March 2024, my role as the College Counsellor at BRICK School of Architecture has been dedicated to fostering the mental well-being and overall development of our college community. By employing a range of counselling approaches and techniques, along with the implementation of various counselling setups, my aim has been to provide a supportive environment where students and staff can address personal, social, and psychological challenges.

It was through individual sessions, classroom group sessions, online video counselling, or phone counselling, the goal has always been to empower individuals to confront and resolve their issues effectively.

In the realm of individual counselling, around 40 – 50 individual sessions were conducted every year with students on campus. Furthermore, classroom group sessions provided a platform for developmental counselling, covering essential topics such as goal setting, self-awareness, emotional intelligence, and communication skills by engaging students in interactive activities and discussions.

Counselling Sessions were conducted for teaching staff and admin staff. The integration of online video counselling and phone counselling, especially during the challenging times of the COVID-19 pandemic, ensured continued support.

Shweta Joshi



9881234193

College Counsellor

15/03/2024