

**Faculty Assessment Form 2023-24**

2 messages

rupali dhanwade <rupalidhanwade@brick.edu.in>
To: bsoacore@googlegroups.com
Cc: Poorva Keskar <poorvakeskar@brick.edu.in>

Wed, May 8, 2024 at 12:46 PM

Dear All,

Sharing the Faculty Assessment form for the academic year 202324. Please fill it up and submit it on or before 17th May 2024 on priority basis.


Thanks & Regards

--

Rupali Dhanwade
SMEF's Brick Group of Institute
Admin. Department

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 **Faculty Assesment Form- 2023-24.xlsx**
36K

rupali dhanwade <rupalidhanwade@brick.edu.in>
To: bsoacore@googlegroups.com
Cc: Poorva Keskar <poorvakeskar@brick.edu.in>

Tue, Jun 11, 2024 at 4:56 PM

Dear All

This is a gentle reminder to fill up the assessment form till 20th June 2024. Please note that the date will not be extended further .

Thanks & Regards

On Wed, May 8, 2024 at 12:46 PM rupali dhanwade <rupalidhanwade@brick.edu.in> wrote:

Dear All,

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Rupali Dhanwade
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8/16/24, 1:39 PM

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Faculty Assesment Form



Name of Faculty:

1.Name of The Institute: _____ Department: _____

2. Designation : _____ 3. Date of Joining : _____

4. Date of Birth: _____

5.Total Experience: _____ Teaching: _____ Industrial: _____

6.Length of service in the Institute: _____ Years: _____ Months: _____

	Remarks (1)	Remarks (2)
Period Of Reporting -2023-24		

7. Status of appointment (Approval from University/Board, etc):

Approval From	Temporary/Ad hoc On Post	Period of Approval	Permanent (on Post)	Conditions for approval		

8. A Qualification (Before Reporting Period):

Degree	Specialization	Year	Division/Grade/ Percentage of Marks	Name of Institute/ College	University		
Graduate							
Post Graduate							
Ph. D/ M.Phil or equivalent							
Any other							

B) Qualification acquired during Reporting Period:							
Degree	Specialization	Year	Division/Grade/ Percentage of Marks	Name of Institute/ College	University		
Graduate							
Post Graduate							
Ph. D/ M.Phil or equivalent							
Any other							

9. FDP/SDP/MDP etc./Continuing Education Programs/Industrial Training etc. attended:							
Title	Arranged By			Date/Duration			

10. Attendance in Seminar/Workshop/Conference							
	Title	Date/ Duration	Name of Sponsoring Agency	Paper Presented (Y/N)	Proceedings Presented to other faculty /Students (Y/N)		
Seminar							
Conference							
Any other activity relating to subject							

10.(A)lecture/seminar/workshop delivered to other organisations								
	Title			Organisor		Date/Duration		
Lecture/Seminar								
Workshop								
Conference								
11 Seminar/Workshop/Conference/ Course conducted as Co-ordinator								
	Name	Name of Sponsoring Agency		Place & Date	No. of Participants			
Seminar								
Conference								
Workshop								
Courses								

12. Consultancy Work and/ or Externally Funded Research Projects:							
Item	Title	Funding Agency	Amount Sanctioned	Amount Received	Percentage of Completion		
Consultancy Work							
Externally Funded Research Project							
13. A) Research Publication (Research papers located on internet and /or published in International Journals and / or in proceedings by reputed publishers):							
Title of Research Paper		Name of Proceeding/ Journal		Name of Co-author		Volume & Year	
B) Books Published :							
Name			Yea of Publication				

14. Membership of Professional Bodies:								
15. Industrial Liaison :								
Name of the Activity				Name of the Industry				
16. Theory/Sessional subject taught, Class and Result in % (if Declared)								
Semester	Class	Subject	Result %	Class	Subject	Result %		
I								
II								

17. Portfolios Handled in the given academic year (Please give title or short account of contribution)		
a. Academic Activities :		
b. Institutional Activities :		
c. Co-curricular Activities:		
d. Community service and promotion of Entrepreneurship and Job Creation:		
e. Any Other:		
18. Constraints/Problems if any faced:		
19. Holistic teaching assessment through students/ Co faculty/Academic Coordinator/Principal feedback to be discussed and Noted		



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Compose

1 of

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Chat 2

Spaces

- d discussion with Poorva...
- B BSOA Faculty Meeting
- L Line of action for thesi...

Meet

Dear Faculty

We would like to continue with the faculty feedback.

I am aware that all of you are in assessment but do find time to write your feedback in a weeks time

Warm Regards

Manali Deshmukh

Academic Coordinator

SMEF'S BRICK SCHOOL OF ARCHITECTURE

On Mon, Apr 19, 2021 at 12:31 PM Manali Deshmukh <manalideshmukh@brick.edu.in> wrote:

Dear all,

Hope this mail finds everyone in the best of health !!

Being at the end of the teaching term and the academic year 2020-21 it is time to begin with the feedback session which stands imp could achieve what we had targeted in our LP in spite of the year long challenges faced due to COVID-19

Sharing with you a revised version of the Feedback form-2020-21 with additions related to this year's intent & pedagogy implementk you. Request you to please fill in the form as per the dates shared below

1. First year faculty (Only Term I)- before 24th April
2. Second to Fifth year (Fifth year -Thesis and Electives)- Before 4th May

Confirming Poorva ma'am's availability and your working schedules would schedule one-on-one sessions starting from Monday 26th Will share the days & slots a day prior to the schedule.

For those who have joined us this term,- do use different pages for different subjects.

NOTE : Please use the attached feedback form

FACULTY FEEDBACK FORM

Name of the Faculty: Ramiya Gopalakrishnan

Subject taught: RiA I, CAS, HoAC III

The overall BRICK experience: Rewarding

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

CAS: the subject was taken as per the intent decided by the team. The response from students were good.

RiA I: the subject was taken as per the intent decided by the team. Few additions can be made with respect to teaching research methodology to students

HoAC III: the subject was taken as per the intent decided by the team

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

CAS: Included discussions pertaining not to just topics related to building level but also at an urban scale. Students were enthusiastic and participated in these discussions

RiA I: First time teaching RiA I. Have few ideas that can be used for the next semester.

HoAC III: Students found it hard to finish sketching assignments in the previous semester. This issue was solved by dividing the work load between students. Giving students reference videos and movies to watch week prior to class and making them discuss their observations.

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

CAS: Discussing varied topics under the bucket of Contemporary architecture worked

RiA I: Students were not responsive enough to the inputs given. Explorations could be tweaked in a way where student participation can be achieved. Instead of giving lecture and giving assignments later, the exploration can be taken up in class as a step-by-step process where faculty works with the students. Offline class would work better for this

HoAC III: Giving students reference videos and movies to watch week prior to class and making them discuss their observations worked.

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

Self: I felt a little burned out in the last semester.

For CAS, did not face many issues

For RiA I, the students' submissions did not come on time. They were not interactive.

For HoAC III, only issue faced was with sketching assignment which was solved after a discussion with manali ma'am

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

Listed name of students who are critical and tried to have individual interactions. Breaking down assignments into smaller doable chunks

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

All the faculty concerned with each subject did their part in covering the subject in a satisfactory way.

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

List of books shared with students for RiA I and CAS. HoAC III – reference videos were given.

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

RiA inputs need to be taken up as a stage vice workshop where both student and teacher is involved in solving problem. For example, when we are talking about methodology that may be followed it would be clearer to the students if live examples are taken up in class to decode research papers. This may be applied to all stages of research introduction.

For CAS- It would be beneficial if students can be taken to contemporary art galleries, exhibitions and works of architects. This could later be converted into them writing their reflections about the same.

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

Continuing with the subject. As I am involved in teaching, I am also continuously evolving and gaining better understanding of the subject. I would like to apply this in the coming semester.

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

Online inputs on alternate week. The students can work on their assignments in college as this would give room for enhanced discussions and improvements.

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

A student's team to document contemporary buildings of renowned and new architects. An interview could be taken up to understand the architect's philosophy, building style, etc. This could be a live series undertaken under brick activities which can then be published into a booklet for each academic year.

How do you see yourself contributing to the above?

Can contribute positively into guiding the students

FACULTY FEEDBACK FORM

Name of the Faculty - Ninad Rewatkar

Subject taught- Design 7- Habitat Studio

The overall BRICK experience:

This was one of the most exciting semesters I experienced in our college. Firstly, this was due to handling habitat studio with same co faculty. I also enjoyed most of my studio work with Workshop and UD studio along with thesis related discussions with 5th year students. Going back again to teach first year was very refreshing as well as challenging.

Secondly, due to the fantastic opportunity of attending Teachers' Training Program by BMS Bengaluru with our college aid, I was able to meet a lot of like-minded individuals and stalwarts of our fraternity. This has enhanced my keen interest towards Urban Housing/ Habitat.

Lastly, I also liked the opportunity given by Poorva ma'am to showcase urban 95 work by our students on the prestigious platform of UN habitat where we could able to ear people worldwide working on various agendas.

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

We did very well as per our initially planned objectives in LP. A little lethargy from students was seen during studio as there were two major breaks during the semesters. But eventually this was filled up towards the end by giving additional time post design week.

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

From Lesson Plan 2021-22:

Negatives-

Since we were looking Individual designs through the lenses of **Affordability and Sustainability**, we saw a few students to achieve **less design variations**. This time we will try to have **2-4 different sites** with different physical conditions and Design flexibility **to get more variations**.

For this year, our strategy for having more than one site and giving some flexibility in design brief resulted in variations in design.

We asked students to do a thorough financial analysis and they were allowed to give variations in the design brief for new tenements in Redevelopment habitat project.

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

Worked:

1. Additional mandatory interactions for weaker students ensured their involvement.
2. Financial calculation and guest lecture related to financial understanding really worked well.
3. Pre jury Preparations: Pre-Jury discussion about what to include in narration was very helpful for students' preparations, especially for students who are weaker in oral skills. We tried to let them prepare by writing and rehearsing it before the entire group. This has boosted confidence in the weak students.

Not worked:

1. We had planned for revisiting the financial calculation towards the end of the semester, which didn't happen due to shortage of time.
2. Poor attendance through out resulted in lesser turn outs during studio discussions, guest inputs and Mid-Sem review was observed. This was seen common in all the subjects of fourth year.

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

1. The online teaching for this particular batch was very challenging. For example, it used to take comparatively more time to initiate any discussions. The overall participation ratio during discussions was seemingly low. Although at the time of assessment we saw a great deal of efforts almost from entire batch.
2. Generally, it was very difficult for student to understand faculties comments during studio.
3. Students were asked to listen inputs and take part in discussions during our Friday first session. Since we have two consecutive sessions, we used to ask students to utilise the second session for discussion of any queries and design doubts pertaining to the upcoming Monday discussion. This session was unfruitful a few times as students never used to work at all during the weeks' time.
4. This semester was very tight in terms of planning our preparation for input lecture. Especially during NAAC and before conference time it was very difficult to handle assessments this semester.
5. I have used my high-definition camera which really helped our students a lot.

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

1. I widely used the tablet to make elaborated sketches based on my comments or visiting faculties comments this increased the student's involvement. During Studio.
2. Work along with students simultaneously, this helped students to focus during studio and complete work with in studio hours. We had many one-on-one sessions with students where I used to help them to resolve their designs. At times I used to ask a few students to such sessions to have discussions in smaller groups of size max 3 students.

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

Core Members:

Girija: She understand my methods and also gave me freedom to carry my methods. She is very helpful to handle students during the discussion times. I was happy with the amount of help I got from her.

Visiting Members:

- 1) Vishwas sir: Definitely a mentor is needed to guide everyone through. His presence was always felt. His Comments were always very helpful for students as well as faculties.
- 2) Rohit Gadiya: Very transparent, his ideas are concentrated towards development of weaker students. He gave very nice inputs to our students. He was very good in giving clearer and crisp comments.
- 3) Rohit Podar: He is was mostly paired along with Girija and Harshal. During the common session his comments were very good.
- 4) Harshal Sir: He is very knowledgeable person. He was very helpful particularly in this semester as he has tremendous experience of Housing redevelopment project. But towards the end due to his health issues, we really felt his absence. I hope he will be regular in the upcoming semester.

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

We got a lot of information sets from VKA and Harshal sir's office. We also shared same with our students. Apart from this we showcased many case studies from Books and online medium which was shared to them through google classroom. Additionally, we conducted two guest inputs.

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

- 1) More readings from faculties helps.
- 2) Firstly, giving input explaining the different design approaches through various case studies help Secondly, Students feedbacks helps in mid semester time.

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

Would like to continue what I had in earlier semester.

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

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

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

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

- 1) I want to write at least a paper and attend a workshop every semester for self-development. Already written one in this semester.
- 2) I also want to take students to various seminars and talk shows.
- 3) May think of starting a Movie Club along with Vaidehi Ma'am.
- 4) help Vaidehi to find better books for our library.
- 5) try to participate in competitions by myself and encourage students to participate more.

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

- 1) Our studios of 4th years should not have those low partitions which become a hiding space for students to hide away from faculties. It also reduces the usable areas for panel discussions.
- 2) Studios also need more tagboards for discussions and displays.
- 3) A continuous projector screen for showing online medium works during studio discussions.
- 4) Faculty desk storage space in faculty room: We have a very bad experience of having very less area to work on our working desk.

How do you see yourself contributing to the above?

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

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

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

FACULTY FEEDBACK FORM

Name of the Faculty - Shraddha Mahore Manjrekar
Subject taught
Urban Studies I, Specification Writing I

The overall BRICK experience:

The institute has charged environment for working. The faculty and admin people of Brick make an efficient team to raise the institutional performance on all the fronts. They accept the challenges of time and deal with the situation with a positive approach.

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

Urban Studies I- The intent was to enable students to understand the urban context of an Architectural Project beyond the site and understand the implications of various factors (such as traffic-transportation, socio economics, urban landscape, spatial and visual aspects etc.) influencing the development of an urban area. For this the subject was integrated with Housing design studio. This integration was done by theoretical inputs in line with the ongoing exercises in the studio and also by clubbing an exercise of housing case studies. This time the redevelopment project was taken in the housing studio, and hence the international and Indian case studies were taken to understand the overall process and the complexities. This exercise was clubbed also with Specification writing, where in the syllabus there was title of "**construction works- demolition projects**" The case studies of demolition works of housing projects and redevelopment have been taken as an integrated exercise.

The subject teaching was combination of inputs by faculty, peer learning with students' presentations, studio exercise (Subdivision of plots) and group discussions.

The intent of the subject was also to introduce the students to urban planning and design theories and concepts and enable them to undertake planning and design of large-scale land development. This was done with the faculty's inputs and later application part was exercised in the studio of subdivision.

Specification Writing, I-

The intent of this subject was to acquaint students with methodology of writing specifications with reference to building trades, materials, workmanship & performance of different items of work. The second intent was to know importance of specifications in contract document for any construction project.

The step by step process was adopted where need of the subject was informally discussed. In the beginning and gradually they were oriented towards the formal writing, with reference to building codes, DSR, SSR and market surveys. The practical approaches of choosing appropriate material from market survey were introduced to students, where a numerous item of works were given to them and they were asked to select the material for particular applications.

Peer learning sessions were adopted for understanding the redevelopment projects with was a kind of integrated approach with housing design studio and urban studies.

Exam oriented studies were done by developing the writing-based exercises and online quizzes.

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

1. Integrated explorations with Urban Studies, Housing studio and Specification writing
2. As per the learning of the previous semester some students showed interest in presenting in the form of movies. Hence in an exploration they were given freedom to use movie presentation or power point presentation.
3. Showing the work of the previous batch sets quality benchmarks for the students. This year also it worked well, and subdivision of plots came out in much detailed manner.

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

1. Integrating subject with other subjects worked well.
2. Peer learning sessions worked well, and it helped in active participation of the students.
3. Giving freedom of choosing different modes of submissions (movie and power point presentation) worked well.

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

1. Challenge of active participation was addressed by peer learning sessions where students were given responsibility to bring their own study of the topic on the table.
2. One on one interaction was challenging in the on line mode, but then time other than the class was given to the students. However, these interactions happened only on google meet and phone, which increased screen time and demanded a lot of work beyond college hours.
3. The explorations and classes were designed in a way that students' interaction was possible in that way. Use of jamboard, scanned copy of the sketches made by students were done.

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

Mentioned in the previous point

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

Shraddha Gurjar is an efficient team member. We together share the responsibilities. Her specialization in the subject and academic background add quality to the teaching.

Akshay Gandhi who remained co-faculty in specification writing, is an enthusiastic person. He worked well in the teaching administration. Some reading and preparation with the content of the subject may enhance his qualities as a teacher.

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

1. Works done by the students of previous batch
2. Research papers and city planning reports downloaded for urban studies
3. The subject documentation of last semesters/ years
4. Readers prepared by the faculty

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

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

1. I would certainly like to continue with Urban studies.
2. The specification writing's pedagogy and readers all are ready, and I can hand it over to some other faculty.
3. These days I am developing my expertise in research and would like to take more subjects in these lines. As we are planning for more publications and research work under Centers of Excellence, I would like to refer RIA and thesis (as a subject faculty, then also as a guide to a greater number of students, so that we can prepare them for national and international platforms.
4. All students and batches are good and equal for me. Hence as such no preference in the batches.

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

We need a considerable time and resources to prepare these pre-recorded lectures. Also, it should be an ongoing process. We can prepare this content, but keeping it constant may not be a good idea. These lectures too will need constant upgradation. There has to be scope for its improvisation and if something new comes then flexibility should be there to integrate that. Once this content is prepared, we can concentrate on

1. Discussions on the context of the subject in class
 2. Addressing the student diversity (as it is more doable in the offline mode)
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3. Hand-on activities, studios, site visits, industrial visits etc.
4. Students' presentations and peer learning sessions

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

1. Involving students for more publications. Every year some of the thesis students can be encouraged to convert their work in the form of publication. It can go under activity of center of excellence too.
2. Collaborating with IITs for Unnat Bharat Abhiyaan, taking research-based approach and then converting the works in publications.
3. A weekly slot for research and innovation for contribution towards institute can be approved for the faculty who show interest in research projects.

How do you see yourself contributing to the above?

I can contribute in all of the above points with leading and participating. I am reading a lot of research publications these days and getting myself familiar with the research and academic writing skills. Also, I am reading on rural development and hence can contribute in preparing the student leadership for Unnat Bharat Abhiyaan.

FACULTY FEEDBACK FORM

Name of the Faculty - Dr. Vaidehi Lavand

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

The overall BRICK experience: Methodic teaching learning processes and exposure of outer world given to the students is the strength of team - Bricks School of Architecture. Lot of liberty is given to experiment new ideas.

Focused efforts on inputs to the students and well experienced interdisciplinary approach of faculty helps students developing their concepts and understanding of the subject. Culture among faculty and same with the students helps in best quality group work. Very helping faculties and all admin staff. Peer discussions upon each and every difficulty ease the working to a great extent.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contemporary Architecture Elective – Discussions, readers and presentations are indeed helpful but apart from that many links were discussed and shared with the students to enhance the teaching learning processes.

Following is the link for references shared with the students for discussions

<https://classroom.google.com/u/0/w/MzYxMzI3ODU0MjE3/tc/MzY1NzQyOTI4NDUz>

Research in Architecture- Apart from readers and sharing of all presentations more links we used to explore topics we covered for this term. For Visual research methods discussions upon small video <https://youtu.be/IsVZxanrL7s> Social life of the street study of human behavior on streets by William Whyte helped in knowing how researchers exploring visual research methods in public spaces.

For using Mendeley reference management tool video link <https://youtu.be/zzFkqZJz2GU> helped students understanding Mendeley.

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

Contemporary Architecture Elective – More focused discussions upon essay topics and improving writing need to be taken.

Research in Architecture- Data collection and analysis need to improve along with technical writing for coming term

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

Contemporary Architecture Elective- My interest in History of architecture and current practices

Research in Architecture- Being research cell I need to explore this subject more and impart new knowledge to students so this subject is laboratory of research in architecture for me for that I don't want to lose the connection of theory and practice in the field

Elective Cultural landscapes- Currently proposed a activity with ICOMOS in the same filed and connected with international scientific committee of cultural landscape as well as national scientific committee of historic towns and villages will help in reaching to students

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

1. Assignments based upon more hands-on experience need to explore from faculty side.
 2. Exercises connected with the society and world around taking cognizance of current practices needs more emphasize.
 3. Giving flexibility in selection of project and looking at it from different perspectives using it for subjects need to be seen.
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4. Projects in collaboration with other institutions or universities and Center of excellence should be given liberty to convert them in the form of studio work or small assignments for different subjects like we are trying to implement in collaboration with ICOMOS.

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

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

How do you see yourself contributing to the above?

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