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## 7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

### 1. Title of the Practice: Travel Grant and Research Grant Objectives of the Practice

**Research Grant**
Research grant program is designed specifically for the students who have this attitude of research and learning for advanced study in any area of architecture, which effectively contributes to the knowledge, teaching or practice of the art and science of architecture. During the course of five years' students come across a wide range of design, technical and thinking based subjects.

- To inculcate the research attitude among the students.
- To provide opportunities to create, develop, and communicate a project about architecture and the designed environment that will contribute to their creative, intellectual, and professional growth.
- To help them communicate their work in the public realm.

**Travel Grant**
The Travel Grant program is designed specifically to assist students from Brick Group of Institutes to travel across the country experiencing and documenting architecture, people and places. The grant is not for the purpose of doing research for an advanced academic degree. Instead, S.M.E.F. intends the recipient to study by travel and contemplation while observing, reading, writing, or sketching.

- To see and experience architecture, landscapes and cultures firsthand
- To think and grow as a professional.
- To acquire knowledge useful for the recipient's future work, contribution to their profession, and contribution to society. To build the in-house database of documentation.

**The Context**
There are philanthropists in the city who like to contribute towards architectural research and education. When the institute was just laying its foundation, the management focused on building up a culture that is adopted by the students. There are no imposed ideas but the management and faculty encourage all the creative and innovative ideas in the students. The contribution of the misanthropes needs to be

channelized well in the process. Hence the idea of these grants had come into the picture.

**The Practice**

Under both these program School offers two grants of INR 15000/- as supplemental funding to the winning students. The posters of these grants are put on the notice boards and emailed to all the students in the first week of the academic year (June first or second week). Application forms are made available in the admin office. The co-ordinator and other faculty members brainstorm the students' ideas for these two grants. Till July end or August first week the proposals are received from the students. A jury is organized in the Second week of August of every year. The jurors are the research coordinator and the senior most faculties of the institute. The winners are announced on the occasion of Founders' day. And they get
10 months' time to work on the grant. The travel grant students utilize either weekends or semester break to travel. The work done by the students is again reviewed time to time by the research co- ordinator. Institute has given freedom of format for travel grant students. They can submit a movie, travelogue or report. However, the research grant students submit the report only. The final approval of the report or movie is done by the research co-coordinator between 7-15th of August every year. These students present their work to all the people in the institute on Founders day. This is the day for announcing the winners of the current academic year and presentation of the works done by the previous year winners.
Following table mentions the topics of both these grants and gives a fair idea of the successful execution of this program. Works of these grants are available in the library.

**Evidence of Success**

This program started in 2015-16. Every year interesting and insightful ideas are coming, and the Institution is building up a culture of learning by experiencing, traveling and researching in the students. Many times, they surprise faculty by their approach to plan economical travel, sketching and painting ability and beautiful presentation of ideas. Following table gives an overview of the topics covered in this program.

**Problems Encountered and Resources Required**

Till now the program is running in a smooth fashion with the available resources.

| | Travel Grant | | Research Grant | |
|---|---|---|---|---|
| **Year** | **Topic** | **Name of the winning student/s** | **Topic** | **Name of the winning students** |
| **2017-18** | Experiencing world of Monks in Dharamshala area. | Archit Awasthi, Swaroopa Pawar, Maitreyi Nair | Studying Adoptive heritage palaces of Rajasthan | Shruti Mittal, Ojas Niband and Tanvi Shah |
| **2018-19** | Experiencing mixed architectural traditions evolved in Goa | Vaishnavi Anagal | Study of the local architecture of Leh and Laddakh | Aishwarya Bombale, Piyush Shah and Reva Doshi |
| **2019-20** | Eastern Ghats of India | Vivek Chikoti | Origami architecture typology to design management module | Sharwari Rajwade |
| **2020-21** | Study of Hemadpanthi Temples of Maharashtra | Tanay Lalwani, Yash Dighe | Vertical residential farms: Integrating Hydrophonics in Residential design | Nimish Sonawane |
| **2021-22** | "Controlling the Downsides of Community Based Tourism Tribal areas of Madhya Pradesh" | Ashritha Jiladi | "The Resistance: Shielding from Cyclones in Konkan area of Maharashtra" | Achyut Wanarase |
| **2022-23** | Experiencing Narmada Parikrama in Madhya Pradesh State: Holi walk through river Narmada | Tejas Patil | PERFECT CIRCLE OF LIFE: a program to conserve an integral part of coastal Andhra architecture- 'The Chutillu houses' | Harshita Grandhi, Aishwarya Prasad |
| **2023-24** | Exploring built environment of tribal settlements near Goa | Gauri Thange, Khushi Senthil Kumar and Samiksha Nahar, Shravani Patil & Gauri Thange | Study of architectural tapestry of Pondichery | Swaraj Jadhav |

**2 Title of the Practice: C-cube activities- Connect-Collaborate-Create (Extra-curricular activities in vertical interaction format)**

**Objectives of the Practice**

- Thinking beyond the syllabus through observation of the present context, by bringing in professional inserts in the teaching learning process.
- Sensitizing students on social issues and finding out opportunities to contribute towards those issues through the architectural profession.
- Contributing to society by architectural education.
- Giving clues of enterprising opportunities to students.
- Development of analytical and research skills.
- Making students aware of the other skill set needed to support the architectural profession.
- Building up a culture of integrated approach to deal with the projects.
- Developing contact base and networking for students and faculty.
- Developing bonding between students and faculty, and also between the students across the years.

**3. The Context**

The university prescribes 38 periods (of 45 minutes) for teaching in a week. Right from the beginning the academic committee engaged students for 40 periods in a week. These two extra hours were utilized in the library for initial years. The students and faculty together used to visit the library and discuss on a topic and do some book based exercises. Later it was realized that this period can be used for contributing to society and also for development of other skillsets. The faculty can take part in such events when they themselves are interested. Hence, they were asked to identify a project where they can involve students across the years. The faculties of the institute are specialized in the varied areas like Sustainable architectural practices, prefabricated structures, landscape architecture, urban planning, urban design, project management, structural engineering, etc. Management of the institute thought of using their talent beyond academics and gave them freedom and flexibility to initiate these projects, where there are joint learning and working opportunities for faculty and students.

**4. The Practice**

Faculty in groups of two or three, prepare a term plan for these projects. Some of them get connected with government agencies, or NGOs, and find joint working opportunities. The posters of these projects are put on the notice boards, and emailed to students. Students fill up Google forms and give three priorities to select the project. Every project has two faculty members and 10-15 students from second to fourth year. This activity is scheduled on One of the weekdays (Thursday or Wednesday) Post lunch time.

Following projects were identified and executed in the present academic year.

| | Name of the activity | A brief description | Year of the activity | Number of students participated in such activities |
|---|---|---|---|---|
| 1 | **Nature Based Solutions for Sustainable Lifestyle** | It was a green club initiatives, the students did farming activities, and brainstorming on a number of eco-friendly lifestyle related matters. | 2023-24 | 30 |
| 2 | **Unnat Bharat Abhiyan** | Students prepared a presentation and skit to present in rural schools to spread awareness about architecture as a profession and also as a career option | 2023-24 | 30 |
| 3 | **5S Methodology - Method for workplace organization which uses a list of 5 Japanese words** | This initiative was for value generation for ethical and professional behavior at workplace. 5S is a workplace organization method that uses a list of five Japanese words: seiri, seiton, seisō, seiketsu, and shitsuke. These have been translated as "sort", "set in order", "shine", "standardize" and "sustain". | 2023-24 | 30 |
| 4 | **Revitalization of the 3Rs - REDUCE \| REUSE \| RECYCLE** | The hands-on exercises were done to make usable things out of waste. | 2023-24 | 30 |
| 5 | **DRUP : Decoding and Representing Urban Parks of Pune - Decode, Depict, Decipher**. | This was a landscape design related exercise, in which the students were supposed to visit to gardens in Pune and understand their design | 2023-24 | 30 |
| 6 | Ashtakam | Students met 8 experts in the allied areas, who are contributing towards society through their skills and profession | 2023-24 | 30 |
| 1 | Volunteering to ASEEM Foundation | Students volunteered for ASEEM, foundation Pune. It is an NGO working for Kashmir, Leh and Laddakh for their capacity building through education, and entrepreneurship activities | 2019-20 | 21 |
| 2 | Single car occupancy users- awareness campaign | Students worked for making a video to make people aware of disadvantages of single car usage in a city that faces heavy traffic. | 2019-20 | 19 |

| | | | | |
|---|---|---|---|---|
| **3** | **Field work to assess the issues of weavers' community and proposal for empowerment in Pallkkad village of Kerala** | It was a work under a grant offered by INTACH. Students visited Pallakaad village of weaver's settlement and documented the settlement for betterment of this community. | **2022-23** | 6 |
| **4** | **Proposal for Women empowerment centre in Ranje village, in Pune district** | This was a project done for Unnat Bharat Abhiyan. Students prepared a proposal for women empowerment, although the institute is seeking for sponsorship for this. | **2022-23** | 6 |
| **5** | **Play scape design for anganwadi school of Warawadi village of Pune District** | This was another project done for one of the villages adopted under Unnat Bharat Abhiyan. Students prepared a play area by use of the scrap materials in Warawadi village | **2022-23** | 30 |
| **6** | **Proposal for agro tourism centre in Thapewadi village of Pune District** | This was a proposal made by the students for economic upliftment through agro-tourism in Thapewadi village. This was one of the projects done under Unnat Bharat Abhiyan | **2022-23** | 8 |
| **7** | **Presentation of awareness material on local heritage of forts in Mangaon village of Pune District** | Unnat Bharat Abhiyan-The observations during visits to villages were that the people are least aware of architecture as a profession. Our students have created the awareness material on forts and reached Mangaon to share this awareness material with the village school. | **2022-23** | 8 |
| **8** | **Presentation of awareness material on government policies on upliftment of rural areas Alande village of Pune District** | Unnat Bharat Abhiyan-The major findings of initial surveys in the villages are that they are not aware about the government policies. The present policies can be availed through some process from online portal. However, the villagers don't have smart phones, computer literacy and in some cases the internet connections are also absent in the villages. Hence, we prepared a reading material in user-friendly language. | **2022-23** | 7 |
| **9** | **Proposal of revamping and extension of dining area for school students of Kudachi Shala in Kudase village** | Collaborative project between Navi Disha Academy, Morgaon, Pune And SMEF'S Brick School ofArchitecture, Pune | **2022-23** | 80 |

| | | | | |
|---|---|---|---|---|
| **10** | **Proposal for extension and revamping of learning center in slum area in Bhawani Peth Pune** | SAANS Foundation- Social initiative of Brick School of Architecture. Students upgraded a learning centre in Bhawanipeth area of Pune | **2022-23** | 15 |
| 11 | **Tactical interventions for making safer roads for school children** | Shunya Studio and Studio Infill, Kharadi- Students did tectile interventions to ease out child and pedestrian safety for the way between school and their house | **2022-23** | 20 |
| 12 | **Solar Decathlon (Net zero projects for community resilient center)** | Students prepared a sustainable pod solutions for economic upliftment for the villages affected by draught in Western Maharashtra | **2022-23** | 30 |
| 13 | **Plagathon (Awareness and cleanliness drive)** | Pune Municipal Corporation (PMC) under the Swachh Bharat Abhiyan | **2022-23** | 10 |
| 14 | **Activating the projects for activating negative spaces in urban areas through schools of architecture in 6 locations in India** | COA, India and BSOA, Pune<br>Project work done as an assignment given in Faculty Development Program organized by Brick School of Architecture and Council of Architecture, Pune | **2022-23** | 100 |
| 15 | **Brush Stroke** | Infill design studio PMC and collaboration with SMEF'S Brick School of Architecture, Pune<br>Social initiative of Brick School of Architecture | 8th to 10th March 2022 | 25 |
| 16 | Mapping of Ganeshotsava in the Core area of Pune City | Ganeshotsava in Pune is linked with a number of cultural activities and cultural economics too. The students and faculty together mapped the activities related to Ganeshotsava on the map of Pune city and its calendar. | 2019-20 | 12 |
| 17 | Child friendly city (Urban 95 Execution of Shivarkar Maternity home with our students and TARU) | Students and faculty did tectile intervention for the kids who come along with their mothers in the maternity home. They painted few areas and made the places good for playing of kids. | 2019-20 | 20 |
| 18 | Neo Delhi Project | This was a design competition for revitalization of temporal markets near Connaught place, New Delhi | 2019-20 | 10 |

| | | | | |
|---|---|---|---|---|
| 19 | Making building materials from Construction waste | Students and faculty explored the ideas through which the construction waste can be used as ingredient to newer building materials | 2019-20 | 10 |
| 20 | Vaibhavgatha- Educating school children about architectural heritage in the neighborhood | Faculty and students visited municipal schools to spread awareness about local heritage, respecting it and taking care of the same. | 2019-20 | 15 |

**5. Evidence of Success**

Students and faculty at the institute have significantly impacted the teaching-learning process by exploring how architectural skills can be applied in various contexts. They possess strong observational, analytical, and contextual understanding abilities, and they have honed their skills in documentation, sketching, photography, and survey methods. This holistic approach engages both faculty and students, leading to meaningful learning experiences. While motivating all students can be challenging, more than 50% discover their professional purpose through these initiatives. The project reports reflect the broader success of these efforts.

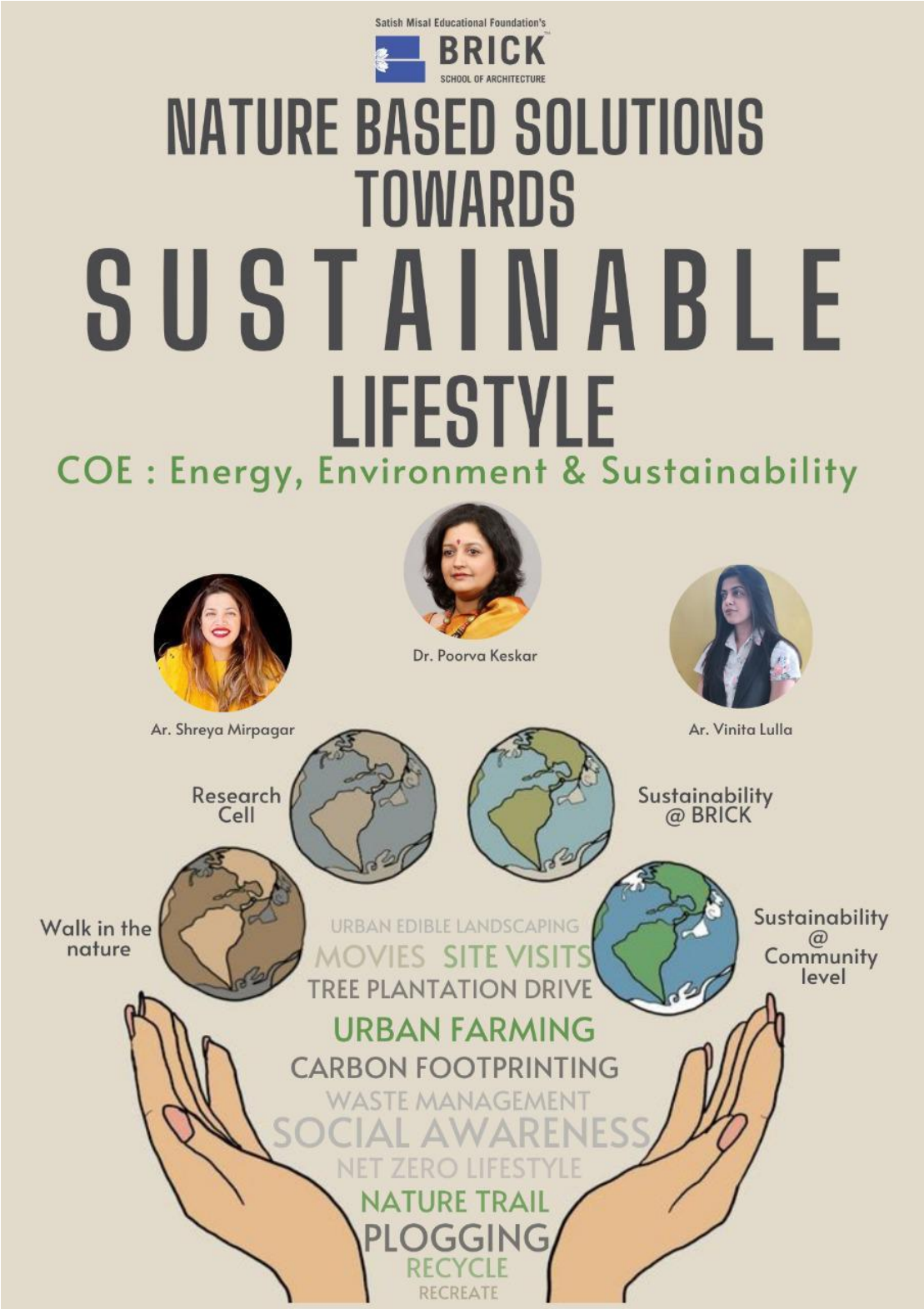
**6. Problems Encountered and Resources Required**

It was challenging to motivate the students, as the time for any extra-curricular activity is their second preference. Also, some projects need funding for effective implementation.

**7. Notes (Optional)**

Education is the outcome of the best practices and morals of the practices. Education in every area has a connection to society. Teachers have the ability to influence the young minds and make them responsible towards society and nation. Faculty in any institute have the responsibility not only to teach but to develop the confidence in the students. And to develop confidence, only academics are not enough, one needs to think beyond the syllabus, and also to give purpose to life. Professional degree course gives opportunities for the same. This practice in Brick has been adopted by all the faculty and students. Now they have a good topic of discussion during the lunch breaks and post college hours. Every profession can contribute well towards the nation. It is important to have a mixed fabric of different specialization in faculty and to have faculty with some professional experience. As teaching and learning both are two flip sides of the same coin, day by day learning and getting exposure to present practices is the key for learning. Education is an endless process.

The posters of these initiatives are attached in the supporting documents and reports of two such representative initiatives are given in the attached document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SOCIAL AWARENESS
NET ZERO LIFESTYLE
NATURE TRAIL
PLOGGING
RECYCLE
RECREATE

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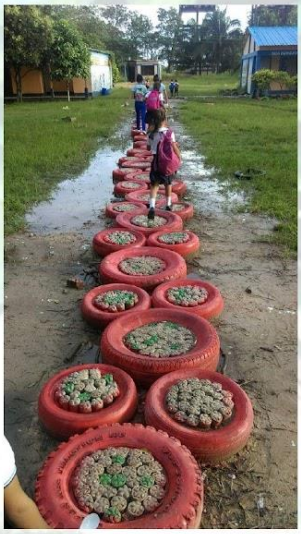
# Revitalization of the 3Rs

## Reduce I Reuse I Recycle



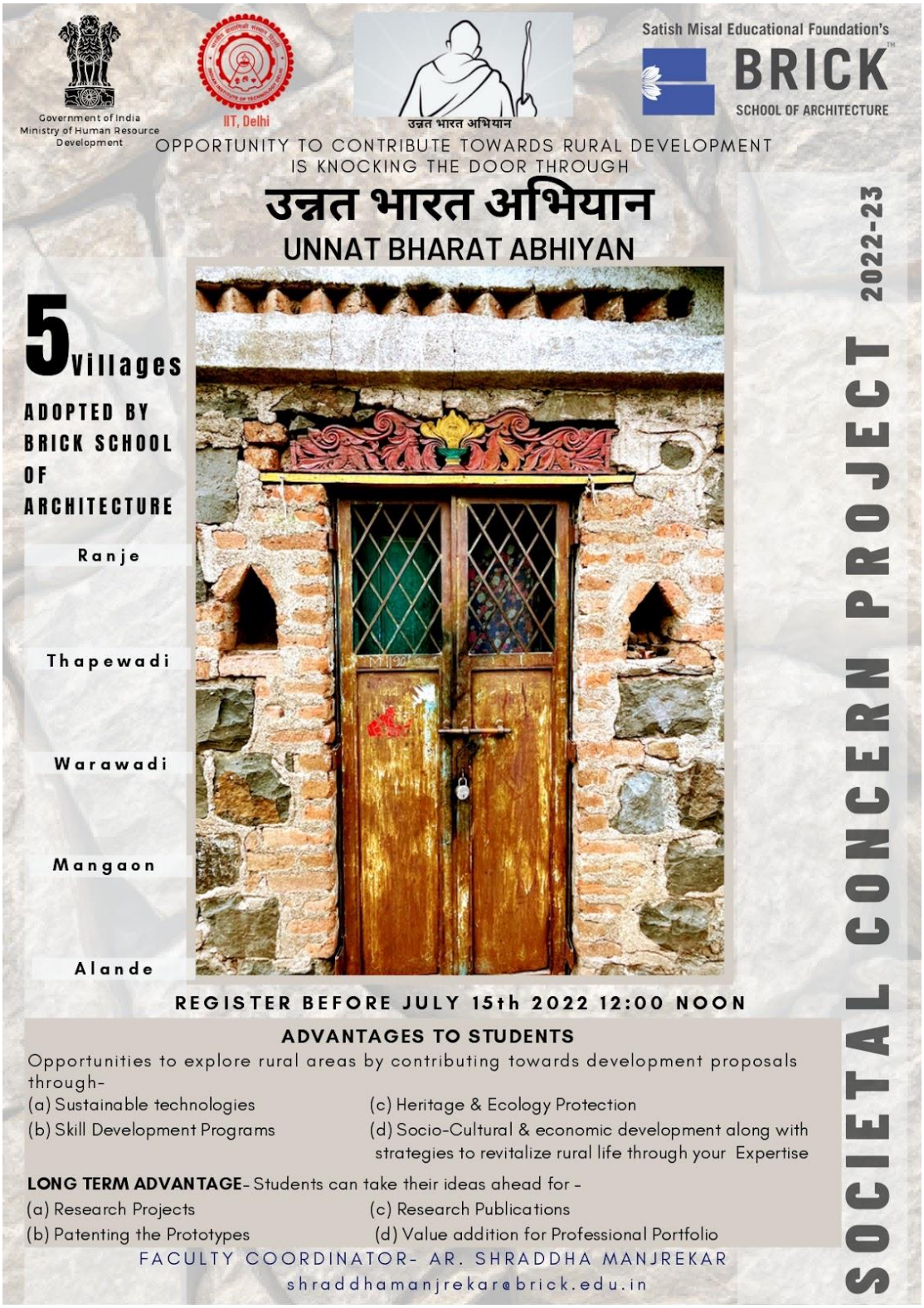
## Are you ready to start Living a 'Zero Waste' Lifestyle?

30 Students can register for this project.

**Ar. Jayalaxmi Deshmukh**
Jaya@brick.edu.in

**Ar. Akshay Gandhi**
akshaygandhi@brick.edu.in

**Er. Gurudatta Ingale**
gurudatta@brick.edu.in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Ministry of Human Resource Development
IIT, Delhi
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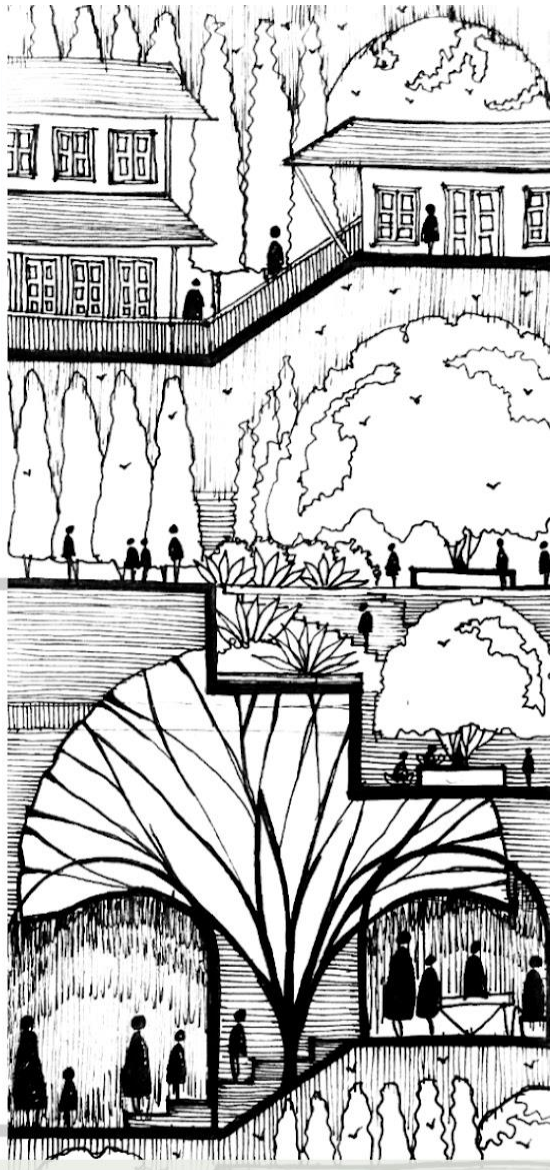
OPPORTUNITY TO CONTRIBUTE TOWARDS RURAL DEVELOPMENT
IS KNOCKING THE DOOR THROUGH
उन्नत भारत अभियान
UNNAT BHARAT ABHIYAN
5 Villages
ADOPTED BY BRICK SCHOOL OF ARCHITECTURE
Ranje
Thapewadi
Warawadi
Mangaon
Alande
REGISTER BEFORE JULY 15th 2022 12:00 NOON
ADVANTAGES TO STUDENTS
Opportunities to explore rural areas by contributing towards development proposals through-
(a) Sustainable technologies
(b) Skill Development Programs
(c) Heritage & Ecology Protection
(d) Socio-Cultural & economic development along with strategies to revitalize rural life through your Expertise
LONG TERM ADVANTAGE- Students can take their ideas ahead for -
(a) Research Projects
(b) Patenting the Prototypes
(c) Research Publications
(d) Value addition for Professional Portfolio
FACULTY COORDINATOR- AR. SHRADDHA MANJREKAR
shraddhamanjrekar@brick.edu.in
SOCIETAL CONCERN PROJECT 2022-23

# Decoding & Representing Urban Parks of Pune



Urban Parks in the city are a Space for interaction between People and Nature. They act as Lungs of the city. Thus contributing to the Ecological Fabric. These are often ignored and lie in a state of Disarray.

This initiative looks at understanding and decoding the hidden meanings of these essential spaces in the city through various modes of representations.

Ar. Bhagyashree Bandekar
M.Arch in Landscape Architecture

Ar. Neha Ghugari Gosavi
M.Arch in Landscape Architecture

Ar. Ninad Rewatkar
M.Arch Urban Design

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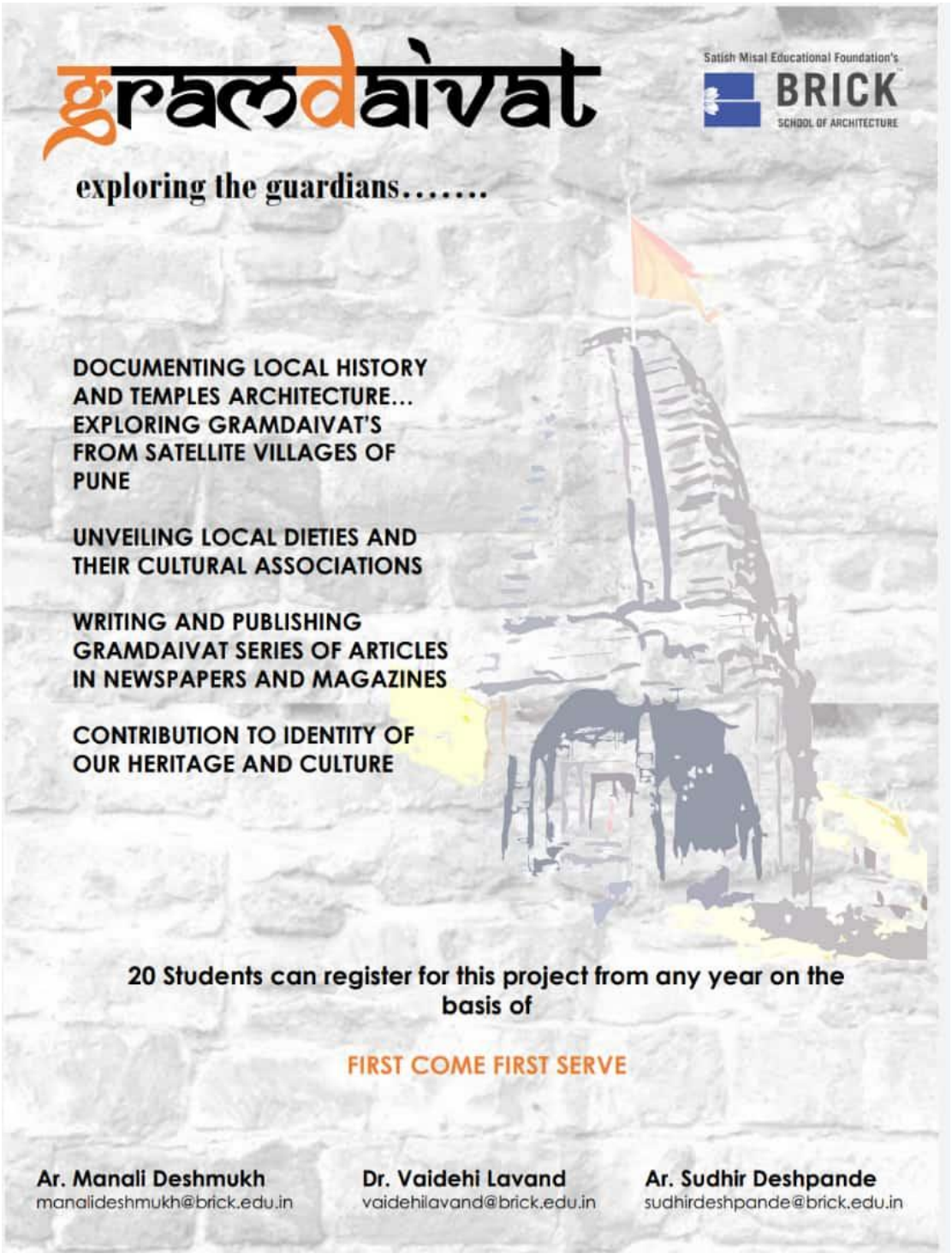
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exploring the guardians.....
DOCUMENTING LOCAL HISTORY AND TEMPLES ARCHITECTURE... EXPLORING GRAMDAIVAT'S FROM SATELLITE VILLAGES OF PUNE
UNVEILING LOCAL DIETIES AND THEIR CULTURAL ASSOCIATIONS
WRITING AND PUBLISHING GRAMDAIVAT SERIES OF ARTICLES IN NEWSPAPERS AND MAGAZINES
CONTRIBUTION TO IDENTITY OF OUR HERITAGE AND CULTURE
20 Students can register for this project from any year on the basis of
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