SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SATISH MISAL EDUCATIONAL FOUNDATIONS BRICK SCHOOL OF AR

SATISH MISAL EDUCATIONAL FOUNDATIONS BRICK SCHOOL OF
ARCHITECTURE, S. NO. 50/3, UNDRI, JAGDAMBA BHAVAN MARG, NEAR
SUNSHINE HILL SOCIETY, PUNE
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www.brick.edu.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Satish Misal Educational Foundation has founded the institute in year 2013, under the leadership of Ms Pooja Misal. The president of the institute is Ms. Madhuri Misal and the principal is Dr. Poorva Keskar. Pooja Misal is the youngest educationist of India. She believes in an education model which aspires students to think out of the box and not just stick to the syllabus. Satish Misal Educational Foundation's aim is to work towards improving the quality of education in India. The institute has introduced modern teaching techniques for students in various creative sectors. Faculty at Brick are embracing a forward-thinking educational system wherein individual knowledge and talent is nurtured and celebrated.

The institute believes in the philosophy that education is much beyond the physical limits of classrooms, textbooks and exams. It goes beyond conventional learning and teaching techniques to encompass a global approach. For them, learning opportunities are endless. Whether it's during an extra-curricular activity, a research project or while working on a social cause, students learn multidimensional academics that make them better designers and creators of the future.

The Institute is affiliated to Savitribai Phule Pune University (SPPU) and the courses are recognized by apex body Council of Architecture , which also gives registration for practice in Architecture.

The courses offered at Brick are

1. Bachelor of Architecture

Vision

SMEF's Brick School of Architecture to be recognised for imparting holistic learning and research oriented architecture education in an inclusive learning environment where teachers effectively engage with students and impart the ability to communicate, collaborate and compete in a global economy with strong skills, in-depth knowledge and humility.

Mission

- Creating an open platform for learning that welcomes every student from diverse cultural backgrounds and unique thought processes.

- Giving every student the freedom to learn, and the encouragement to become life-long learners.
- Building a bridge between teachers and students to ensure open communication and promote a two-way learning process.
- Developing social-emotional learning with skills like respect, listening, self-awareness and attention to foster mindfulness in education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Beautiful and efficient built environment
2. Experimentation is always welcome
3. Student centric learning environment
4. Students performing well in the academic and extra-curricular competitions
5. Active participation of students' council in institute's growth
6. Faculty having specialization and professional experience in various areas
7. Institute gives opportunities to faculty to excel in research and innovation. There are faculty enrichment programs in every semester break.
8. Constant guidance by the professionals in education
9. Culture of effective team-work
10. Consistently good academic performance that has steadily improved over the years. Students of the institute remain on top positions in various subjects in the university
11. Library with access to digital learning resources and working drawings library, and working drawings library, etc.
12. Emphasis on holistic development of students
13. Significant academic and co-curricular programs like lectures, symposia, workshops etc.
14. Funded quality improvement programs and teacher training programs for faculty up-gradation
15. Wi-fi facility and internet access on the entire campus
16. Financial aid to needy students
17. Support to faculty to pursue higher education
18. Socially relevant projects and initiatives
19. Participation of students in various technical, cultural and sports activities

Institutional Weakness

1. Deficit of faculty with Ph.D. qualification
2. Few research publications in peer reviewed journals
3. Location of the institute with poor connectivity to local transport
4. Unavailability of on campus hostel facility

Institutional Opportunity

1. Addressing the present day issues in the city through architectural profession

2. Introducing more post graduate courses after B.Arch.
3. Collaborative research with industry
4. Consultation on ongoing projects of urban scale, and architectural innovation
5. Contributing in the area of architectural publications
6. Inter disciplinary research
7. Setting standards of innovative learning methods

Institutional Challenge

1. Molding the teaching for rapidly changing generations of students and global scenario
2. Imbibing moral values in professional education
3. Enhancing entrepreneurship quality in the students
4. Need of certification courses for academic flexibility
5. Improving the Training and Placement Record

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SMEF's Brick School of Architecture (BSOA) affiliated to Savitribai Phule Pune University (SPPU) follows a curriculum that is designed by Board of studies (BOS) and regulated by rules and regulation by the university. The faculty actively participates in the curriculum design and syllabus revision workshops conducted by the members of Board of Studies along with invited senior faculty from other architectural institutes to brainstorm and share their ideas. The institute follows a pedagogical approach to enhance the learning and teaching experience along with effective implementation of the course objectives as stated in the curriculum

The institute believes that Architecture education pivots around Design conceptualization, development and detailing and hence categorize the subjects mentioned in the curriculum under 3 laboratories- namely Design Construction & Thinking Lab. This gives the students an opportunity to explore a holistic design approach which builds on integrating humanities, science, and engineering, art and psychology and experiment themes such as sustainability, affordability, health, and well-being during the course of five years of architectural education.

At SMEF's Brick School of Arhitecture education extends beyond conventional classroom teaching techniques to encompass a global approach. Whether it's during an extra-curricular activity, a research project or while working on a social cause, students learn multi-dimensional academics and are encouraged to strengthen their knowledge of the past and present and gain insights into the future, contributing towards a better built environment. Thus our undergraduate program presents a unique blend of both, intensive research and industry collaborations. Together, this fosters an environment of productivity and collective learning.

Teaching-learning and Evaluation

For effective implementation of the syllabus –subjects are grouped under 3 labs 1) Design lab- (2) Construction Lab and (3) Thinking Lab. A pedagogy for each lab is defined with a clear understanding of the objectives of

each subject enhancing the teaching learning experience for the students. Before the commencement of the term the lesson plan defining the intent of their teaching, expected deliverables and a schedule of attaining the objectives is prepared by the subject faculty and is reviewed by professionals with an aim to bridge the gap of academics and professional practices. Learning is further enriched by guest lectures, jury's and workshops as stimulus promoting a holistic learning experience

Students are encouraged to work on projects of social cause sensitizing them to their contribution to a better built environment. The timetable accommodates a slot for the same termed as "Social Initiative and Competitions" where students work under the mentorship of faculty which helps develop a strong students-faculty bond and vertical interaction amongst students creating an inclusive learning environment.

The institute's academic calendar based on the schedule of the term as announced by Pune University also includes controlling and assessing tools like quarterly attendance, work status reports and mid-term reviews which are shared timely with the students. This gives a chance for the students to improve their performance and avoid unrest at the term end. An assimilation week is scheduled at the term end in the 14th and the 15th week ensures that the students prepare well for their examination.

Research, Innovations and Extension

The institute believes that the architecture and research are inseparable segments in academics and profession. Therefore, the institute puts sincere efforts to create the healthier ecosystem for the research and to imbibe habitual attitude among faculties and students towards research. The institute conducts various seminars of eminent experts, academicians and practicing architects and engineers creates an opportunity for student and faculty to interact with them. Faculties actively participates in research activities like state, national and international conferences, teachers training programs, seminars, workshops to present research papers and publish in reputed journals and conference proceedings.

In order to motivate the institute provides supportive infrastructural facilities, funding to the students and faculty members. The institute has all academic resources like library with advanced books, journals, e-resources like k-hub portal, fully equipped laboratories and internet facility at all over the campus. The institute also conducts teachers training programs for faculty members from all over the country in collaboration with council of architecture to develop teaching and learning skills through various subject themes.

The research cell of the institute participates in various government and private project competitions by involving students and faculties to get a professional working experience. The research cell also carries research and base studies to facilitate the project activities of consultancy cell. The institute has collaboration with professional bodies, industries by signing MoUs for industrial visits, on job training, expert sessions and research projects. The linkages with social institutions help also in carrying out social service programs to the community like blood donation, swachhta abhiyan, tree plantation etc.

Infrastructure and Learning Resources

The campus of the institute is spread over 4.4 Acres with total Built up area of 37988.75 sqft distributed on multiple levels.

Infrastructure on campus includes state of art studios, library, computer lab, workshops, material museum, seminar hall, open air theatre, surveying and leveling lab, climatology lab, stationary shop, a number of outdoor spaces for teaching, exhibition area, girls common room, boys common room, girls and all allied facilities required for out of class room teaching and learning.

The Architectural Studios are equipped with drawing boards, studio chairs, lockers, soft boards and audio-visual facilities.

The outdoor sports area in the campus is 86112.00 sqft. with facility of basket ball and volleyball. The cultural infrastructure includes the open air theatre, courtyard (Muktangan) with a post for flag hoisting and the same open space for celebration of Navaratri and other festivals. Institute has storage space of Dhol and Tasha, which are the traditional musical instruments of Maharashtra state.

The library of the institute has collection of more than 2000 books, access to 34 sources of multimedia literature, working drawings library, subscription of 10 journals, and archive of the thesis and dissertation reports prepared by the students of the institute. The seating capacity of library is 100 and it has an inbuilt courtyard for peaceful reading.

The computer lab in the campus houses 80 computers and wifi connectivity in entire campus. All these campus facilities are maintained through full-time staff members appointed by the parent organization as well as by maintenance contractors.

Student Support and Progression

Institute has primary endeavor to produce trained professionals with the skills to address the design challenges of the 21st century. Holistic development of students and life is primary focus and concern of the institute. We try to make students able to sustain in outside world with confidence and groom them completely as a person, professional and a responsible citizen.

Institute keeps updated on the various government and non-government scholarship programs. At presents students of the institute are being benefited by 15 government and 2 non government scholarships.

Along with learning their profession, students are also trained in areas like critical thinking, oral and written communication, problem analysis, computer applications and many other diverse areas of design and its affiliated disciplines.

Faculty guides students in communicating, especially when they represent institute at various forums. Institute has Remedial coaching, and Personal Counselling too for the students.

Institute conducts a workshop in December month of every year, which is mainly focused on development of soft skills. It also organizes a public event in June month of every year, where students from every batch give academic works' presentation in an auditorium.

Institute has initiated a Cell that gives counseling to the students to pursue appropriate career after B. Arch.

regarding higher education or the area of practice. This cell organizes regular sessions for Guidance for competitive examinations, choosing right institute for higher studies and Career counseling.

Governance, Leadership and Management

The leadership believes that every member of the administration and faculty have a role to play in accomplishing the vision set forth by the management and hence the governance framework is planned so as to take inputs and contributions in decision making by all the stakeholder representatives. The different committees such as CDC, IQAC, Academic Coordination, Purchase, Infrastructure, etc. consists of administration, faculty, students, parents and industry representation to implement the initiatives as well as to capture ongoing improvements needed. The frequencies of meetings of these committees has been decided depending on the number of decisions that need to be taken.eg. academic coordination committee needs to meet often to respond to the student and faculty needs which are dynamic in nature and needs to be addressed in less time. While as CDC need not meet often as strategic decisions are either taken at the beginning of the year or beginning of the semester. The budgets for various initiatives i.e. infrastructure or academic is decided by the CDC, while other committees take strategic decision on the priority of spending which is reviewed by IQAC and approved.

Teaching learning process is the fulcrum of any educational institute. Faculty is the pivot which holds the key to qualitative teaching learning process. The "emotional quotient" of faculty facilitates the faculty to connect to the students and facilitates the delivery of technical content. Understanding this, faculty bonding and retreat programs are planned every year. Faculty Improvement Programs offered by the Council of Architecture are also a part of technical improvement programs offered to the faculty. Faculty is encouraged to develop expertise in their area of study by funding them for conferences, seminars and workshops.

Institutional practices and process for administration and academic administration have evolved over years. The trigger for such changes is an outcome of the feedback given by the stakeholders which are captured casually during one to one interaction as well as formally through the various committees. The IQAC reviews the recommendations of various committees and incorporates changes in the systems and processes.

Institutional Values and Best Practices

Brick School of architecture is a place where students become able to connect their intellect and skills with the society and context. The institute ensures the universal learning environment for both the genders and all the classes of society and economic classes. Equity here is not only about giving equal opportunity, but also a sensible approach to understand the strengths and weaknesses of all the individuals and then making them able to take advantages of opportunities.

The academics and teaching learning process does consider capacity building of students and faculty for sustainable development, respect and value for the Nation, heritage and each sector of society. The institute is on path of building up sustainable infrastructure. The campus is completely daylit and well ventilated. The architecture of the campus helps saving electricity bills on lighting and climate conditioning, and the fixtures like lights and fans too are energy efficient. The waste is segregated and also there is culture of innovative practices of upcycling. This creativity is very much seen in the installations done in the campus during fest time.

The campus is pedestrian friendly, there are a number of open spaces which are landscaped well and can be accessed by all. There is ban on use of plastics in the campus and if it comes with the packaging materials, it is sent for recycling.

The 90% of the spaces in the campus are accessible by wheelchair. The campus is fire-safe, clean and very well maintained.

The values for nation and raising awareness and consciousness about responsibilities for nation are inculcated in the academics as well as in extra-curricular activities and societal concern projects. The institute has code of conduct for students and also for research activities, which is introduced to the students and also to their parents immediately after admission in the orientation program.

The institute is very much culturally active and student's council along with all the Brick family celebrates festivals of national, regional and cultural importance. There is culture of giving regard to the great personalities and at times few occasions are organized to celebrate their achievements and contribution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SATISH MISAL EDUCATIONAL FOUNDATIONS BRICK SCHOOL OF AR
Address	Satish Misal Educational Foundations Brick School of Architecture, S. No. 50/3, Undri, Jagdamba Bhavan Marg, Near Sunshine Hill Society, Pune
City	Pune
State	Maharashtra
Pin	411060
Website	www.brick.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Pooja Misal	8380-886066	8380886066	-	info@brick.edu.in
IQAC / CIQA coordinator	Shraddha Manjrekar	020-26949204	9819001025	-	shraddhamanjrekar @brick.edu.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	01-01-2013

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Savitribai Phule Pune University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
COA	[View Document](#)	15-06-2020	12	Approval is for next Academic Year

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Satish Misal Educational Foundations Brick School of Architecture, S. No. 50/3, Undri, Jagdamba Bhavan Marg, Near Sunshine Hill Society, Pune	Urban	4.38	3529.27

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BArch,Architecture	60	HSC	English	88	87

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3				6				20
Recruited	0	0	0	0	0	0	0	0	1	10	0	11
Yet to Recruit				3				6				9
Sanctioned by the Management/Society or Other Authorized Bodies				3				6				21
Recruited	1	2	0	3	2	4	0	6	4	17	0	21
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	3	4	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	3	4	0	7
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	10	0	11

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	2	2	0	1	7	0	13

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	11	7	0	18

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	179	22	2	1	204
	Female	175	26	1	0	202
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	3	4	5	6
	Female	3	3	4	2
	Others	0	0	0	0
ST	Male	0	3	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	4	7	4	7
	Female	7	3	3	5
	Others	0	0	0	0
General	Male	21	24	30	24
	Female	25	29	23	30
	Others	0	0	0	0
Others	Male	10	7	6	2
	Female	14	0	5	4
	Others	0	0	0	0
Total		87	80	80	80

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
72	72	72	72	72

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
406	399	376	305	227

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
45	34	32	32	32

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
86	71	57	1	1

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
29	29	25	32	22

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
29	29	25	32	22

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 10

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

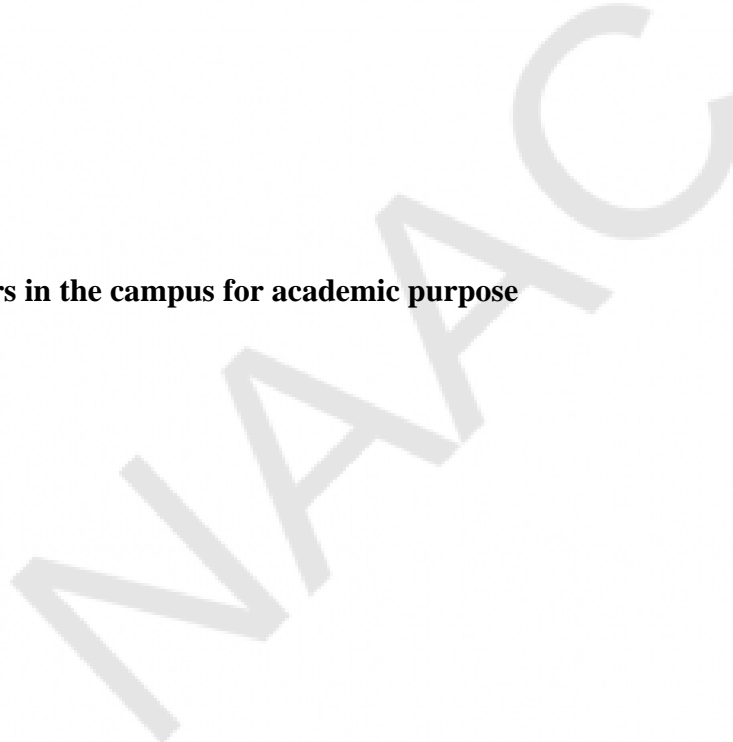| 2019-20	2018-19	2017-18	2016-17	2015-16
167.84	184.80	154.28	77.57	56.60

4.3

Number of Computers

Response: 81

4.4

Total number of computers in the campus for academic purpose

Response: 40

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Brick follows a system of preparing its academic calender based on SPPU schedule . The semester starts a week ahead of the number of weeks as mentioned by university. This week is called **'Zero week'** and is used for settlement study, and is essential part of design project every semester. .At the end of every semester the faculty gives a feedback of teaching to the academic committee, objectives achieved limitations of the methodologies followed and preferences to choose teaching the subject for the next term. The faculty then brainstorms on the objectives and content of the syllabus and prepare a lesson plan based on the expected learning outcomes for their respective subject/s.

The following points are considered in design of lesson plan (teaching plan).

- Objective & Content of the syllabus is effectively delivered.
- Assessing the learning levels of students and explorations designed for effective learning
- Faculty's own research and inputs for the subject are planned and scope of research by the students is well defined.
- Pedagogical approach to overall learning is executed.
- What capability the students will be developing at the end of the semester
- Participatory learning through group discussions and explorations
- Field trips, site visits and market survey needed for the subject are included
- Resources required, and/or Expert lecture to be planned for exposure to professional practices.
- Development of application base of the subject
- Weekly schedule and quarterly check of integrated learning across the subjects.

The teaching plan presentation is reviewed by an industrial or academic expert (external) and by all the faculty. Emphasis is given to the overall learning across the years and integration of all the subjects across the semester. With extensive discussions, the teaching plan is enriched with expert comments before it is executed

In the beginning of of every semester, in the first class, the faculty introduces the intent of subject and the lesson plan to be followed for the entire term. An exploration planner, that represents day and date of submission of the assignment and the schedule of intermediate milestones,/ midterm reviews, and or in-semester exams/ tutorials is also shared at the beginning of the semester with the students

The learnings of the students is assessed by giving progressive assessment and after every assessment the faculty gives a feed back to the above average students to achieve higher targets and and mentors the below average students and help them to reach upto the mark.

The attendance and performance data for all the subjects is shared with students at the end of every four

weeks (quarterly) and displayed on their notice-boards. The students having poor attendance are highlighted in the same sheet. The mentors contact the parents of students having very low attendance or poor performance. At the end of the semester one week is kept as an assimilation week, where the teachers and students discuss the learning of the complete semester. The students ask the doubts and get guidance to prepare for written exams and viva.

File Description	Document
Upload Additional information	[View Document](#)

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Our institute conducts Continuous Internal Evaluation system in tune with academic calendar prescribed by university, institutional level academic calendar prepared by academic coordinator, exploration planner by class coordinators and faculties and a teaching plan by subject teacher. This interrelated system brings total clarity and transparency in the process.

The University displays a schedule of the term starting and closing dates for the commencement of the academic year, through its website www.unipune.ac.in. It also includes the academic calendar of the semester exams i.e., sessional, Viva-Voce and Written examination dates. The academic coordinator of our institute prepares institutional level academic calendar which includes the above dates prescribed by university and also dates of events, workshops, training session along with holidays. This helps in planning the lectures and tasks for the teachers. The class coordinator parallelly prepares an exploration planner format for whole term. The individual teachers put their respective lecture scheduling, studios and assignment on respective dates in exploration planner. Further to this class coordinators put this filled exploration planner in every respective year's classroom. The subject teachers also prepare a teaching plan for their subject simultaneously. Due to this students get a complete idea about every session schedule and dedicated task by looking at this exploration planner.

It also avoids clashing of major submissions on the same date. The class coordinator parallel discuses this exploration planner with individual teacher to have a clarity and parity for continuous internal evaluation. The students come with prepared and oriented minds to learn for the sessions. This avoids confusion and helps in smooth conduct of academic session. Also due to consideration of university holidays in planner the subject teacher in advance can think about covering up the missed sessions in holidays. It directly helps in maintaining students attendance and performance record without any ambiguity

The institute follows no late submission policy to achieve the students are kept well informed about their progress time to time which help them to follow the academic schedule and to avoid piling up of the submissions. The design of this continuous internal evaluation keeps a good parity between the academic sessions, exam schedule, holidays and starting, closing of the term

File Description	Document
Upload Additional information	

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

> 1. **Academic council/BoS of Affiliating university**
> 2. **Setting of question papers for UG/PG programs**
> 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
> 4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	
Details of participation of teachers in various bodies/activities provided as a response to the metric	

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS/ Elective course system implemented.**

Response: 1

File Description	Document
Institutional data in prescribed format	
Any additional information	

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 36

1.2.2.1 **How many Add on /Certificate programs are added within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
6	8	9	7	6

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 64.46

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
223	235	194	199	208

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Institute believes in the pedagogy of three labs,' *thinking', 'design'* and '*tool and technology*'. Thinking lab develops a base of thought process in students' mind that what are moral, societal and contextual needs and value of their profession for serving the world on this basis. Design lab helps them to develop their creativity to translate the thinking base to physical form, and Tool and Technology Lab helps them to execute these ideas with sound technological base and develop the skill set.

The subjects mentioned in syllabus are also classified under these labs by Brick Faculty. They read the content of the syllabus and interpret in a way that which base can be developed where. For example History, Humanity, Urban studies, Communication Skills, Research, Professional Practice, etc. come under thinking lab, Architectural Design, Landscape design, etc come under design lab and BMT, TOS, ABTS Workshop etc. come under Construction Lab. Right from second semester the design exercises are based on societal concerns. Every year students visit an area/ settlement, interact with people, study the

geographical, social and cultural setting of the area and then identify the architectural intervention, that would set best for the needs and context of the area. The briefs of design are generally drafted based on the societal, environmental and contextual concerns.

The intent of the *thinking lab* is that the Students shall offer sustainable solutions to the society through profession. They shall value, conserve and continue the rich architectural culture of the Nation. During the course of education they develop the skills based on strong value system and thinking for fulfilling the needs and demands of all the sector of society and economy with regard to the culture. They groom themselves as professionals with abilities of communicating their ideas in market.

The institute believes in transferring knowledge of basic principles and developing ability to adapt to the ongoing technological changes in the present. Construction lab emphasizes on building up a conceptually strong technological knowledge and developing research based attitude in the students. Sustainability remains core theme of construction lab with following objectives

- To make students feel about the responsibility of profession and having holistic approach.
- To raise awareness, about natural materials, like mud structures, their aesthetic quality and long lasting character
- To explore construction technologies for bio-climatic architecture

SPPU syllabus has progressive learning system. For example, in BMT, if syllabus contains building materials, the teachers do discussions on physical properties of the materials like thermal properties, embodied energy recyclability potential etc.. The intent is to teach them that how they can appreciate the traditional, low energy, recyclable, rapidly renewable materials based on the technical data. They design stone walls, brick bonds etc. in the initial years and high rise towers with sustainable principles in the fourth and final year. This design in construction is a unique part of pedagogy at brick.

The research and design thesis of the students are generally based on societal and contextual basis.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 18.06

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
13	13	13	13	13

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 24.88

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 101

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Upload any additional information	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 99.77

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
87	80	80	80	80

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
88	80	80	80	80

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 82.85

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
41	27	27	26	25

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Brick faculty believes that every student has some special ability, which makes him/ her distinctive individual. Architectural education and the curriculum have a balance of creativity, technological knowledge, thinking, and their applications. This education grooms students for all these facets. Instead of calling them slow or advanced learners, Brick faculty categorizes the students into three types, i.e., 'Visual', 'Kinesthetic' and 'Auditory learners'. The visual learners are the ones who learn more by seeing, have intense concentration, and are organized while problem-solving. The Kinesthetic learners learn more with hands-on exercises, they are not avid readers and also not attentive to visual or auditory presentation so may seem distracted. Whereas Auditory learners Learn through verbal instructions from self or others. Following are the stages where the different methods are adopted to assess the learning levels and organize teaching accordingly.

Admission Stage:

Class mentors interact with the new entrant students after admissions and take a survey further categorizing them in these three categories. To understand them even better, there is a 3-4 days long orientation program which is designed by experts and the first-year class mentors remain with these experts full time. This program introduces students to architecture with some explorations that need creativity, reading, traveling, writing, drawing, model making, and presentation skills. These days give the opportunity to the faculty to identify the cognitive abilities of the students.

Teaching plan stage:

There is a right balance of all the types of students in both the sections and pedagogy is formed in a way that it addresses learning of all these types. We call the academic works 'Explorations' where there is collective learning and students learn in groups. The teaching plan is thoughtfully designed in a way that the explorations address the learning needs of all these types of learners. In most of the courses, there are some group explorations where they have the opportunity to apply various talents in the individuals. Also, there are parameters where individual performance needs to be accounted for. Faculty gives individual attention to each of the students and helps them to compete with the challenges in academics. The teacher to students ratio in major studio subjects is 1:15 and is a very manageable ratio to understand the students.

Teaching stage:

There is continuous internal evaluation, and every 4 weeks which includes the work status of students helps to understand the performance of the students. Even for fast learners if the attendance is not good the performance may slow down and hence equal attention is given to make them 'punctual and attentive'. There is a continuous dialogue between the students and faculty to improve their performance work. Special attention is also given to the brighter students for making their performance outstanding, and also to the poor performers to empower them with smaller achievable tasks

File Description	Document
Upload any additional information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 14:1

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Pedagogy with inclusiveness: The institute believes in teaching that is inclusive in nature and addresses the need for all types of learners (Visual, Auditory, and Kinesthetic). Also, there are opportunities to perform at a number of platforms other than the course work. They are assigned these activities based on their area of interest and capability. There are architectural competitions, quizzes, National Convention of Students of Architecture (NASA), Research and Travel Grant, Exposure Tours, Cultural activities, sports, Societal contribution projects, Publications, etc, where depending on their capabilities, they are distributed in the respective activities and feel confident.

Experiential Learning: Every course is contextualized. Always there is participative learning, where the concepts and basic content of knowledge are given by the teachers, and the application and present-day practices are explored by the students in the form of site visits, industrial visits, and also by book based readings. They learn a lot by experience sharing (discussions/ presentations) and interactive sessions.

Place-Based Learning: There are site visits, industrial visits, etc. for technological subjects. However, for Design and Thinking Lab- the geographical, economical, environmental, cultural, community-level aspects are derived from a specific location. Design is generally a combination of **'Problem Solving'** and **'Project Based'** Learning. They are given a project on a real site, where they visit and understand how they can solve the issues by identifying the scope of the architectural profession.

*Combination of Formal and Informal methods of learning-*Institute believes in a balance of formal and informal methods. The core strength of teaching is in the design of rich content of knowledge, and much focus is on developing a concept base. In the 21st century, the students have to develop their competencies, going beyond dimensions and think at a global level of application. Having a strong concept base and developing thinking ability broadens the scope of the students to do further research in any area. There are interactive sessions in every class. These sessions help them understand the need for the course and build their confidence in problem-solving in the present context.

Effective use of the library: It happens even in most of the subjects, where some of the explorations are

book-based and teachers either suggest books or at times accompany them in the library to guide that which books to be referred and how to be referred.

Mentorship Program: There is a mentorship program, where Mentors identify the problems of struggling students and help them to deal with them. Even the present-day urbanization and long-distance traveling to the institute becomes challenging in commuting to the institute. In such cases, they have informal sessions on the campus or also outside, where they make a bond with the mentors and strive for improvement.

The teaching plan is reviewed at the beginning and at mid-term and all these approaches are reviewed by the academic coordinator and at the end of the semester, there is a presentation on teaching documentation. The supporting documents below include teaching documentation of four different types of subjects demonstrating these approaches.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Enhancing the teaching-learning experience for the students has always been the pedagogy at SMEF's Brick School of Architecture. Faculty are thus encouraged to integrate various tools that can help in better understanding and aid in attaining a broader perspective of the subject. Comprehensive content of the topic is presented to the students by using the PowerPoint tool. The use of videos helps in demonstrating the processes/methodologies in architectural practices. Faculty also uses 'Sketch-up models' as a tool that helps in a deeper understanding of the components and the working systems in various architectural typologies. Assignments designed for the students encourage them to use various ICT tools which help them to explore innovative solutions through research and use of technology. In this regard, there are a number of ICT platforms through which information is communicated effectively and teaching-learning becomes a robust system

Process tools- Methods of compiling the information

For communicating effectively the content of a subject, every faculty does background research and study of the various ICT tools that can be used for transmitting the knowledge before delivering the input in the classrooms Some of them used include

1. Powerpoint presentations
2. Drawings and sketch up models to explain the content
3. Designed content of input with a combination of PowerPoint presentations, movies, animations, and blackboard teaching videos.
4. Study material with readers as e-content for each of the subjects, that is shared with the students as reference material.
5. A culture has been set by faculty to explore the use of various software to impart a better understanding of the subject and to guide the students in the use of various software in making

models for decoding some important structures.

6. Use of google drive and e-mail help the students to inward the soft copies of their submissions and also help the faculty to share information and comments on the submitted work which also encourages peer learning.

File Description	Document
Upload any additional information	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 14:1

2.3.3.1 **Number of mentors**

Response: 29

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
Mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 2.87

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /***

D.Litt. year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
02	01	01	0	0

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 3.55

2.4.3.1 **Total experience of full-time teachers**

Response: 103

File Description	Document
Institutional data in prescribed format	[View Document]

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The continuous Internal Evaluation process at our institute runs at multiple stages. The students are made aware of the evaluation process and course structure of their respective syllabus pattern by our exam department team right at the beginning of the term to cover assignment structures, marking schemes, and eligibility criteria for university exams and also for internal assessment. Also, new teachers are made aware of this evaluation process by training sessions. Class coordinators put an exploration planner on the classroom notice boards to get a complete comprehensive schedule of sessions every day. The progressive marking is done for all the subjects. Class mentors prepare monthly performance and attendance reports which get displayed on classroom notice boards also send to parents. This system identifies underperformed students to elevate their performance and attendance. Our institute always sensibly thinks about the burden on students' minds about their submission load. Therefore, to avoid this situation teachers plan midterm stage submission. This system helps the student to complete all the submissions till midterm under the supervision of teachers. The class coordinators display this midterm report to students and communicate with underperformed / defaulter student's parents.

There are assignments like presentations, site visit reports, data collection reports also get marked at the

respective stages. Another aspect is the assessment of oral and visual jury presentation that is subjective in nature. The jury gets planned openly to class students due to which they can correlate the marks assigned for the same. This is aimed to make the system transparent as well as informative for all the students.

There are remedial studios for backlog students for their submission work and marking under the supervision of teachers. The submission for backlog students gets planned before 1 month of the end semester submission. This provides a breathing space for students to avoid a critical situation of regular and backlog submission at one time. The last two weeks of the semester are for assimilation. It provides flexibility for students to complete all the subject submissions before the final week of the term.

There is a different assessment policy for thesis students. They get grouped in 4nos. under every guide which is allocated by thesis coordinators. Thesis coordinators provide progress and marking report format where individual guides fill their comments and marks as per stage-wise discussion with the students. The coordinators also plan intermediate submission to gear up the submission status. After finalization of the whole architectural project scheme of individuals, thesis coordinators plan a grand jury event named 'Synthesis'. This event involves eminent jury members from the National and International level and students get an opportunity to convey their design ideas in front of the juries. The internal jurors mark them and convey the comments from external jurors to thesis coordinators.

File Description	Document
Any additional information	[View Document](#)

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

The University has published the respective pattern course structure with the syllabus, which describes examination and assessment related rules and regulations. The institute appoints Chief Examination Officer (CEO) to do all required coordination for examination related activities. The dedicated clerical staff member handles routine examination related work. The CEO organizes a faculty meeting before the commencement of each examination to convey various instructions and changes received from the University portal, circulars regarding the forthcoming examination. After this exam team plans an orientation session for the first-year students to make them aware of these rules and regulations prescribed by SPPU. In this meeting, the exam team tries to solve the queries from the students about the understanding of the whole system. The admin staff also sends the circulars and messages, of the University to the students from time to time on e-mails. The staff also helps students in the online filling of examination forms to avoid mistakes committed by students. CEO along with the exam team also started to take one meeting with backlog students prior to the exam to solve their queries, directives about their submission and to motivate them for covering up pending assignments.

The clerical staff put every schedule of the exam on the college notice board and also sends on webmail well in advance. The result is immediately conveyed to the students by the examination department. CEO

along with the exam team analyses the result of every subject and prepares a list of failed students and also marks who achieved good marks in their result. The coordinator sends the list of failed students to respective individual subject faculty for their reference. The link opening and closing date for revaluation and photocopy get conveyed by clerical staff. They also give assistance to the students who are willing to apply for revaluation immediately after the announcement of the results. After result analysis, our clerical staff conveys a result of critical students to their respective parents and they are allowed to discuss the grievances, queries with the CEO where required technical and administrative information is provided to clarify the issue under question. Also, these parents can discuss the performance and attendance with the respective subject faculty and class coordinator to improve. Our clerical staff also maintains the communication register which includes the notes and important points of discussion with parents for future reference.

In case of complicated issues, the CEO discusses with members of the Board of studies to find out the best possible solution in the interest of the student. In addition to this, the institute has an examination coordination team for handling internal evaluation of marks related grievances. The academic coordinator verifies internal assessment with every individual faculty.

The principal guides the examination coordination team to structure a better system after every examination. This makes a value addition to prepare a more efficient system and a systematic way of working.

File Description	Document
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

At SMEF's Brick Group of Institutes, education isn't confined to classrooms, textbooks, and exams. It goes beyond conventional learning and teaching techniques to encompass a global approach. For us, learning opportunities are endless.

We're reinforcing a culture of innovation and experimentation to expand the discipline of design, and change the world. There is a time to time interactions with the students, faculty, parents, and alumni. Program outcome has been considered as the complete cycle of the teaching and learning process. At the time of admission of students, the new batch of the institute along with their parents are given a detailed induction on the institute's philosophy, pedagogy, and program outcome.

The new faculty when joining the institute, are given an orientation of the same and particularly about the teaching, they are guided to prepare the teaching plan in line with the program outcomes.

At the time of the beginning of the new academic year, the class mentors give complete orientation on the

new courses of the academic year, their faculty and new faculty, and the program and course outcomes.

The program outcomes have been defined at a broader level by the institute, whereas the course outcome is defined by the course faculty after interpreting the syllabus given by the university and aligning it with the program outcome of the institute and philosophy of the institute. For example, Research in architecture is a course as prescribed by the university, whereas the Brick faculty have inculcated the research culture in the institute and inspired students to publish the papers in the National Conference. As a result in the year 2018, one student had presented her paper at a national conference, and then in the year 2019 there were 11 students who published their papers at the National Conference and one of them had got the best paper award too.

In line with this, all the faculty define the course's objectives and think about what students would be (learning or able to do) at the end of this course. The teaching plans are presented to senior faculty and an expert from outside the institute at the beginning of the semester. There is a mid-term review of the teaching plan and at the end, there is a documentation presentation to cover the entire teaching-learning process. Every course faculty presents this in front of all the faculty and there are critical and unbiased reviews done by all. The faculty learn from these critical and peer reviews and also from their own experiences to refine the course outcomes for the next term. Though the course outcomes are defined at the beginning of the semester, every semester there are micro-level refinements in order to meet the need of the hour, context, and the respective changes in the syllabus.

File Description	Document
Upload COs for all courses (examples from Glossary)	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Attainment of Course outcomes (CO)

Teaching-learning is a continuous process, and the institute has worked out a methodology for some standard activities, and also there is a lot of scopes to accommodate innovation and experimentation in the entire process. In this regard, the course outcomes are defined by the faculty while designing the teaching plan. The material forms of evaluation of the course outcome are

1. the work submitted by the students
2. feedback was given by the external examiners and
3. the examination results
4. students' feedback
5. faculty feedback

To summarize these three, Brick faculty of each course, documents the teaching of every semester. The documentation format includes a summary of the teaching plan, weekly schedule, and the methodology to conduct the course. Later students' work is documented in three categories, good work, and average work,

and below par work. It always happens that few students are able to get 100% of the input given and their work reflects the same. Similarly, there are works that are not so good. In these circumstances, it is identified that what went successful and what could not work well. This analysis becomes base and learning for the next term of teaching. The management of the institute encourages faculty for innovation and experimentation in order to improvise the overall teaching-learning experience. Hence new ideas are welcome and if they work well, they are taken ahead. A documentation presentation is an event of a semester for 2-3 days and all the faculty, academic coordinator and principal are present in it. It is one of the major steps in the cycle of teaching. There is a critical analysis of all these presentations. Also as at the time of teaching plan presentation, there are plans for integrated learning across the subjects, these are also cross-checked at the time of documentation presentation.

Feedback is an important part of the teaching-learning process. The principal and academic coordinator takes direct feedback for the learning experience from the students, and also from the faculty. This is done for evaluating the course outcome, and also for the planning of next term.

Attainment of Program outcomes (PO) and Program-specific outcomes (PSO)

The portfolios prepared by the students at the end of the course, an overview of the works of the alumni, and employers' feedback are the best ways to see the attainment of Program outcomes. There is a time to time interactions with the alumni and faculty, and also alumni and students, where we get to know that how students qualified from this institute represent the institute. It is ambitious to keep track of activities of all the alumni, but at a broader level, the students went for higher studies, the ones who have started their own consultancy, and the ones working with public and private sectors interact with the institute and institute gets to know the real front of program outcome by the performance of the alumni. Two examples are given in the supporting documents.

File Description	Document
Upload any additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 54.67

2.6.3.1 **Total number of final year students who passed the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
86	71	57	0	0

2.6.3.2 **Total number of final year students who appeared for the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
90	80	64	0	0

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process
Response:

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 8.11

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
1.3	5.41	0.8	0.3	0.3

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 100

3.1.2.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

3.1.2.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>
Any additional information	<u>View Document</u>

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 40

3.1.3.1 **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	10	8	13

File Description	Document
Report of the event	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0.4

3.2.1.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
2	5	1	2	1

File Description	Document
Institutional data in prescribed format	<u>View Document</u>
Any additional information	<u>View Document</u>

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.62

3.2.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	6	3	4	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.3 Extension Activities

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

Response:

The institute believes in participating in social extension activities to create sensitivity in the student's mind. The institute plans the blood donation camps, donating clothes to needy communities as a social contribution towards the underserved and disadvantaged communities, and tree plantation every year as a moral responsibility towards society.

In the academic year, 2016-17 fourth-year students analyzed the impact of the proposed METRO network and came up with cohesive design strategies to improve the quality of life comprehensively. The Institute also participated in one of the projects with the Mashal group for Short Term (Kaccha) Rehabilitation of Fire Affected Patil Estate Slum Households.

Also, Pune smart city development corporation Ltd. awarded work for the design of the smart community market at Survey no.89, Baner through the competition to SMEF's Brick Group of Institutes, Pune. BRADICL (Project consultancy cell of Brick Group of Institutes) took this opportunity and submitted the required project proposal with the necessary drawings and details. Students also executed the 3D Model demonstrating the smart- street design proposal for the stretch from Rushi Chowk to Parihar Chowk Pune. BRADICL (Project consultancy cell of Brick Group of Institutes) also given Swargate subway proposal to Pune corporation analysis including existing design analysis and suggesting different strategies for efficient design on the basis of enlisted worldwide policies. Dr. Poorva Keskar, Ar. Manali Deshmukh and other faculties guided these activities at a professional level.

Students of this institute participated and honored with a cash prize of 25,000/- in smart city activity organized by Pune smart city corporation. Students designed street-side 'gateway element' on the pedestrian walkway on Fergusson college road added aesthetical and functional value to the existing streetscape. The institute also participated in a wall painting activity in which A 35m long wall opposite E square University road is beautified by 25 students of SMEF's Brick School of Architecture for the duration of 3 days.

Institute organized Friday initiatives keeping the objective to inculcate social sensitivity amongst the students. Students of the institute participated in the urban 95 collaborative initiative organized by BVLF (Bernard Van Leer Foundation), TARU, and PMC (Pune Municipal Corporation) to understand, design, and execute tactical intervention of a site in Pune by proposing child-friendly spaces in an urban environment. Students with Ar. Neha Ghugri also participated in activities like packaging products done by youth from J&K, organized by Aseem Foundation.

The students also worked in a NASA competition activity where they converted the littered dead street into a lively corridor, communal space to be used by the people of the neighborhood in Rasta Peth, Pune. Students of the institute also taught Value education through lectures, group discussions, puppet shows, blackboard explorations, a quiz to Pune municipal school children to spread awareness about our rich cultural heritage under initiative 'Vaibhavkatha' guided by Dr. Vaidehi Lavand and Ar. Sudhir Deshpande, faculties of our institute.

The institute believes in social commitments and regularly organizes such extension activities to create the moral attachment of students with society.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 18

3.3.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
6	2	7	1	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copy of the award letters	[View Document](#)

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 27

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	6	7	2	2

File Description	Document
Reports of the event organized	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 44.98

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

2019-20	2018-19	2017-18	2016-17	2015-16
376	65	320	70	18

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 276

3.4.1.1 **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
102	88	74	7	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 2

3.4.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The campus is spread over 4.38 Acres with a total Built-up area of 11758 sqm distributed on four levels.

In addition to the classrooms and studios, infrastructure on campus includes a library, computer lab, workshop, material museum, seminar hall, open-air theatre, a number of outdoor spaces for teaching, exhibition area, girls common room, boys common room, girls and boys washrooms and all allied facilities required for out of classroom teaching and learning.

The college has large Architectural Studios for all five years of B.Arch., equipped with drawing boards, studio chairs, lockers, soft boards, and audio-visual facilities. Every class has two mezzanine floors that are used for keeping and exhibiting models and doing extra activities of the studio and studies.

The studios have a uniform layout and flexibility in design to suit the requirements of the progressive classes. The first and second-year studios have arrangements to keep drawing boards and the studios for higher classes have the provision of laptop charging points for each desk. The studios have soft boards for the display of drawings and information, a glass table for model making, lockers, and two mezzanines where they can prepare the models and display the same.

There are two workshops on the campus that are used for multiple purposes, like arts and crafts, dance, rehearsals for events, and cultural activities. The students are introduced to multiple tools and technologies, and the outdoor and semi-covered areas near the workshops are used for the workshop related activities.

There are two laboratories on the campus, i.e., A Surveying and Leveling lab and a Climatology lab.

The outdoor and open areas facilitate very good interaction between the students and also between students and faculty.

There is a designated area for exams on level 1as the exam room. The only users of this room are the Chief exam officer, the examination team, and a person from the admin staff. The room is furnished with shelves for exam related stationery materials, a photocopier and three work stations, and intercom phone, and CCTV camera and wi-fi connection.

The institute has state of art library, with a provision of bookshelves, drawings shelves for the working drawing library and also for the material museum.

The digital brain of Brick campus housing 40 computers with the latest technology sits bang opposite to the library on level II. The whole campus is under the Jio Wifi network for the benefit of students and faculty.

Separate Girls and Boys rooms are provided for students to self-study or rest or for group interactions.

Architecture students need stationery and printing facility on daily basis. To facilitate them, a stationery shop is right there on the campus.

The campus has audiovisual rooms that accommodate more people at the time of common presentations for all the classes. It has a capacity of 120 persons.

File Description	Document
Upload any additional information	[View Document](#)

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The infrastructure for sports and cultural activities are:

- **Spaces, fields, and courts**
- **Playing objects for various types of sports**
- **Cultural infrastructure**

Spaces, fields, and courts

1. The central courtyard that is also called as Muktangan houses infrastructure for volleyball and basketball.
2. There are two flag posts, one at the entrance of the institute and one at Muktangan.
3. The morning sessions of Yoga and also the celebration of 'International Yoga Day', happen in a part of the central courtyard. This place, as placed in the central location has a dynamic character. Its close proximity to the studios, help students to play even during short breaks, long breaks, and post-college hours. This place keeps them sporty as well as disciplined as during the class hours they are supposed to be in the studios or in classes.
4. The huge ground on the campus is used for playing cricket, and also during kite festivals.
5. There are separate common rooms for girls and boys.

Infrastructure for various types of sports

The institute has sports facilities for basketball, table tennis, badminton, volleyball, and cricket. There are separate common rooms for girls and boys, who have table tennis, carom and chess. The movable infrastructure for sports on the campus are as follows.

1. Basketball hoop attached with rim and net
2. Referee's whistle
3. Basketballs
4. Cricket bats
5. Stumps
6. Cork balls for Cricket
7. Table for table-tennis
8. Rackets and tennis balls
9. Net for Badminton
10. Net for Volleyball
11. Carom board and its complete set
12. Chessboard and its complete set

Cultural infrastructure

Institute observes a number of festivals of national and cultural importance throughout the year. These include Gurupornima, Independence day, Navaratri, Diwali, Holi, Republic Day, and Kite festival. Every year in the month of August there is a fresher party, a Graduation ceremony is there in September month, six days Brick Fest with cultural evening happens in December month and there is a farewell party in the Month of March.

There are students in music, dance, and drama club, who have the proficiency to play these instruments and they transfer these arts and skills to the next batches too.

A number of open spaces, courtyards, viewing galleries on the campus give a complete cultural environment for all these festivals. Every year there is a blood donation camp on Independence day, and the cots of common rooms are used for the same.

Every achievement of students is celebrated with these Dhols in the central place.

Institute owns a well-maintained set of 10 Dhols and 10 Tashas, which are the traditional festive musical instruments of Maharashtra State. The other equipment includes harmonium, tabla, and sound amplification system.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 10

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 17.7

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
12.40	9.70	13.96	14.88	26.96

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Name of the ILMS Software: KOHA

Nature of Automation: Library is fully Automated

Version: 3.18.05.100

- KOHA:
- Koha is free software; we can redistribute it and/or modify it under the terms of the GNU General Public License as published by the Free Software Foundation; either version 3 of the License or (at your option) any later version. Koha has all the modules in a fully-functional library software –

acquisition, serials, members, circulation, cataloging, reports, and tools.

- The library of SMEF's Brick School of Architecture has a collection of 1910 Volumes, 10 National Journals, 04 International Journals, and 12 Magazines. All reference books, thesis reports; Dissertation Reports, etc can be referred to in the library. Students can issue 2 books at a time, whereas the faculty can issue 4 books at a time from the library.
- A compute has been assigned to the users of the library, where they can search for the required reference material in the library.
- Institute uses Honeywell's barcode reader equipment for scanning the barcodes on books and feeding in the software.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 3.66

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
5.25	3.11	3.32	2.5	4.12

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 22.99

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 100

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The computer lab is well-equipped with branded PCs adequately supported by 100 Mbps lines for internet connectivity. The computer to students ratio is 1:10 on the campus. There is one computer for every 10 students. The computer lab is also equipped with a wide range of licensed system software and application software. The details of computer specifications are given in the attachment.

Core layer switches in the buildings are connected with the Optical Fiber Ring Network (1.75Km Ring). This core switching is further extended to Distributed Switching for departments. As per the requirements of the access point, 10/100 (Megabits) or 100/1000 (Gigabit Switches) are used.

The up-gradation of hardware is done as per the requirement including PC Hardware like RAM, graphics card, etc. Recently we have upgraded our computers RAM.

As per software company licensing policy, we regularly renew/upgrade software.

The important data related to academics and faculty are stored in a server network drive.

Recently the institute has upgraded our broadband internet line from 25 Mbps to 100 Mbps.

The IT department extends complete support to the students and faculty to carry out their academic and other work. The IT person is available to support students and faculty in their queries.

Wi-Fi facility: There are Separate internet lines for WiFi by Reliance Jio and connected 11 indoor & outdoor access points. Each user can access a WiFi login with a mobile number.

Internet provision to each department is with Cisco Switch high-speed connectivity. The computer lab is well connected to the internet. The institute has provided internet bandwidth to all staff members and student's PC, laptops. There is a restricted access policy to users under the firewall. Internet provision to each zone in the campus has been done with Cisco Switch high-speed connectivity. The campus has a separate internet line for WiFi by Reliance Jio and connected 11 indoor & outdoor access points. Other than computers, each user can access a WiFi login with a mobile number.

The campus has CCTV cameras for monitoring the administrative office, Computer lab, Library, Exam Room, and entrance foyer.

File Description	Document
Upload any additional information	[View Document](#)

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 10:1

File Description	Document
Upload any additional information	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 36.48

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
64.75	73.47	64.25	26.86	15.72

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

- The institute has a Maintenance committee that oversees the maintenance of buildings Classrooms & Laboratories.
- The Maintenance committee headed by the office superintends who in turn monitors the work of the supervisor next level. The supervisor is accountable to the office superintendent and functions as the coordinator who efficiently organizes the workforce maintaining duties files containing details about their individual floor-wise responsibilities timings leave etc. The officer conducts periodic checks to ensure the proper working of infrastructure.
- Adequate in-house staff is employed to maintain hygiene, Cleanliness, and infrastructure on the campus. Classrooms, faculty area, seminar halls, library, laboratories, etc cleaned and maintained regularly by the batches of cleaners periodically. The same team is assigned to work in the various areas so that they get trained and become experienced to maintain all the areas on the campus. Washrooms and restrooms are well maintained, and dust bins are placed on every floor. The housekeeping staff is oriented from time to time and made aware of the cleaning agents to be used for cleaning various surfaces and areas. For the convenience of the housekeeping staff, the documents are also translated into the Marathi language.
- There are Standard Operative Procedures for maintenance of all the areas.
- Lab assistants under the supervision of the system administrator maintain the efficiency of the college Computers & accessories
- The parking facility is well organized and maintained efficiently.
- The reporting of special needs of repair and maintenance is done by the class representatives to class mentors, and then class mentors raise it to the administrative office. The respective lab assistants, librarian, to report such needs to the admin office. There are faculty meetings every Monday. The admin staff also becomes part of this meeting if required. If some infrastructure-related need is noticed by the faculty or admin and these are communicated to the admin office. The major requirements, like the purchase of furniture, fixing of switchboards, removal of the defective furniture, etc are processed every semester break to keep things ready for the new semester
- Pest control of library books and records is done every year by the maintenance department.
- The staff (peons and office boys) is also trained in the maintenance of science and computer equipment.

Electrical Maintenance of generator UPS batteries, EPABX

Following standard procedures are adopted for electrical equipment.

* Monitoring of electrical equipment such as a generator, UPS, Batteries, EPABX monthly and enter the status in the logbook
* Calling the contractor in case of a major fault the contractor analyses the fault & submits the report if the replacement of any part is required calls for the quotation & it is purchased through the purchase procedure.
* Inspecting the work done by the contractor and ensure smooth functioning of equipment
* Reporting of work is submitted to the principal and the director

 Institutional mechanism for maintenance and upkeep of infrastructure, facilities, and equipment of the college.

The Institute has given a contract to Uniform Infrastructure Maintenance and Services LLP, which looks for the maintenance of campus holistically.

The major steps are taken for the maintenance of sensitive equipment:

UPS 20KVA, 5KVA is installed in an air-conditioned separate room from a dust-free environment to ensure a constant supply.

Generator 30 KVA is installed in a separately ventilated room in a well-organized environment for proper power supply an air-conditioned separate room from dust free environment to ensure a constant supply.

Transformer 320 KVA is installed in the institute.

Lab in charge and technical assistants monitor working of sensitive equipment regularly.

Transformers are installed to control voltage fluctuations.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 21.84

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
133	110	65	52	33

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document]
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.35

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4	2	1	0	0

File Description	Document
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]

5.1.3 Capacity building and skills enhancement initiatives 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**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 16.76

5.1.4.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
82	85	74	69	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Upload any additional information	<u>View Document</u>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<u>View Document</u>

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<u>View Document</u>

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 26.74

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 23

File Description	Document
Upload supporting data for student/alumni	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 40

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	7	15	0	0

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	7	15	0	0

File Description	Document
Upload supporting data for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 37

5.3.1.1 **Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
10	12	6	4	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-

curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

The student council in the brick School of Architecture is an active body. This body is an interface between students and faculty. They represent all the students of the institute. In the annual budget of the institute, there is a definite fund assigned for Student Council activities. They have the right to invest this money, for the activities of the institute. They have regular meetings and interactions with the students and then the student Council brings it forward towards management and faculty. Institute relies on them for a number of important decisions. These decisions involve publication of the magazine and its dates, scheduling of activities at the time of the annual festival, and student participation in National and international competitions. As they themselves are students, they know students' other side as well, as the capacity of the students, their interests, and problems too. It is convenient to address students' problems through regular meetings with the student Council. They have significant roles in a number of activities throughout the year. These activities include the organization of the festivals and cultural activities, supporting faculty at the time of juries, and also when important guess and delegates visit college.

Institute has a culture of celebrating a number of festivals of National International and cultural importance. These include Independence Day, Republic Day, Guru Purnima, Navratri, Holi, kite Festival, etc. For the overall development of students, the institute has functions like 12 on 12, chai within the author, external juries, etc. These functions have the involvement of eminent guests on the campus. The student council takes complete responsibility for hosting these guests. They pick up them from airports, railway stations and accompany them to college or hotel. Search company of guests gives the opportunity to interact with them and get exposure to their expertise.

At the time of juries, and exhibitions arrangements are usually done by the Students Council.

Faculty keep updated on the competitions and activities happening at all levels. And whenever such competitions are floated they convey students' interest to the faculty and Management. In architecture, there is a student body at the national level called NASA. Its full form is the national Association of students of architecture. Student Council suggests the right representative for the national convention organized by NASA.

A landmark in the history of Brick School of Architecture is being the host of the zonal NASA at the institutional level in the year 2016-17. At that time students had hosted 900 students from the Western region of Maharashtra, for 4 days. This Convention included architectural competitions and trophies, workshops, thematic discussion with experts, and cultural activities. Sponsorship, Food, and accommodation of the guests and students, all the on-site arrangements including pandal, seating, sound and light system, projection facilities, fire safety, temporary toilets, and the arrangements are done for cultural activities during this convention, momentoes for guests, all had been planned and conducted by the student Council and other students were also an active part of it.

File Description	Document
Upload any additional information	[View Document](#)

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 18.6

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
23	22	16	16	16

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The alumni of the Brick school of architecture are a registered body under Society's activities and have active participation in the institute from time to time. The institute has developed an alumni portal that keeps on updating with the activities of alumni. It is also a place where Brick faculty keeps on posting the news on opportunities for them. Some of the faculty and alumni have login rights and they upload the information on this portal. Other activities of alumni are

1. There are orientation sessions for the present students from the alumni. For this, the students' council gets in touch with the alumni and gets a few of them to the institute to give an overview on their involvement in the profession, and share their journey to go till here.
2. The alumni have been assigned as mentors for the present year thesis students. On a voluntary basis, the alumni agree to help students with the discussions. They may meet students in or outside the campus depending on their convenience.
3. The alumni are invited for internal juries as jurors for design and also for thesis.
4. They are invited to cultural events and also during the annual exhibition. The discussions on the works with the seniors and alumni help students for learning.
5. The alumni who have gone for higher studies, exchange their viewpoints, like which courses are available in India and abroad, and what would be the most suitable course
6. Since December 2019 they have started an open activity called 'Walk the talk'. This is a monthly activity where they try and visit different buildings to look into the details and what space physically feels like. They organize this visit and invite the faculty and students to it. As a part of

this event, there is a small interaction with the architect explaining the design process and his journey as an architect. This interaction broadens students' and faculty's horizons and guides them to move forward in the coming future. They have approached some architects who are interested to showcase their projects and brief us about their journey. The first event of this was at the "Prasanna Housing Society'' at Bibvewadi, Pune (December 2019) where they visited a bungalow designed by Ar. Girish Doshi. The second site was at Ranwara Farmhouse, Donje gaon, Sinhagad road, Pune, designed by Ar. Rajendra Inamdar.

The social network of faculty, the visiting faculty and ex- faculty, students, and alumni are very strong. They keep on discussing and posting on events, conferences, and competitions at the city, state, national and international levels. With this, they find opportunities to learn, to meet, and to interact. Also, there are multiple occasions like LOFT (https://theloftforum.org/), AESA (https://aesapune.org/) events (Architects, Engineers, and Surveyors Association) where they meet and exchange ideas for betterment.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Vision

S.M.E.F's Brick School of Architecture to be recognised for imparting holistic learning and research oriented architecture education in an inclusive learning environment where teachers effectively engage with students and impart the ability to communicate, collaborate and compete in a global economy with strong skills, in-depth knowledge and humility.

Mission

1. Creating an open platform for learning that welcomes every student from diverse cultural backgrounds and unique thought processes.
2. Giving every student the freedom to learn, and the encouragement to become life-long learners.
3. Building a bridge between teachers and students to ensure open communication and promote a two-way learning process.
4. Developing social-emotional learning with skills like respect, listening, self-awareness and attention to foster mindfulness in education.

Governance of the Institute

Institute functions with bottom up approach where there is role of every individual in the institute. There are institute committees which conduct meetings at regular intervals and then the all the committees work on the agenda that comes out from these meetings. There are protocols for the financial, academic and administrative approvals. And every decision is implemented through proper channel. The most frequent and weekly activity in the campus is Monday Faculty meeting, where upcoming events, planning decisions regarding academic, co-curricular and extracurricular are discussed. The faculty is the pivot for most of the planning and implementation strategies on campus. They have close contact with students and have most of the updates on the institutional matters. The discussed points are on record as the minutes of the meeting and referred to the top management, academic committee, and administration for approval

We practice what we preach. Success of sustainable architecture is minimized use of electricity for its functioning. The entire campus is 90% day-lit and well ventilated. Use of electricity is mainly for operation of computers and ICT tools. The waste is managed by segregation of bio-degradable and recyclable waste.

Our students are our identity and their 360 degrees development is our aim. Other than academics the focus of the institute is also on the societal concerns that arise in the city and professional competence in the form of architectural competitions. The faculty has identified some social, cultural, environmental and health related issues and some architectural competitions where groups of students across the batches choose to work at least for eight weeks in a semester on these matters. In this event there is close interaction between the faculty and students and also the institute contributes to society through these

projects.

The students council of the institute is a leading and responsible body. Annual conventions, magazine and publications, exhibitions, juries, cultural events are events where students council takes major responsibility. In this way they get opportunities to work and interact with the experts and getting insightful ideas.

File Description	Document
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Case study 1 (academics) Brick 12 on 12:

In year 2015-16, CDC had thought of an idea of expanding the horizon of academics in public realm. They realized that students get an opportunity to work like a professional architect in their design exercises, where faculty play the role of a client and their requirements are fulfilled in the proposed design. Though there are consecutive juries, but indeed the people or decision making bodies, for which they design are never in front of the students, and hence a platform should be explored where students present their work in the form of presentation. In profession, one gets only 10-15 minutes time to present the work on which there is rigorous research and site work involved. Hence it was thought to give an opportunity where they present their design to audience who are not architects but common people, and government officials. They worked out and approved a budget to book an auditorium for an evening in a year, where the students work can be presented in the form of presentations. This idea was then put across in a Monday faculty meeting so that faculty executes this idea. Initiated in year 2016-17, *'Brick 12 on 12'* is such an initiative where 8 presentations from B.Arch. (two students'presentations from every batch of first to fourth year) and 4 presentations from RDID are presented in an auditorium, that is located in the central location of city and this event is made open to public. There is an eminent architect on this occasion who comments on the students works and also presents own work. This event is organized in the month of June on the first Saturday, so that there is maximum participation of audience in it.

The design faculty selects two good designs from each class. The concerned design faculty guide the students to prepare for their presentation and narrate it in the best way. The aim of this event is to boost the confidence of the students. Students communicate their thoughts well under the guidance of their faculty. This event is also a learning platform for students who find it difficult to summarize the large amount of work in a crisp presentation and gives them an opportunity to work on their qualities. There are twelve students, who present their work, but there are many who promote this event, play significant part in choosing the venue, to work on the logistics at venue, and likewise there are multiple chances of learning.

Case study 2 (administrative) infrastructural changes:

On a Monday meeting a point was raised by a senior faculty member that the entrance of the institute has

steps coming down to the campus, which gets slippery due to rains and is risky to walk. This point was taken at the infrastructure committee and the need was validated further,this was taken up at the purchase committee and the work got implemented following the appropriate purchase procedure.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

SMEF's Brick School of Architecture defined its Vision, Mission and Goals when it started in 2013.Certain standard processes were established to address the teaching learning function. A strategy plan was prepared after few years of its establishment. The strategy plan was discussed in 2018 when we started studying the NAAC manual and realized that the strategy plan would give direction to all the activities that are taken up in the institute. This plan could help assign resources as well as priority could also be decided.

Under the 2018-19 strategic plan, the strategy goal of "*Evolving systems and process to monitor and enhance teaching learning processes*", had an activity identified –"*Reviewing existing system of teaching and learning and enriching it*". This activity focused on integrating learning from earlier semester into the next cycle. Teaching Plan is a primary activity included in the teaching process. The template created for the teaching plan was designed to capture the contents of the syllabus. The objectives were followed as mentioned by University. This template had a section on interpretation of the syllabus by the faculty. And in line with this faculties designed the explorations to assure the objectives of the syllabus as well as to meet the institute's pedagogical philosophy. The teaching plans of all the subjects had captured additional resource requirements as identified by the faculty, i.e. books, guest faculty etc.

The institute has adopted one more academic process, called "**Documentation of teaching and learning**". This process captures the explorations, students response and work done as well as the assessment scheme for the explorations. It was noticed that as these two activities (teaching plan and documentation of teaching and learning) were done at different times. And it was realized that the learnings from the previous cycle documentation was not considered when designing the "**Teaching Plan**" for the next year. IQAC and Academic Committee brainstormed on this issue and decided to combine the "**Teaching Plan**" with the "**Documentation**". Also one more activity was added in this. In intial years the the documentation was considered as record and reference purpose, and this new activity included "**Presentation of documentation at the end of the semester**". This presentation had hapened in front of all the faculty and the lessons and learnings were discussed together and hence the learnings from the documentation from earlier cycle could now be seamlessly integrated in the plan for next cycle.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

SMEF's Brick School of Architecture has evolved administrative framework over time that supports the strategizing and implementation of the strategic plan that propels the institute one step at a time to reach its goals. The institute in its early days had a Local Managing Committee (LMC) , Academic Coordination Committee and a General Administration Committee to decide and coordinate for all the activities of the institute. Other committees such as Anti Ragging committee, Women's grievance redressal committee and Reservation redressal committee were also established in these early days. Over time, other committees such as HR Committee, Infrastructure Committee, Purchase Committee, Library Committee etc. were established. After the Savitribai Phule Pune University started following the amended University Act, the LMC was changed in College Development Committee (CDC) reviewing the function of the institute, the IQAC was formed. When the institute decided to use NAAC manual for reviewing the function of the institute, the Internal Quality Assessment (IQAC) was formed. The institute has created a document that lists these committees, their objective, composition as well as the frequency of the meetings for each committee. Care was taken that the framework defined does not hinder the decision making, but aids the overall enrichment and delivery of the strategic plan. Hence some flexibility was inbuilt in the decision making.

Induction program for the administrative staff as well as the faculty is designed so as to brief them about the administrative framework, rules and regulations as well as vision and the yearly strategic plan so that the new resource gets aligned quickly to the philosophy of the institute and able to deliver better. Induction program is also arranged for parents so that they are aware about what the institute believes in and are able to appreciate and contribute towards the overall development of their ward.

The effective functioning of the various committees is evident as the institute has been listed as one of the top most 25 institutes' in India, imparting architecture education this year, only after 7 years of the formation of the institute.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The semester breaks are utilized for faculty empowerment. There are learning sessions, workshops, site visits and also the industrial visits for teaching enrichment. The visiting faculties are also invited in these events. The campus hosts a number of events. Brick Faculty gets full opportunity to grow as a professional, an academician, and also as individual. There are chances of development through a number of sessions organized at Institute during the semester too. These sessions include interaction with master architects, enhancement programs, training sessions and also site visits. The management always encourages faculty to write papers, work for individual growth too. Whenever a faculty writes paper and goes for conference, paid leaves are given for days of presentation. The teachers are encouraged to write papers, and also to convert the academic works in the publication.

Other than the academic welfare, the culture of the institute is very much interactive. Every year a retreat session for bonding between faculty is organized by the management, where the faculties spend some time in a pleasant location and exchange ideas. Institute offers 3 months paid leave for maternity and 3 extended allowed leave for the same. The birthdays of every faculty is celebrated in the campus with cake cutting. Any new development in faculty's life like wedding, or birth of a baby is celebrated by colleagues.

The admin staff, peons and helpers are facilitated every year by management during Brick Fest. There are festive bonus and Diwali gifts given every year to the admin staff.

In year 2015-16 there was a trip to Panchgani and Mahabaleshwar, 2016-17 the faculty had gone to Gaokos Resort in Mulshi. In 2017-18, there was a party at Skye Lounge, at International Convention Centre (IIC Towers), 2018-19 ZAGA and 2019-20 at Jadhavgarh fort resort, Pune.

It generally starts with an experience sharing session, and faculty share the overall experience of teaching in this semester by interactions

File Description	Document
Upload any additional information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 24.71

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
05	05	18	04	01

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 3.8

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	5	2	4

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 63.88

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
29	29	16	9	6

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

In S.M.E.F's Brick School of Architecture, the performance of the faculty and non teaching staff is considered as an important part of overall teaching learning process and learning environment. Institute works on bottom up philosophy and feel that every individual have significant role in building up the institute. There is system of taking feedback from every individual in the institute, which has been adopted right from year 2013 (foundation year). The feedback from the students and faculty both are taken at the end of semester to know the state of teaching learning process. The questionnaire that is made for faculty takes round opinion on the teaching experience, self assessment and performance of the co-faculty, students, overall experience at the institute. The feedback form is completed by the entire faculty and then there are discussion with the Principal, academic co-coordinator and the director. This discussion and feedback remain as key points for deciding on the subject allocation and also assigning allied responsibilities for the next term. This also helps in mentoring the faculty on their further development. Institutional philosophy does consider and respects every individual's development and provides conducive environment for the same. We believe that every individual's development contributes into institutional development. Hence the top management gives utmost importance to the strengths and abilities of the faculty, and helps to come over the weak points too. For example a faculty was good at content, but had poor communication skills, so mentoring was given to her to develop further on effective communications. Another example, a faculty was good at research, so she was encouraged to write in conferences, and develop her expertise in this area.

This one-on one feedback system was adopted as a primitive measure to inculcate the institutional philosophy in the culture of the institute and also to set benchmarks for progressive development of the faculty and non-teaching staff. Now in year 2020 it is being transformed in a formal appraisal system. Under the new system, the parameters have been added that include- personal development parameters (research, pursuing further qualification, publications, Consultancy Work and/ or Externally Funded Research Projects) and also the contribution in institutional development (e.g., innovation in teaching learning, course outcomes, organizing the seminars, workshops, outreach activities, etc.). This new system will provide a base to promote faculty.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

As per the legal requirement, statutory audit is done by a firm chartered accountants appointed by the Satish Misal Educational Foundation since its inception.

During the course of statutory audit for the financial year 2017-18, the institute felt the need for a good internal audit system for timely rectification of errors. Hence the institute decided to appoint MJS & co, Chartered Accountants as the internal auditors from the financial year 2018-19.

Last statutory audit was done in November 2020 for the financial year 2019-20. There were no major objections as the most of the queries were resolved during the audit period as well as during the internal audit conducted.

Few examples of general objections raised by Internal Auditors and corresponding compliances are shown below.

Sr. No	Particulars of objection	Compliance by the institute
1	Outstanding fees from students and government authorities	Amount receivable from students is Rs. 2,95,182/- Some of the students are allowed to pay the fees in installment due to their financial problems. Continuou follow-up for fee recovery is taken from time to time Amount receivable from MAHADBT and socia welfare is 82,38,414/-. Liaison with MAHADBT and social welfare is done regularly.
2	Short Deduction of TDS	TDS was not deducted on transport charges paid to visiting faculty. As per the instructions of auditor, the institute has started to deduct the TDS on transpor charges from Sept 2019 and started procedure fo payment of TDS short deducted.
3	Fixed assets register not updated	Fixed asset register/dead stock register is now update till Mar 2020.

For the financial year 2018-19 and 2019-20, internal audit was conducted by MJS & CO in the month of June 2019 and June 2020 respectively. The audit queries were resolved during the course of audit and rectification entries were done. Internal audit has implemented an effective system for audit and accounts. The audit continuously improves the system based on audit observations with the help of accounts department. After the completion of internal audit for the financial year 2018-19 and 2019-20, statutory audit was done by CA Tanaji Chorghe, Chartered Accountants, Pune. The auditor has issued a clean report since last 5 years.

File Description	Document
Upload any additional information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 5.69

6.4.2.1 **Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
1.02	1.26	1.76	1.2	0.45

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Institutional strategies and resource mobilisation

- Institute has well defined strategy for mobilisation of funds and optimal utilisation of resources.
- IQAC after its formation in 2017is requested to submit its academic budget well in advance before the start of financial year.The academic committee works out the budget in details after discussing with other committee members on the requirements received from individual faculty and staff. The committee head then submits their budget toIQAC. IQAC further forwards it to CDC for approval. CDC in their meeting in March of every year approves the academic budget as well as annual financial budget. CDC can also make provisions for various kinds of expenditure based on trust's vision and mission. Before the formation of IQAC, the academic budget was used to be prepared by Academic committee (ACC) and sent to CDC for approval

- Budget heads are well defined. They are defined on the basis of their nature like salary, equipments, library books, repairs & maintenance, etc.

Major budget heads are as follows.

1. Salary
2. Academic expenses
3. Housekeeping and maintenance
4. Repairs and maintenance
5. Electricity expenses
6. Security Expenses
7. Water tanker charges
8. Library books
9. Equipments
10. Furniture and fixtures
11. Computers and accessories

- Major budget heads can be predicted and do not get modified drastically. Hence budgeting them is easier. Such heads are discussed in CDC and budgeted for.
- All kind of expenditure gets approved in the respective committee meetings in accordance with well defined procedure and then submitted to accounts department. Due consideration is also given for expenditure on research & development and staff welfare.

- Expenditure under various heads is done based on budget approved for each head. Expenditure over and above the sanctioned budget is not allowed for any head except in case of emergency. Process is also well defined for purchases during emergency situation. The procedures are strictly followed for all types of purchases.

- Yearly statutory audit of the accounts as well as internal audit is done by an independent auditor in accordance with established accounting standards and auditing norms. Thus the optimal utilization of resources are done at several levels.

File Description	Document
Upload any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

1. Faculty to explore the areas where architecture can contribute and to involve students in the proposed projects by the faculty.

To take teaching beyond the syllabus, the IQAC cell had taken up an initiative, where the faculties were suggested to explore their area of interest, through which they could involve the students and contribute to the society as a whole. After several rounds of discussions, the final form of this was evolved and it was

given a name of **"Societal Project"** In this work, all the faculty in a pair of two have identified one project or architectural competition where they along with the students had worked together every week for half day. This system had been implemented since year 2019-20 after the multiple rounds of peer discussions and brainstorming. The attached documents represent the list of these projects and their documentation.

2. **Reform in Financial audit system**

As per the legal requirement, statutory audit is done by a firm chartered accountants appointed by the Satish Misal Educational Foundation since its inception.

During the course of statutory audit for the financial year 2017-18, the institute felt the need for a good internal audit system for timely rectification of errors. Hence the institute decided to appoint MJS & co, Chartered Accountants as the internal auditors from the financial year 2018-19.

Last statutory audit was done in November 2020 for the financial year 2019-20.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

The teaching plan in the early years (2015-16) of the institute focused on strengthening the intent of the course objective and preparing a weekly schedule to achieve these. The faculty was also encouraged to think innovatively and design explorations, which could trigger the interest of the students and make learning a good experience.

Continuous improvement and learning from the past was always a culture in the institute. In the year 2016-17, the Academic committee had observed some scope of improvisation during execution of the earlier teaching plan. It was noted that the syllabus can be interpreted and integrated across the subjects and hence joint subject meetings were deliberated to work on achieving a broader perspective of integrated learning.

Documentation of the teaching was always a system that was initially focused on maintaining record. As a next step in year 2017-18, evolution of teaching learning process, the learning from the teaching of previous term was given a thought, and these learning were formally included and considered while preparing the teaching plan of the next term.

To further enrich and critically analyze and synthesize the academic development of the institute, the

IQAC was established in year 2018-19. In the IQAC's strategy plan of 2018-19, the format for subject documentation was refined, and it included the wholesome picture of teaching learning to include the inputs given, students' response to it and to design a teaching plan that would enhance the pedagogy and address diversities and different types of learning levels of the students. In the initial years the documentation done by the faculty was uploaded on the common drive. This document was used as a reference document by the faculty to learn and also develop further on it. In order to achieve more attention in the vision and understanding of the entire faculty, this year onward a system was established to present the documentation in front of all the faculty, and peer learning about students' responses to the existing teaching plan (across the subjects) in a one day long event.

After the documentation presentation the teaching plan presentation was prepared based on peer learning.

For the academic year 2019-20, the IQAC suggested that the documentation presentation event, which was a silo entity, should be included in the next terms' teaching plan review. This helped in communicating the entire process to teaching plan prepared by the faculty and students' responses and knowledge gained. A review of the same by industrial experts during the teaching plan presentation by the faculty helped in achieving a better integration of academics to the professional practice.

This evolution of teaching plan is supported by the document attached.

File Description	Document
Upload any additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender equity in Brick School of Architecture is a matter of thinking and practice for both the genders. It is about creating conducive learning and working environment for the present age. The present age demands for accepting and appreciating existence and the strength and weaknesses of all the coworkers and students around. Following are common practices adopted at Brick.

1. **Gender ratio**: Gender ratio in all the classes is thought of while making sections, so that there are equal numbers of male and female students. Management of the institute considers the diversity of the people coming in the institute.
2. **Safety and Social Security:** Institute displays emergency contact numbers in college campus.There is CCTV Surveillance throughout the campus for safety and security purpose. The Campus has a robust security Safety and system with multiple checks at entry points for all persons and vehicles. Students wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs. Students Council and faculty members ensure that all girl students leave the campus and reach their homes safely after late night events. Female faculty and girl students are regularly counselled on safety and security. The institute has also formed a Women Grievances Committee under University of Pune. This committee is intended to solve problems of all girl students in the institute as well as the female faculties of the institute. The members of the committee have attended a seminar in university regarding the same.
3. **Personal counseling:** The faculty of the college carried out the responsibility of taking personal care of students on the individual level. As the students come from different geographical and cultural backgrounds, there are chances of emotional ups and downs while being with people of different kinds. To support that there is a counselling cell that help students to cope up with such situations. Personal Counselor Swetha Joshi, is an expert and she remains in constant touch with the students.
4. **Common Room:** Both Girls' and Boys' common rooms are spacious and airy. They have various indoor game facilities like carom board and chess.
5. **Mentoring Program of the institute:** There is mentoring program of the institute, which helps female faculty to develop their professional compatibility and leadership quality.
6. **Orientation sessions:** A number of sessions emphasizing on gender equity are organized in the institute from time to time, where the doctors and personal councillors are invited. These include
    1. Parenting
    2. Good food good thought
    3. Yoga for female health
    4. Investment options for women
    5. Work life balance
    6. Family's responsibility at the time of menopause of a family member
    7. Awareness on breast cancer

Awareness on domestic violence

File Description	Document
Annual gender sensitization action plan	[View Document](#)
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

  1. **Solar energy**
  2. **Biogas plant**
  3. **Wheeling to the Grid**
  4. **Sensor-based energy conservation**
  5. **Use of LED bulbs/ power efficient equipment**

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The institute follows strict practice of segregation of waste at source. There are waste bins two types tagged with biodegradable and recyclable waste kept at various locations in the campus. All the toilets for girls have disposal machines for sanitary pads. Segregated waste is given to the Gram Panchayat of the Pisoli area.

Being an architectural Institute, we use lot of stationery, paper and model making material. Hence there are chances of generating lot of waste. Reuse and upcycling are the basic policies that are adopted in Institute. The housekeeping cell, keeps on moving waste material including paper,plastic, packaging material, broken furniture to recycling agents time to time. The paper waste is utilised in making other products like paper bags for Diwali lanterns. The solid and plywood bases of models are reused by the next batches. To

encourage upcycling a workshop to educate and give hands on experience students was organised in the campus, there they converted the municipal scrap into furniture. At the time of annual fest, we encourage students to use scrap material for installation. And they do it as well.

Biomedical Waste is not so significant in the institute. There are special bins for collection of sanitary pads from all the female toilets.

The institute has tie up with an agency to collect e-waste.

There are no sources of Hazardous chemicals and radioactive substances in any of the activities of the institute.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: E. None of the above

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: B. 3 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**

4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The institute is located in Pune City, however there is a good mix of people (faculty, admin, and students) from various regions of India, and also the culture is to accept and welcome the world culture. We practice what we preach. This world is a mixed fabric of a number of cultures, civilizations and people, and architectural education also covers world architecture and architects from all over the globe are considered as respectable personalities. Inclusion and situatedness in the institute is through following measures.

Curriculum delivery- Students learn a lot from various cultures. Right from first year there are multiple opportunities, where students discover and learn about our own nation and also the world outside. The courses of thinking lab like *'Introduction to architecture', 'Humanities', 'Climatology', 'History of Architecture', 'Contemporary architecture', and 'Landscape Architecture'* etc directly introduce them to the various geographic locations, cultures and people. However design lab in their settlement study (even semester) is connected with a geographic location, and they are educated to value, respect and consider the site, climatic conditions, people and cultures. Also some faculty change the teaching plans looking at the present situations. For example if floods had affected the cities and villages, A question was triggered in specification writing and Urban Studies' class that how our profession can help cities by designing better surfaces in city's infrastructure.

In final year students themselves select a context based thesis topic.

Travel Grant- Travel Grant program of the institute is designed specifically to assist students to travel across the country experiencing and documenting architecture, people and places. S.M.E.F. intends the recipient to study by travel and contemplation while observing, reading, writing, or sketching. The objectives of this grant is

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

Societal concern projects- Faculty and students contribute towards societal concern projects as extra curricular activity, here they imply their knowledge and skills to address the city's issues.

Sensitizing students towards social and socio-economic issues- The students are always ready to respond the situation. Few examples are here.

1. There was a fire in a slum area (near COEP) in, Pune where students immediately proposed quick design ideas to rebuild the houses.
2. After floods of 2019, they collected a considerable fund, cloths and consumables for flood victims.
3. In Urban design elective they helped traffic police by managing traffic on road.
4. They take part in international and nation architectural competitions to address the world problems.
5. Every year there is blood donation camp in the campus on independence day.

Study tours

Each year students along with faculty travel to one geographically different destination to experience the regional and diversities. So far students have travelled to destinations like Delhi, Jaipur, Agra, Mandu, Maheshwar, Auroville and Chennai, Kutch, Ahmedabad in Gujarat , etc.

File Description	Document
Any other relevant information.	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Making students responsible citizen a has been considered as responsibility of our Institute. The sensitization process happens not only in the classrooms and within schedule time table but across and over and above it.

Understanding and experiencing the nation- The faculty believes in pedagogy that inspires students to contribute towards Nation through their profession. The students are also sensitized towards villages which are real identity of a nation. The settlement studies are the opportunities where right from first year

to final year they are understand our nation through to the small settlements, villages, towns, cities and megacities. Brick faculty personally accompany and guide them in these visits to get essence of our Nation and its development. In very first year they visit a village or a small settlement, in second year they visit to a towns in 3rd year they visit cities and in 4th year they study the largest scale of Urban Development. Their design projects are based on such areas. Sometimes the sites for design project are chosen in these areas. In this course they get opportunity to experience the area and interact with the people. Architecture of any area is the reflection of the people, culture and life of it. And hence there had been multiple occasions that students and Faculty of the institute had visited even the remotest areas of the nation, and also the places of international importance over the globe. They observe and learn how their profession can contribute towards these areas. We can confidently say, that our students can relate their profession with the rural areas of India as the see that their profession can improvise living conditions there. They also so are well aware of of the challenges and threats of urbanization and have been educated to work towards it.

Sensitization about Social and National responsibility of architects- On national festivals like Independence Day, we have a guest from allied area, who have been contributing significantly towards Nation building. The motivational talks happen on the social responsibilities of a well learnt person. Students generally get along with these motivational thoughts and also work towards it. The case study of such example has been attached in the supporting documents.

Relating the course work with duties towards nation- The entire period of five years, all the thinking process in the academics is towards national, social and cultural responsibilities. This is our of 3rd batch reaching towards getting the degree. The final year thesis topics reflect that how they have related their profession to the present context needs of the nation. List of thesis topics has been given in the supporting documents.

Contributing by extracurricular activities- The extra curricular activities of the students are also pertaining to the values, duties and responsibilities towards Nation. There are numerous evidences to observe this sensitization. Students donate blood, work for Swachh Bharat Abhiyan, donate their savings for award money for social benefits, and many like that.

File Description	Document
Any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The campus of S.M.E.F.'s Brick School of Architecture always resonates with the positive vibes of celebrations. There are some festivals that are celebrated every year. These include

1. **Guru Purnima**- This is a students driven event. They organize function of Guru Purnima. They themselves prepare food for faculty , do dance performances and celebrate this festival for the teachers.
2. **International Yoga Day-** This event is celebrated every year by all the people in campus.
3. **Independence day** -This event is celebrated in the presence of a guest who has contributed to society. Post it there is blood donation camp.
4. **Navaratri**- Students of the campus carry forward the legacy of enthusiasm from their senior batches. They wear gorgeous traditional costumes and dance together on one of the evening during Navaratri.
5. **Diwali**
6. **Holi**
7. **Republic day**

There are protocols to celebrate these festivals. However there is celebration of the many other events that happen with time. Institute inculcate values of the people and events of national and international importance. The examples of such events are -

1. Giving tribute to great personalities, who have contributed towards Nation and also the ones who have contributed in the area of Architecture and Planning. We gave tribute to Master architect Charls Chorea in 2015, APJ Abdul Kalam, Ar. Zaha Hadid
2. Celebrating achievements of the master architects- Ar. B.V. Doshi had won Pritzker Prize in 2018, so institute celebrated a Design Mela, for a week, in which workshops were organized, and students made models of the buildings designed by him to decode the designs.

Other than these if there is any grand and thoughtful event on any commemorative days, students and faculty go and attend the festival in the city. Also there is contribution of our own faculty and students in such events. Following are the examples.

1. Some faculty and students have excelled in Dhol Tasha Pathak, which is one of the most important

cultural heritage of Pune City at the time of 10 days long Ganesh Festival. They take active part in this festival.

2. Institute encourages students serving the pilgrims travelling through Pune City at the time of Palakhi. Students can go and serve food, water, or tea to the pilgrims.

3. In year 2018 National Youth day, birth anniversary of Swami Vivekanand was celebrated in Deccan College, where Padma Shri Architect BV Doshi was invited as Guest of Honor. A number of faculty and students went to attend this event.

4. Brick faculty Ar.Sudhir Deshpande delivered a public lecture on 'Matrubhasha' organized by Maharashtra Sahitya Parishad, Pune on the occasion of International Mother's Language Day and 'Marathi Rajbhasha Din' on February 27th, 2020

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)

7.2 Best Practices

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

Response:

1. **Title of the Practice: Travel Grant and Research Grant**

   1. **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.

1. To inculcate the research attitude among the students.
2. 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.
3. To help them communicate their work in the public realm.

Travel Grant

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.

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

1. **The Context**

There are philanthropists in the city who like to contribute towards architectural research and education. When institute was just laying its foundation, the management focused on building up a culture that is adopted by the students. The management and faculty encourage all the creative and innovative ideas in the students. Hence the idea of these grants had come into the picture.

Year	Travel grant winner	Topic of Destination	Research Grant Winner	Topic of Research
2015-16	Sanjana Jadon, Yashada Potnis, Vipin Gurunai	Experience the regional Wada architecture of Pune and Gwalior	Suraj Bhandari	Low cost housing Vidarbh area of M
2016-17	Simran Shah, Gautam Ramesh and Qutubuddin Unwala	Experiencing the Mixed Cultural fabric of Pondichery.	Anurag Agarwal	3d printing in arch
2017-18	Archit Awasthi, Maitreyi Nair and Swaroopa Pawar	Experiencing world of Monks in Dharamshala area.	Shruti Mittal, Ojas Niband and Tanvi Shah	Studying Adoptiv heritage palaces o
2018-19	Vaishnavi Agal	Experiencing mixed architectural traditions evolved in Goa	Aishwarya Bombale, Piyush Shah and Reva Doshi	studying the local of Leh and Laddal
2019-20	Vivek Chikoti	Western Ghats	Sharvari Rajwade	Origami architec typology to de management mod

4. **The Practice**

Under both these program School offers two grants of INR 15000/- as supplemental funding to the winning students. A jury is organized in 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, travelog or report. However the research grant students submit the report only. These student present their work to all the people in the institute on the Founders day. 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.

5. **Evidence of Success**

This program has been started in year 2015-16. Every year there are interesting and insightful ideas are

coming from the students. They plan economical travel, sketching and painting ability and beautiful presentation of ideas. Last year the group who went to Ladakh, displayed wonderful expressions in the form of water color paintings of their experiences. It is also remarkable that these students were inspired by the works of Social worker Sarang Gosavi, who was invited on Independence day. He had contributed in the terrerism affected areas by educating the youth over there, and made them feel that they belong to the same country called India, where youth are involved in creative ventures. He invited Brick students to connect with these people, and hence these students chose to go to Ladakh. They built contacts there, and are bridging gaps.

In fact at times the other students accompanied voluntarily to the winning students for their travel and research.

6. **Problems Encountered and Resources Required**

There were no problems as such as these works are doable with the minimum resources. Camera, notebooks and stationary kits are generally available with the students. This year because of Covid 19 Pandemic conditions there might be difficulty in travelling.

Title of the Practice: Societal Concern Projects

2. **Objectives of the Practice**

1. Thinking beyond syllabus through observation of the present context, by brining in professional inserts in teaching learning process.
2. Sensitizing students on social issues and finding out opportunity to contribute towards those issues through architectural profession.
3. Contributing to society by architectural education.
4. Giving clue of Enterprising opportunities to students.
5. Development of analytical and research skills.
6. Making students aware of the other skill set needed to support the architectural profession.
7. Building up culture of integrated approach to deal with the projects.
8. Developing contact base and networking for students and faculty.
9. 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 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 the society. 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 faculty 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, prepares a term plan for these projects. Some of them get connected with government agencies, or NGOs, and found joint working opportunities. The posters of these projects are put on the notice boards, and emailed to students. Students fill up Google forms and gave 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 Friday Post lunch time, so that if the group would like to go to site or to do survey, they can use post college hours. The broader categories of these projects are as follows.

1. Raising awareness about conservation projects
2. Documenting the intangible heritage
3. Efforts to reduce traffic on roads
4. Raising awareness on heritage sites for school children
5. Reforming existing spaces into children friendly character
6. Volunteering for social services
7. Recycling practices in construction
8. Taking part in the architectural competition that are framed for social cause

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

1. Volunteering to ASEEM Foundation
2. Single car occupancy users- awareness campaign
3. Mapping of Ganeshotsava in the Core area of Pune City
4. Child friendly city (Urban 95 Execution of Shivarkar Maternity home with our students and TARU)
5. Neo Delhi Project
6. Making building materials from Construction waste
7. Vaibhavgatha- Educating school children about architectural heritage in the neighborhood
8. Building from Debris

5. **Evidence of Success**

Students and faculty of the institute have made a difference in teaching learning process by exploring the possibility of the areas where architectural profession and the skill set developed in the students can be made useful. They have ability to understand the context, and good observational and analytical skills. They have developed documentation ability, sketching and photography skills, and know the survey methods. This process is holistic, and involves all the faculty and students. Although it is difficult to motivate 100% students, but more than 50% students find the purpose of life and their profession through these initiatives. The reports of these projects narrate a broader picture of this success.

6. **Problems Encountered and Resources Required**

This is the starting year of this initiative. Everyone managed working with these with available resources. However there will be resources requirements in future. The physical resources like, in-house printing facility, advanced material laboratory where students get hands on experience of innovating materials etc. The non physical resources like strong connection with publishers, news agencies and establishing contact with the decision makers in the city would be certainly required in the long run.

File Description	Document
Any other relevant information	[View Document](#)
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Pedagogy of three labs

Three labs are not only the academic labs but have been thoughtfully identified for holistic development of students and faculty. These labs are related with the syllabus at one side, and also the year round events covering to extracurricular activities are also part of these labs.

Following is the philosophy behind these labs.

1. **Philosophy**

Design Lab

The design lab focuses on enhancing the creative capabilities. We at Brick, believe in making students 'think' for themselves, by asking the questions, 'why', 'how', 'what' and 'where', in the same order. This instigates them to understand design as a process than a product, which reveals itself through the layers of these questions, which they peel through. Looking at design as a culmination of all the subjects and more.

The Construction Lab

We believe in transferring knowledge of basic principles and developing ability to adapt to the ongoing technological changes in the present. The Construction lab focuses on developing the ability to research, innovate and adapt to the ongoing technological changes at the global level. . This lab emphasizes on building up a conceptually strong technological knowledge and developing research based attitude in the students.

The Thinking Lab

The thinking lab works for inculcating research component, as an implicit aspect of human centric design "Students qualified from Brick shall offer sustainable solutions to the society in the form of architectural

works. They shall value, conserve and continue the rich architectural culture of the Nation. During the course of B. Arch. they shall develop the skills based on strong value system and thinking for fulfilling the needs and demands of all the sector of society and economy with regard to the culture and groom themselves as professionals with abilities of communicating their ideas in market."

1. **Academic interpretation of three labs**

For effective implementation of the course objectives as given in the syllabus and prescribed by the university, -the subjects are grouped under 3 labs. This is done with a clear understanding of the objectives of each subject and a pedagogy for each lab is defined, enhancing the teaching learning experience for the students.

During the academic term, the implementation of the lesson plan is further enriched by inviting guest lectures, expert jury's at appropriate stages, workshops as stimulus to uplift the outcomes. Intermittent mock tests and debates are also conducted to test the understanding of the students for the particular topics. This helps in connecting theory and practical thus promoting a holistic learning experience. At the end of the semester, the students' work and entire teaching learning process is documented. The documentation presentation is a two days long event at the end of every semester.

1. **Activities under three labs**

Design lab Activities

1. **Brick 12 on 12**- Its an annual event generally happens in June month, where 12 students- two students from each batch of architecture (first year to fourth year) and four students of RDID (Research Driven Interior Design) of the institute present their design in an auditorium. This event is open to public. There is a special guest/ practicing architecture to give feed back.
2. **Synthesis**- This is a grand jury organized for thesis, where 8 experts are invited from all over the India to give orientation on thesis before 6 weeks of final submission
3. **Design Mela**- This is a special event, and was organized when Padma Shri Ar. B.V. Doshi had won Pritzker Prize. In order to celebrate this achievement of his, students had decoded his famous buildings by making models.
4. **Design workshops**- Famous architects are invited to the institute to conduct workshops. Institute had invited Ar. Yatin Pandya, Ar. Jimmy Lim, Ar . Ash Parekh, Ar. Ajit Rao, Ar. Rahul Kadam etc. to conduct design workshops.

Construction lab Activities

1. **Students taking part in various activities within city**- The hands on and technological skills of students are developed by taking part in the competitions organized by Pune Municipal Corporation or similar.
2. **Competitions and expert sessions**- Sometimes institution organizes competitions like design of roof of auditorium in the campus, or invite guests who have experience in a specialized area like tensile structures, long span structure, or high rise buildings etc.
3. **Enrichment of material lab and working drawings library**- These two are developed and enriched from time to time collectively by students and faculty.

4. **Construction models**- The permanent exhibition of the campus demonstrates the works done by students. It includes the models that are prepared to decode the construction techniques. There models range from basic models like brick foundation to advanced models like stadiums, long span and high rise structures.

Thinking lab Activities

1. **Publications**- Brick publication focuses on encouraging and promoting students and teachers of Brick to create. It allows people to express their thoughts and philosophies through their work. The publication cell, publishes their magazine, Thesis catalogues and UD publication through Print media Brick Newspaper is published online through issuu portal.
2. **Travel and Research Grant**- S.M.E.F. Research grant program is designed specifically for advanced study in any area of architecture, which will effectively contribute to the knowledge, teaching or practice of the art and science of architecture.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.
3. **Brick Inspire**- This event is organized on Founder's day of the institute in August month of each year. Chief guest invited in this event is chosen from allied area, who contributes to society in other significant areas. This day's event includes declaration of the winners of the private scholarships, and Research and travel grant. The institutes annual magazine is also unveiled on this day.
4. **Chai with Author event**- An author is invited every year and discusses on his way or writing. This writing is not necessarily architectural but of various styles. The students, faculty and the guest have tea together during this discussion.
5. **Special events like Tribute to great personalities**

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

At SMEF, we strongly believe that knowledge is power. It has the strength to change the world, build better futures and contribute towards an equal, humane and sustainable society. An initiative of Ms. Pooja Misal, with the strong support of Smt. Madhuri Misal, the foundation aspires to create a long-term impact on the quality of education in India.

Envisioning a large-scale impact in the field of education, we need dynamic institutions like the Brick, where education, development and knowledge is generated at multiple levels. To bring about a lasting change in the way students learn, we stimulate learning outside classrooms too, wherein our students learn from local community initiatives. We're also re-visiting assessment techniques and standards to focus on the student's journey, efforts, and progress. We're building skills for the future workplace with intellectual learning so that our students can address the design challenges of the 21st century.

Education isn't a privilege but a right that everyone deserves to own. At SMEF, we strive every day to make quality education accessible to every aspiring student so that he/she can contribute towards building a remarkable nation. SMEF is well-equipped to deliver the most innovative methods of teaching, learning, ideation, research, and solutions for a better tomorrow.

Concluding Remarks :

Brick School of Architecture has entered in the 8th year of its establishment and this is the third batch of the institute which is graduating this year. The vision and mission of the institute were very well defined in the foundation year, and then step by step we defined the process and best practices in line with the vision and mission. All the criteria as framed by NAAC were part of the institutional pedagogical practices . However, NAAC point of view has helped a lot in organizing and documenting these practices in a systematic manner. Also, there are few initiatives like collaborations, and capacity building of faculty, which are part of our strategy plan, will be accelerated with association of NAAC related activities. Similarly, we have realized the importance of research project and funding, and we have started with building up our research capabilities. In last two years the three faculty of the institute have registered themselves in PhD programs and institute is observing progressive environment for learning and teaching both.