



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SATISH MISAL EDUCATIONAL FOUNDATION'S BRICK SCHOOL OF ARCHITECTURE

**SMEFS BRICK GROUP OF INSTITUTES, S.NO. 50/2/2/3, UNDRI, JAGDAMBA
BHAVAN MARG PUNE-411060**

411060

www.brick.edu.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Satish Misal Educational Foundation founded the institute in 2013 under the leadership of Founder Director Dr. Pooja Misal with Smt. Madhuritai Misal as the President of the SMEF's BRICK Group of Institute and Dr. Poorva Keskar as the Principal of the SMEF's School of Architecture. Dr. Pooja Misal is one of the youngest educationists in India. She believes in creating leaders in architecture who excel in their profession, to not only achieve personal success but also contribute to nation building. Satish Misal Educational Foundation aims 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 are 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 programmes are recognized by the apex body - Council of Architecture, which also issues registration to practice in Architecture.

The programmes offered at Brick are

- Bachelor of Architecture
- Master of Architecture (Design and Project Management)

Vision

SMEF's Brick School of Architecture to be recognized 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 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 & foster mindfulness in education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well-designed campus with a good ambiance
- Encouragement for Experimentation
- Students performing well in the academic and extra-curricular competitions
- Active participation of the students' council and alumni in the institute's growth
- Diverse profiles of faculty having specialization and professional experience in various areas
- Strong connections with the industry and constant guidance by industrial professionals through regularly organized sessions and deliberations for faculty and students
- Decentralized governance and bottom-up approach for various portfolios of the institute
- Significant academic and co-curricular programs like conferences, symposia, workshops, etc.
- Conducive environment for the development of faculty.
- Financial aid to needy students
- Socially relevant projects and initiatives

Institutional Weakness

- Deficit of faculty with Ph.D. qualification
- Few research publications in peer-reviewed journals
- The location of the institute with poor connectivity to local transport

Institutional Opportunity

- Alumni are placed in reputed organizations that connect with the students through active alumni organizations.

- Active collaboration cell which helps connect with industry, global organizations, and architectural institutes.
- Availability of post-graduate course after B.Arch.
- B-Radicle a consultation cell of the institute allows engaging in urban projects, through architectural interventions.
- Brick Publication House was established to encourage faculty and students for publish.

Institutional Challenge

- Molding the teaching for rapidly changing generations of students
- Imbibing moral values in professional education, where we receive students with a preoccupied mindset

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute follows Savitri Bai Phule Pune University's curriculum. This curriculum is enhanced through a well-planned academic calendar and Teaching-learning Quality Assurance Tool (TQAT). The TQAT is developed to align teaching plans, methods, and outcomes with the institute's vision and also to ensure the coverage of the syllabus designed by the university in the given schedule. The whole exercise of the TQAT presentation for all the courses and years is reviewed and validated by industry experts. Hence it ensures the relevance of the curriculum in the present context. The academic coordinator prepares timetables as per the syllabus, and faculty discuss action plans with students, avoiding submission overlaps through an exploration planner. The institute's faculty participate in university examinations in the process of chairmanship of the courses, paper setting, conducting the exams, vivas, and also in the evaluation of theory papers. Faculty workloads are assigned based on feedback. Continuous Internal Assessments (CIA) and progress reviews ensure effective curriculum delivery, supported by industrial validation, timely submissions, and value-added activities. Institute offers academic flexibility through a number of audit and elective courses that give students opportunity to explore and excel in their areas of interest. The institute integrates crosscutting issues into its curriculum to promote Professional Ethics, Gender Sensitization, Human Values, and Environment and Sustainability. Professional ethics are embedded in courses like Professional Practice, with guest lectures and internships reinforcing ethical standards. Gender sensitization is fostered through inclusive Architectural design projects and awareness programs. Human values are cultivated through empathy-driven settlement studies and projects addressing social issues. Environmental and sustainability principles are emphasized in courses like Environmental Science. The experiential learning is emphasized through site visits and case studies. As a part of curriculum students take compulsory internship for a semester in the final year. But other than this they are encouraged to take summer and winter internships. Hence before graduation all the students get on-site and practical exposure about practice in the field of architecture.

Teaching-learning and Evaluation

The institute being the first choice of many aspiring students of architecture, gets 100% enrollment in the undergraduate program of architecture. The newly started program of Master of Architecture in Design and Project Management has received 48% of the enrollment in very initial years.

The institute fosters a diverse, inclusive learning environment, accommodating the varied abilities, cultural backgrounds, and learning styles of the students. It assesses students' learning levels and styles (visual, kinesthetic, auditory) to tailor teaching methods. Advanced learners are engaged in competitions, research, and leadership roles, while slow learners receive compensatory teaching, personalized tutoring, and additional resources. This holistic, flexible curriculum ensures that all students are motivated, supported, and prepared for future challenges in the field of architecture.

The institute adopts a student-centered learning approach, tailoring education to student interests and making it experiential. This method includes Experiential Learning through Hands-on workshops, site visits, and seminars, Integrated/Interdisciplinary Learning by connecting subjects to a unified design project, Participatory Learning through Group discussions, debates, and community activities, Problem-solving through Studio exercises, conferences, and competitions, Self-directed Learning through Library research, expert meetings, and exhibitions, Project-based Learning through Real-world projects from inception to construction, Humanities-based Learning through Professionalism, values, and communication sessions. This holistic approach enhances critical thinking, real-world problem-solving, and student engagement.

The institute effectively uses ICT-enabled tools for teaching and learning, enhancing data collection, processing, and presentation. With fully equipped computer labs and campus-wide high-speed Wi-Fi, it employs software like MS Office, Auto CAD, and Revit. Facilities include smart screens, projectors, and a seminar hall with audio-visual equipment. The institute supports online teaching through Google Classrooms and other ICT tools, fostering research and administrative efficiency. Subscriptions to Edu marshal ERP, K hub, and KOHA library software further enrich the educational experience.

The full time teaching staff is 100% against the sanctioned posts. The institute ensures transparent internal assessment with a structured academic calendar aligned with the University's schedule. Faculty prepare comprehensive Teaching-learning Quality Assurance Tool (TQAT) presentations, outlining teaching plans, course outcomes, and evaluation stages. Student progress is monitored through attendance and performance reviews, with regular communication with parents. Open jury review sessions and a designated assimilation week allow students to complete and improve submissions, ensuring a clear, fair, and organized assessment process.

The examination process involves a collective effort between the institute's exam team and SPPU, tackling grievances in two stages. Stage I focuses on reducing grievance probability, while Stage II follows a structured framework for resolving issues. The Principal appoints a Chief Examination Officer (CEO) who ensures clarity and ethics in exam activities, addressing primary, secondary, and tertiary grievances. Regular meetings and clear communication improve the system's efficiency and effectiveness.

Research, Innovations and Extension

The Institute has developed an innovative ecosystem that aligns with its strategic goals, encompassing diverse aspects like teaching, research, faculty development, collaboration, community engagement, and infrastructure

development. This approach integrates architecture and research into academia and practice, fostering a research-oriented mindset among faculty and students. The institute has won grants from Unnat Bharat Abhiyan, INTACH, Saint Gobain, etc. To support research, the institute offers grants and scholarships like S.M.E.F.'s Research and Travel Grant. It facilitates the research grants offered by other institutes like XTREME G2 Travel Grant, Saint Gobain Scholarship, etc. The curriculum includes research in architecture and design projects that connect academic knowledge with real-world applications. The faculty have presented and published their papers on varied areas, including but not limited to Sustainable built environment, cultural landscape, affordable housing, water conservation, academia for sustainable development, etc.

The institute is undertaking societal projects to serve rural areas through Unnat Bharat Abhiyan. The academic activities were clubbed with UBA. These include raising awareness about heritage, awareness drive on government policies that benefit rural areas, awareness on Zero Waste Lifestyle, and design of Women Empowerment Center in Ranje village, etc. National competitions like Solar Decathlon, IGBC students' chapter, etc, highlight the institute's commitment to sustainability and societal development. Other extension activities of the institute include Playscape design for Anganwadi schools, Tactical Urbanism, and Heritage Documentation, etc. The institute's dedication to social responsibility is evident through regular extension activities, fostering a sense of moral obligation among students. Students have taken active participation in NSS activities.

The institute collaborates with professional bodies and industries through MoUs, facilitating industrial visits, training, expert sessions, and research projects. Collaborations with Thomas Jefferson University, Philadelphia, RVS Chennai were done for integrated studios. The collaborations with developers and Project management companies like Kumar Properties, Madhav Limaye Consulting LLP, Pune, etc have been successful in terms of giving practical exposure to the construction sites on a weekly basis to the students of the Masters program. These collaborations extend to social institutions like NAAM foundation, Urvee foundation etc., enabling community service programs like water conservation drives, sustainable solutions for communities, cleanliness campaigns, tree plantations, etc.

Infrastructure and Learning Resources

SMEF's Brick School of Architecture (Brick) offers a comprehensive learning environment, emphasizing both academic and extracurricular activities. The campus spans 4.68 acres with a built-up area of 3259.61 sq. meters, over and above the regulatory norms as per Council of Architecture and SPPU, Pune. Facilities include a Wifi-enabled administrative wing with LAN connections, intercoms, 11 well-equipped studios, an acoustically treated seminar hall, and a computer lab with 40 computers. Specialized labs for materials, climatology, and surveying provide practical learning experiences. The library holds 3008 volumes specifically for B. Arch and 116 for M. Arch. The multipurpose courtyard, "Muktangan," serves various functions, while the amphitheater "Tarangan" hosts cultural events. Additional amenities include a permanent exhibition space, the interactive "Kund" area, common rooms, a stationery store, faculty lounges, a conference room, and a meeting/boardroom, ensuring a conducive and vibrant academic atmosphere.

The campus provides extensive infrastructure supporting students' physical development and wellbeing through leadership, sports, fitness, and cultural activities. Facilities include a playground, multipurpose space (Muktangan), and amenities for sports like football, basketball, volleyball, cricket, and indoor games such as table tennis, chess, and carom. Annual events like Enthuva utilize rented spaces for badminton and cricket. Cultural events celebrate various national and cultural festivals. The well-equipped library, automated with Koha since 2013, offers books, journals, and thesis (3008 nos. for B.Arch and 116 nos. for M.Arch). The

campus features advanced IT infrastructure, including computer labs, high-speed Wi-Fi, smart screens, printers, servers, and robust cybersecurity measures, ensuring a comprehensive academic environment.

Student Support and Progression

The institute offers 6 scholarships worth more than INR 5L to needy and deserving students. The assistance is given to the students to avail of government scholarships too. 42% of the total students get advantage of the government and non government scholarships. The focus of the institute is on the holistic development of the students. Hence numerous initiatives help in the development of soft skills like leadership qualities, team building, etc. They get opportunities to develop life skills through programs on yoga, sports events and certificate courses on values for excellence in life. Psychological counseling is given to the students through class sessions, group sessions and individual sessions by the appointed counselor by the institute. A number of reviews and juries are planned in the academics to develop the graphical, language and verbal communication skills of the students. ICT skills are developed right from the second year onwards. The use of various software like autocad, Revit, Rhino, GIS tools, presentation tools, photogrammetry, publication software and many other tools is a regular part of the academic curriculum in the institute.

Institute has a career counseling cell and it organizes events and seminars to give exposure on various career fronts as well as higher education opportunities to the students. The alumni who have graduated from national and international universities after graduation are invited to campus to interact with the present students. They are guided on selection of appropriate courses for higher studies, challenges and opportunities associated with various career options, etc.

The Anti-ragging Committee, Women's Grievances Redressal Committee, Internal Complaints committee, and Reservation Committee of the institute ensure strong support to the students. These committee members are selected from faculty, admin and students to keep a peaceful and healthy living environment in the institute.

Regarding progression of the students 70% students get employed at various offices, 10% students become self employed, 10% students go for higher studies and 10% give themselves some time to think about and research about their future direction. Since the year 2019-20 students of the institute have won 191 awards and medals for their participation in sports, cultural activities, and architecture and design competitions.

The student council and alumni association of the institute are active and organize several events throughout the year.

Governance, Leadership and Management

SMEF's Brick School of Architecture is committed to providing holistic and research-oriented architecture education in an inclusive environment. Its vision includes fostering strong communication, collaboration, and competition skills among students while instilling values of excellence, integrity, prudence, leadership, resourcefulness, and humility.

Governance at the school involves comprehensive stakeholder engagement, including trustees, administration, faculty, students, alumni, employers, industry, NGOs, and experts. The governing council holds annual meetings to review achievements and set investment plans, while the College Development Committee (CDC) meets biannually to discuss future strategies, compliance, and policies. The CDC monitors policy

implementation and suggests enhancements. The Internal Quality Assurance Cell (IQAC) executes plans, supported by the Principal and Vice-Principal for planning and supervising quality activities. Academic and administrative committees meet regularly to ensure effective decision-making, with various portfolios assigned to faculty and administration. A decentralized, bottom-up approach ensures that all stakeholders contribute to the school's strategic goals.

The first Strategy Plan was structured around a Six-year plan (2018-19 to 2023-2024) aligning with the institute's vision and mission, focusing on nine strategic goals: enhancing teaching-learning processes, faculty competency, research capabilities, collaborations, extension programs, community engagement, infrastructure development, and holistic student development. Annual reviews and modifications ensure these strategies address current needs and upgrades.

The institute follows a structured organizational hierarchy with five main committees: Board of Trustees, Governing Body, IQAC, CDC, and activity-based portfolios. Policies and guidelines cover admission, student welfare, scholarships, HR, academic audits, and employee welfare. Financial audits are conducted by external and internal auditors to ensure proper financial management and optimal resource utilization.

The institute fosters a supportive work environment with various welfare measures, including insurance, provident fund, salary advances, bonuses, transportation, maternity and paternity leave, academic and study leave, and financial support for professional development. Regular events and celebrations, a well-equipped campus, and an appraisal system promote employee well-being and professional growth.

Through its governance structure, strategic planning, collaborative initiatives, and supportive policies, SMEF's Brick School of Architecture aims to develop skilled, knowledgeable, and humble professionals ready to excel in the global economy.

Institutional Values and Best Practices

Students at Brick School of Architecture learn to connect their knowledge and abilities with society and context. The institute guarantees an inclusive learning environment for all social and economic groups, and genders through its pedagogical approaches as well as through extra-curricular activities. Faculty work hard on capacity building of the students for sustainable growth, respect, and value for the nation, its heritage, and people. Every morning the National Anthem is played in the institute before the classes start, and hence students, faculty and every member of the institute start their day with a feel of pride about the Nation and realizing their duties towards it. The values for the nation and raising awareness and consciousness about responsibilities for the nation are inculcated in academics as well as in extra-curricular activities and societal concern projects. Institute offers a safe and inclusive environment to every societal sector. It And the same is taken into account in the academic and instructional learning process. The institute is working on developing an environmentally friendly infrastructure.

The architectural design of the campus ensures excellent ventilation and daylighting in most of the spaces. There are energy-efficient fixtures, such as fans and lights, that contribute to lower electricity costs for climate control and illumination. Waste is segregated, and creative upcycling techniques are also encouraged. The e-waste collection drive is also practiced by the institute. Energy audits and sustainability audits are conducted. The installations created on campus during the festival season are a great example of this inventiveness. The campus has several well-landscaped open spaces that are accessible and pedestrian-friendly.. Most of the campus's spaces are wheelchair accessible. The campus is immaculate, well-maintained, and user-friendly. The

institute has a code of conduct for students and also for research activities, which is introduced to the students and to their parents immediately after admission in the orientation program.

The institute is culturally active and the student council along with all the Brick family celebrates festivals of national, regional, and cultural importance. These include International Yoga Day, Guru Purnima, Independence Day, Republic Day Teachers day, World Architecture Day, and International Women's day. There is a culture of giving regard to great personalities, and at times few occasions are organized to celebrate their achievements, and contributions.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Satish Misal Educational Foundation's Brick School of Architecture
Address	SMEFs Brick Group of Institutes, S.No. 50/2/2/3, Undri, Jagdamba Bhavan Marg Pune-411060
City	Pune City
State	Maharashtra
Pin	411060
Website	www.brick.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Poorva Keskar	727-6043700	8380886066	-	info@brick.edu.in
IQAC / CIQA coordinator	Shraddha Manjrekar	992-3088839	9819001025	-	iitrshraddha@gmail.com

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 minority institution	No

Establishment Details

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	01-06-2023	12	

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	SMEFs Brick Group of Institutes, S.No. 50/2/2/3, Undri, Jagdamba Bhavan Marg Pune-411060	Semi-urban	4.68	3259.6

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	Higher secondary	English	88	88
PG	MArch, Architecture,	24	B. Arch	English	22	12

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	4				7				22			
Recruited	0	1	0	1	0	1	0	1	2	8	0	10
Yet to Recruit	3				6				12			
Sanctioned by the Management/Society or Other Authorized Bodies	4				7				22			
Recruited	1	3	0	4	2	5	0	7	6	16	0	22
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	3	5	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	3	5	0	8
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/LLD/DM/MCH	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	0	0	0	0	0	2	8	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	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	1	0	1	2	0	4	10	0	18
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	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
UG	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	
	8		8	
	0		16	

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	30	1	0	0	31
	Female	48	9	0	0	57
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	6	0	0	0	6
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	3	2	3
	Female	4	3	4	3
	Others	0	0	0	0
ST	Male	0	2	0	1
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	4	5	2	5
	Female	15	7	7	6
	Others	0	0	0	0
General	Male	16	20	28	28
	Female	31	29	32	25
	Others	0	0	0	0
Others	Male	9	8	3	7
	Female	7	11	9	9
	Others	0	0	0	0
Total		88	88	87	88

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Multidisciplinary Approach The institute emphasizes holistic student development through a Multidisciplinary Approach of providing a wide array of extracurricular activities that cultivate various skills and provide exposure to global contexts. Notable achievements include the "Blurred Boundaries – In Search of Identity" international conference, where participants from 11 nationalities explored themes like architecture and local communities, heritage, identity, sustainability, resilience, and democratic space. These discussions enriched the institute's academic environment, integrating global perspectives into the overall learning process. Additionally, the institute offers</p>
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	<p>diverse audit courses and electives covering a broad spectrum of topics such as Cultural Landscape, Biophilic Design, and Bio-mimicry. Certificate courses, including "Earthworks," "Bomcrete," "A Brushstroke for Better Public Life," and the "Study of Ecology and Culture in Indigenous Settlements of Western Ghats" blend practical and theoretical learning, further showcasing the institute's commitment to multidisciplinary education. Furthermore, the Adhyatma Club of the institute promotes physical and mental well-being through yoga, sports, and activities that focus on life skills, ensuring the development of well-rounded individuals. Interdisciplinary Approach The institute fosters interdisciplinary learning by encouraging students to participate in collaborative projects and competitions that bridge various fields of study. A prime example is the participation in a National-level design competition- Solar Decathlon India, where BSOA students worked alongside engineering students to win the top award for their innovative net-zero-energy-water, affordable, and resilient building designs. This success was bolstered by year-long mentorship and online modules that integrated knowledge from multiple disciplines. Collaborations with entities like VKe Environmental and Goyal Properties allowed students to design multifamily housing, resilient shelters, and educational institutions The institute also conducts workshops like Fashitecture, UiUX design, Theater, and Set Design, which foster a blend of skills across fashion, digital design, and performing arts. Faculty of the institute designed a Fashitecture workshop in which they gave exposure to the fact that how architecture has influenced fashion. This workshop culminated in a fashion show, while the UiUX and Theater workshops enhanced students' digital and expressive capabilities. The institute had hosted a three days long Film Festival in 2023-24 where students were given the opportunity to learn screen-play writing, cinematography, film direction, and acting.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD), in the sense that NAD is the backbone of ABC, where the students' academic data are held and academic awards are stored (i.e. storehouse of academic awards). Despite the fact that ABC enables</p>

	<p>students to register or commence credit transfer, the outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by academic institutions via the NAD Platform. Hence being the owner of academic awards, we registered ourselves under ABC via NAD. As per the directives of the affiliated university (SPPU), the institute proactively took steps to open ABC accounts for students. The institute conducted demonstrative sessions to understand the concept of ABC for the faculty and students. Additionally, a session was conducted for making ABC ID through the Digilocker app as per the directives from the state government and the Ministry of Education. The institute listed down all ABC id's and sent the data to the university. Now every year, the Institute takes the same approach to create ABC accounts for every admitted student.</p>
3. Skill development:	<p>The Institute has a primary endeavor to produce trained professionals with the skills to address the design challenges of the 21st century. Holistic development of students is the primary focus and concern of the institute. We try to make students able to sustain themselves in the outside world with confidence and groom them completely as a person, professional, and a responsible citizen. The skill development in the institute was part of its original approach much before introduction to NEP 2020. Along with learning their profession, students are also trained in areas like soft skill development (emotional well-being, leadership, and teamwork), critical thinking, oral and written communication, and hard skills like problem analysis, computer applications, ICT tools, and many other diverse areas of design and its affiliated disciplines. A course of communication skills is a part of curricula and faculties of the institute have innovated in guiding students in building up communication skills through various mediums (oral, visual, graphical, etc.). In addition to this, they mentor them especially when they represent the institute at various forums. There is Yoga and meditation, Remedial coaching, and Personal Counseling too for the students. The institute conducts a workshop in December month of every year, which is mainly focused on the development of soft skills. It also organizes a public event in June every year, which is called 12-on-12,</p>

	<p>where two students from every batch give academic works presentations in an auditorium. This event is kept open for the public and hence the students get confidence and inspiration to speak and give presentations to a larger crowd. The teaching-learning process at Brick is integrated with the latest technologies. The academic planning also focuses on the programs that enrich the teaching-learning process with computer-aided tools. The faculty as well as the students use a number of software. Faculty use it for delivering lectures, and sharing the data, whereas the students use a number of software in presenting their work for examinations and juries. The students have demonstrated the works with the use of these tools. The students have geared up the following tools. Autocad Photoshop Revit Archicad Lumion GIS For model making they are well equipped with preparation of the right format for laser cut drawings. Presentations on PowerPoint at public speaking platforms Movie making Blog writing</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The Indian Knowledge Systems (IKS), encompassing Jnan, Vignan, and Jeevan Darshan, have significantly influenced various fields, including education, law, health, and commerce. The institute integrates IKS into its curriculum, particularly through the study of traditional settlements. The B.Arch. syllabus, designed by SPPU, includes the History of Indian Architecture and Planning, which is aligned with the institute's philosophy of integrating Indian city planning into Urban Studies. First-year students study traditional Indian settlements rich in sustainability and cultural significance during annual tours, such as their recent exploration of Udvata in Gujarat, documented in an online video. IKS is viewed as fundamental to life at the institute, and academic flexibility is utilized to incorporate it into the curriculum. A certificate course titled "Values on Excellence in Life" introduces students to ethical living and stress management through lessons from the Shrimad Bhagavad Gita. The course covers four life quotients: Physical (diet, sleep, exercise), Emotional (mental health, relationships), Intellectual (talent development, societal contributions), and Spiritual (stress management). Students are encouraged to present in Marathi, with two students authoring research papers in the language under</p>

	<p>faculty mentorship. Experiential learning emphasizes indigenous construction techniques using mud and bamboo. The global recognition of the Indian way of living, highlighted through the G20, is reflected in the institute's curriculum and activities. Students and faculty participated in the "Grassroot Innovation and Lifestyle- Civil20 - LIFE (Life for Environment)" hybrid conference organized by Unnat Bharat Abhiyaan. The institute emphasizes IKS in the study of settlements, considering culture, traditions, languages, and practices for sustaining ecology and heritage. This approach connects academics with these aspects, fostering responsible citizenship among students. Faculty identify exploration sites that bridge the wisdom of IKS with academic skills. For instance, first-year students visited Bhutonde village in Bhor Taluka, known for its traditional knowledge and vernacular space-making, reflecting the history of Senapati Yesaji Kank from Shivaji Maharaj's army. Second-year students, in collaboration with ICOMOS India, studied heritage settlements in the Western Ghats, guided by experts through Kudase village, a biodiversity hotspot in Maharashtra's Tillari region. This study focused on the nature-culture relationship, vernacular architecture, and settlements in ecological and historical contexts. Fourth-year students explored Alandi, a pilgrimage city near Pune, for their urban design projects, balancing its spiritual character with recent urban growth. Final-year students chose diverse regions across India for their thesis, including Kashmir, Leh Ladakh, West Bengal, Gujarat, Himachal Pradesh, and Maharashtra. These explorations reflect the institute's commitment to integrating IKS into architectural education, connecting academic learning with cultural and ecological heritage. The institute continues to identify opportunities to further incorporate IKS into its programs.</p>
5. Focus on Outcome based education (OBE):	<p>The university's program educational outcomes focus on developing a theoretical base, knowledge and skills, and values of equity, environmental care, accessibility, and respect for heritage. These outcomes prepare students to address these values through design, research, practice, ethics, and adaptability to changes and diversification. Program outcomes, as per university guidelines, aim to foster</p>

creativity, collaborative working, inclusivity, technological know-how, and the ability to choose an area of specialization or practice. To ensure that these outcomes are met, the institute developed the Teaching and Learning Quality Assessment Tool (TQAT). This tool tracks the teaching-learning process from program inception to outcome achievement, ensuring a comprehensive evaluation cycle. During student admissions, both new students and their parents are inducted into the program outcomes and course orientation. This induction aims to communicate the program's intent, the institute's philosophy, pedagogy, and expected outcomes. New faculty members receive a similar orientation, focusing on aligning their teaching with the TQAT and program outcomes. Since In the academic year 2022-23, all faculty members defined their course objectives, targeting specific student learning outcomes. These objectives were then reviewed by industrial experts to bridge the gap between theory and practice in architectural pedagogy. The process included mid-term and end-term reviews of student outcomes to evaluate the progress and effectiveness of the teaching methods against the predefined program and course outcomes. The evaluation of course outcomes included: Assessment of student submissions Feedback from external examiners Examination results Student feedback Faculty feedback Faculty members documented the teaching process of the previous semester, including summaries of teaching plans, weekly schedules, and course methodologies. Student work was categorized into good, average, and below-par, allowing for a detailed analysis of teaching effectiveness. This analysis identified successful strategies and areas needing improvement, forming the basis for planning the next term's teaching methods. The institute's management encouraged faculty innovation and experimentation to enhance the teaching-learning experience. New ideas were welcomed and integrated into the curriculum. Documentation presentations were a critical step in evaluating the teaching-learning process, providing a platform for critical analysis and direction for integrated learning across subjects. This cross-checking during documentation presentations ensured a cohesive approach to achieving the educational outcomes. Feedback played a vital role in this evaluation process. The principal

	<p>and academic coordinator collected direct feedback from both students and faculty regarding their learning and teaching experiences. This feedback informed the academic planning for subsequent terms, ensuring continuous improvement in the teaching-learning process. In summary, the institute's approach to achieving program educational outcomes involves a detailed and structured process. It begins with clear communication of objectives to students and faculty, continues with rigorous evaluation and documentation of teaching methods and student work, and is reinforced by encouraging innovation and continuous feedback. This comprehensive system ensures that the educational outcomes align with the institute's philosophy and prepare students effectively for their professional careers.</p>
6. Distance education/online education:	<p>The institute pursued its strategic goal of evolving systems and processes to monitor and enhance teaching-learning methods. A significant initiative under this goal was to review and enhance online teaching methods. At the time of COVID, the faculty members were given the training to use online teaching tools. They started preparing the synchronous and asynchronous e-content. The asynchronous and pre-recorded lectures helped in ensuring that the study materials were accessible to students at any time and from any location. In the same period, all faculty members excelled in preparing synchronous e-content and delivering online lectures. This e-content was continually reviewed by the academic committee. Attendance rates during online classes during COVID times were notably high, and the effectiveness of this approach was recognized with an award from the Maharashtra Association of Schools of Architecture (MASA) for e-content delivery. One of the institute's major achievements was organizing the blended mode (combination of online and offline sessions) of an international conference titled "Blurred Boundaries – In Search of Identity." The conference aimed to expose students and faculty to international practices in architecture and related fields. Contributions came from keynote speakers, session chairs, and paper presenters from 11 different nationalities. These global insights were integrated into the institute's academic curriculum, enriching the educational</p>

experience. Additionally, the institute celebrated a significant success in the international Solar Decathlon competition. Student teams, guided by online self-learning modules and expert mentorship, developed affordable, industry-ready solutions for real projects. This hands-on, practical, and innovation-based challenge advanced the construction and real estate industry towards implementing net-zero solutions devised by students. Another noteworthy online initiative was the "Reimagining Urban Voids" Online Training Programme. This 5-day event focused on the critical issue of untapped residual spaces in cities. It brought together academicians, practicing professionals of architecture, urbanism, design, and related disciplines to share knowledge and perspectives. The program aimed to empower architectural schools and academicians to lead local initiatives by reimagining, redesigning, and reinforcing change in urban voids. Participants from across India conceptualized and executed projects in various cities, including Kashmir, Pune, Mumbai, and Chennai. The outcomes of these projects were documented and showcased on the national platform 'COA Social', creating a ripple effect of positive change in the urban landscape. The faculty of the institute have taken a step ahead to spread their knowledge and skills beyond the students of the institute. Two faculty of the institute had developed and delivered an Online, National level 5-days long Faculty Development Program (FDP) on Generative AI Architectonics: Faculty empowerment for tomorrow's architects in the year 2023-24. More than 40 participants from all over India have successfully completed this FDP. The strategic integration of online and blended learning methods, combined with active participation in international events and competitions, has positioned the institute as a leader in innovative architectural education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Yes. It was set up in Jan 2024. This club is functional along with the NSS Cell of the Institution. An electoral literacy club provides a means of involving students in engaging activities and practical

	<p>experiences that raise awareness of their rights as voters and familiarize them with the registration and voting processes. # To raise interest and awareness among teachers and students by holding camps and awareness-raising events. #To impart knowledge about voter registration, the election process, and other topics to the targeted demographics. # To educate the targeted audiences with electronic voting machines (EVMs) and educate them on the reliability and integrity of the voting process. # To guarantee that those who are uninformed of the importance of voting use their right to vote in a self-assured, comfortable, and morally upright manner. # To assist eligible members who haven't registered to vote in the process of registering to vote. The aim is to foster a voting culture that prioritizes educated and ethical voting, adhering to the principles of "Every Vote Counts" and "No Voter to be Left Behind."</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	ELC in the institute is constituted of the elected students, admin, and faculty members.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	As this club is a recent addition to the institute, the onsite efforts will be taken in the near future. However, in campus, the students recited the National Pledge on Republic Day, 2024, following which there were insightful discussions on the possible ideas where students can contribute towards, ELC.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institute runs a course on Democracy for the students. The sessions in this course are aimed to introduce students to the foundational concepts of democracy, the role of governance the rights and responsibilities of the citizens, and the importance of voting. Till the year 2024, 240 students have completed this course. This course gives exposure to the deep meaning of democracy, and its essential principles, such as representation, accountability, and the protection of individual rights. Students were encouraged to think critically about how governance structures support or undermine democratic values. The sessions also delved into various approaches to

	<p>studying democracy and governance, including comparative, historical, and normative perspectives. By analyzing different models and theories, students gained a deeper understanding of how democracies function in diverse contexts and the challenges they face. Through interactive discussions and case studies, the sessions provided a comprehensive overview that equipped students with the analytical tools to critically assess democratic governance.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students who are older than 18 are urged to register to vote through awareness programs.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
455	420	406	401	406
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 50

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
32	32	30	30	30

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
200.60	183.54	123.75	79.52	166.84

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The institute follows the curriculum/syllabus given by Savitri Bai Phule Pune University. The institute's academic committee is responsible for addressing the current professional learning needs and strategies for a well-planned curriculum enhancement. Also, the institute receives an academic calendar from the university web portal. Afterward, a well-structured academic calendar is made in conjunction with the University academic calendar and university holiday circulars at the commencement of the academic year to include curricular and co-curricular activities that bring clarity in understanding all important dates. Also, this calendar includes all major dates of reviews of students' performance for Continuous Internal Assessment (CIA).

The workload and subject allocation to the faculty are prepared by the Principal & Vice Principal based on student and faculty feedback. The institute has developed a Teaching-learning Quality Assurance Tool (TQAT) that includes, a teaching plan, week-wise lesson plan, teaching methods, tools, assignments with Course outcomes (COs) and Program Outcomes (POs) with aim & objectives, continuous internal assessment stages of respective subject and resources in a comprehensive way aligning with the vision of the institute. All aspects of TQAT are validated from industrial experts to assure about filling curriculum gaps between industry and academia and to get more resources and references for learning.

The academic coordinator prepares academic timetables as per the hours mentioned in the syllabus. The faculties discuss the action plans and assignments from TQAT with students in conjunction with academic calendars. The faculties also prepare an exploration planner in which day-wise all assignments are listed. It gives a clear idea of submissions to students and it avoids overlapping of submissions.

The progress of the syllabus coverage, course delivery, and student progress is monitored by the vice principal, academic head, and subject faculty through monthly reviews. The faculties also schedule a mid-term attendance, performance and mid semester expert juries to decide on further action plans addressing the challenges if incurred. The class coordinators mail these periodical reports of attendance & CIA to students and communicate with underperformed / defaulter students' parents. It creates a feeling of responsibility in a student's mind to work proactively further. The individual teachers assess an assignment which is marked stage-wise.

Also, the institute plans the assimilation week excluding design for all subjects at the second last week of the semester. It offers an opportunity to revisit the learnings of the semester and qualitative discussions in the classroom about the subject outcomes. The last week is dedicated to the Design subject as it is the culmination of all subject learnings into a design subject. It helps the students in timely completion of submissions without any overlaps and offers an opportunity for students to improve their marks in CIA.

Effective curriculum delivery is ensured using constructive methodology and pedagogical initiatives, and plans are made for add-on and value-added integration of collaborations with industry/academia, site visits, market surveys, and experts' inputs. Also, the institute conducts Continuous Internal Assessment (CIA) diligently concerning the academic calendar.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Response: 64	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1	View Document
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1.2.2 <i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> Response: 78.26

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
430	410	415	5	374

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional Ethics:

The Institute is dedicated to upholding the highest standards of professionalism in architecture, adhering to the codes of conduct established by the Council of Architecture India and SPPU (Savitribai Phule Pune University). Annually, the institute invites distinguished architects for guest lectures, providing students with insights into contemporary professional practices and ethical standards.

The curriculum is designed to deeply embed professional ethics within the B. Arch & M. Arch program. Courses like Professional Practice, Professional Training, and Entrepreneurship Development are integral to this approach. Students participate in internships at various architectural firms, allowing them to apply theoretical knowledge and observe ethical practices firsthand. Furthermore, first-year students undertake a module on "Communication Skills & Computer-Aided Drawing & Graphics," which hones their interpersonal and professional skills. Site visits and student involvement in real-world professional projects further enhance their understanding of ethical principles in practice.

Gender Sensitization:

The institute is committed to fostering gender sensitization by organizing guest lectures aimed at promoting awareness, understanding, and respect for diverse gender identities and experiences. It strives to create an inclusive environment where everyone, regardless of gender identity or expression, is valued and given equal opportunities.

In courses like Architectural Design and Architectural Design Project, students are encouraged to address

gender-related issues, using their design skills to propose innovative solutions. This approach underscores the institute's dedication to promoting inclusivity and awareness across its academic programs.

Human Values:

Architecture is not just about constructing buildings; it's about enhancing the quality of life for the inhabitants. Within the Architectural Design course, students conduct settlement studies, cultivating empathy by understanding the needs, experiences, and cultural perspectives of users. This helps them design accessible spaces for people of all abilities, ages, and backgrounds.

The B. Arch program promotes engagement with projects that embrace universal design principles and address social issues such as slum redevelopment. Elective courses offer students opportunities to explore topics like the Indian Constitution, Architectural Conservation, Unnat Bharat Initiative, and Environmental Psychology. Students work on real-world projects focusing on marginalized communities, fostering a holistic approach to architectural education that prioritizes social responsibility and empathy.

Environment and Sustainability:

The B. Arch curriculum includes courses like Environmental Science and various electives that introduce students to the multidisciplinary nature of environmental and sustainable studies. These courses aim to create awareness and empathy towards the environment, helping students recognize their role as architects in promoting sustainability.

The courses like Functional Performance of Building Services, Design & Engineering Integration studio for Performance for complex projects. Soft lab II- Building Simulation, Quality Management & Health Safety & Environment (HSE) Management in the M. Arch curriculum trains the students to address sustainability, environmental issues and integrate in design & building engineering and environmental management principles.

Beyond academic coursework, the institute supports extracurricular activities through the faculty- and student-led Green Club, which empowers students to engage in environmental conservation and sustainable living, organizes initiatives such as tree plantation drives, waste management projects, and awareness campaigns, encouraging students to take proactive measures towards environmental stewardship.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 100**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 455

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.83

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
100	97	87	88	87

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
110	110	88	88	88

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 84.58

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2023-24	2022-23	2021-22	2020-21	2019-20
46	42	26	37	41

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

2023-24	2022-23	2021-22	2020-21	2019-20
51	51	40	40	45

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 14.22

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institute believes that "student-centered learning" makes links between what students learn in the classroom its application and their interests in study. The objective of the institute is to make the educational experience more meaningful with ICT-enabled tools for the effective teaching-learning process.

The institute believes in student-centric methods providing an open classroom environment in which students could learn to think critically and solve real-world problems is the best way to prepare professionals for the future. The institute implements student-centric methods under categories viz. **1. Experiential Learning:** The institute practices 'Experiential learning' as a process through which students and teachers learn by engaging in direct experiences and reflecting on them. The institute runs this approach through site visits, hands-on workshops, seminars, evidence-based discussion sessions, peer-assisted learning, and case study presentations; **2. Integrated / Interdisciplinary Learning:** The institute believes in an integrated and interdisciplinary learning approach. The institute follows this through an integrated studio with all subjects contributing to one problem statement; **3. Participatory Learning** The institute believes in a participative approach to bring collective efforts of the students for decided outcomes through group discussions, debate sessions, quizzes, community reach activities, and surveys; **4. Problem-solving:** The institute advocates this approach as it is contributory for society and industry. It includes activities like specific objective-oriented studio exercises and participation in various issue-based conferences, and competitions; **5. Self-directed learning:** The institute follows self-directed learning strategies through background research with library sessions, meetings with experts, and visiting exhibitions; **6. Project-based Learning:** The institute motivates students for project-based learning. It gives them a full experience of a project from inception to construction that includes working on real-world projects with faculties, scientific paper writing; and **7. Humanities-based Learning:** The institute sensitively follows this method that includes sessions on inculcating professionalism, values, and communication skills among students.

The institute emphasizes student-centric methods with fully functional computer labs for software like MS Office, AutoCAD, Sketch, Revit, and other Autodesk tools. The campus is Wi-Fi-supported with high-speed internet, and areas such as faculty offices, admin office, library, exam room, and principal's cabin are equipped with the latest desktops and printers. Classrooms have multiple LED and LCD projectors. The institute features a conference room with a smart screen, audio speakers, desk mics, and LAN facilities, as well as postgraduate studios with smart screens and a seminar hall for 80 people with audio-visual equipment. Faculty are trained in online teaching using LMS platforms like Google Classroom, online assessment methods, recording software, and other ICT tools. GPS, photogrammetry, Mendeley, and plagiarism-check software are promoted. The institute has developed surveying labs with digital tools and maintains an inventory of lux meters for field projects. Administrative tasks use Edu Marshal ERP software, and the library employs KOHA software with Web OPAC. Communication is facilitated through ZOOM, Google Meet, email, and social networking tools. Therefore, the institute's increased usage of digital information and gadgets enriches teaching and learning methods, expands educational opportunities, and benefits all stakeholders.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 101.99

2.4.1.1 Number of sanctioned posts year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
32	32	29	29	29

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 9.09

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
4	3	3	2	2

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The institute has established a thorough and transparent internal assessment system. Each academic year, following the receipt of the Academic Calendar from the university web portal, the institute develops a detailed academic calendar that includes key dates of assessment and reviews. Before each semester begins, faculties develop a Teaching-learning Quality Assurance Tool (TQAT). This tool includes a comprehensive teaching plan, week-wise lesson plans, teaching methods, tools, course outcomes (COs), program outcomes (POs), objectives, and stages of continuous internal assessment with specific parameters. Faculty align their plans with the university's course structure and syllabus, ensuring clear guidelines for the weightage of marks in internal assessments.

Additionally, faculty members develop an exploration planner, outlining daily explorations and submission schedules to ensure transparency throughout the assessment process. Student progress is closely monitored by the vice principal, academic coordinator, and subject faculty through monthly reviews of attendance and performance. Class coordinators regularly email attendance reports and continuous internal assessment (CIA) updates to students and communicate with the parents of underperforming or defaulter students. Class facilitators share assessment statuses with mentors to aid in performance improvement.

Assignments are assessed incrementally, with marks displayed in the classroom to maintain transparency. Open jury review sessions are also held. An assimilation and submission week for all subjects, excluding design, is scheduled for the penultimate week of the semester, allowing students to complete any pending work. The final week is dedicated to the Design subject, integrating all subject learnings. Final submissions are meticulously assessed, and a comprehensive internal assessment sheet for the semester is prepared. Backlog submissions are collected a month earlier, providing students ample time to complete pending work. Faculty members submit the final internal assessment sheet to the academic coordinator,

adhering to a strict and fair internal assessment schedule.

In addition to maintaining a transparent internal assessment mechanism, the institute has developed a robust time-bound grievance redressal system. The examination and assessment process is a collaborative effort between the institute-level exam team and Savitribai Phule Pune University (SPPU), essential for addressing grievances. This process is managed in two stages. Stage I involves proactive measures to minimize examination grievances, while Stage II involves a structured framework developed by an academic committee under the guidance of the Principal, Vice Principal, and Chief Examination Officer (CEO) to address any grievances that arise.

The Principal appoints a Chief Examination Officer (CEO) who conducts orientation sessions for faculty and students on exam ethics, conduct, and rules. The Board of Studies and university exam officer assist the CEO with updates, ensuring an error-free process and reducing grievances. Grievances are categorized into Primary, Secondary, and Tertiary levels. Primary grievances are handled by subject faculty and clerical staff. Secondary grievances are managed by the CEO, who may involve parents and the academic coordinator. Tertiary grievances, being more complex, involve communication with SPPU officials and the Board of Studies. The institute maintains a grievance register and holds periodic meetings to continuously improve the system. Efforts are made to resolve grievances promptly, enhancing overall system efficiency.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The institute has embraced Outcome-Based Education (OBE) as a central pedagogical approach, emphasizing the importance of defining and achieving specific learning outcomes for its programs and courses. The framework of OBE ensures that faculty and students are fully aware of these outcomes through a well-structured mechanism overseen by the Internal Quality Assurance Cell (IQAC) committee. This systematic approach guarantees that learning outcomes are clearly defined and effectively communicated to all stakeholders involved.

At the heart of this approach is the rigorous alignment of course outcomes (COs) with the program outcomes (POs) outlined by the university. The faculty members develop COs that reflect the knowledge, skills, and competencies that students are expected to acquire. These COs are crafted following Bloom's Taxonomy, a framework that categorizes cognitive skills and learning behaviors into a hierarchy ranging

from basic knowledge to higher-order thinking skills. By adhering to Bloom's Taxonomy, the faculty ensures that the outcomes address various levels of cognitive engagement, from fundamental recall of information to complex analysis and synthesis. All course outcomes and program outcomes are displayed on the website.

In practical terms, this alignment is managed through the Teaching-Learning Quality Assurance Tool (TQAT). Faculty members prepare and present this tool, which details the intent, methodologies, assignment structures, and assessment criteria associated with each course. The TQAT serves as a comprehensive guide that integrates the COs with the POs and Program Educational Objectives (PEOs) specified by the university. It includes a list of assignments and exploratory activities, each mapped to specific COs and POs, and a detailed hour-wise lesson plan that ensures all sessions are aligned with the intended outcomes.

The commitment to OBE is further reflected in the induction activities for first-year students and their parents. During these sessions, the institute clearly outlines the Program Outcomes (POs), Course Outcomes (COs), and Program-Specific Outcomes (PSOs). This early communication helps students and parents understand the educational objectives and expectations from the onset of the program.

The institute has instituted a rigorous review process to ensure continuous improvement and adherence to the defined outcomes. Learning outcomes are periodically observed and measured, and hard copies of syllabi, course structures, and learning outcomes are readily accessible in the staff room, administrative office, and library. This accessibility facilitates ongoing reference and supports the faculty in maintaining alignment with the educational goals.

Additionally, quarterly reviews with faculty members to evaluate and refine provide a platform to revisit and assess the Program and Course Outcomes as defined at the beginning of each semester. This iterative process allows for adjustments and improvements based on feedback and performance data, ensuring that the learning outcomes remain relevant and effectively address the educational needs of the students.

By integrating Bloom's Taxonomy, utilizing tools like the TQAT, and maintaining rigorous review practices, the institute ensures that both faculty and students are consistently aligned with the educational objectives and can effectively measure and achieve the desired learning outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute employs a comprehensive and systematic approach to assess students' progress toward achieving both program and course objectives. Central to this process is the Teaching-Learning Quality Assurance Tool (TQAT), which faculty members prepare and present. This tool outlines the intent, methodologies, assignment structures, and assessment criteria aligned with Course Outcomes (COs), Program Outcomes (POs), and Program Educational Objectives (PEOs) as per the university's guidelines. The TQAT includes a detailed list of assignments and explorations mapped to specific COs and POs, as well as a thorough hour-by-hour lesson plan to ensure alignment with these outcomes.

Assessment of students is conducted through various methods to ensure a comprehensive evaluation of their progress. These include:

1. **In and End-Semester Examinations:** Conducted according to university schedules, these exams are a critical component in evaluating students' understanding of course material.
2. **Continuous Internal Assessment (CIA):** CIA constitutes 50% of the total marks for each subject. This ongoing assessment method provides a regular check on students' progress throughout the semester.
3. **Sessional and Sessional Vivas:** These assessments are conducted as per university norms and involve evaluations of students' knowledge and understanding through oral examinations.
4. **Intermediate Reviews and Expert Jury Sessions:** These reviews, which involve expert evaluations, assess students' grasp of the subject matter and their ability to apply their knowledge effectively.
5. **Result Analysis:** Analyzing results helps in measuring how well students have achieved the Program Outcomes and Course Outcomes. This analysis identifies trends and areas for improvement.
6. **Faculty and Student Feedback:** At the end of each semester, feedback is collected from both students and faculty by the Principal and Vice Principal. This feedback is essential for assessing the effectiveness of the teaching-learning process.

Faculty members prepare detailed documentation that includes a summary of the teaching plan, weekly schedules, and methodologies. Students' work is categorized into three groups: good, average, and below-par. This categorization helps in understanding the extent of comprehension and the effectiveness of the teaching methods used.

The documentation and subsequent analysis of students' work provide valuable insights. For instance, if some students demonstrate a complete understanding of the material, while others do not perform as well, the reasons for these outcomes are investigated. This analysis helps identify successful teaching strategies and areas needing improvement, forming the basis for refining the teaching-learning approach for future terms.

The institute encourages faculty to innovate and experiment with new ideas to enhance the teaching-learning experience. New methods and ideas are welcomed and incorporated into the teaching process as part of continuous improvement.

Documentation presentations are a crucial aspect of evaluating the teaching-learning process. These presentations involve a critical analysis that guides integrated learning across subjects. The principal and academic coordinator also conduct direct feedback sessions with students and faculty to gauge the overall learning experience. This feedback, along with the result analysis, forms the foundation for academic planning for the next term, ensuring that the teaching-learning process evolves and improves.

continuously.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 92.56

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
92	74	68	78	86

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

2023-24	2022-23	2021-22	2020-21	2019-20
102	82	74	82	90

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	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 students on roll as per 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: 7.28

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)

2023-24	2022-23	2021-22	2020-21	2019-20
1.35	1.5	3.575	0.55	0.3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The Brick School of Architecture, Pune, fosters a vibrant ecosystem for innovation and knowledge creation, closely aligned with its strategic goals. These goals include evolving teaching and learning methods, enhancing faculty competencies, boosting research capabilities, building collaborations, expanding extension programs, engaging with the community, developing infrastructure, fostering holistic student development, and ensuring administrative efficiency.

At the heart of this **ecosystem is the integration of architecture and research** as essential components of both academia and professional practice. This strategic focus cultivates a research-oriented mindset among faculty and students, bridging the gap between theory and practice. Courses such as research in architecture and architectural design projects (theses) link academic learning with real-world applications.

The institute offers a variety of workshops to support this vision. **Workshops on intellectual property rights (IPR), research tools** like SPSS, entrepreneurship development, and architecture research are led by experts such as Dr. Vasudha Gokhale, Dr. Sujata Karve, Dr. Pooja Misal, and Dr. Sara Melensis. These sessions help develop and express research ideas and concepts. To further encourage research and its practical applicability, the institute provides comprehensive infrastructure and financial support through various grants and scholarships. These include SMEF's Research and Travel Grant, XTREME G2 Travel Grant, Unnat Bharat Abhiyan, INTACH Research Grant, and the Saint Gobain Scholarship.

The Center of Excellence at Brick School enriches both students and faculty in the theory and practice of architecture and design. It promotes best practices in research, capacity building, and professional practice, with a focus on interdisciplinary research in areas such as energy, environment and sustainability, urban design, urban and rural planning, innovations in design and technology, and critical thinking in architecture.

Cross-disciplinary collaborations are another key aspect of the institute's ecosystem. Through Memorandums of Understanding (MoUs) with professional bodies and industries, the school facilitates industrial visits, on-the-job training, expert sessions, and research projects. These collaborations also extend to social institutions, leading to community service initiatives like blood donation drives, Swachhta Abhiyan (cleanliness campaigns), and tree plantation programs.

Brick School of Architecture is deeply committed to societal projects and **community engagement**. Initiatives such as Unnat Bharat Abhiyan and various heritage activities enable faculty and students to tackle real-world challenges. Notable projects include Zero Waste Lifestyle, Solar Decathlon, IGBC Training, and the Women Empowerment Center in Ranje village, reflecting the school's dedication to sustainability and social development.

To further support research, the institute offers a range of **grants and scholarships**, such as **SMEF's Research and Travel Grant**, XTREME G2 Travel Grant, Unnat Bharat Abhiyan, INTACH Research Grant, and the Saint Gobain Scholarship. These financial aids play a crucial role in advancing research efforts.

Alumni engagement is also a vital component of the school's innovation ecosystem. Alumni contribute to the academic and professional growth of current students through mentorship, guest lectures, and collaborative projects, ensuring a continuous exchange of knowledge and experience.

Finally, the institute's "**Thursday Initiatives**" promote vertical integration by bringing together students from different academic levels to collaborate on projects, creating a learning environment that effectively **bridges theoretical knowledge with profession**.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 41

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
14	9	6	6	6

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.34

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
15	01	00	01	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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: 0.86

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	8	11	8	8

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

Impact and Sensitizing the Students to Social Issues: The impact and sensitization of students to social issues are mapped through their research topics, final-year architectural design projects, jobs, and competitions. These are evaluated based on criteria such as Socially Inclusive Design, Environment and Sustainability, Disaster-Resilient Design, and Conservation of Architectural Heritage.

Framework for Extension Activities: Integration of Extension Activities in the Academics: Curriculum, especially subjects such as architectural design and building construction technology, includes short-term or long-term studio projects in collaboration with different governmental and non-governmental organizations.

Integration of Extension Activities in Extracurricular Activities: Various clubs and cultural events are connected with extension activities. The institution emphasizes community outreach to cultivate empathy, a sense of belonging, social awareness, interpersonal skills, and leadership qualities among students. Programs offered through the National Service Scheme (NSS), Swachh Bharat Abhiyan, Unnat Bharat Abhiyan, and initiatives addressing gender issues are organized in collaboration with industry, community, government organizations, and NGOs, with active involvement from students and faculty alike.

The NSS unit, established last year, has conducted impactful programs like the Special Campaign “Meri Mati Mera Desh” and World Forest Day, promoting national pride and environmental consciousness. Under Swachh Bharat Abhiyan, the institution organized a “Plagathon” with the Pune Municipal Corporation to enhance community well-being. Addressing gender issues, three programs in collaboration with NGOs advocated for equality. **BRADICL**, the institute's consultancy cell, has led various initiatives on sustainability, urban planning, and heritage management, including school mobility programs and conservation projects like Torna Fort. The “**C Cube Initiatives** (Connect Collaborate Create)” ensure all students participate in social sensitivity projects. Collaborations with the Bernard Van Leer Foundation, TARU, and PMC focus on tactical urban interventions, including child-friendly spaces. ‘Vaibhav Katha,’ an initiative guided by faculty, raises local history and heritage awareness among school children through interactive sessions. Students also engage in diverse activities, such as packaging products with J&K youth via the Aseem Foundation, fostering interests that integrate into theses and professional practices. Design and Thesis juries involve alumni who contribute to community activities like the “Experiencing Architecture Through Walk and Talk Series.”

The institute's commitment to social responsibility is evident through regular extension activities like Brick Conversations, fostering a sense of moral obligation among students. Participation in social extension activities has profoundly influenced students' academic and professional paths. Many students have chosen **Research topics** sensitive to community and environmental issues, highlighting their commitment to societal welfare. Some have integrated these activities into their **Final-year architectural design projects**, addressing real-world challenges through thoughtful design. This experience has inspired several students to pursue **Careers focused on community work** and environmentally friendly materials, equipping them with the knowledge and skills for sustainable development. Additionally, many students have excelled in various **Competitions**, showcasing their talents and the significant impact of their engagement in social extension activities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

As a cornerstone of its dedication to holistic development, the institute actively encourages engagement in activities focused on social issues. This approach is integral to its mission, aiming to foster well-rounded student growth. Being a leading institution in the region, the institute boasts a faculty composed of diverse experts, each contributing a wealth of knowledge and experience. This diversity in faculty expertise is crucial for the institution's educational strategy, which emphasizes integrating academic learning with practical and societal concerns in the form of multiple extension activities in collaboration with Government and government-recognized bodies. In total **11 awards** were received for extension activities from government and recognized bodies. Total **33 numbers of recognitions** in the form of invitations to share insights on several platforms. The growth of students is significantly influenced by their teachers' ability to deliver holistic, multidisciplinary knowledge, bridging theoretical learning with real-world applications and societal relevance. These grants are a testament to the institute's strong research capabilities and its contributions to advancements in various fields. Through these grants, the institute is generating knowledge as well as contributing to societal concerns.

Students, like Tanya Jose, carefully selected their research projects, with Tanya focusing on mental health during the COVID-19 pandemic. Meanwhile, thesis projects such as "Chikhali Village Redevelopment: A Comprehensive and Resilient Master Plan for Sustainable, Smart, and Self-Sustaining Development with Flood Mitigation, Economic Growth, and Livable Urban Infrastructure" by Gaurav Mali were presented to the local Gram Panchayat, providing guidelines for flood mitigation in village areas. Similarly, Tanay Lalwani's thesis on a conservation management plan for Rajmachi led him to contribute to the UNESCO nomination process for the Military Forts of Maharashtra, addressing heritage concerns. Lastly, sustainability and vernacular architecture were explored by final-year student Vivek Chikoti in his research and thesis project, which focused on "Reimagining Vertical Cantilever: Using Bamboo as a Sustainable Material in High-Rise Construction."

C Cube Initiatives (Connect Collaborate Create)" is the initiative conducted by all faculties in collaboration with students to connect with multiple extension activities such as *Vaibhav Gatha*, Urban 95, Tactical Urbanism, Film Making, and so on. These platforms include notable organizations and conferences such as Unnat Bharat Abhiyan, the International Scientific Committee on Cultural Landscapes, IGBC, and the SPPU Board of Studies. These engagements allow the institute to contribute to ongoing discussions and advancements in their respective fields, reflecting its active role in shaping academic and practical discourses. UBA activities focused on rural development and management issues in villages like Range, Mandgaon, Thapewadi, and Varavadi. On the other hand, INTACH's research was

centered on cultural heritage and the weaver community in Kerala's Palakkad district.

The institute's influence extends to international forums, where its faculty members are recognized for their expertise and leadership. For example, a faculty member was a session chair at the "5th International Conference of Contemporary Affairs in Architecture and Urbanism." This role highlights the institute's prominence in the global academic and professional community, showcasing its faculty's leadership and impact on contemporary issues in architecture and urbanism.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 44

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	11	4	5	15

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 44

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Institute offers a holistic learning environment that supports effective teaching and learning, along with robust co-curricular and extra-curricular activities. The institute's infrastructure surpasses the minimum requirements set by the **Council of Architecture (COA) and Savitribai Phule Pune University (SPPU). Spanning 4.68 acres with 3259.61 sq. meters of built-up area**, the campus facilitates various academic and extracurricular pursuits.

The Institute administrative wing is Wi-Fi-enabled, with LAN connections in studios and essential spaces. The director's cabin, Principal's cabin, Vice Principal & Head Master Program cabin, faculty area, admin area, library, computer lab, and exam room are interconnected via intercom for seamless coordination.

Studios: There are 11 well-ventilated studios—Blue, Magenta, Green, Orange, Red, Yellow, Purple, Aquamarine, Raje, M.Arch FY, and M.Arch SY—equipped with drafting boards, display boards, glass tables for model making, lockers, tables, chairs, and ICT facilities. First and second-year studios are equipped for drawing boards, while studios for higher classes have laptop charging points at each desk. Many studios feature mezzanine floors for model exhibitions and extra activities, with four studios extending to outdoor areas as needed.

Seminar hall (Nari): Is acoustically treated, air-conditioned, and furnished to accommodate 80 people. It is equipped with a projector, screen, and sound system with an amplifier. **Computer lab:** Houses 40 computers with essential software like AutoCAD, 3ds Max, Revit, and MS Office. **Material lab:** Offers a dedicated space for a building materials library, while the **Climatology lab:** is equipped with tools like luxmeters and multi-sensors to measure light intensity, air velocity, temperature, and humidity. **Surveying and leveling lab:** Provide hands-on experience with tools such as levels, theodolites, and total stations.

Library: Contains 3,008 volumes for B. Arch and 116 volumes for M. Arch, with a seating capacity for 50 and is managed by the Koha Library Management System. **Multipurpose courtyard (Muktangan):** Serves as a congregational space for sports, cultural activities, workshops, juries, events, and festivals etc. **Examination room:** Equipped with a computer and seating for three, and a separate submission room for end-of-semester submissions. **Permanent exhibition space:** Displays student work, essential for an architectural institute. The "Kund" provides a stepped, interactive space for informal lectures and student meetings, while the **Amphitheatre (Tarangan):** Supports cultural and co-curricular events, extending to

the café.

The campus also offers separate Common rooms for boys and girls: Provides space for boys and girls to engage in extracurricular activities like music, dance, and indoor games etc. Stationery, Printing, and Reprography: Area supplies essential materials and printing services, from A4 to A0 sizes. Faculty seating: Accommodates 31 workstations, with a ventilated lounge, pantry, dining area, and laptop charging points. Conference room: Equipped with a smart screen and video-conferencing facilities, seats more than 35 people, while the meeting/boardroom accommodates 20 for formal interactions. The campus is supported by a diesel generator set and has separate Toilets: Toilets are provided for males, females, and those with disabilities, and sanitary pad vending machines are provided in the female toilets. Separate facilities are provided for faculty and students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 10.15

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
48.84	1.74	12.06	1.55	12.39

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Library at the Institute has been fully automated since 2013 with the implementation of the Koha Library Management System. Koha, an open-source local host software, is currently maintained by a team of dedicated software providers who ensure its smooth operation and continual updates. This system plays a crucial role in the library's functioning by managing the creation of student and faculty IDs, cataloging and circulation processes, listing, searching through the Web OPAC, and generating various reports necessary for efficient administration.

The library's current collection includes 3,008 volumes of B.Arch books and 116 volumes of M.Arch books. Additionally, the library subscribes to 10 National journals, 4 international journals, and houses 389 thesis works. Every year, the library's collection is expanded with new books, journals, and magazines based on the teaching requirements as suggested by faculty members. These additions also help fulfill the regulatory requirements set by the Council of Architecture and the university, ensuring that the library remains a dynamic resource for both students and faculty.

Library administration is a well-organized process. New students and faculty members are provided with a unique library membership ID, which corresponds to the barcode generated on their institute identity cards. This ID is recorded under the patron module of Koha, creating a unique record for everyone. This system helps in maintaining accurate records of book circulation, making it easier to track borrowed and returned materials. Physical access to the library is managed by librarians, who are assisted by ancillary staff, ensuring that the library operates smoothly and efficiently.

Cataloging is another essential function facilitated by Koha. The bibliographic records of newly acquired books, journals, and these are meticulously recorded in the system. These records include crucial details such as the title, author, ISBN, medium, publication details, headings, and barcodes. At Brick Institute, books are cataloged under five main heads: Design, Humanities, Skills, Construction Technology, and Interior Design. These categories are further divided into 21 sub-heads, making it easier for users to find specific materials related to their fields of study.

Access to the library's collection is made convenient through the Open Public Access CatLog (OPAC). Students and faculty members can access the OPAC via a dedicated computer within the library. In 2024, Web OPAC access was introduced, allowing users to search the CatLog remotely. This addition enables students and faculty to browse the library's collection, check the availability of materials, and plan their visits accordingly, whether they wish to issue or refer to specific items. This expanded access has greatly enhanced the usability of the library, making it a more integral part of the academic experience at Brick Institute.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The Institute maintains a computers-to-students ratio of 1:11 in the computer lab, adhering to Council of Architecture mandates. In addition to the 40 computers available in the lab, the institute has provided desktops to all management, teaching staff, and non-teaching staff to enhance work performance. The institute offers essential IT facilities integral to both teaching and learning processes, enabling students and faculty to utilize advanced software, collaborate on projects, and access digital resources. These facilities, including the computer lab and Wi-Fi, are regularly updated and maintained.

The computer labs are equipped with high-performance desktops featuring advanced graphics capabilities necessary for running design and modeling software such as AutoCAD, Revit, and 3DS Max. Telecommunications equipment like intercom systems is installed in each department's administration, faculty area, Principal cabin, Vice Principal cabin, Director's cabin, computer lab, and library to facilitate communication. The institute uses two interactive Smart Screens in its M.Arch Studios to enhance the teaching-learning process. Additionally, there is an adequate number of printers located in the administration, faculty area, Principal cabin, Vice Principal cabin, Director's cabin, computer lab, exam control room, and library.

The institute's IT infrastructure includes a Lenovo ST50 V2 Server with an Intel Xeon E2324 3.10 GHz processor, 32 GB RAM, and two 2 TB hard drives running on Windows Server 2016. This server supports domain users with a common network drive for data sharing and separate drives for staff to save important data. The institution also holds educational licenses for various architectural design software like AutoCAD, 3DS Max, and Revit, which are regularly updated to the latest versions, ensuring that students have access to current tools.

The campus is equipped with high-speed Wi-Fi accessible in the faculty area, administration, board room, seminar halls, and conference room. The Wi-Fi infrastructure includes multiple access points to ensure comprehensive coverage and reliable connectivity. Classrooms and seminar halls are equipped with projectors and sound systems to facilitate interactive learning and presentations.

To ensure the security of sensitive data, the institute has implemented robust cybersecurity measures, including firewalls, antivirus software, and encryption. Regular audits and updates are conducted to

address vulnerabilities and ensure compliance with security protocols. A dedicated IT support manager is available to assist with technical issues related to software, hardware, or network connectivity.

The institute has a well-structured maintenance schedule set on monthly, quarterly, and annual bases. This schedule includes routine checks, minor updates to firmware and software, comprehensive reviews of network performance, updates to access point firmware, and optimizations based on usage patterns and feedback. The annual maintenance includes a full-scale network audit, replacement of outdated hardware, and major software updates to incorporate new technologies and improve connectivity.

By maintaining and regularly updating these IT facilities, the institute ensures that students and faculty have access to reliable, high-performance technology that supports their educational and research activities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 11.1

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 41

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component, during the last five years (INR in Lakhs)

Response: 34.75

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)

2023-24	2022-23	2021-22	2020-21	2019-20
48.54	63.69	51.59	39.05	59.24

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 39.27

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
209	157	162	157	135

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

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

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
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 86.45

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

2023-24	2022-23	2021-22	2020-21	2019-20
455	390	406	148	406

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for 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
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 61.39

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
22	68	85	59	14

5.2.1.2 Number of outgoing students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
92	74	74	78	86

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 32.69

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	6	16	15	9

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities**5.3.1**

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) during the last five years

Response: 186

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

2023-24	2022-23	2021-22	2020-21	2019-20
53	66	34	22	11

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 47.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
75	75	36	36	15

File Description	Document
Upload supporting document	View Document
Institutional data in the 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 Association of SMEF's Brick School of Architecture is registered under *Societies Registration Act 1860*. The association plays a crucial role in the development and growth of their alma mater, with young architects leading the charge by bringing innovative and progressive ideas. Though financial contributions are expected to increase as they establish themselves professionally, their current focus is on quality assurance, student guidance, and organizing annual meets, all of which contribute to a strong and supportive educational environment.

Involvement in Internal Quality Assurance Committee (IQAC): Alumni participation in the IQAC, where they have had representation since the committee's inception, is vital. They provide insights from both industry and student perspectives, ensuring that the institution adopts teaching methodologies aligned with professional standards and market needs. Alumni feedback on course effectiveness and applicability in the professional world has led to the introduction of new practices and programs aimed at enhancing student competencies. In the past five years, alumni have suggested and conducted three elective courses.

Involvement in Teaching: Alumni also contribute directly to the teaching process, both as faculty members and through participation in student reviews. Five alumni have joined the faculty, bringing their professional experience to the classroom. They also participate in mid-semester reviews, where their presence helps students feel more comfortable expressing their thoughts. Alumni provide a practical perspective, assessing the relevance and quality of student work. Additionally, students often seek informal guidance from alumni on academic challenges, internships, and career choices, forming a support system that aids in their personal and professional growth.

Activities Conducted by Alumni: The 'Walk n Talk' series, initiated by the alumni, involves visits to the works of eminent architects, guided by the architects (of the respective projects) themselves. These sessions, which have been held in Pune and Nashik, are open to alumni, students, and faculty, and offer insights into architectural philosophies and challenges.

Annual Meet: The annual alumni meet, started in 2022-23, is a key event for reconnecting alumni with the institution and each other. It fosters a sense of community and belonging, with discussions on contributions, success stories, and new initiatives. One significant outcome of these meetings is the involvement of alumni in the review process of the Architectural Project, where they guide students in refining their research questions.

Career Guidance Sessions: Alumni also contribute by providing career guidance through sessions on higher education, entrepreneurship, and job opportunities. These sessions, especially during the alumni meet in 2023-24, cover resume writing, institution selection, interview techniques, job search strategies, and professional networking, helping students transition smoothly from academia to professional life.

In summary, the Alumni Association's contributions are multifaceted, enhancing the educational experience and preparing students for professional success.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

S.M.E.F.'s Brick School of Architecture, Pune, has emerged as a leading institution recognized for its commitment to holistic learning, research-oriented education, and an inclusive learning environment. The school's vision emphasizes preparing students to effectively communicate, collaborate, and compete in a global economy, while embodying values of excellence, integrity, leadership, resourcefulness, and humility.

Preparedness for NEP Implementation

The institution has proactively aligned its practices with the National Education Policy (NEP) 2020, demonstrating its commitment to modern educational paradigms. The school emphasizes learner-centric education, integrating digital learning, fostering industry-institution collaboration, and promoting multidisciplinary studies. Academic flexibility is ensured through a curriculum that supports both in-depth academic research and the internationalization of education, while also incorporating elements of the Indian knowledge system. The school's pedagogy is deeply experiential, focusing on real-world applications through site visits, workshops, and expert sessions. This approach fosters problem-solving skills, encourages participatory learning, and supports collaboration. The institution also promotes self-directed learning, enabling students to engage in independent research and project-based learning, thereby gaining hands-on experience with real-world architectural projects.

Sustained Institutional Growth

We have demonstrated sustained growth through a dynamic approach to education that integrates traditional architectural practices with contemporary innovations. By continuously updating its curriculum and incorporating emerging technologies, the school ensures that its students are equipped to meet the demands of the ever-evolving architectural landscape. The institution's emphasis on research and sustainable design has further solidified its reputation as a leader in the field. The school's commitment to gender equity, zero tolerance against sexual harassment, and an inclusive campus culture has also contributed significantly to its growth. This inclusive environment, combined with a strong ethical foundation, has attracted a diverse body of students and faculty, fostering a culture of continuous improvement and sustained development.

Governance

The governance of the institute is characterized by the active involvement of all stakeholders, including trustees, administration, faculty, students, alumni, employers, industry partners, NGOs, and experts. The

Satish Misal Education Foundation (Governing Council) meets annually to review achievements and set future targets, while the Governing Body meets biannually to deliberate on strategies, legal compliances, and policy matters. The College Development Committee (CDC) plays a crucial role in monitoring the implementation of educational goals and providing suggestions for enhancement. The principal, with the support of the vice-principal, is responsible for executing these plans, while the Internal Quality Assurance Cell (IQAC) supervises activities aimed at enhancing educational quality. Faculty and student councils also contribute to decentralized governance, ensuring that all voices are heard in the decision-making process.

Strategy Planning

The institution's strategic plan, formulated for six years, aligns with its vision and mission, encompassing all aspects of student development and societal contribution. Nine key goals have been identified, ranging from enhancing teaching-learning processes to strengthening research capabilities and community engagement. The strategic plan is reviewed and updated annually to address emerging needs and ensure the institution's continued growth. Through participatory management and a commitment to openness and excellence, the institute effectively implements its vision and mission, ensuring sustained institutional growth and academic success.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The Internal Quality Assurance Cell (IQAC) of the institute successfully deployed its strategic plan for 2018-2024, focusing on continuous improvement and aligning with institutional goals for sustainable growth. This comprehensive plan had 7 strategic goals and from 2022-23 two more goals were added. From 2018-2019, the institution began by establishing a robust framework, setting the stage for systematic implementation. In the subsequent years, the institution continued to build on this foundation. The 2019-2020 academic year focused on strengthening the research culture within the institution. Faculty members were supported in pursuing research projects, publishing papers, and attending conferences. Additionally, efforts were made to integrate research activities into the curriculum, encouraging students to engage in research from the early stages of their education. The institution also prioritized infrastructure development during this period, ensuring that state-of-the-art facilities were available to support teaching activities.

The year 2020-2021 was marked by the unprecedented challenges posed by the COVID-19 pandemic. Despite these challenges, the institution adapted swiftly by leveraging online platforms for faculty training and student engagement. The shift to online learning necessitated the development of e-content and pre-recorded lectures, ensuring that learning continuity was maintained. Faculty members excelled in delivering online lectures, with their efforts being recognized through awards and accolades. The institution also organized a significant international online conference titled "Blurred Boundaries – In Search of Identity," which brought together experts from 11 different nationalities to discuss various themes relevant to architecture and its allied fields. This conference not only enriched the academic experience of students and faculty but also highlighted the institution's commitment to integrating global perspectives into its curriculum.

The focus in 2021-2022 shifted towards community engagement and holistic student development. The institution organized several initiatives aimed at fostering a sense of social responsibility among students. These included community projects, workshops, and training programs designed to address local issues and promote sustainable development. The "Reimagining Urban Voids" Online Training Programme was a notable initiative that brought together academicians and professionals to explore innovative solutions for revitalizing urban spaces. This program empowered architectural schools and academicians to lead local initiatives, creating a ripple effect of positive change across various cities in India.

By the final year, 2023-2024, the institution conducted a comprehensive review of the strategic plan's implementation, ensuring that the set goals were achieved. This review involved evaluating the effectiveness of the deployed strategies, gathering feedback from stakeholders, and identifying areas for further improvement. The institution's systematic approach to strategic planning and execution ensured that it maintained high standards in education, research, and community involvement, aligning with its vision and quality indicators set by the NAAC framework.

Overall, the strategic deployment of the plan by the IQAC was marked by continuous assessment and improvement, fostering a culture of excellence and innovation within the institution. This methodical and adaptive approach not only met the envisioned goals but also positioned the institution as a leader in architectural education, ready to embrace future challenges and opportunities.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

- 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 of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institute has implemented a comprehensive employee performance appraisal system through its own Proforma, assessing faculty at three levels:

- (i) student feedback on teaching quality at the end of each semester,
- (ii) individual faculty feedback on the teaching-learning process, co-faculty performance, and overall experience, and
- (iii) a self-assessment by faculty at the end of the year, evaluating academic growth, involvement in institute initiatives, and external contributions.

Student feedback is reviewed by the Principal and Vice-Principal, while individual feedback is discussed with the Principal, Vice-Principal, and Director. Self-appraisals are evaluated by the Principal and Director. These assessments influence subject allocation and responsibilities for the next term and help mentor faculty for further development. Administrative and ancillary staff follow a similar appraisal system, involving self-appraisal forms and personal discussions with the Principal and Director. This process ensures efficiency in the institute's functioning and holistic growth for all staff, identifying training needs and leveraging faculty strengths for institutional development.

The institute also offers various welfare measures for teaching and non-teaching staff, supported by a financial outlay and policies. These include

- **Group Insurance:** All employees are insured under the TATA AIG insurance scheme.

- **Provident Fund:** All employees benefit from the Provident Fund.
- **Salary Advance:** Employees in need of financial assistance can avail of salary advances.
- **Bonus:** Ancillary staff receive an annual Diwali bonus.
- **Transportation:** Long-term faculty residing in remote areas are provided with transportation facilities.
- **Maternity Leave:** Female employees receive three months of paid maternity leave, extendable by another three months of unpaid leave. Concessions in the daily schedule are also provided for early childcare.
- **Paternity Leave:** Male employees receive one week of paternity leave after the birth of their child.
- **Academic Leave:** Faculty members employed for over a year receive 15 days of summer break and 7 days of winter break.
- **Study Leave:** Faculty enrolled in PhD programs receive up to 2 days of study leave per semester and 15 days for PhD thesis report writing.
- **Financial Support for Professional Development:** Partial funding is provided for faculty to attend Faculty Development Programs (FDP), Quality Improvement Programs (QIP), and conferences.

Work Environment and Infrastructure:

- The institute offers well-equipped workstations, meeting areas, dining areas, and two pantries, ensuring a conducive work environment with daylight, ventilation, and necessary furniture and gadgets.
- **Employee Retreats:** Annual retreat sessions are organized for employees to foster relaxation and team bonding.
- **Sports and Wellbeing:** Employees have access to sports infrastructure on campus. A counselor is available to address stress and support mental well-being.
- **Celebration of Life Events:** Personal milestones such as marriages, childbirth, birthdays, and career achievements are celebrated on campus.
- **Festive Culture:** Various cultural festivals are organized to create a vibrant and lively campus atmosphere, strengthening connections among employees.

Overall, the institute's welfare measures, supportive policies, and inclusive work culture ensure the well-being and professional growth of all employees, contributing to a positive and productive institutional environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 62.99**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**

2023-24	2022-23	2021-22	2020-21	2019-20
34	26	26	5	6

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 73.33**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
33	26	29	29	26

6.3.3.2 Number of non-teaching staff year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
9	8	8	8	8

File Description	Document
Institutional data in the prescribed format	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The institute has a comprehensive strategy for fund mobilization and resource optimization. The institute's financial foundation is diverse, primarily sourced from student tuition fees. Additionally, it has secured funds through various avenues, including government scholarships, contributions from the Pune University, the Satish Misal Educational Foundation, alumni in-kind donations, private/corporate scholarships, and interest from fixed deposits. The accounts department submits academic and annual financial budgets well in advance, and committees work collaboratively to detail budgets based on detailed discussions within committees focused on purchases, infrastructure, CDC, HR, and administration and present the finalized budget to the Principal/Director for review. Approval meetings in March involve the Principal/Director and CDC to make financial decisions aligned with the institute's vision. Expenditure is well-categorized under defined heads like salaries, maintenance, and academic expenses, etc. All expenses are subject to detailed scrutiny and approval within committee meetings before submission to the accounts department. Strict rules help avoid spending too much money, and emergency purchases follow specific rules.

Annual audits conducted by independent auditors uphold established accounting norms, ensuring optimal resource utilization at multiple levels within the institution's framework.

File Description	Document
Upload Additional information	View Document
Provide Link for 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC comprises the various stakeholders of the institute and it helps to get a holistic viewpoint for the development of the institute. The organogram of the institute includes the various portfolios, and all these portfolios work coherently in line with the strategic goals of the institute. Although there are some set procedures, there is scope for innovation. This year following new initiatives were institutionalized.

- 1. Effectiveness in Collaborations-** The typology of the collaborations was institutionalized, with the objectives of holistic development of the students by connecting them with various organizations. The number of collaborations increased, and the students got exposure to industrial practices through internships, site visits, future studies, and academic collective working opportunities with students from different geographical areas.
- 2. Evolving academic processes-** Integrated studio, and collaborative studios - a concept to integrate the course objectives of every subject, focusing on a common intent added to an enhanced knowledge building for the students. The first year and fourth year, successfully adopted this approach. It brought in holistic learning across the courses, which was reflected in the student's performance. The institutional collaborations were strengthened by introducing a joint collaborative studio conducted with RVS Chennai for the fourth year, where the students of both institutions (90 from Brick, 40 from RVS) have jointly learned the course intent for Advanced Building Construction Systems for large-span structure. Experts and faculties of both institutes along with a review from an Industrial expert were involved in making this teaching and learning process robust.
- 3. Exemplary performance in student support and their holistic development-** Financial Support to deserving Students from Economically Weaker Sections was increased by the addition of 3 more scholarships. To make students globally competent, various national and global architectural competitions were identified by the competition cell, and a system was set to identify and guide the students. This year the institute won 29 such competitions at national and international levels.
- 4. Connecting agendas of National importance with academic activities-** The academic flexibility offered by the institution was connected with the design of elective courses in line with

the National agenda. A Course on “Rural Sustainable Built Environment” was introduced by the coordinator of Unnat Bharat Abhiyan (UBA), which was done to take active participation of the students in rural development activities.

5. Integrated development of the faculty and students- The faculty were encouraged to take courses on the latest technologies coming up in their area of expertise. In this regard, they underwent a Faculty Development Program on various tools like EDGE (“Excellence in Design for Greater Efficiencies”), GIS, Photogrammetry, Research tools, etc. Four faculty had taken the course on EDGE and they had become EDGE certified professionals. They utilized this knowledge and established contacts with the course providers through collaboration to conduct a certificate course for third-year students. Similarly, the faculty took courses on GIS, Photogrammetry, and Research tools which enhanced the teaching and learning experiences with the application of these tools.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender equity refers to the fair treatment, access, and opportunities for all individuals, regardless of their gender. It recognizes the different needs and challenges faced by different genders and aims to create an environment where everyone can thrive equally. At our institute, gender equity is not just a principle but a practice embedded in every aspect of our operations, from governance to daily activities.

Our institute, being a co-educational institution, is deeply committed to encouraging gender equity across all its activities. We ensure that both male and female students, faculty, administrative, and ancillary staff have equal opportunities for development and growth. This commitment is reflected in the diverse representation within our various functional bodies, such as the Student Council, the Internal Complaint Committee (ICC), Women's Grievance Redressal Committee, student clubs, and the Alumni Association. These bodies operate with unbiased gender representation, promoting a culture of inclusivity and shared responsibility.

The institute's approach to gender equity is also evident in its academic and administrative practices. We consciously maintain an equal gender ratio in classes and group assignments, ensuring that all students are given the same opportunities to learn and collaborate. This practice fosters a learning environment where diverse perspectives are valued, and students are better prepared for professional scenarios that require teamwork and collaboration across genders.

Safety and security are vital components of our gender equity strategy. We have implemented several measures to ensure a safe learning environment for all students. Emergency contact numbers are prominently displayed across the campus, and CCTV surveillance is in place to enhance security. During late-night events, the Student Council and faculty members take active measures to ensure that female students leave the campus and reach their homes safely. Additionally, both girls' and boys' common rooms are designed to be spacious, airy, and equipped with necessary hygienic facilities such as sanitary napkin dispensers and medicines, ensuring the comfort and well-being of all girl students. Our institutional policies further reinforce our commitment to gender equity. We offer maternity and paternity leave to all employees, recognizing the importance of supporting both genders in balancing professional and personal responsibilities (supporting documents in NAAC criterion 6.3.1). These policies contribute to a more inclusive and supportive work environment. Cultural practices at the institute, such as the celebration of International Women's Day, also reflect our dedication to gender equity. We ensure a balanced representation of male and female dignitaries and guests, and we invite women achievers to speak, providing role models and inspiration to our community.

In conclusion, gender equity at our institute is about more than just policy—it's about creating an environment where everyone, regardless of gender, has the opportunity to succeed. Through our continued efforts, we strive to uphold the principles of fairness, inclusivity, and equal opportunity for all.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institute adopts an inclusive approach in both recruitment and academic practices. There is a diverse community of faculty, staff, and students from various regions of India, including Maharashtra, Madhya Pradesh, Gujarat, Assam, Ladakh, Delhi, Kerala, Tamil Nadu, and Andhra Pradesh. The campus infrastructure is safe, and inclusive and is designed to ensure universal accessibility. Every year, the orientation program for new students emphasizes harmony, inclusiveness, national responsibilities, and values. We introduce them to the faculty, student council, alumni, administration, and ancillary staff. The new batch of students is divided into two balanced sections considering their scholastic abilities, learning patterns, and places of origin. Academically, the institute focuses on exposing students to the diversity of India through projects that address the needs of various sectors of the economy, cultures, and society. Notable studio projects have explored issues such as enhancing well-being in Pune, resilience in urban areas, livability in pilgrimage sites like Alandi, and activating dead spaces in Gandhinagar. Students have engaged in case studies across India and globally, with study tours to locations such as Pondicherry, Hyderabad, Kerala, Udupi, and Gujarat. Final-year projects further reflect this diversity, offering architectural solutions that address geographical, cultural, and societal differences across India. In line with the Unnat Bharat Abhiyan, students are sensitized to urban-rural diversity and the importance of including rural perspectives in their work. Linguistic inclusion is also prioritized, with faculty and students encouraged to publish papers in regional languages, particularly Marathi. The institute emphasizes sensitization to constitutional obligations, educating students on values, rights, duties, and responsibilities as citizens. This is supported by the availability of the Indian Constitution in Hindi, Marathi, and English in the institute's library, as well as courses on democracy and values of excellence, which cover ethical and responsible living. The institution's pedagogy integrates national values into coursework, with a focus on contributing to the nation through ethical architectural practice. A research project in year 2022-23, on the revitalization of a weavers' colony in Kerala exemplifies this approach,

with faculty and students working together to address national issues. The institution also hosts dialogues with nation-building personalities, such as Central Government Cabinet Minister Nitin Gadkari, Cabinet Minister for Ministry of Education and Ministry of Marathi Language Shri Deepak Kesarkar, who inspired students to become responsible architects and contribute to national development. Every year such guests are invited to the institute, who give deep insights on national values. Through these efforts, the institute fosters a deep sense of social and national responsibility among its students, preparing them to serve the nation ethically and responsibly in their professional lives.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional 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:

Title of the Practice: Travel Grant and Research Grant

Objectives of the Practice

Research Grant:

The Research Grant program is designed for students passionate about research and advanced study in architecture. It aims to contribute to the knowledge, teaching, or practice of architecture by encouraging students to explore and communicate innovative projects.

- Foster a research-oriented mindset among students.
- Provide opportunities for creative, intellectual, and professional growth through project development.
- Enhance students' ability to communicate their work to the public.

Travel Grant:

The Travel Grant program assists students in exploring and documenting architecture, people, and places across the country. It is not intended for research related to academic degrees but encourages study through travel, observation, and reflection.

- Provide firsthand experience of architecture, landscapes, and cultures.
- Promote professional growth through experiential learning.
- Contribute to students' future work and society while building a comprehensive documentation database.

The Context

Philanthropists in the city have shown interest in contributing to architectural research and education. The institute, since its inception, has focused on fostering a culture of creativity and innovation without imposing ideas. The Travel and Research Grant programs were conceived to channel these contributions effectively, aligning with the institute's commitment to encouraging students to explore new ideas and approaches.

The Practice

Under these programs, the institute offers two grants of INR 15,000 each as supplemental funding to selected students. The process begins with the announcement of the grants through posters and emails at the start of the academic year. Interested students submit proposals, which are reviewed by a jury comprising the research coordinator and senior faculty members. The winners, announced on Founders' Day, have 10 months to complete their projects. Travel grant recipients utilize weekends or semester breaks for their travels, while research grant recipients focus on in-depth studies. Students have the flexibility to present their work in various formats, such as movies, travelogues, or reports, with final approval given by the research coordinator. The completed projects are showcased on Founders' Day, where the current year's winners are also announced.

Evidence of Success

Since its inception in 2015-16, the program has received numerous innovative and insightful proposals, fostering a culture of learning through experience, travel, and research. Students have demonstrated remarkable abilities in planning economical travel, sketching, and presenting ideas beautifully. The variety of topics covered under these grants highlights the program's success and its contribution to the students' professional growth.

Problems Encountered and Resources Required

While the program has generally run smoothly, challenges include motivating students to prioritize these extracurricular activities and securing additional funding for certain projects.

Notes

Education is not just about academics; it is about instilling values and practices that connect learning to society. Faculty in BSOA play a crucial role in shaping responsible citizens by fostering confidence and purpose in students. The holistic approach at Brick encourages both faculty and students to engage in meaningful discussions and projects beyond the syllabus, contributing positively to society and the nation. The diverse expertise and professional experience of the faculty further enrich the learning environment, ensuring that education remains an endless and evolving process.

Title of the Practice: C-cube Activities—Connect-Collaborate-Create (Extra-curricular Activities in Vertical Interaction Format)

Objectives of the Practice

- Encourage students to think beyond the syllabus by observing the present context and

incorporating professional insights into the learning process.

- Sensitize students to social issues and identify opportunities for architectural contributions.
- Contribute to society through architectural education.
- Introduce students to entrepreneurial opportunities.
- Develop students' analytical and research skills.
- Make students aware of additional skills needed to support the architectural profession.
- Foster a culture of integrated project approaches.
- Build a strong network for students and faculty.
- Strengthen bonds between students and faculty, as well as across different academic years.

The Context

The institute initially scheduled 40 periods per week, dedicating two additional hours to library-based activities. Over time, this period evolved to include projects contributing to society and developing supplementary skill sets. Faculty were encouraged to identify projects that could involve students across different years, leveraging their diverse specializations in areas such as sustainable architecture, prefabricated structures, and urban design.

The Practice

Faculty members collaborate in small groups to plan term projects, often partnering with government agencies or NGOs. Projects are announced through posters and emails, and students select their preferred projects via Google forms. Each project involves 10-15 students from the second to fourth year, guided by two faculty members. These activities take place during a designated time each week.

Evidence of Success

Students and faculty have made a significant impact by applying architectural skills in real-world contexts. Through these initiatives, more than 50% of students discover their professional purpose. The program's success is evident in the variety of completed projects and the meaningful learning experiences they provide.

Problems Encountered and Resources Required

Challenges include motivating students to participate and securing necessary funding for some projects.

Notes

The holistic educational approach at Brick integrates academic learning with societal contributions, fostering a culture of continuous improvement and professional growth. The faculty's diverse expertise and commitment to innovative teaching practices ensure that students are well-prepared for their future roles in the architectural profession.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	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:

Over the past five years, SMEFS BRICK School of Architecture has seen a dramatic increase in student success in architectural competitions, reflecting the institute's robust academic delivery process. From 2019-20 to 2023-24, the number of competition winners surged from 7 to 38, marking an extraordinary 442.9% increase. This consistent upward trajectory underscores the significant improvement in student performance and engagement in competitive events.

Similarly, participation in competitions grew markedly despite some fluctuations. From participating in 6 competitions in 2019-20, the number jumped to 34 in 2020-21, a 466.7% increase. Although participation dropped to 26 in 2021-22, it rebounded to 30 in the subsequent years, culminating in an overall increase of 400% over five years. These figures illustrate a substantial enhancement in both competitive participation and success, highlighting significant improvement in performance and involvement over this period.

During this time frame, BRICK's students showcased exceptional talent and proficiency in various national and international architectural competitions. They achieved the First Honorable Mention for the esteemed Charles Correa Gold Medal award, highlighting the caliber of their final year design projects. Additionally, the institute has won the prestigious National Design competition, Solar Decathlon India for three consecutive years, and the AIS Design Olympiad for two consecutive years, reinforcing its reputation for architectural innovation and sustainability. In the academic year 2023-2024, BRICK excelled on the global stage in Taiwan, with a student winning a gold medal in the ACARA ROOKIES competition, proudly representing India. This success underscored BRICK's commitment to nurturing student excellence both locally and internationally. Over the past five years, BRICK secured the prestigious PCERF Vidyarthi award thrice, demonstrating its dedication to educational excellence. Furthermore, BRICK triumphed in the IGBC design competition's M category, consolidating its position as a leader in innovative design and sustainable practices.

BRICK's faculty played a crucial role in this success, actively participating in competitions not merely as mentors but as catalysts igniting the competitive spirit within the students. Through their involvement, they imparted invaluable guidance, shared expertise, and infused a sense of passion and drive into the competition atmosphere. Beyond traditional roles of instruction, the faculty members led by example, showcasing their own commitment to excellence and innovation. Their participation served as a source of inspiration and motivation, encouraging students to push their boundaries and strive for greatness. By

actively engaging in competitions, the faculty not only enriched the learning experience but also fostered a culture of collaboration, creativity, and continuous improvement within the institution. This holistic approach ensured that students received comprehensive support and guidance throughout their journey, empowering them to excel not just in competitions but in their academic and professional endeavors as well.

BRICK has also taken initiative by hosting two homegrown competitions, demonstrating its commitment to fostering innovation and collaboration within the architectural community. The first competition was held during the International Conference of Blurred Boundaries, providing a platform for participants to explore and push the limits of architectural design in an era of evolving boundaries and interdisciplinary collaboration. The second competition, dedicated to the New School Design, aimed to envision innovative educational spaces for the future. Both competitions attracted participation from students not only within BRICK but also from outside institutions, facilitating a diverse exchange of ideas and perspectives. By organizing these competitions, BRICK not only showcases its dedication to pushing the boundaries of architectural discourse but also provides a platform for emerging talent to showcase their creativity and ingenuity. Moreover, the participation of students from outside institutions enriches the collaborative environment, fostering cross-pollination of ideas and fostering a sense of community within the architectural fraternity. These initiatives underscore BRICK's role as a hub for architectural innovation and thought leadership, contributing to the advancement of the field both locally and globally.

The evolution of the institute's competition portfolio, notably evident in competitions such as Brick, reflects the students' heightened skills and capabilities. This progress signifies a holistic approach to education, encompassing theoretical knowledge, technical proficiency, design acumen, and a sensitivity towards social and environmental issues. These achievements underscore the institute's commitment to nurturing talent and fostering excellence in architectural education. Several strategic initiatives have been instrumental in nurturing a conducive environment for student growth and achievement in architectural competitions. One such initiative involved the felicitation of winners, a practice that proved to be a powerful motivator for students. By providing a platform for winners to share their experiences and insights, the institute fostered a culture of encouragement and inspiration among its student body. Furthermore, a multi-channel communication strategy was employed to ensure effective dissemination of information regarding competitions, workshops, and other opportunities. Empowerment through delegation played a crucial role in fostering student leadership and accountability. By establishing student batch representative teams and conducting recurring meetings with the student body, the institute facilitated smoother communication and management of activities related to competitions and other endeavors. Facilitating meaningful connections emerged as another cornerstone of the institute's strategy for success. Dedicated student groups were formed, allowing participants to connect with esteemed alumni, previous competition winners, and industry professionals. These connections provided invaluable mentorship and networking opportunities, enriching the overall learning experience for students. Moreover, the institute offered tailored support for student growth by identifying individual capabilities and interests. Personalized guidance and encouragement were provided to students, aligning them with competitions that complemented their strengths. Additionally, support was extended to younger students, aiding them in exploring opportunities and nurturing their potential for future endeavors.

The success of SMEFS BRICK School of Architecture in architectural competitions underscores the effectiveness of its academic delivery process and student support strategies. Through initiatives aimed at felicitating winners, fostering multi-channel communication, empowering through delegation, facilitating meaningful connections, and offering tailored support, the institute has established itself as a beacon of

excellence in architectural education. As evidenced by the increasing number of awards and accolades, BRICK BY BRICK, SMEFS BRICK School of Architecture continues to set a benchmark for academic achievement and innovation in the field of architecture.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The institute aims to be recognized for imparting holistic, research-oriented architecture education in an inclusive learning environment, fostering global communication, collaboration, and competition with strong skills, in-depth knowledge, and humility. It emphasizes the holistic development of students and the institute through self-efficiency and external industry connections, participatory governance involving all stakeholders, strategic planning aligned with its vision, and comprehensive policy statements covering institutional processes.

Faculty Expertise: The institute boasts a diverse faculty with specializations in various fields like Urban Design, Planning, Heritage Management, Sustainable Design, and more. This diversity enhances the integrated teaching and learning process.

Outcome-Based Education System: The institute follows an outcome-based education system focusing on theoretical knowledge, skills, universal values, and adaptability. The Teaching and Learning Quality Assessment Tool (TQAT) ensures alignment of teaching objectives with program outcomes, involving mid-term and end-term reviews to evaluate student progress.

Research and Innovation: The institute emphasizes research and innovation in architecture, aiming to contribute to advancements in architectural theory, technology, and sustainability. Faculty and students actively participate in national and international platforms, with several papers published in reputable journals.

Collaborations: The institute values a collaborative approach, signing more than 30 MoUs and active collaborations with industries and institutions for learning through industrial visits and collaborative studios. Examples include site visits for practical learning and collaborative studios with other colleges, enhancing students' practical and theoretical understanding.

The institute integrates learning from traditional settlements. A specially designed elective on value education focuses on ethical living, stress management, and lessons from the Bhagwadgita.

Holistic Development: The institute focuses on the holistic development of students, providing training in soft skills, critical thinking, communication, problem analysis, and ICT tools. It also offers Yoga, meditation, remedial coaching, and personal counseling. Workshops and public events enhance soft skills and academic presentation.

Active Involvement of Alumni: The alumni association actively contributes innovative ideas and participates in internal juries, career mentoring, and networking. They support faculty development programs and facilitate exposure tours.

Concluding Remarks :

SMEF's Brick School of Architecture has demonstrated a steadfast commitment to excellence in architectural education since its inception in 2013. Under the visionary leadership of Founder Director Dr. Pooja Misal, and the Principal Dr. Poorva Keskar, the institute has flourished with its mission to create an inclusive and welcoming environment where students from diverse cultural backgrounds and unique thought processes thrive.

By granting every student the freedom to explore and learn, the institution fosters a culture of lifelong learning and intellectual curiosity. The school emphasizes the importance of open communication, building a strong bridge between teachers and students that promotes a dynamic, two-way learning process. Additionally, the focus on social-emotional learning ensures that students develop essential skills like respect, active listening, self-awareness, and mindfulness, which are integral to holistic education and personal growth.

This is the first and only institute of Satish Misal Educational Foundation, and over the period it has developed its own indigenous systems to move towards its institutional vision and mission. The institute's strategic focus on integrating innovative teaching techniques, industry collaborations, and societal engagement has cultivated a unique educational ecosystem.

Despite challenges such as the need for more Ph.D.-qualified faculty and improved connectivity, we have identified numerous opportunities for growth, including expanding our postgraduate offerings and enhancing interdisciplinary sensitivity in learning. Our active participation in national and international competitions, along with a strong alumni network, further cements our reputation for producing competent and responsible professionals.

As we continue to evolve, SMEF's Brick School of Architecture remains dedicated to nurturing future architects who are not only skilled in their craft but also equipped with the values and global competencies required to address contemporary challenges. We strive to set new benchmarks in architectural education, contributing to the sustainable development and betterment of society.