



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

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| 1.Name of the Institution | | S.M.E.F.'s Brick School of Architecture |
| • Name of the Head of the institution | Dr. Pooja Misal | |
| • Designation | Founder Director | |
| • Does the institution function from its own campus? | Yes | |
| • Phone no./Alternate phone no. | 08380886066 | |
| • Mobile No: | 08380886066 | |
| • Registered e-mail | info@brick.edu.in | |
| • Alternate e-mail | shraddhamanjrekar@brick.edu.in | |
| • Address | Jagdamba Bhavan Marg | |
| • City/Town | Pune City | |
| • State/UT | Maharashtra | |
| • Pin Code | 411060 | |
| 2.Institutional status | | |
| • Affiliated / Constitution Colleges | Affiliated | |
| • Type of Institution | Co-education | |
| • Location | Urban | |
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|---|---|----------------|-----------------------------|-------------------|-------------------|
| • Financial Status | Self-financing | | | | |
| • Name of the Affiliating University | Savitribai Phule Pune University | | | | |
| • Name of the IQAC Coordinator | Shraddha Manjrekar | | | | |
| • Phone No. | 09819001025 | | | | |
| • Alternate phone No. | 09819001025 | | | | |
| • Mobile | 09819001025 | | | | |
| • IQAC e-mail address | info@brick.edu.in | | | | |
| • Alternate e-mail address | shraddhamanjrekar@brick.edu.in | | | | |
| 3. Website address (Web link of the AQAR (Previous Academic Year)) | https://assessmentonline.naac.gov.in/public/index.php/hei/generateAqar_PDF/MjUyMzQ= | | | | |
| 4. Whether Academic Calendar prepared during the year? | No | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | | | | | |
| 5. Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B+ | 2.71 | 2021 | 31/08/2021 | 31/08/2026 |
| 6. Date of Establishment of IQAC | | | 11/09/2018 | | |
| 7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| 2 | 0 | NA | NA | 0 | |
| 8. Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of IQAC | | | View File | | |

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| 9.No. of IQAC meetings held during the year | 4 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Nil | |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| <p>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.</p> | | |
| <p>Evolving academic processes- Integrated studio - 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.</p> | | |
| <p>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</p> | | |

students. This year the institute won 29 such competitions at national and international levels.

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. Three projects, on the design of a playscape in the school, spreading awareness about heritage, and government policies were implemented on real ground under this elective.

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.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|--|--|
| <p>Plan for strategic goal 1 Evolving systems and processes to monitor and enhance teaching learning processes- The plan was to evaluate the objectives based on learning by analysis of the teaching plan in terms of the percentage of achieved course objectives in skills, thinking, and design development.</p> | <p>CO PO were refined and kept in place. Orientation on outcome based learning was given to the students and faculty separately. TQAT was monitored and scrutinized for all the courses</p> |
| <p>Plan for strategic goal 2 Faculty Competency building- The plan for this goal was to enable faculty of each center of excellence to excel in their area of specialization</p> | <p>The institute sponsored a special faculty development program (FDP) in the form of a study tour to Nashik. The objective was to give the faculty exposure to value-added engineering practices in contemporary and sustainable architectural design in Nasik. Nashik being a second-tier city, with less demand on land and urban density being moderate, architecture does not need designing tall MASS HOUSING typology..Architectural practices hence include low-rise typologies with design and construction detailing. Diverse building typologies ie. low rise residential, institutional, and religious typologies were seen as good design demonstrations. A dialogue with the Architects of the visited structures narrated the philosophy and design process. 4 QIPs were arranged by the institute in addition to this. The institute encouraged faculty for capacity building and offered paid leave to the faculty to attend the FDP of their interest. 14 faculty members have undergone various</p> |

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| | <p>FDPs in the year 2022-23. Some faculty opted for additional FDPs. In total 24 FDPs were attended by the faculty.</p> |
| <p>Plan for strategic goal 3 The goal was to encourage the environment for research activities and to connect theory with the practice. To achieve this following objectives were set at the beginning of the year. Feedback was taken from all the faculty members and students. Focus on more original questions and methodical approach in research process followed Connecting theories with practice in studio work 'Writing papers and publishing from each of the centers of excellence. Students and teachers jointly publish the research work- based on thesis or dissertation projects'. Under center of excellence with special interest groups encouraging publications Exploring possibilities for funding for applied research projects Collaborating with different institutions and research centers to enhance upon research methodologies and tools used for research</p> | <p>Students and faculties are encouraged to write and present their research work on various national and international platforms. This caters to enriching research methodologies and applied works in the field of Architecture and allied fields. Students and faculties involved students in their ongoing research works. Faculty published 7 research papers in UGC care and scopus journals. These papers focused on current concerns related to heritage conservation, resource management, planning and energy efficiency. The students and faculty together wrote and presented 9 papers upon national internal platforms. Remarkably this year the regional language papers were also presented and published. Faculty and students jointly worked on a research proposal. One such example is INTACH research grant received for heritage conservation where faculties and students explored traditional weavers community at Palakkad in Kerala. They visited Palakkad to study the settlement for revitalization and sustainable empowerment of Kodumbu weavers colony in Palakkad. This work is under the publication process.</p> |
| <p>Plan for strategic goal 4 Strengthening Collaborations</p> | <p>The Institute signed 22 collaborations with various industries and institutions.</p> |

These collaborations were taken ahead for learning through industrial visits, and collaborative studios. The master's program (Design and Project Management) in the institute has mandatory practical learning on the sites, where the students attend the architectural project execution on sites as a part of their course objective for a whole day every week. These site visits were planned in collaboration with the Project Management teams of the real estate consultants in the city. The institute's philosophy and pedagogy, focussed on working on collaborative studio projects together allowing students to learn from professional practices and contributing to the project with a researched approach. For example, the collaborative studio with RVS Chennai was conducted in the institute, where a batch of 40 fourth-year students from RVS College and 90 students from Brick School of Architecture, worked together for a week-long continuous studio, building knowledge on their understanding of skywalks and work on a Regional level Studio Project proposing a design solution for A Skywalk at Tiger point-Lonavala. Students were given expert inputs by the faculty for the same. Along with these, some collaborations were successful in terms of capacity building and skill enhancement of the students. These included ICT skills and life skills.

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| <p>Plan for Strategic goal 6: Enhanced Community Engagement The plan was to publish architecture-related articles in a regional language that reaches society at large, and 'Increase participation of the students or/and faculty in the architectural competitions related to societal concern projects- 2-3 such competitions should be explored'. Participation in Government/ NGO initiatives.</p> | <p>Two of our students presented papers in a Marathi Conference organized by BKPS Pune , under guidance of Ar. Sudhir Deshpande. The titles were- ?. ????????? ?????? ?????????????? ??????? ??????: ?????? ?????? ??? ????? ?. ?????????? ???- ?????: ?????? ??? ??????????? Students have won 29 architectural competitions on the national, and international front. Institute actively participated in Unnat Bharat Abhiyaan (UBA). Three projects, on the design of a playscape in the school, spreading awareness about heritage, and government policies were implemented on real ground under this UBA.</p> |
| <p>Plan for Strategic goal 7: Infrastructure Development - The plan was to make proposals for infrastructure for seminars/ workshops for capacity of 200 people</p> | <p>A detailed design brief was explained by the institution to the invited architectural consultants and a working proposal was taken for discussion to execute the same.</p> |
| <p>Plan for strategic goal 8: Holistic Development of the students</p> | <p>The portfolios and annual events have been working for holistic development of the students. Brick 12 on 12- an event organized like every year gave the students exposure to present their design in front of a non-architectural community. This year Ar. Geetha Balakrishnan of Ethos was invited as an industrial expert to review and comment on the development of Design thinking of students of the institute. Research and Travel Grant- To encourage the research-based attitude in students, this year a research grant was offered for conducting</p> |

scientific research on vernacular houses of Andhra Pradesh, and a travel grant was given to the students for experiencing a part of Narmada Parikrama in Madhya Pradesh.

Library- The library committee works to give a wholesome reading experience to the students. The event organized by the library committee- Chai with Author had the presence of Author, researcher, and architect Pushkar Sohoni, where students interacted with him on his publications, and got insights on typologies of writing in the architectural profession, and also about his publications Societal Concern

Projects- Various projects conceptualized by the faculty and students getting sensitized and working on the same. The faculty guided the students to contribute towards rural development activities through Unnat Bharat Abhiyan of the Ministry of Education, and also towards conservation activities through a research grant from INTACH.

Periscope- Career guidance cell, portfolio, and internship help students to explore new opportunities after graduation. This year experts from Sustainable Design, Urban Design, Product Design, and Project management were invited to orient students on the career opportunities in these areas.

Workshops - Hands-on workshops were organized on mud architecture, bamboo products, carpentry, upcycling, UI UX, photography, theater, dance,

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| | <p>etc. Certificate programs- 9 certificate courses were introduced this year on bamboo structures, playscape design, ICT tools, universal accessibility, and life skills. Physical and mental well-being- Counseling and intermediate sessions on Yoga were organized by the institute Student clubs- Various clubs, like Sports, Theater, Music, Dance, Sketching, Spiritual club, Photography, and Movie club are together working towards development of students on various fronts Celebration of the days of national and international importance- Institute celebrated 12 festivals of national and international importance to bring in active involvement of students and bring in vibrancy of togetherness in the learning atmosphere.</p> |
| <p>Plan for Strategic goal 9: Evolving systems for administrative processes- The plan was to maintain the established processes for admissions, appointment, appraisal, accounts and various other portfolios.</p> | <p>All the systems were audited by the respective portfolio heads. There were set targets by all the portfolios, and the plans for these targets were executed and monitored.</p> |
| <p>13. Whether the AQAR was placed before statutory body?</p> | <p>No</p> |
| <ul style="list-style-type: none"> Name of the statutory body | |
| <p>Name</p> | <p>Date of meeting(s)</p> |
| <p>Nil</p> | <p>Nil</p> |

14. Whether institutional data submitted to AISHE

| Year | Date of Submission |
|-----------|--------------------|
| 2021-2022 | 19/01/2023 |

15. Multidisciplinary / interdisciplinary

The learning from interdisciplinary streams was incorporated in the electives and also by organizing workshops on fashion and architecture, UiUx, theater, photography, etc.. Institute participates in a National design competition, known as Solar Decathlon India. Solar Decathlon India is a Net-Zero Building Challenge for postgraduate and undergraduate students from Indian institutions. They learn and design net-zero-energy-water, affordable, and resilient buildings to combat Climate Change through the buildings sector. Student teams partner with real estate developers and students from interdisciplinary institutes to develop affordable and industry-ready solutions for real building projects. It is a hands-on, practical, innovation-based challenge that moves the construction and real estate industry towards implementing net-zero solutions developed by students. In the 9-month-long challenge, students and their faculty mentors learn building science with the help of online Self-Learning Modules and expert mentorship and test their ideas using building simulation software. These final designs have to be innovative, affordable, practical, and market-ready.

This year these collaborations were done with VKe Environmental, Goyal properties, Pune, URVEE public trust and Karunar Kheti Trust, and students from VIIT, Pune, The students had designed multifamily housing, a community resilient shelter, and an Educational institute.

Another initiative, DG Fashitecture was introduced which was Blend of Fashion + Design + Architecture. This was a 12-week-long Interdisciplinary workshop with fashion design institute students, the final product was shown in the form of a ramp walk.

A three-day long workshop was planned for UiUX which was learning the state-of-the-art design process on a digital platform. This workshop was an introduction to user experience (UX) design for beginners. Students learned how to design delightful user experiences and create digital user interfaces that cater to different user needs. The workshop was based on the user-centered design philosophy and was activity-based. By the end of the workshop, students developed an understanding of the principles of

UX design and will be equipped with the skills to create highly intuitive digital products.

Another three-day workshop was organized on 'Theater', which is a very powerful medium for expression. In this workshop, the students enhanced their Acting, Oratory, and Expressive skills. This workshop gave them orientation towards, basic Acting techniques and methods, the use of body and voice for effective communication, developing imagination and creative skills, and expressing various types of emotions, etc

Along similar lines, one more aspect of creativity was introduced to the students in the form of a 'Set design workshop'. "To acquire the knowledge of designing and conceptualizing theatrical sets with experienced professionals" In making a movie or any video film for that matter, there are several teams to put together the work and get it on screen. Right from the realistic-looking backgrounds of Ab Tak Chhappan to the fantasy world of Harry Potter, and all that falls in between, there are a lot of creatives that are involved. The set designers contribute to enhancing the characters designed by the directors, by designing an apt space for them. This course was designed to develop the skills to enhance stories visually by fulfilling the basic look of the scenes and some detailed designing.

Photography being an interdisciplinary course was introduced as a workshop and also as an elective in the year 2022-23.

16.Academic bank of credits (ABC):

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 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, Academic Institutions must mandatorily register themselves under ABC via NAD. As per the directives of the affiliated university (SPPU), the institute proactively took steps to open ABC accounts for students. Institute conducted demonstrative sessions of making ABC id through the Digilocker app as per the directives from the state government and 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.

17.Skill development:

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.

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, problem analysis, computer applications, ICT tools, and many other diverse areas of design and its affiliated disciplines.

Faculties guide students in building up communication skills. They mentor them especially when they represent the institute at various forums. The institute has a Language lab with a special focus on communication skills. 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 the June month of every year, where students from every batch give academic works presentations in an auditorium.

The teaching-learning process at Brick is integrated with the latest technologies. The academic planning too focuses on the programs that enrich the teaching-learning process by computer-aided tools. The teachers as well as the students use several software.

Teachers use it for delivering lectures, and sharing the data, whereas the students use several software in presenting their work for examinations and juries.

The students have demonstrated the works with use of these tools. The students have geared up the following tools.

1. Autocad
2. Photoshop
3. Revit

4. Archicad

5. Lumion

6. GIS

7. For model making they are well equipped with preparation of the right format for laser cut drawings.

8. Presentations on powerpoint at public speaking platforms

9. Movie making

10. Blog writing

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The Indian Knowledge systems include Jnan, Vignan, and Jeevan Darshan knowledge systems which have developed from experience, observation, experimentation, and thorough analysis. Our education, arts, administration, law, justice, health, manufacturing, and commerce have all been touched by this legacy of validating and putting into practice. Architectural education can not be imagined without considering the Indian Knowledge System. The institute has realized and incorporated the integration of this knowledge system at multiple places, including the study of the traditional settlements, development of life skills with the knowledge base of Bhagwadgita, use of indigenous knowledge of mud construction, and bamboo construction. The Indian way of living is becoming a lesson for the world through its representation in the G20. Students and faculty participated in the hybrid conference on "Grassroot Innovation and Lifestyle- Civil20 - LIFE (Life for Environment)" organized by Unnat Bharat Abhiyaan.

In several courses and cultural events, students have the choice to present in the local language. Looking at the need to enrich our knowledge base in the Marathi Language, remarkably this year two students have written research papers in the Marathi language.

Regarding academics, the syllabus of B.Arch., designed by SPPU has the inclusion of the History of Indian Architecture and Planning. The institute has a culture of interpreting the syllabus and aligning it with its philosophy. In this regard, along with the

history of architecture, Indian city planning is included in the course of Urban Studies. The traditional settlements in India have ingrained knowledge of sustainability principles and they inherit cultural significance. Every year the first-year students are taken on a study tour to understand these settlements. This year the settlement study of Udvata in Gujarat state was taken up. This video presents the work of the students.

https://youtu.be/DXpvnFM9Zug?si=S2Ke5dHef7K_1f5p

The institute takes the Indian Knowledge system as a basic need of life. In this regard, a certificate course on "Values on Excellence in Life" was introduced to the students. This course included ethical living, managing stress, and also several lessons from Shrimadbhagvadgeeta. The course outline was designed as a manual for life for overall well-being covered through the four quotients of life including

PQ= proper diet, sleep, and exercise

EQ= emotional intelligence in dealing with own mental health and also with other people

IQ=developing talents and capacities to offer value to society through our work

SQ= developing personal qualities and character to handle stress in life

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The university has defined program educational outcomes as the development of a Theoretical Base, Knowledge and Skills, Values of universal values of equity, environmental care, accessibility, and respect for heritage and equip them to address these through design, Research, Practice and Ethics, and adaptability to the Changes and Diversification.

The program outcomes as per the university's guidelines are the development of Creativity, inculcating the ability of Collaborative Working, Inclusivity, Technological know-how and the ability to choose an Area of Specialization or Practice.

The Teaching and Learning Quality assessment tool (TQAT) is the tool developed by the institute and in this tool, the cycle of the

teaching-learning process to program outcome is considered as the complete cycle of the teaching and learning process. At the time of admission of students, the new batch of the institute along with their parents are given a detailed induction on the program outcomes and orientation of the courses offered. This induction program aims to communicate the intent of the program, the institute's philosophy, pedagogy, and expected outcomes. The new faculty, when joining the institute, are given an orientation of the same and particularly about the teaching, they are oriented to prepare the TQAT in line with the program outcomes.

In the year 2022-23, all the faculty defined their course objectives and focused on the students' learning outcomes expected at the end of this course. As per the regular practice of the institute, the objective-based Teaching and Learning Plan was presented to the industrial expert whose critics further enriched the TQAT and helped to bridge the gap between theory and practice in architectural pedagogy. There was a mid-term and end-term review of the students' outcomes that helped to evaluate the process and the expected Program and course outcomes as defined at the beginning of the semester.

The material forms of evaluation of the course outcome were

1. Assessment of the work submitted by the students
2. Feedback given by the external examiners
3. The examination results
4. Students' feedback
5. Faculty feedback

To summarize these, the Brick faculty of each course, documented the teaching of the previous semester. The documentation format included a summary of the teaching plan, weekly schedule, and the methodology to conduct the course. Later students' work was documented in three categories, good work, average work, and below-par work. It was observed that a few students were able to comprehend 100% of the input given and their work reflected the same.

Similarly, some works were not so good. In these circumstances, what

went successful and what could not work well were identified. This analysis formed a base for teaching-learning for the next term. The management of the institute encouraged faculty to innovate and experiment to improve the overall teaching-learning experience. Hence new ideas were welcomed and were taken ahead. A documentation presentation is one of the major steps in the evaluation of the teaching-learning process. The critical analysis thus gives further direction to integrated learning across the subjects, which are cross-checked at the time of documentation presentation.

Feedback is an important part of the evaluation of the teaching-learning process. The principal and academic coordinator also conducted direct feedback for the learning experience from the students and from the faculty. This evaluation of the course outcome formed a base for the academic planning of the next term.

20.Distance education/online education:

The Online Training Programme was conceptualized and conducted by the institute which was based on the pressing concern of untapped residual spaces in cities. The title of this program was "Reimagining Urban Voids". The 5-day Online Training Program brought together academicians, practicing professionals of Architecture, Urbanism, Design, and connected disciplines in an active sharing of knowledge and perspectives within the said theme. This training program aimed to explore ideas and execution frameworks for revitalizing urban voids with the participants. The larger objective was to empower Architectural schools and academicians to lead local initiatives by reimagining, redesigning, and reinforcing change in urban voids. The workshop intended to create a ripple effect across the country to trigger a positive change in the urban realm. The participants of this program were from all over India and they conceptualized and executed the projects in Kashmir, Pune, Mumbai, and Chennai. This change of reimagining urban voids in the form of projects was documented and projected on the national platform 'COA Social'.

The background work was done for developing a learning center for the Master's course on Sustainable design for the Thomas Jefferson University of Philadelphia.

Extended Profile

1.Programme

1.1

79

| Number of courses offered by the institution across all programs during the year | | |
|---|---------------------------|-----|
| File Description | Documents | |
| Data Template | View File | |
| 2.Student | | |
| 2.1 Number of students during the year | | 420 |
| File Description | Documents | |
| Data Template | View File | |
| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | | 51 |
| File Description | Documents | |
| Data Template | View File | |
| 2.3 Number of outgoing/ final year students during the year | | 74 |
| File Description | Documents | |
| Data Template | View File | |
| 3.Academic | | |
| 3.1 Number of full time teachers during the year | | 33 |
| File Description | Documents | |
| Data Template | View File | |
| 3.2 Number of Sanctioned posts during the year | | 32 |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| 4.Institution | |
|--|-----------|
| 4.1 Total number of Classrooms and Seminar halls | 13 |
| 4.2 Total expenditure excluding salary during the year (INR in lakhs) | 2.2823891 |
| 4.3 Total number of computers on campus for academic purposes | 40 |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Response: The institute follows the syllabus given by Savitri Bai Phule Pune University and ensures effective curriculum delivery. The academic committee takes up the responsibility of addressing the current professional learning needs and strategies a well-planned curriculum enhancement program. A well-structured academic calendar is made at the commencement of the academic year to include curricular and co-curricular activities that help in bridging the gap with industry expectations, skills and value addition programs. The workload and subject allocation to the faculty are prepared by the Principal, Vice Principal, and academic heads based on the reviewed student and faculty feedback. This is followed by a teaching plan prepared using the template of the Teaching Quality Assurance tool (TQAT) devised by the institution. aligning with its vision. The Time-Table provides the needs of the guidelines for effective specific subject-wise curriculum delivery. The progress of the syllabus coverage and course delivery is monitored by the vice principal, academic head, and subject faculty through monthly reviews. To close curriculum gaps between industry and academia, effective course delivery is ensured using instructional 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.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |
| Link for Additional information | Nil |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Response The institutional academic calendar is prepared taking into consideration the declared calendar of the affiliating university. Additionally, an exploration planner is prepared and filed by individual subject faculties to include major assignments The filled exploration planner format for the ongoing term is displayed in the studio and the TQAT is presented to the students giving them a complete idea about every session and task assigned by each subject. This system brings transparency and helps the institution adhere to its schedule and as a tool to plan academic, co-curricular, and extracurricular activities needed for the holistic development of the students. This also helps other stakeholders stay informed regarding scheduled activities and events Dates for admission, commencement of classes, In sem University examination, continuous internal evaluation (CIE), and End -Sem university examination are included in the calendar. Internal assessments and reviews by academic heads are conducted periodically. Implementation of the internal assessment process is based on the guidelines stated in the TQAT, monitoring the overall internal assessment process. The Continuous internal performance evaluation of every student is assessed by assessment, in all the courses, and internal orals before facing the university exam. ensuring that the knowledge imparted and gained is wholesome.

| File Description | Documents |
|--------------------------------------|---------------------------|
| Upload relevant supporting documents | View File |
| Link for Additional information | Nil |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University

A. All of the above

Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

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

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

1

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

6

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

199

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

45

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

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

ResponseThe institute gives importance to cross-cutting issues and ensures that these are integrated throughout all stages from decoding and interpreting the syllabus given by Pune University to implementation, and pedagogical learning. The institute has established a policy and strategic framework for crosscutting issues relevant to the profession. In their even semesters, students visit a settlement, interact with the community, study the geographical, social, and cultural setting of the place, and then identify a sustainable architectural intervention, addressing the needs and environmental context of that area. The institution offers a course on the Indian Constitution and elective courses on Environmental Studies and Human Resource Management, Rural planning, Adaptive Re-use of Heritage structure, Parametric Design, Finance Management, and Cloud-based Technology for undergraduate and post-graduate students. At BRICK, seminars, workshops, and expert lectures helped bridge the gap between academia and industry. They groom themselves as professionals with abilities to communicate their ideas in practice. Sustainability always remains the core theme of construction-related subjects, For example, if the syllabus relates to building materials, physical properties of the materials like thermal properties, embodied energy, recyclability potential, etc are emphasized

Various extension programs are also being organized by the Institute to be sensitive towards the rural community.

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

20

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

78

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution

A. All of the above

**from the following stakeholders Students
Teachers Employers Alumni**

| File Description | Documents |
|--|---------------------------|
| URL for stakeholder feedback report | No File Uploaded |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File |
| Any additional information(Upload) | No File Uploaded |

1.4.2 - Feedback process of the Institution may be classified as follows

B. Feedback collected, analyzed and action has been taken

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| URL for feedback report | Nil |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

108

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

42

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

The institute assesses the learning levels of the students in two ways at the time of the commencement of the program. The institute categorizes the students into three types, i.e., 'Visual', 'Kinesthetic' and 'Auditory learners' by taking learners' test. Also, students enrolled in the first year are identified as slow and advanced learners based on the assessment grades obtained from the mid-term review. It facilitates the identification of slow learners and planning of remedial studios or tutorial sessions aimed at closing the achievement gap between them and more advanced students. Institute invite alumni students, and faculty mentors for tutoring. Each student receives corrected assignments and answer scripts, which are then discussed to help them identify their areas of weakness and make improvements. Teachers make it a point to be understanding and reachable to students directly, by phone, email, and social media. Institute motivates advanced learners by guiding them for participation in architectural competitions. It further enhances their skills by creating a participative learning atmosphere and an opportunity to work on real world problems. Institute organizes group discussions to have a blend of learners and it helps to improve cognitive skills of students.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Link for additional Information | Nil |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 420 | 32 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

The institute believes in student centric methods by 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 students centric methos under categories viz. 1. Experiential Learning through site visits, hands on workshops, seminars, evidence based discussed sessions, peer assisted learnings, case study presentations; 2. Integrated / Inter- Disciplinary Learning through an integrated studio with all subjects contributing to one problem statement; 3. Participatory Learning through, group discussions, debate sessions, quizzes, community reach activities and surveys; 4. Problem solving include specific objective-oriented studio exercises and participation in various issue-based conferences, competitions; 5. Self-directed learnings through background research with library session, meeting with experts, visiting exhibitions; 6. Project based Learning include students work on real world projects with faculties, scientific paper writing; and 7. Humanities based Learning includes sessions on inculcating professionalism, values and communication skills amongst students. The institute allows students to share in decisions, believing in their capacity to lead, and exploring the studies to their maximum limit.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Link for additional information | Nil |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The Institute promotes the use of information and communication technology for efficient curriculum delivery through established policies and procedures. The College has fully functional and well-equipped computer labs for efficient application of various licensed software like Auto CAD, Sketch up, Revit and other Autodesk software. The institute has fully Wi-fi supported campus with high-

speed internet. The institute conducted several training sessions on Online teaching using LMS like Google Classrooms, online assessment methods, recording software and other ICT tools. Faculties upload presentations, readers, references, videos, quizzes on google classroom. Institute also promotes GPS, photogrammetry, Mendeley, plagiarism check software. The Institute has subscribed to Edu marshal ERP software for administrative purposes. college has subscribed to the K hub Architectural database which includes E journal, magazines, videos, E books (E-Journals E Books). The library uses using KOHA library software. Web based Library Software is supported with Web OPAC, Email & SMS Alert etc. (Online Public Access Catalogue- OPAC) The institute has subscribed to the ZOOM application, Google meet provided for the events and classes. The students and faculty make use of email, group mails, and social networking tools for communication.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | Nil |

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

2.3.3.1 - Number of mentors

33

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

33

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

29

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

143

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Institute maintains the robust mechanism for transparent internal assessment. Faculties prepare TQAT plan (Teaching-learning Quality

Assurance Tool) that includes methodologies, resources, weekly teaching plan and structured assignments with assessment criteria and marking weightage. These assessment criteria are conveyed to students at commencement of the term. Also, faculties discuss the evaluation process, course structure and exploration planner of their respective subjects. Faculties assess the students based on assessment criteria on stage-wise assessment sheets. Class coordinators along with faculties prepare monthly performance and attendance reports and display them in classrooms. Also, they do Cumulative continuous internal assessment at the mid-term. Class facilitators share the assessment status of students to respective mentor for the reference. It gives an opportunity to improve the performance of students under the guidance of a mentor. Faculties inform Critical and defaulter students' reports to their parents. Faculties plan open to all review sessions to keep transparency in assessment. The institute schedules the last two weeks for end-semester submission and assimilation separated as other subject week and design subject week. Faculties prepare final internal assessment sheet and submit to academic coordinator. The mechanism of internal assessment schedule is strictly followed and there is no scope left for wrong practices.

| File Description | Documents |
|---------------------------------|---------------------------|
| Any additional information | View File |
| Link for additional information | Nil |

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

The institute developed a transparent, efficient and time bound system to deal examination related grievances. At Institute level, an examination committee, comprising of a senior teacher as Chief examination officer (CEO) and other teaching and non-teaching staff as examination coordinators, is constituted to handle the issues regarding examination related grievances. The institute follows strictly the guidelines and rules issued by the affiliating university while conducting internals and semester-end examinations. Also, the examination committee conducts an orientation session for the first-year students to convey the examination structure to minimize probability of grievances. The University publishes several circulars regarding conduct and assessment-related rules and regulations and CEO conveys the same to faculties and students from time to time. Institute categories the examination related grievances in to three categories i.e. Preliminary, Secondary

and Tertiary. Clerical examination staff takes care of preliminary examination grievances. Faculties also help to give solutions if needed. Examination coordinator handles secondary level grievances where communication with parent or any university is involved. CEO addresses tertiary grievances and may take help of BOS members for receiving guidance about grievance raised.

| File Description | Documents |
|---------------------------------|---------------------------|
| Any additional information | View File |
| Link for additional information | Nil |

2.6 - Student Performance and Learning Outcomes

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

The institute adopts Outcome based education and has clearly stated learning outcomes of the Programs and Courses. The faculties and students are aware of outcomes by a robust mechanism designed by IQAC committee. The importance of the learning outcomes has been communicated to the teachers in every IQAC meeting and weekly college staff meeting. The institute describes Program outcomes (PO's), course outcomes (CO's) and program specific outcomes (PSO's) to the first-year students along with parents at the commencement of the degree program in induction activity. Faculties prepare and present Teaching-Learning Quality Assurance Tool (TQAT) plan including intent, methodologies, assignment structure, assessment criteria in consideration with all CO's, PO's and PEOs as per the university's course structure and syllabus in front of the academic and professional expert. After getting valuable comments, Faculty introduces revised TQAT to students. Learning Outcomes of the Programs and Courses are observed and measured periodically. Hard Copy of syllabi, course structure and Learning Outcomes are available in the staff room, admin office and library for ready reference. There are quarterly reviews with faculties are planned to evaluate and revisit the process and the expected Program and course outcomes as defined at the beginning of the semester.

| File Description | Documents |
|--|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://brick.edu.in/Course-Architecture-SPPU |
| Upload COs for all courses (exemplars from Glossary) | View File |

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

The institute has a methodical procedure in place for assessing students' progress toward both program and course objectives. Faculties share Teaching-Learning Quality Assurance Tool (TQAT) plan including intent, methodologies, assignment structure, assessment criteria in consideration with all CO's, PO's and PEOs as per the university's course structure and syllabus with students. Learning Outcomes of the Programs and Courses are observed and measured periodically. The inquiry areas for assessing the attainment meeting program outcomes, program specific outcomes, and course outcomes by the students are 1) In and end semester examinations scheduled by university 2) Continuous Internal Assessment (CIA) which constitutes 50% weightage of the total marks in each subject 3) Sessional and sessional Vivas conducted as per university norms 4) Intermediate reviews, expert jury sessions to assess the understanding of students 5) Result Analysis to assess the attainment of Program outcomes and course outcomes attained by the students. 6) Faculty and students feedback at the end of the semester conducted by Principal and Vice principal 7) Internships and Placements status which is used to measure the program outcomes and course outcomes attained by the students. Faculties prepare subject documentation along with assessment results of attainment of outcomes by the students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://brick.edu.in/Course-Architecture-SPPU |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the

| year | |
|---|---------------------------|
| 74 | |
| File Description | Documents |
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | Nil |
| 2.7 - Student Satisfaction Survey | |
| 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink) | |
| https://docs.google.com/forms/d/1hYXUkLy9N2Ub6AT5ChDl6jcBbYL_IoZxAH3MyFM82Xk/viewanalytics | |
| 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 year (INR in Lakhs) | |
| 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) | |
| 5.3 Lakhs | |
| File Description | Documents |
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | View File |
| 3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year | |
| 3.1.2.1 - Number of departments having Research projects funded by government and non- | |

government agencies during the year**01**

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://unnatbharatabhiyan.gov.in/ |

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year**3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year****22**

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year****3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year****1**

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published

in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

08

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.3 - Extension Activities

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

The institution encourages both faculty and students to actively engage in diverse extension activities. To ensure the relevance and meaningfulness of these activities, the institute fosters collaborations with professional organizations and industries by establishing Memoranda of Understanding (MoUs). These agreements facilitate industrial visits, on-the-job training, expert sessions, and applied research projects.

The extension activities specifically target pro-community projects that address societal and environmental concerns. Through collective efforts involving students, faculty, and collaborating agencies, on-site initiatives and activities are undertaken. At the outset of each term, plans for studio work, allied activities, Thursday initiatives, workshops, field visits, and similar endeavors are formulated, and everyone is actively involved in all stages of the implementation.

Notably, the final year architectural design also known as thesis projects explores diverse themes such as climate change, universal design principles, accessibility, guidelines, and prototypes for flood-prone regions, and underprivileged communities. These projects addressing societal concerns have garnered recognition at both national and international levels. Collaborations with social institutions further enable the execution of social service programs within the community, such as street beautification, development of community markets, and proposals for smart city projects. The institute's initiative, B-radical, stands out as a significant platform facilitating applied research work in this context.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

10

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | View File |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

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

32

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in

collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

126

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.4 - Collaboration

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

28

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | View File |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

21

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institute has state of the art infrastructure in terms of classrooms, studio spaces, laboratories, library, sports facilities, and cultural infrastructure which has been submitted in SSR for the first cycle (2015-16 to 2019-20). This infrastructure is in accordance with COA (Council of Architecture) norms for the intake of 80 students in B.Arch. Program. This year the M. Arch. Program on Design and Project Management was started. The intake of this course is of 20 students. For this the institute was already equipped with classroom spaces. IQAC has systemized the processes for regular activities in terms of maintenance and operation of these facilities and also for addition and extension of infrastructure as per the growing needs of the institute. The waterproofing work for the studio spaces, was completed in this year. The cafeteria in the campus was renovated with a new interior design to suite the students' requirements. The classroom and studio furniture was repaired and added as per the requirements raised by the students, faculty, and admin staff. A water motor was purchased to replace the older one. All the furniture that had basic maintenance requirements were fixed and the damaged furniture including drafting boards and students' seating arrangement was repaired.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

The Institute, integrates sports and cultural activities for holistic development of the students. It has adequate facilities for sports, games and cultural activities. The total area of sports and games fields is 2 acres. Campus has indoor and outdoor sports activities, for table tennis, carom, chess, Cricket, Badminton, Football, Volleyball, Basketball, etc. Institute observes a number of festivals of national and cultural importance throughout the year. These include, Gurupurnima, Independence Day, Navaratri, Diwali, Holi, Republic day and Kite festival. Other events include fresher

party, Graduation ceremony, six days Brick Fest with cultural evening and farewell party. All these events are organized in the campus. There are students in music, dance and drama club, who have proficiency to play these instruments and they transfer these arts and skills to the next batches too. A number of open spaces, courtyards, viewing galleries in the campus give complete cultural environment for all these festivals and events. Institute owns a well-maintained set of 10 Dhols and 10 Tashas, which are the traditional festive musical instruments of Maharashtra State. The other equipment includes sound amplification system.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

11

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

11

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

1.74

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

Library is automated using Integrated Library Management System (ILMS) software called KOHA and fully Automated Version: 3.18.05.100. Library has a book collection of 2275 books (at the end of year 2022-2023). Institute had subscribed for the database called "K-Hub", that provides 1000+e-journals, 1000+ e- books, 100+ videos, Newsletter, Abstracts, and Articles etc related to architecture. The other systems and books in the library include subscription of 14 journals, and access to Shodhaganga

Software is upgraded time to time. One terminal is reserved for students to search information of availability and issue of Books. Web based Library Software with Web OPAC, Email & SMS Alert etc. (Online Public Access Catalogue- OPAC) and Single Window Where Complete Information about the Users Along with Circulation Status, Fine Status, Contact Details, Reading & circulation History etc. is available. Various types of reports can be generated with the use of above- mentioned software which is useful for various committees and inspections from time to time. Book database is created along with user's database.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for Additional Information | Nil |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.14

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

27

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

IT infrastructure in the campus is in accordance with the COA norms. Computer lab is well-equipped with branded PC's adequately with 200 Mbps lines for internet connectivity. The computer to student's ratio is 1:10 in the campus. The computer lab is also equipped with a wide range of licensed system software and application software.

The core switching is extended to Distributed Switching for areas. As per the requirements of access point 100/1000 (Gigabit Switches) are used. The up gradation of hardware is done as per the requirement including PC Hardware like RAM, graphics card etc. As per software company licensing policy, we regularly renew / upgrade software. The important data related to academics and faculty are stored in server network drive. There are Separate internet lines for WiFi by Reliance Jio and connected 11 indoor & outdoor access point. Each user can access WiFi. Internet provision to each area is with Cisco Switch high speed connectivity. Computer lab is connected to the internet. The institute has provided internet bandwidth to all staff members and student's laptops. There is restricted access policy to users under the firewall. The campus has CCTV cameras for monitoring administrative office, Computer lab, Library, Exam Room, entrance and also at various locations in the campus.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.3.2 - Number of Computers

53

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Student – computer ratio | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support

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

51.20

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

The institute has Maintenance committee that has regularized systems for maintenance of buildings Classrooms & Laboratories. It is headed by administration officer (general), supported by maintenance officer who monitors the work of supervisor. Reporting of work is submitted to principal and the director. Adequate in-house ancillary staff is employed to maintain hygiene, cleanliness of infrastructure in the campus. Lab assistants under the supervision of the system administrator maintain the efficiency of the college Computers & lab instruments. The reporting of special needs of repair and maintenance are done by the class representatives to class mentors, and then class mentors raise it to the administrative office. Pest control of whole campus and records is done every year by the maintenance department. They employ external agency to do these operations. Periodical training sessions and meetings are conducted for ancillary staff are taken in this regard. Regular maintenance of generator UPS batteries, EPABX is done monthly. UPS 20KVA, 5KVA is installed in an air-conditioned separate room from dust free environment to ensure constant supply. Generator 30 KVA is installed in separate ventilated room in a well-organized environment for proper power supply an air-conditioned separate room from dust free environment to ensure constant supply. Transformer 320 KVA is installed to control voltage fluctuations.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year

189

| File Description | Documents |
|---|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefitted by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

4

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Number of students benefitted by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

| | |
|---|----------------------------|
| 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | A. All of the above |
| File Description | Documents |
| Link to institutional website | Nil |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |
| 5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| 180 | |
| 5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| 180 | |
| File Description | Documents |
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |
| 5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees | A. All of the above |

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

8

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

7

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government

examinations) during the year

7

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |

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

55

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Institute promotes representation of students on academic and administrative bodies, who are participative members in the institute governance for conduction of cultural, sports, student support and extension activities. The student council is constituted as per the norms. These students have representation in IQAC, Internal Complaint Committee, Anti- Ragging Committee, Societal concern projects, Magazine Committee and Student club activities.

The student council is a 9-member committee, including General Secretary, Senior Cultural Secretary, Senior Sports Secretary,

Treasurer, Architectural enhancement representative, Junior Cultural Secretary, Junior Sports Secretary, BSID Representative, NASA representative and a Second Year Representative.

This Council plays a vibrant role in institutional activities such as organizing seminars, conferences, workshops, sports and cultural activities and other important co-curricular activities. The council leads various student clubs including Dance, Music, Drama, Literature, Sketching, Trekking, and Photography clubs, etc. Under each of these clubs the various activities and performances were carried out every year. Experts from different fields were invited to share their experience and knowledge.

The Principal, vice principal and two faculty members (student council coordinators) have pivotal roles in the functioning of the student council. In the annual budget of the institute, there is a definite fund assigned for Student Council activities. They have the right to invest or utilize this money, for the activities of the institute. They have regular meetings and interactions with the students and then the student Council brings it forward towards admin, faculty and management for necessary approvals.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

45

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

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

The alumni of the Brick school of architecture are a registered body under Society's activities and have active participation in the institute from time to time. As this is an association of very young architects, their contribution is primarily in the innovative and progressing ideas for the institute. The financial contributions can be expected after they get established in the profession. However, the Institute values the strong connect of the alumni, and the efforts that alumni association is taking for development of the institute with their unique approach.

The activities of alumni that took place in the year are

1. Alumni representatives did take sincere part in the IQAC meetings.
2. The alumni who have gone for higher studies, exchanged their viewpoints on future studies, introduction of diversity of courses available in India and abroad, etc.
3. The alumni were invited for internal juries as jurors for design and also for thesis.
4. An alumni meet was organized in the campus, which was open to the students. In this meet, six alumnus represented their ongoing works to the faculty and students.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs)

D. 1 Lakhs - 3Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Self-efficiency and external connect- The ecosystem of the institute functions well in itself and is well connected with the industry in the region as well as across the globe, these connections act as catalytic factors in the process of its evolution.

People (Participatory governance and inclusivity)- Every decision of the institute is taken in consultation with various stakeholders giving a holistic viewpoint to all the matters. The students, faculty, admin, management, trustees, and advisors of the institute all participate in decision-making process.

Planning level (Strategy plan)- The strategy plan of the institute has been formulated in line with the vision and mission and it holistically looks into every aspect of the development of the students, and the contribution of the institute in the area of architectural education and also towards the society. The nine strategic goals of the strategy plan, emphasize the processes as well as the effective administration of the activities.

Execution and practices (Policy statements)- The institute has policies and a code of conduct that cohesively cover the protocols for most of the processes in the institute

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://brick.edu.in/AboutUs |
| Upload any additional information | View File |

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

Decentralized administrative system- The College Development Committee of the institute is comprised of the Director, Principal, Vice Principal, and Head of the Master Program and Head of the School of Interior Design. The IQAC is comprised of the same members with IQAC coordinator, faculty, industrial experts, alumni, student council head and administrative staff representatives. The strategy planning is done in consultation with all these stakeholders. There are protocols for financial, academic, and administrative approvals. And, every decision is implemented through proper channels, as shown in the organogram of the institute in the supporting documents.

Decentralized academic systems- The class mentors coordinate with other faculties for the administration of attendance and performance of the students. They assign the faculty mentors to the defaulters. Academic committee plays major role in planning, execution and scrutiny of academic calendar and year round activities for holistic development of the students as well as for the continuous evolution of teaching and learning processes in the institute. The academic committee and IQAC together govern and coordinate with various portfolios and committees, which are led by various faculties. All the portfolio heads set targets and prepare annual plans in line with the strategy plan and execute it accordingly.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://brick.edu.in/Statutory-Declaration |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

IQAC had aligned the strategic goals with NAAC criteria and set a system of putting targets under each sub-criteria of NAAC.

The process of alignment of the strategic goals with NAAC criteria can be understood by this example. Criteria 1 of NAAC has sub Criterion- 1.1 The Institution ensures effective curriculum delivery through a well-planned and documented process. This particular criterion comes under strategic goal 1.Evolving systems and process to monitor and enhance teaching learning processes of the institute. The interpretation done by IQAC was- institute has to make sure that the academic activities are planned in line with the vision and mission of the institute and the schedule of SPPU (university). Effective delivery of the curriculum can be ensured by achieving the program outcomes. At the end term it was overall documentation and assessment of teaching and learning process and the course outcomes was monitored.

The similar plans were made for each of the sub criteria, and the measurable targets and budget allocation were set for these. At the end of the academic year, the overview of all these criteria are taken and updated in the matrix. These details are given in attached matrix and IQAC report.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

The institutional setup includes five major committees- College Development Committee (CDC), Internal Quality Assurance Committee (IQAC), Academic Co-ordination Committee (ACC), General Administration Committee (GAC) and various portfolios that are handled by faculty leads. Students council and various committees to support students (Anti-Ragging committee, Internal Complaints Committee, Women's Grievances Cell, Reservation Cell, etc.) are also important part of the institute. This set-up is visible from the organogram of the institute as displayed on the website.

The committees follow the schedule of meetings at regular intervals. There is a system of approval of all major decisions on the appointment of new employees, infrastructural needs, and decisions related to academics and extra-curricular activities. The details of

the following heads are given in the supporting documents.

1. Appraisal
2. Leave
3. Appointment
4. Service rule
5. Portfolios

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Link to Organogram of the Institution webpage | https://brick.edu.in/Statutory-Declaration |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

There is financial outlay and policies for the welfare measures for teaching and non-teaching staff. These welfare measures include funding for quality improvement programs for faculty and non-teaching staff, funding and paid leave for faculty to participate in conferences to present research papers. Faculty development programs are conducted in the term breaks. Faculty are encouraged to write research papers and articles in newspaper and supported by the Brick Publication House which is established at the institute. Institute

gives maternity and paternity leave. Other than the academic welfare, the culture of the institute is very much interactive. Every year a retreat session for bonding between faculties is organized by the management, where the faculties spend some time in a pleasant location and exchange ideas. This year as a token of appreciation, the director had treated all the faculty and admin staff in Turf Club, Pune. The institute encourages celebration of important events in professional and personal lives of the staff like wedding or birth of a baby or even personal achievements. The admin staff, peons and helpers are facilitated every year by management during Brick Fest.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

28

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

5

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

14

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

Performance Appraisal System has been established at our institute as mentioned in the last cycle. We are following the same system this time as well. The feedback from the students and faculty both are taken at the end of semester to know the state of teaching learning process. The questionnaire that is made for faculty takes opinion on the teaching experience, self-assessment and performance

of the co-faculty, students, overall experience at the institute. The feedback form is completed by the entire faculty and then there are discussion with the Principal, academic co-coordinator and the director. This discussion and feedback remain as key points for deciding on the subject allocation and also assigning allied responsibilities for the next term. This also helps in mentoring the faculty on their further development. The personal one to one discussion on the feedback submitted by faculty and staff ensure that the culture of the institute is also discussed and faculty gets aligned to it holistically. The appraisal can help in not only identifying areas for training but also strengths of the faculty which can be used for institutional building.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

SMEF'S Brick School of Architecture regularly conducts internal and external financial audits. It has had a full-time Treasurer and Accounts Department since inception to ensure maintenance of annual accounts and audits.

1. The following agencies conduct regular financial audit in the Institute:

External Audit: External Audit is conducted by Tanaji Chorghe Chartered Accountant who is based in Pune

(b) Internal Audit: Internal Audit is conducted by Sameer Bhide Chartered Accountant who is Pune.

Internal Auditor.

2. Tanaji Chorghe conducts statutory Audit covering all financial and accounting activities of the Institute. This includes scrutiny of the following:

(a) all receipts from fee, donations, contributions, scholarship

from government schemes, interest earned and returns on investments;

(b) all payments to staff, vendors, contractors, students and other service providers.

3. All observations/objections of Sameer Bhide are communicated through their report. These objections are examined by Accounts, and a Draft report is submitted to the Principal / Director, (if necessary) for finalizing the compliance report of the Institute.

Tanaji Chorghe's audits for the previous years have been completed and replies have been submitted to their satisfaction. It is pointed out that no serious objection/irregularity is outstanding.

4. All Financial Statements up to 2022-23 have been certified by the CA.

5. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute. This is mainly pre-audit of major receipts and payments and concurrent/post audit of all other receipts and payments. He also pre-checks salary fixations, TDS and PF payments.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

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

16.04

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

- 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 gained 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 | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

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.
2. **Evolving academic processes-** Integrated studio approach was adopted to integrate all the subject knowledge to achieve one common goal. The first year and fourth year, both years have adopted this approach. It brought in holistic learning across the courses, which was reflected in students' performance.
3. **Exemplary performance in student support and their holistic development-** Financial Support 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.
4. **Connecting agendas of National importance with academic activities-** A Course on "Rural Sustainable Built Environment" was introduced by the coordinator of Unnat Bharat Abhiyan (UBA), and this 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, and contribute to the teaching and learning experience by this

knowledge.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The Teaching and learning Quality Assurance Tool (TQAT) is developed by the institute. In this tool, the cycle of teaching learning process to program outcome is considered as the complete cycle of the teaching and learning process. Institute's philosophy, pedagogy, and expected outcomes are communicated to every new batch and faculty during their induction program.

In the year 2022-23, all the faculty defined their course objectives and focused on the students' learning outcomes expected at the end of this course. As per the regular practice of the institute, the objective based Teaching and Learning Assurance Tool for all the courses were presented to the industrial expert whose critics further enriched the TQAT and helped to bridge the gap between theory and practice in architectural pedagogy. There was a mid-term and the end term review of the students' outcome that helps to evaluate the process and the expected Program and course outcomes as defined at the beginning of the semester.

Brick faculty documented each course of the semester, which is one of the major steps in the evaluation of the teaching learning process. The critical analysis thus gives further direction to this process.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC);

B. Any 3 of the above

Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

| File Description | Documents |
|--|---------------------------|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The gender equity initiatives carried out in the first cycle are continued for this year. The institute is a co-ed institute and believes in encouraging gender equity in all its activities. As a part of institutional practices and governance, it includes regular functioning of the Internal Complaint Committee (ICC) and Women's Grievance Redressal Committee. Both these cells have balanced representation of the genders. For Safety and Social Security of the students, the institute displays emergency contact numbers in college campuses. There is CCTV Surveillance throughout the campus for safety and security purposes. During the late night events, Students Council and faculty members ensure that all girl students leave the campus and reach their homes safely after the events. Both Girls' and Boys' common rooms are spacious and airy. The basic hygienic facilities (provision of medicines and sanitary pads, dustbins and sanitary napkin dispensers, etc.) are provided in the campus.

Regarding administration of teaching, an equal gender ratio in all the classes is thought of while making sections and also in the group assignments, so that equal opportunities are equally distributed.

A session on International women's day was organized by the institute where Ar. Prithika Manjrekar was invited, who is Co-founder and executive director of MOCO studio, Pune.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://drive.google.com/file/d/1NnD4LFuVNFk7bnJPs0XOJwOPsvAcFSOZ/view?usp=drive_link |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://brick.edu.in/Infrastructure |

| | |
|--|------------------------------|
| 7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment | D. Any 1 of the above |
|--|------------------------------|

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institute follows strict practice of segregation of waste at source. There are waste bins of two types tagged with biodegradable and recyclable waste kept at various locations in the campus. All the toilets for girls have disposal machines for sanitary pads. Segregated waste is given to the Gram Panchayat of the Pisoli area. There are no sources of Hazardous chemicals and radioactive substances in any of the activities of the institute.

The campus is self sustainaing in terms of waste water management. There waste water from the campus does not impact the surroundings.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | https://www.google.co.in/maps/@18.4374697,73.9094232,3a,75y,90t/data=!3m8!1e2!3m6!1sAF1QipM0rObY098Jr1DG3kDOWvWnrnkOdje-ww_PwJ-S!2e10!3e12!6shttps:%2F%2Flh5.googleusercontent.com%2Fp%2FAF1QipM0rObY098Jr1DG3kDOWvWnrnkOdje-ww_PwJ-S%3Dw203-h360-k-no!7i720!8i1280 |
| Any other relevant information | No File Uploaded |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

C. Any 2 of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

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

A. Any 4 or All of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following
1.Green audit 2. Energy audit
3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

D. Any 1 of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

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

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e.,

tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institute is inclusive in approach in its recruitment, admission of students and academic practices. The faculty in the institute have specialization in various areas from educational institutes located in various states of India. The admin, ancillary staff and students of Brick are from different parts of India belonging to diverse socio-cultural and economic backgrounds.

Every year the orientation program of the new batch includes an introduction to the brick culture of harmony and inclusiveness along with introduction to faculty, student council, alumni, admin and ancillary staff. The diverse range of students' activity clubs brings in harmony. These activities include, sketching, music, dance, theater, trek, film, heritage, photography, spiritualism, etc. Organization of the events and festivals happen with an inclusive approach. The faculty and the students are encouraged to write and publish papers in regional language (Marathi). Institute is involved in Unnat Bharat Abhiyan, where students are sensitized towards the urban rural diversity and include rural parts in their thought process. Faculty are actively involved on various social platforms pertaining to cultural, regional, societal matters. Design programs conceptualized by faculty, and Thesis topics selected by the final year students widely cover the diversity of India in terms of geography, climate, culture, society, gender and focus the architectural design solutions to address these diversities.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institution believes in creating responsible individuals who will be able to serve the Nation by way of ethical and responsible architectural practice. Education of architecture in our institute contributes toward the conservation and preservation of built heritage, design and construction of the built environment that is inclusive, sustainable and resilient. On some special days, we extend academic learning by inviting personalities who are nation

builders and the dialogue with them inspires and guides our students to contribute towards the nation. This year on the graduation day Honorable Central Government Cabinet minister Nitin Gadkari was invited on graduation day. These types of discourses trigger the deep insights in the minds of young architects to become a responsible architect and contribute towards national developments. Students of the institute have actively participated in Unnat Bharat Abhiyaan, where they were sensitized about rural development and their role as a responsible architect to contribute towards the betterment of underprivileged areas. Also, they participated in Civil20- LIFE (Life for Environment), Hybrid Conference organized by Unnat Bharat Abhiyaan. The Constitution of India is made available in the institute library in Hindi, Marathi and English language. A Course on Democracy briefed first year students about the constitution of India, and their rights and responsibilities. A certificate course on Values of Excellence in life broadly covered ethical and responsible living and righteous behavioral aspects. This course is deeply rooted in the Indian Knowledge system (mainly Shrimad Bhagwad Geeta).

| File Description | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | No File Uploaded |

| | |
|--|------------------------------|
| <p>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized</p> | <p>B. Any 3 of the above</p> |
|--|------------------------------|

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The culture of the institute represents respect to nation, culture and environment through celebration of national and international commemorative days, events and festivals. Culture of India is not only about celebration of festivals, but also about developing values about arts, crafts and customs and a civilized life. These festivals have cultural as well as scientific significance, and through these students develop and demonstrate their arts and skills. The active involvement of the students' clubs, like music, dance, drama, spiritual and sketching, etc. is seen while celebrating these festivals. The institute has the right balance of the events of national, cultural and professional importance, and the academic calendar is designed to accommodate these events. Being a school of architecture, the values for world architecture and heritage are imbibed in the students. In the year 2022-23 following festivals were celebrated.

1. Independence Day
2. Janmashtami
3. Group Singing of National anthem as per the Maharashtra Government's GR
4. Ganeshotsava and teachers' day
5. Navaratri
6. World Architecture day
7. Traditional day before Diwali

8. Kite festival on Makar Sankranti

9. Republic day

10. International Women's day

11. World Heritage Day

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Best Practice 1: Travel Grant and Research Grant

The Research grant program is designed specifically for students who have this attitude toward research and learning for advanced study in any area of architecture, which effectively contributes to the knowledge, teaching, or practice of the art and science of architecture. The Travel Grant program is designed specifically to assist students in traveling across the country experiencing and documenting architecture, people, and places. Winning entries-Year 2022-23 were-Experiencing Narmada Parikrama inMadhya Pradesh State: Holi walk throughriver Narmada andPERFECT CIRCLE OF LIFE: a program to conserve anintegral part of coastal Andhraarchitecture- 'The Chutilluhouses'

Best Practice 2: Societal Concern Projects

The university prescribes 38 periods (of 45 minutes) for teaching in a week. Right from the beginning the academic committee engaged students for 40 periods in a week. These two extra hours are utilized in engaging students in working for societal projects.Following projects were identified and executed in the present academic year.

1. Nature Based Solutions for Sustainable Lifestyle
2. 5S Methodology - Method for workplace organization which uses a list of 5 Japanese words
3. Unnat Bharat Abhiyan
4. Revitalization of the 3Rs - REDUCE | REUSE | RECYCLE
5. DRUP : Decoding and Representing Urban Parks of Pune - Decode, Depict, Decipher.
6. DG Fashitecture - Blend of Fashion + Design + Architecture
7. Gramdaivat
8. Processes in Research & Publication - Capacity Building and Exposure

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | View File |
| Any other relevant information | View File |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Quality Management System for Academic Excellence The effectiveness of the teaching and learning process is reflected in the competitiveness of the students. Three academic labs- "Design", "Thinking" "Tools and Technologies" and TQAT Teaching and Learning Quality Assurance Tool are effective in curriculum delivery and teaching and learning process, and also in building up students' potential. The students perform well in university exams. In the university exams, the pass percentage across the years remained more than 90% in the year 2022-23. The sound process of academic delivery is reflected in the performance of the students in the architectural competitions. Participation in architectural competitions needs the application of multiple skills including but not limited to the ability to understand the context, sensitivity towards social issues, theoretical knowledge, technical robustness, design and graphical ability, writing skills, use of software, presentation skills, and communication skills. In the year 2022-23, the students of the institute won 29 awards at the national and international levels. One of the prestigious awards won by the institute is the First honorable mention for the Charles Chorea Gold Medal award for final year design project. The institute has remained the Finalist in the National Design competition called Solar Decathlon India 2022.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

1. Evolving systems and processes to monitor and enhance teaching-learning processes-The outcome-based education system is going to be more formalized.
2. Faculty Competency Building, and Enhancing Research Capabilities-The proposals will be taken from faculty to deliver a Faculty Development Program at the national level in coordination with the Council of Architecture. The faculty will be given the opportunity to visit the sites to learn about advanced construction techniques. Research skills in the faculty will be strengthened with the organization of faculty development programs on statistical research methods.
3. Collaborations-As NEP 2020 has mentioned a multidisciplinary and interdisciplinary approach to learning, there will be collaboration with experts from other disciplines to brainstorm and work on multidisciplinary research.
4. Addition of new course-MS program that will be developed on Sustainable Design in collaboration with Thomas Jefferson University.
5. Enhanced Community Engagement- More activities with UBA and NSS
6. Developing Infrastructure-The construction of a smart classroom and smart conference room
7. Holistic Development of the Students- giving the opportunity for multidisciplinary learning through the symposium
8. Evolving system in administrative processes-The newly joined faculty and administrative staff will undergo a week-long orientation program to develop an understanding of the various systems, and processes and also to interact with the people in the institute.