



SELF STUDY REPORT (SSR) FOR SATISH MISAL EDUCATION FOUNDATIONS' BRICK SCHOOL OF ARCHITECTURE	
Criterion 1 - Curricular Aspects	
1.1 Curriculum Planning and Implementation	

Schedules of activities for controlling and assessing the learning deliverables

1. Academic Planner

At the commencement of every academic year, the Pune university issues two circulars –one related to the academic schedules to include commencement of terms, end of terms, exam slots and term breaks, and the other which is a list of national and regional holidays that the university would follow. Based on this we at Brick prepare our own academic planner for each term which includes the above and additionally the co-curricular and extra-curricular activities are inserted in the academic planner that we believe fosters a holistic learning experience for students. The focus of preparing our own academic calendar is also to insert major academic assessing tools like quarterly attendance and work status reports which need to be shared timely with the students who then can work towards improving their performance. Mid-term reviews that are important for controlling and assessing the learning deliverables are also scheduled as a week – called mid-term week. This gives a chance for the students to work on their pending assignments and move forward for the rest of the term. On the teaching platform it also serves as an indicator for action plans to be implemented –like using working Saturdays or conducting extra lessons to cover the gap in the lesson plan as scheduled in the beginning of the term and avoid unrest amongst the students at the term end. The assimilation week which we at Brick believe is important for the students for all other subjects other than Design is scheduled in the 14th week giving a week ahead ie the 15th week for the students to work on only Design the main subject having maximum credits and allowing them to give their best in presentation and final portfolio.

Pedagogically enhancing events aligned to the vision of the institute are also strategically scheduled across the term. For example “Brick 12on 12” is scheduled on the second Saturday after the commencement of the term where the best designs across the five years are presented at a city level , inviting professionals and a master architect as the guest of honour. The focus being to build awareness of Architecture as a profession and also a dialogue with master architects.

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“Synthesis”- A grand jury for the thesis students, is scheduled in the 10th week of term-II as a pre-final review of their last project as a student. “Chai with an author” an initiative by the library of the institute is scheduled one in each term as a stimulus or breather –the aim being to inculcate reading habits amongst students across.

Taking into consideration the planning required for the smooth functioning of the curriculum implementation separate academic planners for faculty and students is prepared and shared which helps in scheduling the process activities which are important to obtain the end results.

2. Exploration Planner :


Once the lesson plan and the schedule of teaching the subject is aligned to the academic calendar shared by the institute an exploration planner is introduced. This is to be filled by individual subject teams with an aim to understand the time frame a student needs to complete a major assignment for a particular subject and avoid overlaps of expected deliverables that otherwise would not be attempted with full mindfulness and expected quality. It also helps the students to prioritize their activities and make learning an enjoyable journey.

The filled exploration chart is displayed in every studio and is referred to by the faculty and the students before scheduling any extra activity like site visits or major juries or rescheduling of assignments due to unexpected circumstances or request of additional time as a response from students.

3. Timetables

Timetables at Brick are strategically designed keeping in mind the course intent for every subject that is aligned to the 3 labs pedagogy (Design Construction and Thinking) shared with the faculty and the actual lecture and studio time that is prescribed in the course structure of the syllabus that is followed for that year.

Some of the Strategies used in the past while formulating the timetables were

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1. The weekends to be utilized by the students to work on the major two studio subjects - Design and Building Technology and Materials.
2. All the years would have Design and Building Technology and Materials alternatively on Monday and Tuesday giving an opportunity for vertical interaction and peer reviews for the subjects. This also helps in sharing of resources like inputs from experts, crossing over of the visiting faculty across years to review and add another perspective to the proposals or subject intent
3. Keeping Theory subjects on other days gives an opportunity to invite faculty teaching a particular theory subject to add value and helps integrating of theories learnt in other subjects with Design and Construction.
4. A common slot across years is purposefully scheduled post lunch for an Initiative named Societal Projects and Competitions which are introduced as areas of interest by the faculty. This helps in vertical interaction amongst students, peer learning and student bonding, student faculty bonding an important aspect to build a culture of growing together.
5. On request of students the studios are also kept open all day and night for working on campus on projects, models or any other group assignments as expected by the subject team.
6. Also the same team of faculty teach the entire year (both batches) which helps in instilling the same learning for all the students of that year.