MVPS's College of Architecture

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Criterion 6 – Governance, Leadership and Management

6.5 Internal Quality Assurance System

6.5.2

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Criterion 6 – Governance, Leadership and Management

6.5 – Internal Quality Assurance System

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

Sr. No.	Contents (Documents)
A	Academic Monitoring Committee meeting
B	Subject Coordinators Report
C	Course Outcomes and Program Outcomes
D	Implementation in Program Outcomes(PO1 &PO3)

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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

A) Academic Monitoring Committee meetings

MVPS's College of Architecture

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Ref/AMC /B.Arch. /01

Dated - 29-06-2022

All the teachers are hereby informed to remain present for the meeting of the Academic Monitoring Committee on Thursday 30-06-2022 at 12.00 PM .

The Agenda of the meeting is to discuss following issues:

1. Mentor Mentee Meeting Schedules
2. Subject Allotments for 2022-23
3. Pedagogy to be followed for various subjects.
4. Study/Settlement tour discussion
5. Any other topic.

Geetanjali Patil
Chairman AMC

Prof . Arpita Bhatt
IQAC Co-Ordinator

Maratha Vidya Prasarak Samaj's College of Architecture .

List of Faculty – B.Arch 2022-23

Sr No.	NAME	Sign
	Dr. Prajakta Shailesh Baste	
Div A		
1	Ar. Arpita Amitabh Bhatt	
2	Ar. Suruchi Ashish Randive	
3	Ar Umesh Raghunath Hirve	
4	Ar.Abhishek Prabhakar Nasikakar	
5	Ar Ketki Chandrakant Joshi	
6	Ar.Sharmishtha Surajiwale	
7	Ar. Niketa Nikhil Kothavale	
8	Ar. Manisha Parshuram Rajole	
9	Ar. Vineet Bobade	
10	Ar. Radhika Bhattad	
11	Ar. Sayali Gogte	
12	Ar.Nitesh Patil	
13	Er. Anil Uttamrao Thomare	
14	Ar .Sankalp Gorakh Bagul	

	Div B	
1	Ar. Vijaykumar Balasaheb Pawar	
2	Ar. Ashish Ramdas Khemnar	
3	Ar.Geetanjali Shrikant Patil	
4	Ar. Megha Hemant Butte	
5	Ar.Purva Harish Shah	
6	Ar. Hemant BalkrishnaThakare	
7	Ar. Ankita Anant Nikam	
8	Ar. Gaurav Dilip Arbooj	
9	Ar. Sheetal Vasant Choughule	
10	Ar . Marode Tejaswini	
11	Ar . Waje Sachin	
12	Ar. Isha Rane	
13	Ar. Ashiwini Bhusare	
14	Ar. Levant Gavande	
15	Ar. Suhas Vitthal Datrange	
16	Shri.Vijay Bhausaheb Dhikale	

MARATHA VIDYA PRASARAK SAMAJ'S College of Architecture Nashik

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NOTICE

Ref/AMC /B.Arch. /02

Dated - 30-06-2022

All the Subject Coordinators are hereby informed to remain present for the meeting of the Academic Monitoring Committee on Friday 01-07-2022 at 12.30 PM .

The Agenda of the meeting is to discuss following issues:

1. Roles and responsibilities of subject Coordinator.
2. Pedagogy to be followed for various subjects.
3. Any other topic.

Geetanjali Patil
Chairman AMC

Prof . Arpita Bhatt
IQAC Co-Ordinator

MARATHA VIDYA PRASARAK SAMAJ'S

Subject Co ordinators :

Name of Faculty	Signature
1. Dr Prajakta Baste	
2. Prof.Arpita Bhatt	
3. Prof. Vijay Pawar	
4. Prof.Suruchi Ranadive	
5. Prof.Umesh Hirave	
6. Prof.Abhishek Nasikakar	
7. Prof Megha Butte	
8. Prof.Purva Shah	
9. Prof. Gaurav Arbuj	

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Minutes of the AMC meeting held on 01/07/2022 :

1. Discussion on Pedagogy e.g. site visit, seminar,workshop,guest lectures etc has been done.
2. Instruction to the Subject Coordinator to conduct Subject meetings for feedback.has to be taken.

Geetanjali Patil
Chairman AMC

Prof . Arpita Bhatt
IQAC Co-Ordinator

MARATHA VIDYA PRASARAK

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NOTICE

Ref/AMC /B.Arch. /07

Dated - 7/09/2022

All the teachers are hereby informed to remain present for the meeting of the Academic Monitoring Committee on Saturday 10/09/2022 at 11.30 am.

The Agenda of the meeting is to discuss following issues:

1. Mentor Mentee Meeting
2. Review of Academic Conduct so far.
3. Bridge Courses for COVID Affected Batches.
4. Study/Settlement tour discussion
5. CIE and Identification of performance and attendance defaulting students
6. Parents Meeting
7. Any other Topic

Geetanjali Patil
Chairman AMC

Prof . Arpita Bhatt
IQAC Co-Ordinator

MARATHA VIDYA PRASARAK SAMAJ'S College of Architecture Nashik

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List of Faculty – B.Arch 2022-23

Sr No.	NAME	Sign
	Dr. Prajakta Shailesh Baste	
Div A		
1	Ar. Arpita Amitabh Bhatt	
2	Ar. Suruchi Ashish Randive	
3	Ar Umesh Raghunath Hirve	
4	Ar.Abhishek Prabhakar Nasikakar	
5	Ar Ketki Chandrakant Joshi	
6	Ar.Sharmishtha Surajiwale	CL
7	Ar. Niketa Nikhil Kothavale	
8	Ar. Manisha Parshuram Rajole	
9	Ar. Vineet Bobade	
10	Ar. Radhika Bhattad	
11	Ar. Sayali Gogte	
12	Ar.Nitesh Patil	
13	Er. Anil Uttamrao Thomare	
14	Ar .Sankalp Gorakh Bagul	

	Div B	
1	Ar. Vijaykumar Balasaheb Pawar	Early going
2	Ar. Ashish Ramdas Khemnar	
3	Ar.Geetanjali Shrikant Patil	
4	Ar. Megha Hemant Butte	CL
5	Ar.Purva Harish Shah	
6	Ar. Hemant BalkrishnaThakare	
7	Ar. Ankita Anant Nikam	
8	Ar. Gaurav Dilip Arbooj	
9	Ar. Sheetal Vasant ~~Choughule~~ Chougule	
10	Ar . Marode Tejaswini	
11	Ar . Waje Sachin	
12	Ar. Isha Rane	—
13	Ar. Ashiwini Bhusare	
14	Ar. Levant Gavande	CL
15	Shri.Vijay Bhausaheb Dhikale	—

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Minutes of the AMC meeting held on 10/09/2022 :

1. Final Mentor Mentee lists for AY 2022-23 to be displayed on Notice board by 15th September 2022
2. Instruction to the Subject Coordinator to conduct Subject meetings for feedback by 14th September 2022
3. Identify the gaps in learning (eg. Graphical Skillset, Technical,Understanding of concepts,Practical knowledge) in various subjects . the subject teachers should report the same to respective Class coordinators by 14th September 2022
4. Conduction of meeting with Class coordinator and the Principal for decision making on corrective measures to be planned.
5. CIE review by the class coordinators to identify the students defaulting in attendance and performance (submission).
6. Call for review meeting of the students defaulting in academic work and attendance with class coordinators on Monday 12th September 2022.
7. Messages to the respective defaulting students between 15th and 17th September 2022.(Stage 1. Correct the list of contact numbers of parents. Stage 2.Confirm the contact numbers by personally contacting the parents.Stage 3. Sending Whatsapp messages regarding the status of defaulting students to call for parents meet)
8. Call for Parents Meeting on 20th September 2022 (11.30 to 2.00pm).

Geetanjali Patil
Chairman AMC

Prof . Arpita Bhatt
IQAC Co-Ordinator

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NOTICE

Ref/AMC /B.Arch. /15 Dated - 02/01/2023

All the Subject Coordinators are hereby informed to remain present for the meeting of the Academic Monitoring Committee on Tuesday 03/01/2023 at 12.30 am .

The agenda of the meeting is to discuss regarding -

- Pedagogy discussion eg site visit, seminar,workshop,guest lectures etc
- Horizontal and vertical integration of subject
- Internal jury, mode and methods of Continuous internal evaluation (CIE) for peculiar subjects.

All the Subject Coordinators are to conduct the discussions with the respective subject teachers for SEM II of AY 2022-23 for the same prior to the meeting as per their convenience

Prof . Geetanjali Patil	Prof Arpita Bhatt	Dr. Prajakta Baste
(Chairman AMC)	IQAC Co ordinator	Principal

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Phone: 0253-2570822. Email: cansnashik@mvp.edu.in

Subject Co ordinators :

Name of Faculty	Signature
1. Dr Prajakta Baste	
2. Prof. Vijay Pawar	
3. Prof.Suruchi Ranadive	
4. Prof.Umesh Hirave	
5. Prof.Abhishek Nasikakar	
6. Prof Megha Butte	
7. Prof.Purva Shah	
8. Prof. Gaurav Arbooj	

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Minutes of the meeting held on 3/01/2023

1. Discussion on pedagogy eg. Site visit , seminar ,workshop,guest lectures etc has been done.
2. Horizontal and vertical integration of subject discussed.
3. Internal jury, modes and methods of Continuous internal evaluation system (CIE) for peculiar subjects has been discussed
4. Instructions given to the Subject Coordinator to conduct subject meetings for feedback has to be taken.

Geetanjali Patil
Chairman AMC

Prof . Arpita Bhatt
IQAC Co-Ordinator

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College of Architecture

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NOTICE

Ref/AMC /B.Arch. /21 Dated - 18/03/2023

All the Subject Coordinators and the concerned faculty for the discussion on agenda, are hereby informed to remain present for the meeting of the Academic Monitoring Committee on Friday 24/03/2023 at 1.00 pm .

The agenda of the meeting is to discuss regarding -

- Review of the conduction and completion of the syllabus so far.
- Review of the teaching methodology adopted till date in the particular subjects.
- Review of the guest lectures,workshops,site visits conducted so far.

(PS: Subject Coordinators are to conduct the above discussions with the respective subject teachers for SEM II of AY 2022-23 for the same prior to the meeting as per their convenience)

• Certification course conduction	Prof Geetanjali Patil
• Audit course conduction	Prof .Sankalp Gorakh Bagul -1st Year BArch Prof ..Sharmishtha Surajiwale- 2nd Year BArch Prof . Sayali Gogte - 3rdYear BArch - Prof . Waje Sachin - 4th Year Barch
• Democracycourse(first discussion)	Prof Sheetal Vasant Choughule

- Discussion about the remedial measures for the defaulters in the regular conduction and the subject wise defaulters
- Competitions and the real time / issue based projects.

Prof . Geetanjali Patil
(Chairman AMC)

Prof Arpita Bhatt
IQAC Coordinator

Dr. Prajakta Baste
Principal

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List of Faculty – B.Arch 2022-23

Sr No.	NAME	Sign
	Dr. Prajakta Shailesh Baste	
Div A		
1	Ar. Arpita Amitabh Bhatt	
2	Ar. Suruchi Ashish Randive	
3	Ar Umesh Raghunath Hirve	
4	Ar.Abhishek Prabhakar Nasikakar	
5	Ar Ketki Chandrakant Joshi	
6	Ar.Sharmishtha Surajiwale	
7	Ar. Niketa Nikhil Kothavale	
8	Ar. Manisha Parshuram Rajole	
9	Ar. Vineet Bobade	
10	Ar. Radhika Bhattad	
11	Ar. Sayali Gogte	
12	Ar. Gaurav Dilip Arbooj	
13	Er. Anil Uttamrao Thomare	
14	Ar .Sankalp Gorakh Bagul	
	Div B	
1	Ar. Vijaykumar Balasaheb Pawar	
2	Ar. Ashish Ramdas Khemnar	
3	Ar.Geetanjali Shrikant Patil	
4	Ar. Megha Hemant Butte	
5	Ar.Purva Harish Shah	
6	Ar. Hemant BalkrishnaThakare	
7	Ar. Ankita Anant Nikam	
8	Ar. Nitesh Patil	
9	Ar. Sheetal Vasant Choughule	
10	Ar . Marode Tejaswini	
11	Ar . Waje Sachin	
12	Ar. Isha Rane	Absent
13	Ar. Ashiwini Bhusare	
14	Ar. Levant Gavande	
15	Shri.Vijay Bhausaheb Dhikale	—

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Minutes of the meeting held on 18/03/23

1. Subject coordinators have taken meetings with concerned teachers to take detailed feedback and have discussed the typical issues with them.
2. The discussion was carried to include the Real time based problems and include them In the subjects of Urban StudiesII, Architectural DesignIII and Electives and shall be submitted as competition entries .
3. The remedial classes to be held on Saturdays and the records to be maintained by the teachers .The absentia for remedial classes was a common observation discussed.
4. The conduction of the guest lectures site visits conducted so far were discussed and found satisfactory.
5. The Certification Course on Documentation of Stepwells in Naitale and Songoan was decided. The course will be coordinated by Prof Geetanjali Patil, the accompanying teachers identified for the same were- Dr. Prajakta Baste , Prof Megha Butte and Prof Sharamistha Surajiwale.

Prof . Geetanjali Patil

(Chairman AMC)

Prof Arpita Bhatt

IQAC Coordinator

MARATHA VIDYA PRASARAK SAMAJ'S College of Architecture Nashik

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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

B) Subject Coordinators Reports

A.Y 2022-23

Interim :Subject Coordinator Report - 2022-23 - Review taken on 24th March 2023

Subject Name	Basic Design- (1st Year - 1st Sem)	Architectural Design -3 (2nd Year - 4th Sem)	Architectural Design -5 (3rd year - 6th Sem)	Architectural Design -7 (4th Year - 8th Sem)	Architectural Design Project (5th year - 10th Sem)	UG II (4Th year- 8th Sem)
CIE Displayed	8	2	2	3	2	2
Guest lectures / Juries	None		Ar. Parijat Mishra (Mumbai), Ar. Hemant Butte, Ar. Amol Chaudhary, Ar. Kishor Panikkar (Chennai)			
	None	One Jury organised within Internal Faculty	[illegible]	[illegible]	1st Interim Jury - Ar. Shantanu Autade, Ar. Abhijeet Kothari 2nd Interim Jury organised at the stage of Conceptual and beginning of Design Development	Not Required
Site Visits	Not Necessary	College itself	Oberoi Trident - Mumbai	Reliance Jio city - Mumbai, Trimbakeshwar for the Desi	Personal Project Site visits are done by 70% of the students	
	Not Necessary	Janori as Settlement Study	Not Necessary	Not Necessary	Not Necessary	Traffic Islands in Nashik
Workshops	None	Continuous Studio from 2nd to 5th February.	Collaboration studio with RVS Chennai 2nd Feb- 7th Feb		Continuous Studio conducted on -	Extra studios planned for working on Traffic Islands for purpose of Competition
	None	Documentation of Settlements	Not Necessary		[illegible]	
Adopted Teaching methodologies	Stress on Model Making,and no of explorations are much more than previous years --Experiential	Competition Brief taken as Design studio, Selected Designs to be sent for Competition- Problem Solving Janori Settlement- Experiential , Real Issue Based	Collaboration with RVS Chennai- Participatory	————	Problem Solving since the students develop their own projects with all Details	Participatory- Discussions with NDTA Officials. Real-Time problem Traffic Issues in Nasik 10 Junctions
Completion of Syllabus (yes/NO) Reasons for lag	YES	YES	YES	YES	YES	YES
Specify reasons for issues raised for completion by subject teachers	NO ISSUES RAISED	NO ISSUES RAISED	NO ISSUES RAISED	NO ISSUES RAISED	NO ISSUES RAISED	NO ISSUES RAISED
Vertical Connections considered (Yes/No)reasons for the same &Describe Mode of conduction	None	None	Yet to be Discussed	Yet to be Discussed	Industry Readiness is emphasizes w.r.t Preparing Architectural Portfolio , Working Drawing/ Details	None
Horizontal Connections with parallel Subjects (Yes/No) Describe Mode of conduction	Workshop and Model Making Subject	Climatology, BCM ?????	Yet to be Discussed	Urban Design- Mysore City Developemnt, Site for the Architectural Project Selected in Mysore.	———"———"———	The Urban Design and Town Planning issues, interpretations of Mysore were discussed and students applied it in the subject of Architectural Design
Remarks and Suggestions	Volume of work was good, Explorations in each topic were more as compared to previous 2 years. Good modifications and developments were done in the Design Briefs of various topics	The Competition Design Brief was bigger than the scale specified in the syllabus. The Team has taken good efforts to develop the understanding of students. Additional time should be Given to help the students to complete the Design in satisfactory Manner	Good Efforts are taken by the team Members to introduce the project and its complexities. The Final outcome in the form of Design solution and other aspects of Services, Structural resolution should be Critically developed and observed.	Yet to be Discussed	One additional Interim Jury organised as compared to previus years. Industry Reaciness is discussed for 2/3 concerns and planned to be guided in the studios	The team has taken very good efforts to deal the opportunuty of Competition (NDTA)) of working onTraffic issues and giving exposure to students to deal with Real-Time problem.

MARATHA VIDYA PRASARAK SAMAJ'S College of Architecture Nashik

Interim :Subject Coordinator Report 2022-23

	Year				
	Name of the Subject		History 2	History 4	RIA
	Guest lectures	Conducted	Nandan Malani	Chaitanya Verma	NIL
		Proposed			
	Site Visits	Conducted	Pandav Leni	Mumbai Heritage Walk , Documentation of Colonial Architecture	Visits conducted individually by students to gather data for Primary Research.
		Proposed			
	Workshops	Conducted	Workshop for model Making withSketching and Poster Making	NIL	Seminar to be conducted at the end of the term.
		Proposed			
	Adopted Teaching methodologies		Participatory Learning with students interaction .	Participatory Learning with students interaction as movie clips were shown and discussed	EXPERIENTIAL LEARNING Visits conducted individually by students to gather data for Primary Research.
	Completion of Syllabus (yes/NO) Reasons for lag		YES	YES	YES
	Specify reasons for issues raised for completion by subject teachers		NO ISSUES RAISED	NO ISSUES RAISED	NO ISSUES RAISED
	Vertical Connections considered (Yes/No)reasons for the same &Describe Mode of conduction			The Heritage Walk was conducted as a joint activity for History 4 and Electives 2 ie 2nd year and 3rd year students.	_____
	Horizontal Connections with parallel Subjects (Yes/No) Describe Mode of conduction				
	Remarks and Suggestions		It was observed that the suggestions of making models and site visits have helped in making the subject interesting for the students. Participatory activities such as quizzes to be introduced to enhance learning levels.	Site visits enhance experiential learning, such teaching methodology to be adopted.	NONE

MARATHA VIDYA PRASARAK SAMAJ'S

Dear Subject Coordinator, Please fill in the necessay data for your subject .Add sheet of your name .

AGD I, AGD II,Workshop I,Workshop II,CADG,WD I & WD II

AR. OMKEN HIRAWE 1/2

Interim :Subject Coordinator Report 2022-23

	Year		AGD II	WD II	WORKSHOP II
	Name of the Subject				
		Conducted	Not Required	Not Required	Not Required
	Guest lectures	Proposed	-		
		Conducted	Not Required	DIV A- Site visit for CENTRE LINE conducted	Not Required
	Site Visits	Proposed	-	Div B- centre line site visit (proposed)	
		Conducted	Not Required	Not Required	Not Required
	Workshops	Proposed	-	-	-
	Adopted Teaching methodologies		Eeperential learning through model, problem solving	Experential learing	Experential and Participatory
	Completion of Syllabus (yes/NO) Reasons for lag		Yes	Yes	Yes

MARATHA VIDYA PRASARAK SAMAJ'S College of Architecture Nashik

	Specify reasons for issues raised for completion by subject teachers		No Issues Raised	No Issues Raised	No Issues Raised
	Vertical Connections considered (Yes/No)reasons for the same &Describe Mode of conduction		No	No	No
	Horizontal Connections with parallel Subjects (Yes/No) Describe Mode of conduction		No	No	Integration with Basic Design
	Remarks and Suggestions			Total station participatory and experential learning in collaboration with KBT Enggineering	
	CIE		3 times- A and B Div.	2 times- A and B Div.	2 times- A and B Div.

AR. UMESH HIRAWE

Interim :Subject Coordinator Report 2022-23

Year					
Name of the Subject		**Elective II**	**Elective IV**	**Elective V**	**CS**
Guest lectures	Conducted	Hospitsl design - Kshitij Dhande on site	GIS lecture series		
		Mud Architecture - Pratik Dhamer on site	Archeology lecture series- Ramesh Padwal		
			Apeksha Pathak - Transition from Architecture to UX design		
			Reena Merchant - UX design Practice		
			Suvarna Patil - User experience		None
	Proposed			Music in Architecture -	
				Intellegent building systems - Vendor	
				Architectural conservation - Saima Iqbal - Disaster risk for cultural Heritage	Semester complete
Site Visits	Conducted	Colonial Architecture - Heritage Walk of South Mumbai			
		Hospital Design services - 1			None
	Proposed		Archeology site	Architectural conservation - Sundar Narayan Temple with Smita KasarPatil	Semester complete
Workshops	Conducted	Mud architecture - Hands on workshop			
		Coloial Architecture - Documentation workshop			
		Advanced Landscape - urban open spaces of Nashik competition			
	Proposed			Architectural conservation - Disaster managemet assessment for historic area of Nashik	
Adopted Teaching methodologies		Experential with hands on workshop, heritage walk, Participatory with on-site data collection, Participatory with Urban open space competition	Experential with site visit	Experential with site visit, Participatory with workshop, Problem soving with project proposal formation	Participatory with presentation act,
Completion of Syllabus (yes/NO) Reasons for lag		YES	YES	YES	YES

	Specify reasons for issues raised for completion by subject teachers		No issues raised	No isaues raised	No issues raised	No issues raised
	Vertical Connections considered (Yes/No)reasons for the same &Describe Mode of conduction		None	None	None	None
	Horizontal Connections with parallel Subjects (Yes/No) Describe Mode of conduction		Hospitality design research created background for design studio	UX design learning is applied in US II project. GIS learning is applied in US II project		None
	Remarks and Suggestions		More workshop oriented and output based method can be applied instead of keeping it theoretical, data collection based approach	More workshop oriented and output based method can be applied instead of keeping it theoretical, data collection based approach	More workshop oriented and output based method can be applied instead of keeping it theoretical, data collection based approach	A series of connected assignment may keep the student more engaged, hence better output with continual improvement and focussed thinking.

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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

C) Course Outcomes and Program Outcomes

MVPS's Sharadchandraji Pawar College of Architecture

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PO ATTAINMENT 2022-2023										
Course Name	Course Code	PO1 KNOWLEDGE	PO2 PRINCIPLES AND THEORY	PO3 CREATIVITY	PO4 PRACTICE	PO5 COLLABORATIVE WORKING	PO6 INCLUSIVITY	PO7 TECHNOLOGICAL KNOWHOW	PO8 ABILITY TO CHOOSE AREA OF SPECIALISATION	NAME OF FACULTY
BCM - I	1201903 [SS]	1.34	1.56	0.89	1.56	1.12	0.89	1.45	1.23	Tejaswini Marode
BCM - II	1201911 [SS]	1.99	1.99	1.22	0.77	0.66	0.77	1.77	1.33	Tejaswini Marode
Theory of Structures I	1201904(TH)	1.37	2.28	1.37	1.83	1.37	0.91	2.28	1.37	Anil Thombare
Theory of Structures II	1201912(TH)	0.91	1.21	0.91	1.21	0.91	0.61	1.52	0.91	Anil Thombare
Architectural Graphics & Dwg - I	1201905 [SS]	2.42	2.42	2.09	2.09	2.09	1.93	1.61	1.93	Ashish Khemnar
Architectural Graphics & Dwg - II	1201913 [SS]	2.42	2.42	2.09	2.09	2.09	1.93	1.61	1.93	Ashish Khemnar
History of Arch & Culture I	1201906 [SS]	1.29	1.50	1.07	1.07	1.07	1.50	0.86	0.86	Vinit B
History of Arch & Culture II	1201914 [SS]	1.03	1.14	0.72	0.52	0.83	1.14	0.93	0.69	Vinit B
Communication Skills	1201907 [SS]	1.97	1.97	1.86	1.97	1.97	1.28	1.51	1.28	Purva Shah
Fundamentals of Architecture	1201915 [SS]	1.76	2.03	1.35	2.03	1.35	1.35	1.35	1.49	Purva Shah
Workshop I	1201908[SS]	2.42	2.42	2.09	2.09	2.09	1.93	1.61	1.93	Sankalp Bagul
Workshop II	1201916[SS]	2.42	2.42	2.09	2.09	2.09	1.93	1.61	1.93	Sankalp Bagul
Architectural Design II	2201917 SV	2.20	2.20	2.20	2.20	2.08	2.20	2.20	2.20	Gaurav Arbooj
Architectural Design III	2201926 SV	2.00	2.00	2.00	2.00	1.89	2.00	2.00	2.00	Gaurav Arbooj
BCM - III	~~2201918 & 2201919~~	1.13	1.05	0.49	0.73	0.65	0.49	0.57	0.49	Manisha Rajole
BCM - IV	~~& 2201927~~	1.15	0.99	0.49	1.23	1.23	0.49	0.99	0.49	Manisha rajole
Theory of Structures III	2201520(TH)	1.95	2.43	1.46	1.95	1.46	0.97	2.43	1.46	Anil Thombare
Theory of Structures IV	2201529(TH)	0.895	1.19	0.90	1.19	0.90	0.60	1.49	0.90	Anil Thombare
Computer Aided DWG Graphics	2201921	1.99	2.11	1.68	2.11	1.96	2.11	1.75	1.4	Niketa Kothavale
History of Arch & Culture III	2201922 (SS)	1.50	1.7	1.13	1.62	1.39	1.04	1.67	1.06	Megha Butte
History of Arch & Culture IV	2201931 [SS]	1.58	1.85	1.29	1.72	1.43	1.18	1.84	1.20	Megha Butte
Building Services I	2201924	1.40	1.10	1.20	1.00	1.10	0.70	1.00	1.20	Geetanjali Patil
Building Services II	2201933.00	1.10	1.30	0.70	1.20	1.00	0.90	0.70	0.90	Geetanjali Patil
Site Survey and Analysis	2201529(ss)	1.95	2.43	1.46	1.95	1.46	0.97	2.43	1.46	Anil Thombare
Architectural Design IV	3201935 SV	1.63	1.63	1.27	1.63	1.36	1.45	1.63	1.36	Sayali Gogte
Architectural Design V		2.19	2.19	2.19	2.06	2.06	2.19	1.80	2.06	Sayali Gogte
BCM - V	3201937 SV	3	3	3	3	3	1	1	1	Sachin Waje
Theory of Structures V	2201520(TH)	1.95	2.43	1.46	1.95	1.46	0.97	2.43	1.46	Anil Thombare
Theory of Structures VI	3201548(TH)	1.08	1.43	1.08	1.43	1.08	0.72	1.79	1.08	Anil Thombare
Landscape Architecture	3201939 SS	1.97	1.39	1.28	2.09	1.05	1.63	1.51	0.46	Nitesh Patil
Elective I [Contemporary Architecture]	3201940 [SS]	2.25	2.21	0.90	2.25	0.45	1.13	1.85	-	Suruchi Ranadive
Elective II	3201949 (SS)	1.66	1.66	1.33	1.73	1.19	1.99	1.00	1.66	Purva Shah
Building Services III	3201942	0.36	0.36	0.36	0.49	0.61	0.49	0.24	0.12	Hemant Thakare
Building Services IV	3201951	0.35	0.35	0.35	0.47	0.23	0.47	0.23	0.12	Hemant Thakare
Architectural Design VI	4201953	1.78	0.89	1.78	1.78	1.01	1.78	1.78	1.29	Abhishek N
Architectural Design VII	4201960	2.04	1.02	2.04	2.04	1.13	2.04	2.04	1.47	Abhishek N
ABCS 1	4201954	1.36	1.26	1.46	0.97	1.56	0.68	1.36	0.68	Vijay P
ABCS 2	4201961	1.34	1.17	1.34	1.26	1.26	1.01	1.09	1.17	Vijay P
US 1	4201915 (SS)	1.9	1.70	1.60	1.40	1.30	1.60	1.40	1.40	Radhika Bhattad
US 2	4201962 (SS)	1.6	1.40	1.30	1.20	1.10	1.30	1.20	1.20	Radhika Bhattad
RIA - I (3rd Yr)	4201948 (SS)	0.36	0.36	0.24	0.36	0.00	0.00	0.24	0.24	Hemant Thakare
RIA - II (4th Yr)	4201956 (SS)	1.21	1.69	1.21	1.09	1.21	1.45	1.69	1.45	Vinit B
QS & SW - I		3.00	3.00	0.60	0.00	0.60	0.00	3.00	0.00	Ashwini bhusare
QS & SW - II		1.20	1.20	0.08	0.00	0.56	0.00	1.20	0.00	Ashwini bhusare
Professional Practice		1.39	1.18	1.18	1.18	1.39	0.00	0.00	0.00	Sheetal Chougule
Project Management		1.58	1.73	1.73	1.73	1.58	0.00	0.00	0.00	Sheetal Chougule
PT										Gaurav Arbooj
ELECTIVES MAIN	5201572	2.00	1.50	0.90	1.50	1.20	0.90	2.00	1.20	Manisha Rajole
Total Sum		77.37	78.48	61.42	69.82	60.57	52.62	67.66	51.05	
DIRECT AVERAGE PO ATTAINMENT		2.15	2.18	1.71	1.94	1.68	1.46	1.88	1.42	

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PO ATTAINMENT 2021-22

Course Name	Course Code	PO1 KNOWLEDGE	PO2 PRINCIPLES AND THEORY	PO3 CREATIVITY	PO4 PRACTICE	PO5 COLLABORATIVE WORKING	PO6 INCLUSIVITY	PO7 TECHNOLOGICAL KNOWHOW	PO8 ABILITY TO CHOOSE AREA OF SPECIALISATION
Theory of Structures I	1201504	1.50	2.50	1.50	2.00	1.50	1.00	2.50	1.50
Theory of Structures II	1201912	1.50	2.00	1.50	2.00	1.50	1.00	2.50	1.50
History of Arch & Culture I	1201906 [SS]	1.21	1.41	1.01	1.01	1.01	1.41	0.80	0.80
History of Arch & Culture II	1201914 [SS]	1.66	0.73	1.42	1.33	0.53	0.72	0.66	0.46
Communication Skills	1201907 [SS]	2.09	2.09	1.96	2.09	2.09	1.35	1.60	1.35
Fundamentals of Architecture	1201915 [SS]	1.59	2.20	1.22	2.20	1.47	1.47	1.47	1.34
Workshop I	1201908 [SS]	2.42	2.42	2.09	2.09	2.09	1.93	1.61	1.93
Workshop II	1201916 [SS]	2.42	2.42	2.42	2.42	2.26	2.26	2.42	0.00
Architectural Design II	2201917[SV]	1.85	1.85	1.85	1.85	1.75	1.85	1.85	1.85
Architectural Design III	2201926 [SV]	1.85	1.85	1.85	1.85	1.75	1.85	1.85	1.85
Theory of Structures III	2201520	2.00	2.50	1.50	2.00	1.50	1.00	2.50	1.50
Theory of Structures IV	2201529	1.5	2.00	1.50	2.00	1.50	1.00	2.50	1.50
Comp. Aided Dwg & Graphics	2201921	1.71	1.82	1.46	1.82	1.69	1.82	1.51	1.45
History of Arch & Culture III	2201922(SS)	1.74	2.11	1.49	1.94	1.56	1.27	2.17	1.48
History of Arch & Culture IV	2201931(SS)	1.66	1.91	0.64	0.64	1.02	1.02	1.53	0.64
Building Services I		1.90	1.65	0.63	1.52	1.52	1.29	1.43	1.90
Building Services II		1.50	1.65	0.63	1.52	1.52	1.50	1.43	1.90
Architectural Design IV		1.44	1.02	0.89	1.02	1.19	0.68	0.76	1.12
Architectural Design V		1.48	1.78	1.38	1.18	1.28	1.58	1.08	0.99
Building Const. & Materials V	3201937	1.95	1.95	1.95	1.95	1.95	1.95	1.95	1.95
Building Const. & Materials VI	3201946	2.08	2.08	2.08	2.08	1.39	2.08	2.08	1.39
Theory of Structures V	2201529	1.50	2.00	1.50	2.00	1.50	1.00	2.50	1.50
Theory of Structures VI	3201548	1.50	2.00	1.50	2.00	1.50	1.00	2.50	1.50
Landscape Architecture	3201939	1.97	1.39	1.28	2.09	1.05	1.63	1.51	0.46
Elective I [Contemporary Archi.]		1.99	1.99	0.80	1.99	0.40	1.00	1.68	
Elective II	3201949 (SS)	1.38	1.38	1.10	1.43	0.99	1.65	0.83	1.38
Building Services III	3201942	0.50	0.50	0.50	0.67	0.83	0.67	0.33	0.17
Building Services IV	3201951	0.50	0.50	0.50	0.67	0.33	0.67	0.33	0.17
ABTS 1	4201555	**0.61**	**1.22**	**0.92**	**0.61**	**0.31**	**0.31**	**1.53**	**0.31**
ABTS 2	4201563	**0.64**	**1.27**	**0.96**	**0.64**	**0.32**	**0.32**	**1.91**	**0.32**
US 1		1.90	2.00	1.50	2.00	1.60	2.00	2.00	1.50
US 2		1.90	2.00	1.50	2.00	1.60	2.00	2.00	1.50
QSE 1		3.00	3.00	0.00	0.00	1.75	0.00	3.00	0.00
SPW- 1	4201560	2.68	1.78		2.68			2.68	
ELEC 2	4201561	1.99	1.41	0.88	1.41	1.64	1.06	1.06	1.55
ELEC 3	4201569	1.82	1.28	1.12	1.28	1.50	0.85	0.96	1.41
RIA-I (4th Yr)	3201558	0.50	0.50	0.33	0.50	0.00	0.00	0.33	0.33
RIA-I (3rd Yr)	201948 (SS)	0.50	0.50	0.33	0.50	0.00	0.00	0.33	0.33
RIA-II (4th Yr)	4201566	0.79	1.10	0.79	0.71	0.79	0.95	1.10	0.95
PP 1	4201556	0.39	1.18	1.18	1.18	0.39	0.00	0.00	0.00
PP2	4201564	0.58	1.73	1.73	1.73	0.58	0.00	0.00	0.00
ELECTIVES MAIN	5201572	1.30	1.00	1.00	1.00	1.00	1.00	1.20	1.00
DIRECT AVG. PO ATTAINMENT		1.55	1.66	1.23	1.51	1.22	1.13	1.52	1.07

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Comparison of PO ATTAINMENT									
Course Name	A Y	PO1 KNOWLEDGE	PO2 PRINCIPLES AND THEORY	PO3 CREATIVITY	PO4 PRACTICE	PO5 COLLABORATIVE WORKING	PO6 INCLUSIVITY	PO7 TECHNOLOGICAL KNOWHOW	PO8 ABILITY TO CHOOSE AREA OF SPECIALISATION
DIRECT AVERAGE PO ATTAINMENT	**2022-23**	2.15	2.18	1.71	1.94	1.68	1.46	1.88	1.42
DIRECT AVG. PO ATTAINMENT	2021-22	1.55	1.66	1.23	1.51	1.22	1.13	1.52	1.07

Strategies implemented to Improve Programme Outcomes -

PO1: Knowledge domain increased thru guest lecture.

PO2: Principles and theories explained and learned,well learning outcome improved thru better teaching methodology

PO3: Hands on workshop are conducted

PO4: Office identified for professional practice inducted better outcome for students

PO5: Assign with group work identify, helped for communication between students

PO6: Gender, environment and sensitivity included in design briefs, audit courses also improve sensitivity towards an inclusive environment

PO7: Guest lecture

PO8: Elective offered in area of interest

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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

D) Implementation in Program Outcomes

(PO1 & PO3)

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List of Jury Members/Guests for Internal Evaluation

A.Y. 2022-23

SR. NO.	NAME OF JUROR / GUEST SPEAKER	SUBJECT	TOPIC	DATE
	First Year B.Arch.			
1	Ar. Nandan Malani	History of Architecture I	Development of Hindu Temple Architecture	15/02/2023
2	Ar. Megha Butte	History of Architecture II	Influence of Islamic Architecture on Contemporary Architecture	14/06/2023
	Second Year B.Arch.			
3	Prof. Chaitanya Verma	History of Architecture IV	Colonial Architecture	23/01/2023
4	Mrs. Yogita Waje	Environmental Science	Environmental Legislations	31/03/2023 15/04/2023
5	Er. Pawan Deore	Building Services II	Electrification	26/04/2023

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SR. NO.	NAME OF JUROR / GUEST SPEAKER	SUBJECT	TOPIC	DATE
	Third Year B.Arch.			
6	Darshan Batavia	Building Construction & Materials V	Wooden Derivatives & its market forms	08/08/2022
7	Dr. Shishir Raval	Landscape Architecture	Introduction to Landscape Architecture	22/07/2022
8	Er. Sachin Save	Building Services III	HVAC Heat Load Calculations Central HVAC Ducting Layout	15/10/2022 19/10/2022
9	Ar. Parijat Mishra	Architectural Design V	Approach to Design of Hospitality & Services	03/02/2023
10	Ar. Amol Chaudhari	Architectural Design V	Approach to High Rise Design	03/02/2023
11	Ar. Kishore Panikkar	Architectural Design V	Case Study of Urban Nest – Apt. Bldg. at Trivandrum	04/02/2023
12	Ar. Hemant Butte	Architectural Design V	Case Study of High-Rise Buildings	05/02/2023
13	Ar. Smita Kasarpatil	Architectural Design V	Conservation of Sunder Narayan Temple, Nashik	07/02/2023
14	Ar. Mayura Patil	Elective III (Adv. Landscape)	Role of a Landscape Architect	17/02/2023
15	Mr. Varun Tiwari	Building Services IV	Active fire-fighting measures	03/05/2023

MARATHA VIDYA PRASARAK

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SR. NO.	NAME OF JUROR / GUEST SPEAKER	SUBJECT	TOPIC	DATE
	Fourth Year B.Arch.			
16	Ar. Rohan Deore	Elective III	Guest Lecture & Field Visit at MTDC Boat Club, Nashik	04/08/2022
17	Er. Parth Bhavsar	Elective III	Steel Buildings – Construction & Detailing	03/09/2022
18	Ar. Abhijit Nikale	Elective III	Lecture & Workshop – Designing of Steel Buildings	17/09/2022 24/09/2022 08/10/2022 12/10/2022
19	Ar. Rahul Londhe	Architectural Design VII	Services used in high-rise buildings	24/04/2023
20	Ar. Sameer Shinde	Urban Studies I	Housing Seminar – Affordable & Sustainable Housing	17/09/2022
21	Ar. Vijay Pandey			
22	Ar. Pratima Joshi	Elective III	Slum Rehabilitation	22/09/2022
23	CA Rahul Bajaj	Professional Practice I	Taxation	10/10/2022
24	Ar. Devyani Deshmukh	Architectural Design VII	External Design Jury	25/03/2023
25	Ar. Mahesh Shirke			
26	Ar. Abhijeet Kothari			
27	Ar. Hitesh Gujjar			
28	Mr. Nikhil Mujumdar	Elective V	Lighting & Automation	
29	Ar. Saima Iqbal	Elective V	Workshop on Disaster resilience and traditional architecture	06/04/2023 13/04/2023
30	Mrs. Sulekha Vijapurkar	Urban Studies II	Urban Legislation	12/04/2023
31	Ar. Tejas Pawar	Elective V	Digital Tools and Architectural Conservation	22/04/2023

MARATHA VIDYA PRASARAK SAMAJ'S

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32	Ar. Smita Kasarpatil	Elective V	Conservation of Sundernarayan Temple (On site lecture)	
33	Mr. Ramesh Padwal	Elective IV	Archeology Lecture Series	
34	Apeksha Pathak	Elective IV	Transition from Architecture to UX Design	
35	Reena Merchant	Elective IV	UX Design Practice	
36	Suvarna Patil	Elective IV	User Experience	

SR. NO.	NAME OF JUROR / GUEST SPEAKER	SUBJECT	TOPIC	DATE
	Fifth Year B.Arch.			
37	Ar. Abhijit Kothari	Architectural Design Project	Jury at Conceptual Stage	
38	Ar. Sahantanu Avtade			
39	Ar. Vaishali Patil	Architectural Design Project	Jury at 90% scheme completion organized for advanced learners	
40	Ar. Deep Bhagwat			
41	Ar. Datt Badhe			
42	Ar. Abhisek Chakraborty			
43	Ar. Akankasha			
44	Er. Anil Kadbhane	Architectural Design Project	Expert Lecture on Services	
45	Er. Shailesh Kulkarni	Architectural Design Project	Expert lecture on HVAC	
46	Anil Patil	Architectural Design Project	Expert lecture on fire-fighting	
47	Ar. Nandan Malani	Architectural Design Project	Expert lecture on Landscape Architecture	

Architectural Design II

Course objectives

In the third semester, the intention is to understand architectural design as a process of **generating design brief and take design decisions** for designing **residential spaces** for single/multiple family based on the various aspects such as **socio-cultural influences, aesthetical implications, functional requirements and anthropometric considerations**. It is important to learn the impact of **geographical location** and **climate** on architectural design and choose suitable **building materials** based on their expression as well as choose **construction technology** understanding its scope and limitation for desired form and space. It is expected that students understand basic building services for their spatial and structural implications. Students should be able to respond to **site forces**, and address **universal design parameters** as they take inspiration from **precedent studies** through observation, analysis.

Exercises Devised

Major Project

A **residence for an artist** with his/her studio space with area 300 - 500 sq.m. The studio developed on learning from **precedent studies** of master architects residential works and at least 15 different **geographical locations** for sites through series of assignments

- **Learning from master architects:**
  Studied master architect like Frank Lloyd Write, Le Corbusier, BV Doshi, Charles Chorea, Ricardo Legorreta, Richard Meyer, Geoffrey Bawa to understand their philosophy and residence design approach under aspects like climatic and site response, aesthetics, volumetric compositions, sectional play.
- **Model making of case study of master's residence project:**
  Made models of distinguished residential project to explain massing and volumetric compositions, details of facades - fenestrations along with site context.
- **Participatory seminar for case study presentation:**
  Presented case study through **analytical drawings** and **detailed models** to decode elements of architecture like staircase, courtyards, skylights, double helght spaces, arcades, columns, verandahs, indoor-outdoor connections explored innovatively by the masters
- **Understanding of architectural components and their innovative use:**

Developed a matrix of architectural elements as a design thinking tool from case study presentations to develop a design language that was made applicable to architectural design for residence.

- **Sites of the master architect's case study projects as design sites:**
  Understood the importance of site specific design approach and could develop design solutions for the sites with a rigorous site analysis and awareness of the geographical context.
- **User centric design**
  Artist profile and persona building was done individually to understand the importance of user needs and provide relevant solutions

Minor Project

A time bound - short term project focused specifically on the idea of geometric solids as architectural spaces with 3D exploration of volumes, massing, spaces. The 3D to 2D design process for architectural design was explored.

3D geometric compositions

Developed 3D compositions of maximum two colliding geometric solids exploring basic design principles and properties of chosen solids.

Spatial meaning

Discovered a spatial value of 3D composition by introducing human scale in the composition and in response to particular attributes implied by the geometric solids.

Site and design programme

Developed a storyline suitable to the 3D composition and converted into a design programme which varied from meditation space to café or library and located it in a suitable site context.

Architectural Design II

Major Project:

We chose the design iteration process of **3D exploration with volumes and massing** and established a relationship between **aesthetics and functional components** of the architectural **design approach** from the master's work. The learning and inferring happened through lectures, participatory case study seminar and studio discussions. Further the students designed a residence on the same site as of the case study. Diverse artist profiles were developed by students as users of the residence. The process of design response through site analysis and design philosophy Incorporating at least 15 real sites with varying contexts helped develop design solutions that are site specific and user centric.

Different pedagogies adopted to achieve the desired outcome are

Hands-on workshop based Model making of case study

- Improved visualisation of architectural spaces and human scale
- Importance of the Case Studies in a Design Process
- Better co-relation of 2D architectural drawings and their 3D manifestation.
- Identify different elements of architecture.
- Explored innovative use of different elements of architecture and their relevance.
- Understand scale and proportion of different spaces and impact it creates.

Participatory seminar to present learning from model based case study

- Analysing the Project Information i.e. collected data in a descriptive, photography, & drawing formats
- Prioritizing the data, sequencing of the findings, effective presentation of the case studies results
- Relevant explanation of design process of master architects
- Understand design thinking approach through detailed investigation
- Learn from 20 different case studies to enrich their design vocabulary

Matrix of elements of design

- Use systematic tools such as matrix of ideas for design thinking
- Ensuring innovative use of each element of architecture through tabular representation of ideas learnt from precedent studies

Sites in varied geographical context

- Freedom to choose site ensuring interesting outcome
- Peer learning during juries and internal discussions
- Exchange of ideas for varied climatic response to sites
- Challenge existing site response and develop their own solutions

Personalisation through user profile

- Active engagement of students in design process

- Exposure to approach adopted in profession at project inception stage
- Importance of understanding user specific needs

Intermittent Jury

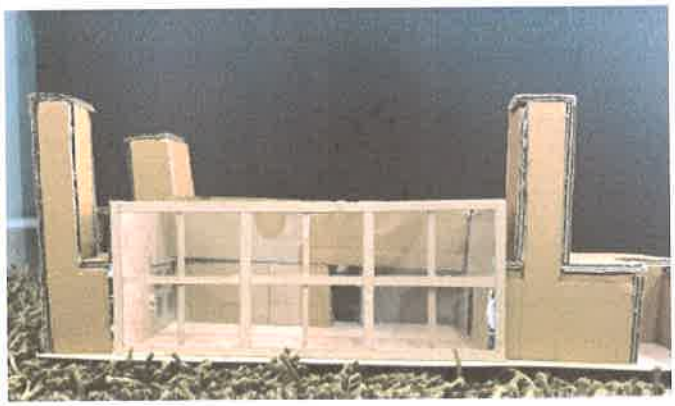
- Different perspective on their design approach
- Feedback at various stages of their design
- Presenting thoughts, ideas and concepts cohesively at each stage of design

Key learnings of the design process followed for Major project

- Re-interpret various **sources for inspiration** from precedent studies for architectural design process
- Decoding the design philosophy and **elements of architecture** form the master architects' work
- Developing the **concept** / design philosophy based on **user, site, context** as driving force in design
- Design response through **site analysis** and **geographical and climatic** considerations
- **User centric** design approach
- Formulating **'core idea'** which embodies the salient characteristics of design
- Investigating **spatial characteristics** of residential architecture.

The Seminar has helped to cover various critical aspects of doing good quality Case Studies – Design Analysis, Decoding the Design Concept, Usefulness of Model Making, Panel Design, Presenting the Case Study, etc. Higher level understanding and learning happened when students presented their Designs to the Juror (Intermediate and final jury); as well as learned from seeing and discussing each other's Design Projects.

Model of Falling waters by FLW,



Model of Korman House by Louis Kahn

Model of house Adrenaline by Ricardo Legoretta

Minor Project:

For the eskee project we chose a design **iteration process of 3D exploration** with volumes and massing. In a model based studio exploration students established a relationship between **3D massing and space planning from 3D design composition** for architectural design development process. The idea was to apply basic design sensibilities as a source for inspiration for architectural design. Students developed **storyline and specified spatial qualities** for a 3D composition to develop architectural design where each project was a different brief resulting from the attributes of geometric solids and their 3D compositions. The process followed ensured the key learnings were achieved.

Process of 3D to 2D

- Appreciate the importance of 3D massing and volumetric compositions in Architecture
- Manifest architectural spaces through creative process

Model making for spatial visualization

- Improved visualisation of architectural spaces and human scale
- Understand scale and proportion of different spaces and impact it creates.

Varied design briefs

- Comprehend the impact of solid geometry in space making
- Understand the attributes of geometric solids in architecture
- Delegate spatial values suitable to characters of a space

Storyline development and designating site

- Impart sense of ownership to their creative instincts
- Abillty to convert radical design ideas into workable plans
- Create curiosity through different approaches to arrive at architectural solutions

The process has helped to explore different approaches to architectural design. It underlined the importance of the volumetric design thinking process. Understanding and learning about 3D geometric solids, their attributes and meaning they could attach to the spaces happened during the process.

Learning outcome

At the end of the course, after completing a major project, the students were **equipped to take design decisions** all appropriate by choosing various design processes such as **matrix of ideas, user profile, massing exercises, and learning from precedent studies, site and contextual response** and develop architectural design solutions for a residential project.

In addition, after completing minor project the students are **equipped to take design decisions through a form and massing based design process** and demonstrate the relevance of volumetric compositions in space making. They could apply basic design sensibilities to the architectural design process.

The students represented **identification of core design aspects**, formulation of design language and design development, and the final design outcome through architectural drawings along with appropriate details of construction. The student developed the design through a series of models made at various stages. This has enabled students to develop the **visualisation ability**, relating to **volumetric compositions** in reference to **human scale**. This is an innovative approach to make students learn the **basic concepts of architecture** at the second year stage.

Architectural Design III

Course objectives

In the fourth semester, the intention is to understand architectural design as a process of **generating design brief and take design decisions** for **multicellular and multi-level spaces for public use** based on the various aspects such as **socio-cultural influences, aesthetical implications, functional requirements and anthropometric considerations**. It is important to learn the impact of **geographical location** and **climate** on architectural design and choose suitable **building materials** based on their expression as well as choose **construction technology** understanding its scope and limitation for desired form, space. It is expected that students understand basic building services for their spatial and structural implications. Students should be able to respond to **site forces**, address **universal design parameters** as they take inspiration from **precedent studies** through observation, analysis.

Exercises Devised

Major Project:

Introduced the **concept of site planning** for an architectural institute in Vadodara to house a variety of **core activities like** classrooms, studios, jury spaces and **allied activities** library, computer lab, workshops exemplifying relation between **built, open, and transition spaces.**

Real time competition project:

Participated in a national **level design competition** floated by '*archmello*' as a semester-long studio project. Scale of the project was complex for second year students; however, the design programme was simple and repetitive, suitable for multicellular school typology.

Case study seminar:

Discussed design approach, architectural expression and design of transition spaces for 10 different architectural institutes in different geographical contexts in a seminar. Students enlisted various approaches adopted for transition and connecting spaces.

Live case study through personal experience:

Students were end users of an architectural institute. Developed concepts based on their needs. They analysed their own user behaviour in difference spaces to generate ideas for transition spaces.

Case study of previous competition entries:

Analysed previous completion entries for architectural institute. Reviewed and discussed different concepts and design approaches adopted.

Massing models:

A series of block models were made at all stages for conceptualisation, massing blocks, transition spaces and final detailed model.

Shortlisting Jury:

An invited jury panel shortlisted 15 students' designs that could be processed further to be sent as competition entry.

Workshop of presentation techniques for competition:

Guest lecture explained smarter ways of illustrating design concepts in minimum space through use of composition techniques, emphasising design highlights, colour schemes and font styles.

Minor Project:

Settlement study tour:

At Janori village with population of 7,626 - a small trader's community village exemplifying rich and highly ornate traditional vernacular construction systems in timber and bricks. Students studied the settlement, understood local material, and construction techniques.

Detailed documentation portfolio:

Architectural measured drawings of houses and street interface were produced. Structural constructional details, non-structural details such as timber door, windows, frames, railings, carvings and motifs were documented.

Need based Architectural solutions:

Spent 2-3 days in the settlement and understood the local lifestyle, activity pattern of people in the community and arrived at architectural solutions as needed by them.

Live project of temple and community gathering hall:

Devised architectural solutions that are contemporary in expression and adhered to vernacular learnings.

Architectural Design III

The SPPU University syllabus guides about the typology based functional complexity and scale of architectural projects to be dealt with in design studios in each semester. This is indicative of the progression in learning design skills for simple spaces in semester I to complex spatial programmes in semester X. For the fourth semester, the functional complexity was increased to institutional typology to design campus for architecture school.

Major Project

Participation in real time national level competition project:

- Challenged their capacity with increased scale of the project for second year level
- Strictly followed deadlines and submission schedule
- Working at **various scales** simultaneously - from **designing in detail** for classroom layouts and their light ventilation conditions to macro level **site planning, landscape, indoor-outdoor spaces**

Case study seminar:

- Understood nature and design of transition spaces
- Deciphered importance of connecting spaces as important part of institutional campus
- Decoded inter-relation of different spaces and their connections.
- Explored the nature, design and expression of informal learning spaces – transitions spaces
- Interactive exchange between students and faculty about designing transition spaces as a core concept on Institutional typology.
- Developed a reference of transition space to be made applicable.

Live case study though personal experience:

- Analysed spatial needs for architectural institute from their own student life experience.
- Real-time learning progression through user centric need based approach.
- Active engagement of students in design development to devise solution to their own problems/needs

Hands on model making:

- Developed a series of models to understand interrelation of different spaces
  Experimented creative massing compositions
- Comprehend the importance of built and unbuilt spaces.
- Design process was made easier through repetitive block massing
- Explored 3D compositions as driver for devising design solutions

Shortlisting jury:

- Competitive spirit amongst students to excel to qualify to participate in the competition.
- Different perspective on their design approach
- Feedback at various stages of their design
- Presenting thoughts, ideas and concepts cohesively at each stage of design

Vertical and horizontal peer learning to prepare for competition entry

- Participated as team of 3-4 students with **vertical mix** of students from second to final year
- Completed the competition entry in the required format with needed software skills help from senior students.
- Developed software skills for presentation sketchup, lumion, photoshop understood.
- Each team was a mix of advanced learners and slow learners from second year batch who pushed boundaries is their own way to excel for a real time project deadline and standards for national level competition,

Presentation skills workshop:

- Learnt presentation techniques to effectively communicate design ideas
- Explored international standards of competition entry sheet composition techniques.
- Applied the learning to produce an effective participation sheet
- Presented their design as a storyboard with relevant graphical nuances, colour scheme, fonts, and proportions of a contents

Key learnings of the design process followed for Major project

- Decoding the transition spaces as an important **component of institutional architecture** form case study.
- Developing the **concept** / design philosophy based on **user centric needs** as driving force in design
- Design response through **personal experience and user behaviour analysis.**
- Formulating **'core idea'** relating the building typology and develop the salient characteristics of design around the same
- Investigating **spatial characteristics** of institutional architecture.

Minor Project

Settlement study tour

- Exposed to **traditional construction systems** in timber and joinery
- Learnt the **influence of socio-economic factors** on development of a settlement and expression of vernacular architecture
- Understood **material characteristics** and relative technological innovations
- Could **understand user needs** from an architectural perspective.

Detailed documentation portfolio:

- Learnt various **survey techniques** like plane table survey,
- Explored **documentation techniques** effective information gathering like **photography, measurements, sketching**
- Discovered **presentation techniques** to communicate information gathered on site
- Developed **skill set on software** like autocad, sketchup for effective representation.

Live project of Temple and community gathering hall:

- Developed their design language from **local traditional vernacular construction systems and evolved it for contemporary interpretation**.

- Students will be presenting their design proposals to the local community. Since the project was to be presented to laymen, students had to **explore innovative presentation techniques** to communicate their design ideas.

Learning outcome of the Design Studio

At the end of the course, after completing a major project, the students were **equipped to take all appropriate design decisions** by responding to user **needs, developing correlation between different spaces and their connections, massing exercises**, and learning from precedent studies, and developing architectural design solutions for institutional project.

In addition, after completing minor project the students are **equipped to take design decisions based on learning from studies of traditional vernacular architecture and** demonstrate the relevance of the same in contemporary expression.

The students represented **identification of core design aspects**, formulation of design language and design development, and the final design outcome through architectural drawings along with appropriate details of construction. The competition participation enabled **peer group learning** as an innovative technique to **hone the skills** and the **desire to perform beyond** the prescribed framework.

ARCHITECTURAL DESIGN IV

COURSE OBJECTIVE:

To understand Architectural Design as a process of generating design brief and taking design decisions based on the following aspects:

- **Socio-Cultural Aspects**: To introduce students to socio-cultural aspects like lifestyle, culture, traditions, and their effect on architectural design etc.
- **Aesthetics**: To understand the Aesthetic aspects of Design (visual and experiential) along with spatial attributes (scale and proportions, volume, texture, light and shadows, etc.) and formal characteristics. (profile, base, corner, termination).
- **Anthropometry & Function**: To address functional aspects of design (activity, use of space, adequacy and efficiency of space for a particular activity, essential adjacencies of spaces, ease and efficiency of circulation, light, ventilation, user-space relationship, vertical connections)
- **Climate**: To understand the Climatic aspects that have a bearing on architectural design and address climatic concerns like adequate light, ventilation, protection from rain, insulation, shading, heat gain, through passive strategies.
- **Building Material and Construction Technology**: To study relevance of various building materials to a project, to get introduced to various expressions of a building material, to introduce a student to the construction technologies relevant to the building materials chosen, to understand the scope and limitations of a building technique to achieve the desired form and space.
- **Building Services**: To understand the spatial and structural implications of basic services involved in building design.
- **Site**: To understand the site and its context, both immediate and wider, in order to enable students to make decisions of zoning, circulation within site, distribution of built and open spaces, activity relationships and adjacencies, and views.
- **Universal Design**: To understand the concept and principles of universal design.
- **Precedent Studies**: To introduce the students to learn from case, referral, live studies - process of observation, analysis, documentation and deriving inferences.

Major Project:

To achieve the above course objectives, a campus project was introduced to design as a **Wellness Centre.** Campus planning enables the students to apply the socio-cultural aspects, establishing horizontal connections between spaces of different functions, incorporating all the necessary building services and making the campus a cohesive design.

The wellness center was proposed at Pachmarhi, Kerala, Himachal Pradesh & Kashid Beach. The initiative of proposing a Wellness Centre at four different locations across India, gave an avenue to students to make their designs climate responsive and understand the usage of the local building materials and construction technology. The design was also expected to be visually appealing and as per the standards of Universal Design.

Minor project:

A minor design problem of the **Skill Development Centre** at Nashik was introduced. This was a time bound (Esquee) design problem which was to be completed in 12 hours (6 hours per day). Time bound problems help the students to make quick design decisions, it enables them to speed up the thinking process of design but also apply the various aspects of design like socio-cultural, aesthetics, function, climate, etc. in the designs.

Architectural Design V

In the third semester of 2nd year, students learn about simple multifunctional spaces, primarily residential. In the fourth semester, they tackle more complex multi-unit structures.

Major Project:

For the campus **design project**, a **Wellness Center** was proposed to be designed; it explored the complex multi use spaces and their functions. The project also emphasized on a large scale in comparison to the previous semester design, while introducing students to **contour sites**. The design requirements for this project were derived from a user analysis conducted during a live case study visit supported by book case studies and data collection . This wellness center embodies Indian values of hospitality and promotes healthy living through ancient wellness and health practices.

A) Live Case Study based Approach

i) 1st Case Study -Yog Vidya Dham

- Case study of Yog Vidya Dham, was conducted to understand the **spaces and process** of treatment
- The design requirements for this project were derived from a user analysis conducted during a case study.
- During the case study visit to Yog Vidya Dham, students were given a **guided tour** of the entire campus,
- The students learned about the various treatments offered to improve the wellbeing of the clients/patients.
- The head of the center, a yoga expert with 35 years of experience at the center, delivered an **expert talk** on the significance of wellness in human life and various treatments to improvise the wellbeing.

ii) 2nd Case Study - Wellness resort

- The Subject of architectural design is integrated with subject of **Landscape architecture**.
- To practice this integration, students were taken to second case study of landscape campus at Wellness resort
- The built and unbuilt spaces of the wellness center were studied by students.
- The connections between road networks, pause points and the pedestrian networks were studied in detail.

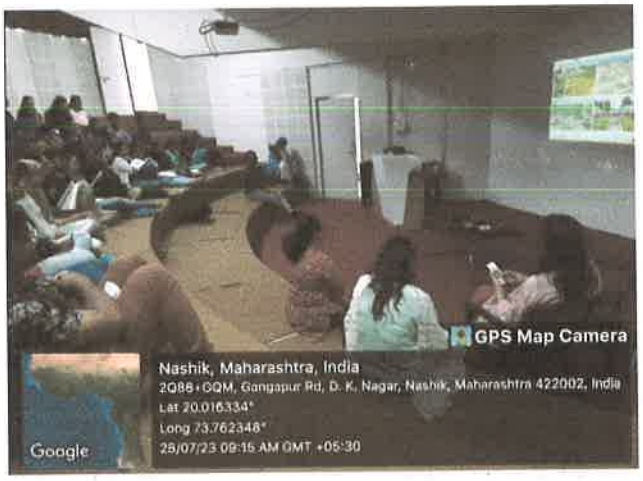
iii) 3rd Case Study - Nature resort

- The third case study was conducted on a **contour** site with moderate and steep slops.
- This allowed students to explore and understand the creation of various spaces at different levels in response to the site's contours.

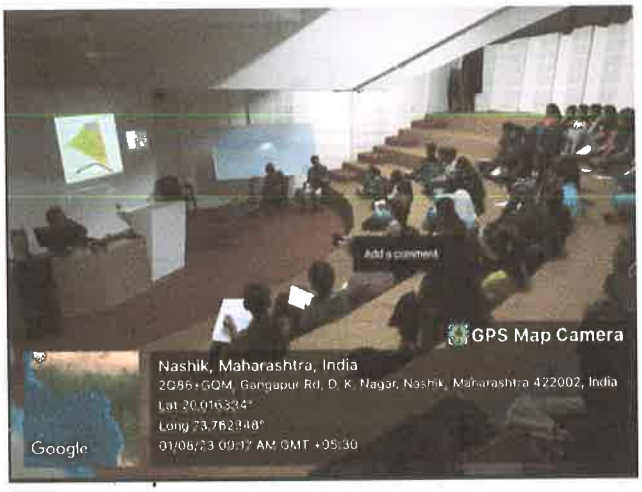
Live Case Study of students

B) Knowledge enhancement - Guest lecture

- To enrich the learning experience, expert **guest speakers** talk were organized in online and offline mode
- These esteemed professionals delivered talks on specific topics of wellness center, facilitating easy comprehension for the students.
- The **1st expert talk** was delivered by the head of the center, at the Yog Vidya Dham on the **significance of wellness** in human life and various treatments to improvise the wellbeing.
- For the **2nd expert talk**, the guest speaker was invited on the online platform to share his valuable insights on **campus planning strategies, stressing upon the site services**.

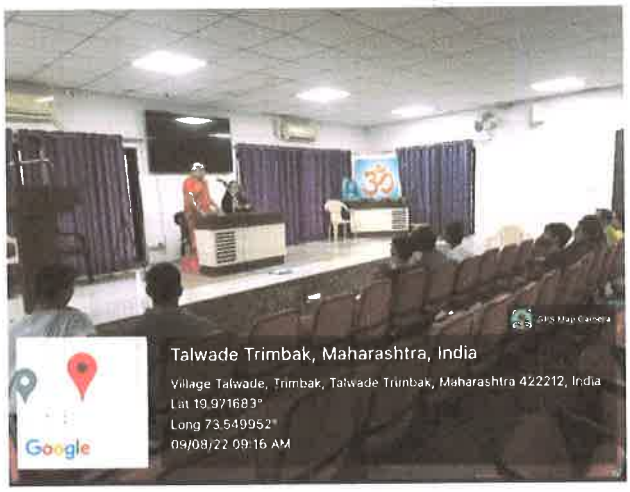


Online Guest Speaker



Online Guest Speaker

On site Guest Speaker



On site Guest Speaker

C) Varied Sites

MARATHA VIDYA PRASARAK SAMAJ'S

- The site proposal for the Wellness Centre encompassed **four distinct** locations in India: Pachmarhi, Kerala, Himachal Pradesh, and Kashid Beach; Raigad.
- This provided students with a unique opportunity to develop solutions tailored to the specific context of each site.
- To gain hands-on experience in handling contours, students made models of the site.
- Explored various design alternatives. Options included varied geometry iterations in response to site conditions, ultimately leading to appropriate design solutions.
- A contour site with an area of approximately 4.0 acres.
- The institute's **philosophy of learning by doing** was fully embraced in this model-making process.

D) Integration with other Subjects

- Integration with subjects like **landscape and building services** enabled the students to think and apply knowledge gained from these subjects.
- The integration of subjects enables the students to make design **decisions logically** with a holistic approach.

E) Intermediate Jury

- Throughout the learning process, regular juries by forming pairs of design team faculties were conducted to validate the students' progress.
- During these juries, students were expected to **incorporate suggestions** and enhance their design accordingly.
- The jurors provided guidance in creating a comprehensive drawing set that addressed various **aspects of coordination**, including landscape design, service integration, social and cultural considerations, aesthetics, functionality, building materials, construction technology and so on.

Jury discussions

Peer learning through intended group discussions

F) Guidance to the design process

- To ensure effective guidance and mentorship, in the design studio students are grouped in a **1:10 ratio**, with each design faculty member from the design team serving as their guide.
- Throughout the semester, students engage in discussions with their respective guides.
- Guides help students to monitor their progress and gain valuable insights in the form of varied design strategies integrating it with subjects like TOS, Building Services and Technology.
- Enables students to discuss within themselves and initiates good brainstorming.

Key learning of the design process followed for Major project

- The students' engagement in live case studies coupled with the **insights** shared by expert guest speakers, has fostered a dynamic and enriching learning environment.
- The case study of the wellness centers explored varied spaces and functions, circulation patterns emphasizing scale and complexity.
- The design requirements and circulation pattern, derived from meticulous user analysis done through live case studies, have enhanced the knowledge of space requirements and supportive functions to make the space efficient.
- The study of contour case study enabled the students to architecturally & technically give **solutions** to space.
- By the study of natural contours of the land, students were able to create designs that seamlessly integrated with the surrounding environment.
- Regular Jurles have ensured the students' progress aligns with the highest standards of coordination and design excellence.

Minor Project

A time bound minor design problem of the Community Centre at Solapur was introduced which was to be completed in 12 hours (6 hours per day). Students are given the brief and requirements three days in advance to conduct research, gather data, and present a comprehensive design solution within a specified time frame.

In time completion

- Students learn to **organize** themselves
- Students develop their **decision** making power
- Esquee aims to educate and train students in data collection, analysis, and drawing techniques to develop design proposals
- The quick iterations techniques along with concept development in stipulated time is enhanced
- The knowledge of **quick rendering** techniques is upgraded.
- A complete drawing portfolio as the design solution is submitted

Learning Outcome of the Design Studio

At the end of the course, after completing a major project, the students were equipped and provided an excellent opportunity for students to develop their skills in working with large-scale designs. The response of the students was to user needs, developing correlation between different spaces/ zones/ departments in respect to the circulation patterns, services and landscape, giving justice to functions of spaces and adopting appropriate planning strategies. The project allowed them to explore the unique challenges and opportunities presented by sites with varying topography.

In addition, after completing minor projects the students were equipped to make design decisions based on various learnings from the design studio and demonstrate the relevance of the same in contemporary expression.

In today's competitive world and working with deadlines, quick appropriate and logical thinking supported by an ability to do necessary quick research is experienced by students.

ARCHITECTURAL DESIGN V

COURSE OBJECTIVE:

To understand Architectural Design as a process of generating design brief and taking design decisions based on the following aspects:

- **Socio-Cultural Aspects**: To introduce students to socio-cultural aspects like lifestyle, culture, traditions, and their effect on architectural design etc.
- **Aesthetics**: To understand the Aesthetic aspects of Design (visual and experiential) along with spatial attributes (scale and proportions, volume, texture, light and shadows, etc.) and formal characteristics. (profile, base, corner, termination).
- **Anthropometry & Function**: To address functional aspects of design (activity, use of space, adequacy and efficiency of space for a particular activity, essential adjacencies of spaces, ease and efficiency of circulation, light, ventilation, user-space relationship, vertical connections)
- **Climate**: To understand the Climatic aspects, have a bearing on architectural design and address climatic concerns like adequate light, ventilation, protection from rain, insulation, shading, heat gain, through passive strategies.
- **Building Material and Construction Technology**: To study relevance of various building materials to a project, to get introduced to various expressions of a building material, to introduce a student to the construction technologies relevant to the building materials chosen, to understand the scope and limitations of a building technique to achieve the desired form and space.
- **Building Services**: To understand the spatial and structural implications of basic services involved in building design.
- **Site**: To understand the site and its context, both immediate and wider, in order to enable students to take decisions of zoning, circulation within site, distribution of built and open spaces, activity relationships and adjacencies, and views.
- **Universal Design**: To understand the concept and principles of universal design.
- **Precedent Studies**: To introduce the students to learn from case, referral, live studies - process of observation, analysis, documentation and deriving inferences.

Major Project:

To attain the above course objectives, the students design a high-rise structure of a **Luxury Hotel** at Kamothe Navi mumbai, Nashik, Ayodhya and Kevdiya. The initiavte of proposing a Luxury Hotel at four different locations across India, gave an avenue to students to make their designs climate responsive and understand the usage of the local building materials and construction technology. The project being a high-rise building makes it service oriented and enables the students to design on a compact site in an urban setting. Planning of a high-rise structure includes the application of socio-cultural aspects, establishing horizontal and vertical connections between spaces of different functions, incorporating all the necessary building services and making the building a cohesive design. The design was also expected to be visually appealing and to be as per the standards of Universal Design.

Minor Project:

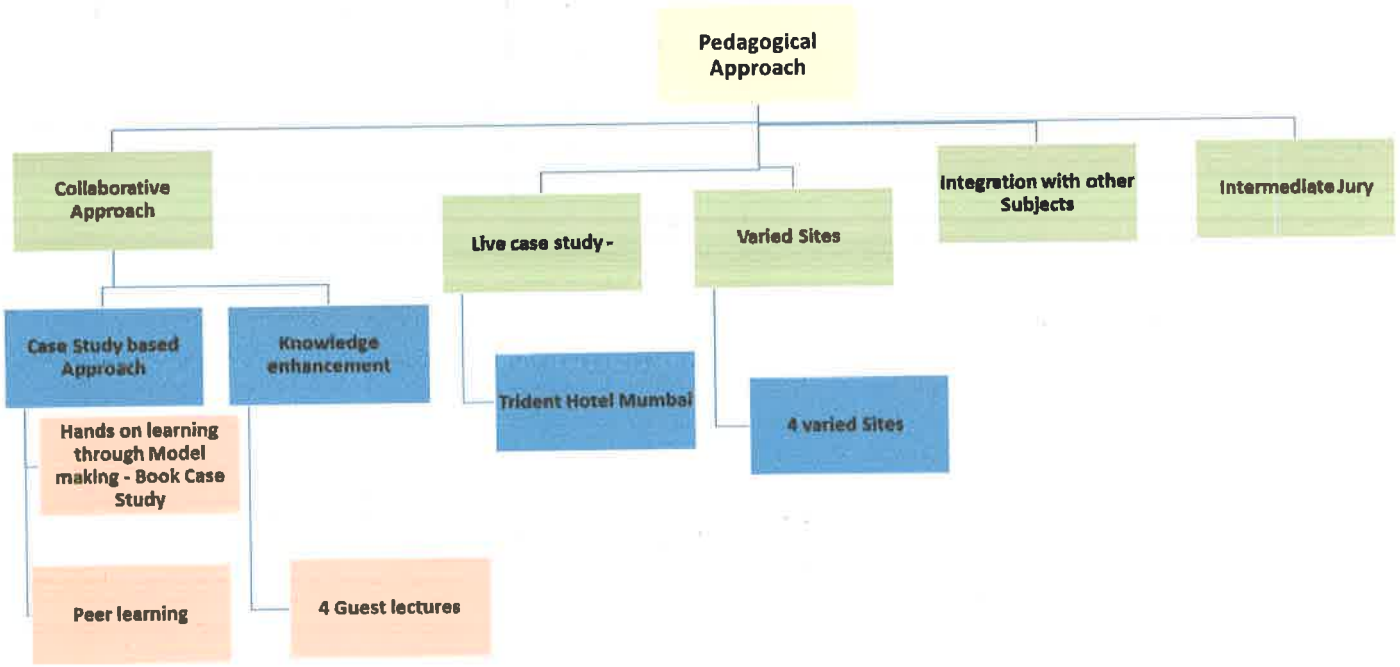
A minor design problem of the **Community Centre** at Solapur was introduced. This was a time bound assignment which was to be completed in 12 hours (6 hours per day). Time bound problems helps the students to speed up the thinking process of design but also apply the various aspects of design like socio-cultural, aesthetics, anthropometry & function, climate, building material & construction technology, building services, site, universal design etc. in their designs.

Architectural Design V

Major Project:

Progression in the architectural design 5 studio of third year is seen from earlier design studio in respect to spaces that are designed vertically to fulfill the requirements of space in an urban context, a well designed high rise structure as the result of a well thought out structural system along with services and appropriate response to site.

The student designed a highrise Hotel building. The project was proposed for the site area of 3.5 acres approximately in an urban setting.



A) Collaborative Approach

- The approach to this design project was centered around exploring different avenues of knowledge acquisition.
- As part of this endeavor, a collaboration titled **"Decoding Highrise"** was conducted between our **institute and an architecture institute from another state.**
- This collaboration involved 40 students from the other institute visiting our campus and working alongside 80 of our own students, resulting in a total of 120 participants.
- The students were divided into 12 groups, each consisting of 10 students
- The activity planned was based on case studies which were planned prior in consent with the design teams from both institute and guest lectures were arranged to enhance the understanding of finer aspects regarding design of highrise structures

1) Case Study based Approach

i) Hands on learning through Model making - Book Case Study

ii) Peer learning

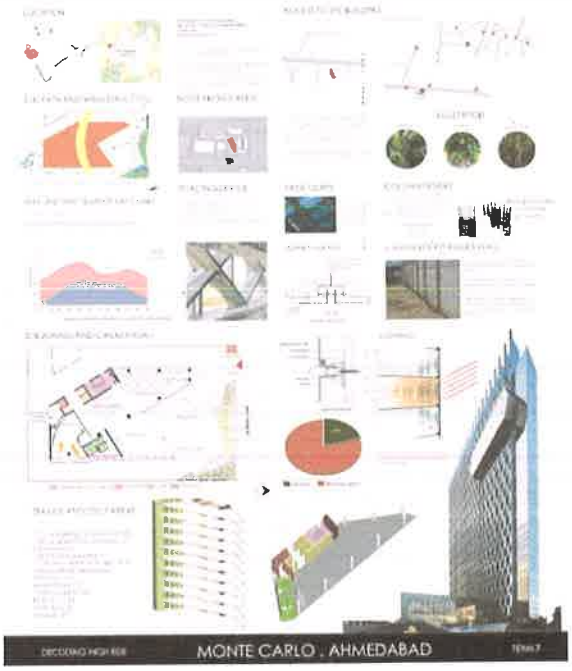
2) Knowledge enhancement - Guest lecture

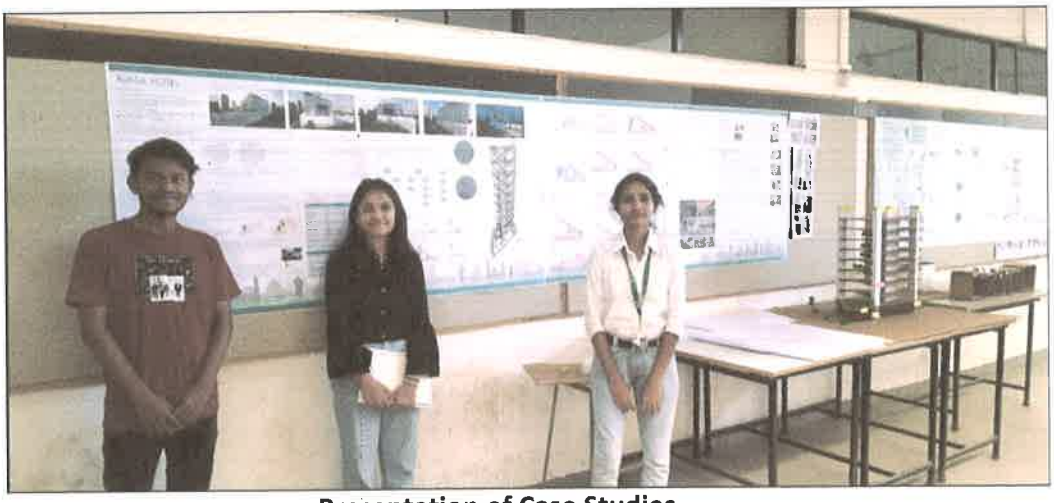
1) Case Study based Approach

i) Hands on learning through Model making - Book Case Study

- 12 number of book case studies for high rise were done, specifically based on Hospitality services - 1 case study per group
- It enabled the student to categorize the users of a hotel building.
- It equipped students with classification of various categories of hotels from the hospitality industry and regulations for the same were studied.
- Enabled the students to refer to National building code, Neuferts Standards, time savers for data collection.
- It facilitated the students to understand the user analysis/ zoning, based on multi-use multifunctional spaces.
- The design requirements for hotel design were derived from a thorough user analysis and circulation patterns.
- The study enabled the students to understand the importance of categorizing the spaces / zones
- The study highlighted various aspects such as form, construction, materials, design theme, climate, social structure, culture, architectural typology, construction technology, urban fabric and so on.
- The complexity of the case studies was addressed by creating hands-on models.
- The students diligently constructed models of the site and structures, material explorations to enhance their model-making skills.

- In some instances, the models provided a detailed study of geometry, composition, and facade details.
- Additionally, the students created open models that included service ducts and service floors.
- Together, they worked on decoding the services, structural systems of highrise structures with the help of drawings for in-depth analysis.
- Model making exercise gave a hands-on experience aligning with the institute's philosophy of learning by doing.





Presentation of Case Studies

ii) Peer Learning

- Peer learning helps students to better communicate with each other
- It enhances the perceptions of students
- Peer learning strengthens the students visualization power
- Students share skill sets with each other
- It enhanced the presentation techniques

Peer Learning

2) Knowledge enhancement - 4 Guest lectures

- To enrich the learning experience, four expert guest speakers were invited to participate in the collaboration program.
- These esteemed professionals delivered talks on focused subjects, facilitating easy comprehension for the students.
- An International architect guest speaker was invited to share his valuable insights on high-rise hotel planning strategies, along with the structural planning and rule of thumb to be considered for designing a hotel building.
- The 2nd guest speaker discussed the process of concept generation based on response to context, response to climate, to users, to functions, to form and so on.
- The 3rd guest speaker presented a case study on high-rise buildings, focusing on services and structural systems further enriching the students' knowledge.
- The 4th guest speaker presented a sustainable hotel case study, the green initiatives that helped the structure to be energy efficient, the speaker elaborated on various strategies to be adopted for the same.

Guest lecture **Guest lecture**

B) Live case study - Trident Hotel Mumbai

The live case study visit was organized to the renowned five-star hotel, The Trident, Mumbai. As part of The Oberoi Group, Trident Hotels have earned a reputation for excellence, offering unparalleled quality and value.

- The live case study carried out at Trident, Mumbai helped to enrich students with on site user experience and better understand the stakeholders.
- Case study equipped the students with in-depth analysis, exploration, and understanding of an existing building.
- The design requirements for hotel project were derived from a thorough user analysis, circulation patterns conducted during the visit

Live case study - Trident Hotel Mumbai

C) Varied Sites

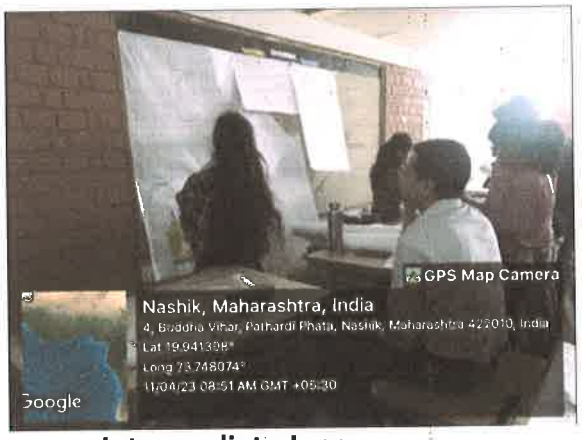
- 4 varied sites for the design of 5 star luxury hotels were introduced, which enabled the students to have variations in the approach to design.
- Exchange of ideas for varied climatic responses to the sites amongst the students was achievable.
- Peer learning through discussions.

D) Integration with other Subjects

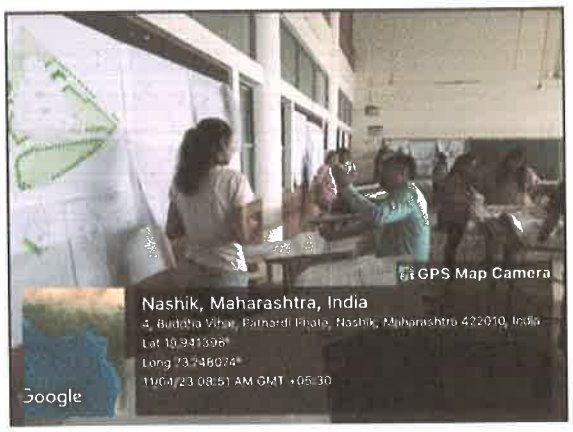
- Integration with Theory of structure subject (TOS), enables students to design highrise in respect to structural solution
- Students discuss their design with the TOS faculty team along with the design team.
- Integration with subjects like Building technology and building services enabled to provide a holistic approach
- Holistic approach to design solution with the integration of subjects enables the students to make design decisions logically.

E) Intermediate Jury

- Throughout the learning process, regular juries with pairing of design team faculties were conducted to validate the students' progress.
- During these juries, students were expected to incorporate suggestions and enhance their work accordingly.
- The jurors provided guidance in creating a comprehensive drawing set that addressed various aspects of coordination, including landscape design, service integration, social and cultural considerations, aesthetics, anthropology, functionality, building materials, construction technology and so on.



Intermediate Jury



Intermediate Jury

F) Guidance to the design process

- To ensure effective guidance and mentorship, in the design studio students are grouped in a 1:10 ratio, with each design faculty member from the design team serving as their guide.
- Throughout the semester, students engage in discussions with their respective guides.
- Guides help students to monitor their progress and gain valuable insights in the form of varied design strategies integrating it with subjects like TOS, Building Services and Technology.
- Enables students to discuss within themselves and initiates good brainstorming.

Key Learnings from the design process followed for Major project

- The students' engagement in hands-on model making, coupled with the insights shared by expert guest speakers, has fostered a dynamic and enriching learning environment.
- The case study on a 5-star hotel project explores complex spaces and functions, circulation patterns emphasizing scale and complexity.
- The design requirements, derived from meticulous user analysis done through 12 case studies and a visit to The Trident, have enhanced the knowledge of space requirements and supportive functions to make the space efficient.
- Regular juries have ensured the students' progress aligns with the highest standards of coordination and design excellence.

Minor Project

A time bound minor design problem of the Community Centre at Solapur was introduced which was to be completed in 12 hours (6 hours per day).

In time completion

- Students learn to organize themselves
- Students develop their decision making power
- The quick iterations techniques along with concept development in stipulated time is enhanced
- The knowledge of quick rendering techniques is upgraded.
- A complete drawing portfolio as the design solution is submitted

Learning Outcomes of the Design Studio

At the end of the course, after completing a major project, the students were equipped to make all appropriate design decisions. The response of the students was to user needs, developing correlation between different spaces/ zones/ departments in respect to the circulation patterns, services and structural systems, giving justice to functions of spaces and adopting appropriate planning strategies. The progression in architectural design solution is evident through the vertical spatial solutions tailored for urban contexts.

In additlon, after completing minor project the students were equipped to make design decisions based on various learnings from design studio and demonstrate the relevance of the same in contemporary expression.

In today's competitive world and working with deadlines, quick appropriate and logical thinking supported by an ability to do necessary quick research is experienced by students.

ARCHITECTURAL DESIGN-VI

- In Architectural Design-6 curriculum students are exposed to understanding, analysis of principles of multifunctional built, complex building design in urban context.
- Introduction, study and analysis of Housing projects with respect to precedent studies. Social, cultural aspect, Economy typology, site, material and Construction technology, building services and traffic & vehicular circulations are considered while designing complex housing spaces In terms of Area, User group, Typology, Function with emphasis on Population density and demand .
- Climate of region , Social economy, Structure & material advancement , urban fabric and any other issues in context with proposed site , are the requisites of study .
- This subject is integrated with Urban Studies-I subjects for the purpose of Survey, Data collection, Issues identification, Analysis & Processing, for the conclusion of requisite design proposal

PROBLEM STATEMENT

How does housing play an important factor to accommodate today's urban housing need? its impact on surroundings and on the Trimbak town?

THE PROCESS

- Architectural design- 6 studio – As a part of pedagogy, the two different sites were given to the students with different context-
- To know get to know different aspects in variable site,
- To learn different approaches in low rise, midrise and high rise building typologies
- To get knowledge about need, function, area, services and user of the variable site in different contexts.
- Out of two variable site location- the process of the site located near Trimbak as follows-

DESIGN BRIEF

Residential spaces play an important role in the success of any town and its inhabitants. Mass Housing is the necessity to accommodate today's housing need considering rapid growth for the future.

The major emphasis of this project was on the context of Trimbak Town, its culture and community. This was done by designing a space that will have the elements to bring a community together by embracing the culture and the history in the area, as well as giving the town the adequate amenities it needs to be successful. By doing this, the community will have the right ingredients to get outside and enjoy multifunctional spaces nearby, instead of travelling in their vehicles outside of the town, also providing rental space for visitors like studio apartments for catering short duration housing needs.

MASS HOUSING PROJECT AT TRIMBAK and NASHIK

Project Based on Mass housing, with emphasis on contextual development - planning & relationship of built and un-built spaces, circulation, Function, movement pattern, activity pattern, parking, architectural character and image of the town.

Along with the major objectives mentioned in the syllabus to cover the aspect of housing spaces, area, user group, typology function etc.. There were other aspects which were also included in the design studio process.

DESIGN APPROACH & METHODOLOGY

- Research on the history and culture of Trimbak town and Gangapur road, Nashik.
- Site analysis & site surrounding.
- Existing condition & SWOT analysis
- Urban needs & Traffic - transportation
- Case studies – Mass housing
- Conceptual development
- Zoning with respects to context
- Design Process- single line, double line, intermediate Jury by practising Architect
- Project proposal- final drawings
- Detailing- Parking-stilts/podium/basement, landscape & services
- Models – Process models

LEARNING OUTCOME OF THE DESIGN STUDIO

- Students are able to design complex housing spaces and buildings in terms of area, user group, typology, function etc, with emphasis on scale or complexity of the project.

- Student are now able to analyse housing in urban context, preferably in a different socio-cultural-economic setting by knowing different terms like density, climate, social structure, culture, architectural typology, construction technology, urban fabric, economy, services, traffic movement, etc. or any other issues which need to be considered for envisaging a design project in totality.

- The students are able to develop a building design program from not only client's or user's requirements but also in response to context specific factors like socio- economic, socio-cultural, environmental etc.

- The students are able to develop a design philosophy/narrative as a thought process in design and be able to deal with the complexity of the projects that may be based on the current needs of the city and / or context responding to aspects like heritage and conservation, landscape and ecology, image, and identity, etc.

- The students are able to analyse activities around the buildings within the housing projects/ neighbourhoods in relation with built form and open spaces, elements of landscape, pedestrian and vehicular movement and segregation, etc.

- The students are now understanding the relationship between various typologies of units, their combinations, clustering, and resultant buildings with respect to privacy, socio-cultural needs, built-form configuration, structural/ service efficiency, density, topography, climate, etc. also buildings integrating functions, structural system and services and understand its resultant effect on visual form / architectural character of building.

Site Visit- Mass housing project at Trimbak

- The students of 4th year B . Arch along with design faculties from the institute visited site at Trimbak as a part of site and surrounding analysis.
- Actual study of contours, activity mapping, identifying issues, SWOT analysis, etc...
- Trimbak town context study and analysis

SITE LOCATION - TRIMBAK

STUDENT ON TRIMBAK SITE-MAPPING

TRIMBAK- RESIDANCE CONTEXT STUDY

TRIMBAK- CONTEXT STUDY- PATTERN

TRIMBAK- CONTEXT STUDY- NODE

TRIMBAK- CONTEXT STUDY- STREET

CASE STUDY- MASS HOUSING- PARKSYDE HOMES, ADGAON at NASHIK

- The students of 4th year B. Arch along with design faculties from the institute visited Parksyde homes, A residential mass housing project of 2 & 3 BHK (1496 tenements) as a part of live case study,

- In this the objective was to gain knowledge about the scale of project, built –unbuilt spaces, units and service core design, parking – vehicular network, structural system, amenities related with mass housing project.

- The Technical person- Site Engineer from developer had explained major components of the design project to the students including material specifications, services and economic aspects of the project.

PARKSYDE-ABOUT PODIUM | PARKSYDE-OPEN SPACE

PARKSYDE-STRUCTURAL DETAILS | PARKSYDE- MIVAN TECHNOLOGY

INTERMEDIATE EXTERNAL JURY-

As a part of the evaluation system an intermediate external jury was planned for the student. After completing stage of double line plan, to get feedback from the professional architect on design, so that student can incorporate the suggestion given by them in their designs

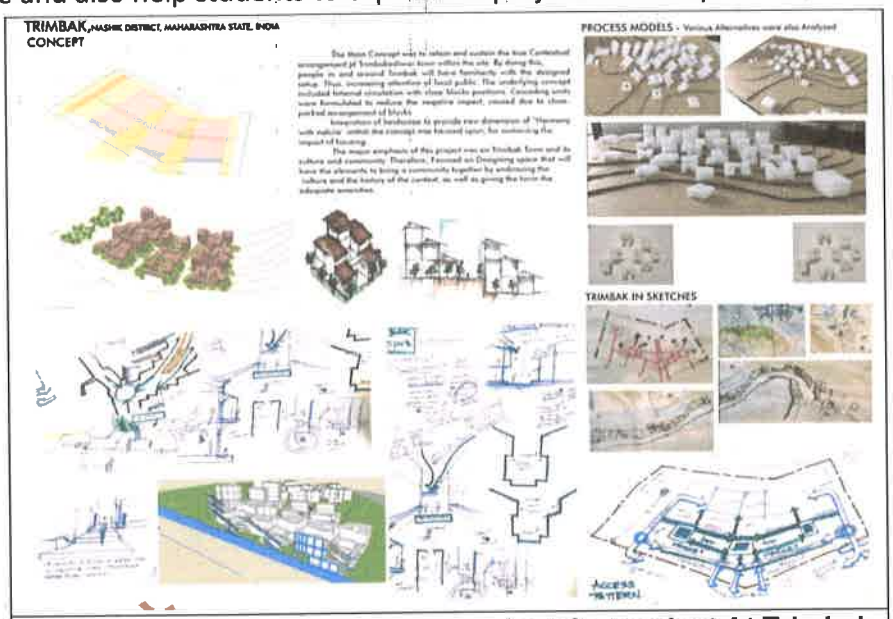
OBJECTIVES OF EXTERNAL JURY -

- The students received feedback on design from the professional Architects for the further improvements in design.
- Also assessment and evaluation of the work done according to stage of the design from the professional Architects.
- Student confidence in Communication and presentation skillset has improved.

INTERMIDIATE JURY- MASS HOUSING AT TRIMBAK

ARCHITECTURAL MODEL- As A part of Design Process

- The purpose of an architectural process model is to provide a structured framework for designing and developing scale, proportion and volumetric analysis.
- It guides students through phases like zoning, planning, design detailing, ensuring systematic and efficient progress while addressing various considerations such as functionality, performance, and scalability.
- This model making helps students to manage complexity, visualising 3 dimensional structure and also help students to explain the project in totality.



Architectural Process Model-Mass housing project At Trimbak

ARCHITECTURAL DESIGN-VI

COURSE OBJECTIVES

To develop Architectural programming of the entire project for **"housing"** including the process of generating a design brief, developing design iterations based on issues involved & taking design decisions based on the following aspects

- **Site Context Analysis:** To understand & apply the information of site, its location, topography, scale, context both immediate & wider, understand the potentials, challenges, future requirements of the site to take decisions about design brief.
- **Socio-Cultural & economic Aspects:** To evaluate socio-cultural aspects like lifestyle, cultural beliefs & practices, traditions, also economic hierarchy of society etc.
- **House Typology:** To evaluate various housing typologies so as to create a housing design by using the relevant explorations.
- **Traffic & vehicular movement:** To understand & apply ideas about networking, hierarchy of connectivity, pedestrian & vehicular movement within the site & surrounding area.
- **Building Material & Construction:** To study & analyse the relevance of various building materials & technologies to a project, to achieve the desired form & space.
- **Building Services:** To understand and apply the spatial structural implications of basic & advanced services involved in building design.
- **Aesthetics:** Along with the challenges of physical issues, students are also expected to create a spatial & visual language for their project.
- **Rules & Regulations:** To understand apply legislative aspects with reference to the housing context & setting of the project site

EXERCISE DEVISED

MASS HOUSING PROJECT AT TRIMBAK Project Based on Mass housing, with emphasis on urban context - planning & relationship of built &un-built spaces, parking, circulation, Function, movement pattern, activity pattern, architectural character etc.. also the aspect regarding context, Urban Housing need, Climate, Contour, Segregation of function & activities, Impact on surrounding, Space for Community need to be emphasised. The design process was broken down into 4 steps to enable the students to resolve a larger design brief.

- **First step** - Students were asked to do research on Housing by means of live & book case studies. After the comparative analysis formulate design requirements. Site were selected for the project in Trimbak town. Then Trimbak Site & site surrounding analysis had been presented by the students, which included mapping & analysis of land-use, physical social infrastructure, services, amenities along with SWOT analysis.
- **Second step** – students worked on Conceptual development, Zoning & contextual consideration in the design progression.
- **Third step** – students worked on a design Project proposal along with detailing, 3d views & Models.
- **Fourth stage** – final folio of design project.

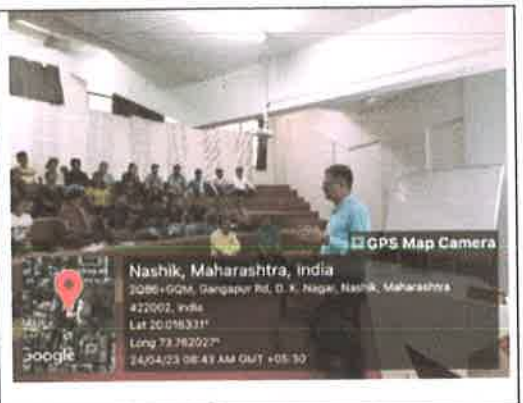
SITE & BUILT UP AREA

Project Site area - 2.59 hector located at Trimbak town & total built-up area were 13,000 sqm given for the housing project. Residential requirements 2 BHK- 30 nos (40 Sqm each), 1 & 1/2 BHK- 50 nos (75 Sqm each), 2 & 1/2 BHK- 30 nos (90 sqm), service Apartment-50 Nos(30 sqm each), with 400 sqm small commercial area along with amenities & services & landscape areas, facilities & parking of 170 cars & 290 two wheelers were given. Building rules & regulations as per Trimbak Municipality guidelines & Specifications & as per NBC.

GUEST LECTURE- AR. RAHUL LONDHE, NASHIK

- Main objective of the guest lecture to familiarise the students with the various planning aspects of services used in high rise buildings.
- The students of 4th year B. Arch attended a guest lecture by Ar. Rahul Londhe . He spoke on the various services` like drainage, grey water recycling, fire systems, electrical transformers. Overhead Water tanks their capacity and placement.
- The guest lecture was very beneficial to the students who could see the practical application of services they learn about in the classroom. The lecture fostered participatory learning.
- The outcome from the expert lecture, the students gained knowledge about the various planning aspects of services used in high rise buildings.

GUEST LECTURE - SERVICES



AR. RAHUL LONDHE- EXPLAINING

AR. RAHUL LONDHE-PRESENTING

AR. RAHUL LONDHE- DISCUSSION

INTERMEDIATE EXTERNAL JURY-

As a part of the evaluation system, an intermediate external jury was planned for the student.

- The students received feedback on design from the professional Architects for the further improvements in design.
- Also assessment and evaluation of the work done according to stage of the design from the professional Architects.
- Students' confidence in Communication and presentation skills has improved.

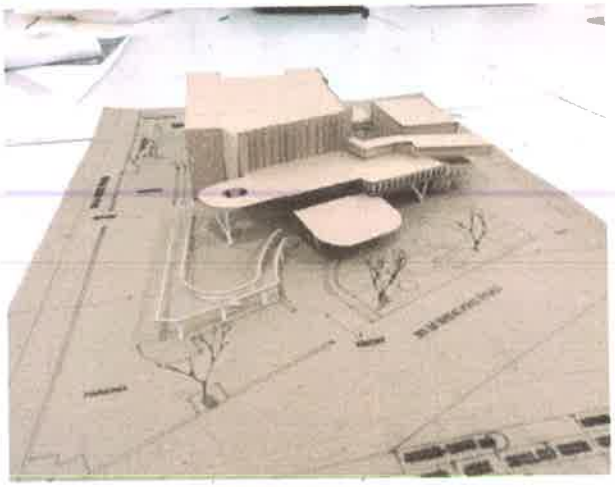
MARATHA VIDYA PRASARAK SAMAJ'S

INTERMIDIATE JURY- Mysore Convention centre

ARCHITECTURAL MODEL-

- The purpose of an architectural process model is to provide a structured framework for designing and developing scale, proportion and volumetric analysis.
- It guides students through phases like zoning, planning, design detailing, ensuring systematic and efficient progress while addressing various considerations such as functionality, performance, and scalability.
- This model making helps students to manage complexity, visualising 3 dimensional structure and also help students to explain the project in totality.

PHYSICAL MODEL



North-East View

South-East View

Main Entrance

ARCHITECTURAL MODEL- CONVENTION CENTRE PROCESS MODELS

ARCHITECTURAL DESIGN-VII

- In Architecture design-7 students are exposed to architectural interventions as a part of a process to understand complex issues of an urban context generating brief and taking design decisions based on precedent t studies.
- social cultural aspect, site, traffic and vehicular moments, material, construction technology, building services, form of a building, Aesthetics and Rules and Regulations in given region of study are to be researched.
- Design brief deals with understanding and analysis of location in urban context in different socio-cultural-economic settings, developments of design program and philosophy/narrative. Analysis of activities around the build form and open spaces, elements of landscapes with management of sites slope /Contours
- The design program focuses on understanding the relationship between multiple buildings to establish continuity of form, construction materials and "design theme" along with integrating functions.
- This subject is integrated with Urban studies-II subjects for the purpose of Survey, Data collection, Issues identification, Analysis & Processing, for the conclusion of requisite design proposal.

PROBLEM STATEMENT

How does the State Level Convention Centre play an important factor to accommodate today's urban housing need? its impact on surroundings and on the Mysore city?

THE PROCESS

- Architectural design- 7 studio – As a part of pedagogy, the four different sites and two different building typology were given to the students in Mysore.
  1. **Convention centre**
  2. **Institute of Information & Technology.**
- To learn different approaches and design processes of different building typology.
- To get knowledge about need, function, area, services and user etc... of the variable site with different building typology.
- Out of two variable building typology- the process of the convention centre at Mysore as follows-

DESIGN APPROACH & METHODOLOGY ADOPTED

- Research on history and culture of Mysore city.
- Case studies of Convention centre
- Site analysis & site surrounding.
- Existing condition & SWOT analysis
- Urban needs & Traffic - transportation
- Conceptual development & Zoning with respects to context
- Design Process- single line, double line, intermediate Jury by practising Architect
- Project proposal- final drawings
- Detailing- Parking-stilts/podium/basement, landscape & services
- Models – Process models

NAME OF PROJECT- CONVENTION CENTRE AT MYSORE

The project involves the design of a state convention centre that can cater to the needs of the state-level conferences, seminars, and other official events. The convention centre was proposed to be located in Mysore, Karnataka and is expected to be a landmark building in the city. Emphasis on contextual development - planning & relationship of built and unbuilt

spaces, circulation, Function, movement pattern, activity pattern, parking, architectural character and image of the town etc.

DESIGN BRIEF :

The state level convention centre at mysore should be a landmark building that reflects the rich cultural heritage of the city. The design should be innovative, functional and sustainable, meeting the diverse needs of the state level events while ensuring the safety and comfort of the visitors. The context plays a crucial role in the architectural design of a project. by designing the built and unbuilt spaces and understanding and responding to the context. The functional aspect should be emphasised by the students along with urban needs, sustainability, and cultural value. It should also contribute to the built environment and enhance the quality of life for the community.

MAJOR ASPECT CONSIDERED

- **Context-** Context is an important factor in the architectural design of a project as it influences the form, function, and character of the building. Context refers to the physical, cultural, social, and environmental conditions of the site, including its history, location, topography, climate, and surrounding buildings and infrastructure.
- **History and Culture -** The design of the building by considering local materials, techniques, and traditions. The building can also reflect the cultural values and identity of the community and serve as a landmark or symbol for the area.
- **Surrounding -** The surrounding buildings & infrastructure can play an important role in the design of the building by ensuring that it is compatible with the existing urban fabric and responds to the needs of the community. The building can also contribute to the streetscape & public realm by providing active frontages, pedestrian access, and public spaces.
- **Safety and Security** - The convention centre should have adequate safety and security measures in place, including fire safety systems, emergency exits. The design should also allow for easy movement of people in and out of the building.
- **Parking and Transportation** - The convention centre should have adequate parking facilities for both cars and two wheelers. The design should also allow for easy access to public transportation. Segregation of pedestrian and vehicular movement.
- **Landscaping (unbuilt spaces)** - Unbuilt spaces should be designed in harmony with the surrounding environment. The design should incorporate various landscaping/ urban spaces elements that enhance the overall ambiance and provide a welcoming environment for the visitors.
- **Sustainability and Energy Efficiency** - The convention centre should be designed to be energy-efficient, with the use of sustainable materials and renewable energy sources. The design should incorporate natural lighting and ventilation to reduce the need for artificial lighting and air conditioning

LEARNING OUTCOMES

- Students are able to design complex urban spaces and multiple buildings in terms of area, user group, typology, function etc, with emphasis on scale or complexity of the project.
- Students are now able to analyse location in urban context, preferably in a different socio-cultural-economic setting by knowing different terms like density, climate, social structure, culture, architectural typology, construction technology, urban fabric, economy, services, traffic movement, etc. or any other issues which need to be considered for envisaging a design project in totality.

- The students are able to develop a building design program from not only client's or user's requirements but also in response to context specific factors like socio- economic, socio-cultural, environmental etc.
- The students are able to develop a design philosophy/narrative as a thought process in design. And is able to deal with the complexity of the projects that may be based on the current needs of the city responding to aspects like heritage and conservation, landscape and ecology, image, and identity, etc.
- The students are able to analyse activities around the buildings within the projects/ neighbourhoods In relation with built form and open spaces, elements of landscape, pedestrian and vehicular movement and segregation, etc.
- The students are now understanding the relationship between various typologies of mixed units, their combinations, clustering, and resultant buildings with respect to privacy, socio-cultural needs, built-form configuration, structural/ service efficiency, density, topography, climate, etc.

CASE STUDY- JIO WORLD- CONVENTION CENTRE, AT MUMBAI

- The students of 4th year B . Arch along with design faculties from the institute visited JIO WORLD convention centre, Mumbai as a part of live case study,
- The main objective to visit Jio Convention Centre was to learn planning, architectural Character and Interiors along with Building services as a part of their academic curriculum
- They were able to study site circulation, parking- vehicular network, structural system drainage, grey water recycling, fire systems, vertical core design, distribution of built and unbuilt spaces in the in Jio world.
- The case study was a great combination of experiential learning combined with participatory learning
- In this Architect from Jio world had explained major components of the design project to the students including planning, material specifications and services of the project.

JIO WORLD-DISCUSSION ON PLANNING

JIO WORLD –IN EXHIBITION PAVILLION

JIO WORLD –ENTRANCE LOBBY

JIO WORLD- CONFERENCE ROOM

ARCHITECTURAL DESIGN-VII

COURSE OBJECTIVES

- To develop architectural interventions as part of a process to understand complex issues of an urban context, generating design brief and taking design decisions based on the following aspects
- **Site Context & Analysis:** To understand & apply the information of site, its location, topography, scale, context both immediate & wider, understand the potentials, challenges, future requirements of the site to take decisions about design brief.
- **Socio-Cultural & economic Aspects:** To evaluate socio-cultural aspects like lifestyle, cultural beliefs & practices, traditions, also economic hierarchy of society etc.
- **Traffic & vehicular movement:** To understand & apply ideas about networking, hierarchy of connectivity, pedestrian & vehicular movement within the site & surrounding area.
- **Building Material & Construction:** To study & analyse the relevance of various building materials & technologies to a project, to achieve the desired form & space.
- **Building Services:** To understand & apply the spatial & structural implications of basic & advanced services involved in building design.
- **Aesthetics:** Along with the challenges of physical issues, students are also expected to create a spatial & visual language for their project.
- **Rules & Regulations:** To understand & apply legislative aspects with reference to the urban context & setting of the project site

EXERCISE DEVISED

CONVENTION CENTRE AT MYSORE - The project involves the design of a state convention centre that can cater to the needs of the state-level conferences, seminars, and other official events. The convention centre will be located in Mysore; Karnataka is expected to be a landmark building in the city. The major aspects like Context, history & culture, Climate, surrounding, safety & security, Impact on surrounding, Parking & transportation, landscaping are to be dealt with. The design process was broken down into 4 steps to enable the students to resolve a larger design brief.

- **First stage** students were asked to do research on Mysore by means of a secondary survey. By analysing basic needs of the city, design typology of Convention centre is finalised. Then live case study of Jio- world Mumbai & book case studies were done. After the comparative analysis of case studies, students formulated design requirements. Two sites were selected for the project in Mysore. Then Site & site surrounding analysis had been presented by the students, which included mapping & analysis of land-use, physical social infrastructure, services, amenities along with SWOT analysis.
- **Second stage** – students worked on Conceptual development, Zoning & contextual consideration in the design progression.
- **Third stage** – students worked on a design Project proposal along with detailing, 3d views & Models. **Fourth stage** – final folio of design project.

SITE & BUILT UP AREA -

Project Site area- 2.46 hectares located in the industrial area of Mysore city & total built-up area were 15,815 sq.m given for the convention project. Entrance Area- 750 Sq m., Administration- 365 Sq.m, Business area – 1140 Sqm, Banquet hall- 3625 Sq.m, Kitchen +dining -600Sq.m, Exhibition hall- 6040 Sqm. Accommodation 440 Sqm, Auditorium 1955 Sq.m Services- 1145 Sq. m commercial area of 900 Sq.m along with amenities & services & landscape areas, facilities & parking of 500 cars & 300 two wheelers.

MVPS's COLLEGE OF ARCHITECTURE, NASHIK

Class: Fourth year B.Arch. (2022-23) Subject: ABCS-I

Assignment: 4- Swimming Pool

Design requirement

1. **Key Plan**

   Admin area,

   Ticket window

   Competition pool,

   Diving pool with Diving tower,

   Viewing gallery,

   Changing rooms, Lockers, Shower cubical & toilets. (Male/Female)

   Officer/ Record room/ Reporting room

   Staff room,

   Balancing tank,

   Filtration plant

2. **Detailed drawings for Competition pool**
   Detailed plan with service layout & Enlarged details
   Cross sections- X & Y with enlarged details
   Detailed Tile layout and waterproofing details

3. **Detailed drawings for Diving pool**
   Detailed plan with service layout & Enlarged details
   Cross sections with Diving tower - X & Y with enlarged details

4. **Detailed drawings for** Recreational /Leisure pool/Infinity
   Detailed plan with service layout & Enlarged details
   Cross sections X & Y with enlarged details
   Detailed Tile layout and waterproofing details

   Submission dates:
   Case study report submission: 13th October 2022
   Prefinal submission: 20th Oct. 2022
   Final Submission: 27th Oct. 2021

MVPS's COLLEGE OF ARCHITECTURE, NASHIK

AcademicYear:2022- 2023

Sub: ABTS-II

UNIT-3: AUDITORIUM

You have to design a auditorium in the given site from the design problem. The capacity of the auditorium will be for 500people. It will be a center for all the performing arts like Dance and drama. It will be a multi-functional building on a site, with complexities related to advanced services like HVAC, Fire-fighting, Acoustics & Structural design with respect to site planning and integration of complex relationship between the form, function and context.

Designer has to understand and consider various issues and aspects like sustainability, Earthquake proof construction, Renewable energy, emergency / disaster management etc. and the integration of these aspects in architectural design.

Design Programme:

Description	B/U Area in Sq. mts.
A. Administrative Office	
1.Managerroom+Att.Toilet:	15.0
2.Ticketroom:	12.0
3.Entrancelobby:	100.0
4.Admin staff:	20.0
5.Toilets (Male & Female):	10.0

B. Service areas: Location only.

1. AHU Room:	10.0
2. Generator	10.0
3. Storeroom	15.0
4. Transformer	20.0
5. Electric room	10.0

C. Stage area

1. Stage:	80.0
2. Greenrooms-(2Nos with Attached Toilets):	20.0
3. Rehearsal rooms: 2Nos.	70.0
4. Backstage area.:	100.0
5. Orchestra pit:	30.0
6. Light & Sound room:	30.0
7. Projector room:	20.0

D. Auditorium

1. Ground level:400 seats capacity	600.0
2. Balcony:100 Seats	150.0
3. Cry room:	15.0
4. Pre-function lobby	100.0

E. Canteen, Kitchen & pantry: 70.0

F. Public toilets

a. Common wash rooms at suitable location: 30.0

Ladies:3WC, 3Wash handbasins

Gents:3WCs,10Urinals,3Washbasins

b. Housekeeping and maintenance room: 10.0

G. Circulation spaces,

stairways, ramps, Lifts etc. as per design.

Drawing requirements-

Stage-1

1. Conceptual sketches
2. Zoning and single line site plan-Suitable scale
3. Single line floor plans with 1 schematic section

Stage-2

Final drawing requirements:

1. Site plan with building block and landscape details, Parking, Internal roads-1:200
2. Site section (1 No.)- 1:200
3. Detailed drawings-All floor plans including Balcony level plan: 1:100
4. Front Elevation with Curtaln wall- 1:100
5. Sections-Min.2- 1:100
6. Proportionate 3D View- Any suitable scale
7. Services plans / Layouts for HVAC Layout, Firefighting Layout, Electrical/Lighting Layout, Plumbing & Sanitary Layout
8. Construction details

Structural framing,

Balcony-Structural details, (Fulcrum & Raker beam details)

Acoustic details

False ceiling details

Related advanced details

Roofing details