



Criteria 6 – Governance, Leadership, and Management (100)

6.5 Internal Quality Assurance System (IQAS) (30)

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing the quality assurance strategies and processes. It reviews the teaching-learning process, structures & and methodologies of operations, and learning outcomes at periodic intervals and records the incremental improvement in various activities. (15- marks)



6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing the quality assurance strategies and processes. It reviews the teaching-learning process, structures & and methodologies of operations, and learning outcomes at periodic intervals and records the incremental improvement in various activities. (15-marks)

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6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes. It reviews the teaching-learning process, structures & and methodologies of operations, and learning outcomes at periodic intervals and records the incremental improvement in various activities.

A) Composition of Internal Quality Assurance Cell (IQAC)



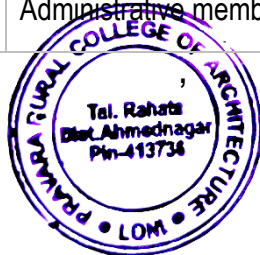


Internal Quality Assurance Cell (IQAC)

Academic Year- 2021-22

In pursuance of its Action Plan for performance, evaluation, assessment and accreditation and quality up-gradation of institution, an Internal Quality Assurance Cell (IQAC) has been established as per following details.

Sr.No.	Name of the Members	IQAC Designation	Designation
1.	Ar. Rajeshwari Jagtap	Chairperson	Principal
2.	Ar. Anurag Doshi	Teacher Member	Professor
3.	Ar. Surendra Pawar	Teacher Member	Design Chair
4.	Ar. Sonali Chaskar	Teacher Member	Associate Professor
5.	Hon. Shri. Annasaheb Mhaske Patil	Management Representative	Trustee, PRES, Pravaranagar
6.	Hon. Shri. Bharat Ghogare Patil	Management Representative	Jt. Secretary, PRES
7.	Dr. Sanjay. Gulhane	Nominee from local society	Principal, PRCE, Loni
8.	Dr, Pradip Dighe	Nominee from local society	Principal, PVP College, Loni
9.	Ar. Shankar Buchade	Alumni Representative	Principal Architect
10.	Ar. Smita Rayate.	Alumni Representative	HOD, B. Des., MVP College of Architecture, Nashik
11.	Miss Anushka Abhang	Nominee from student	Second Year B. Arch.
12.	Mr. Sanjay Kataria	Nominee from stakeholders	Parent Representative
13.	Ar. Shital Bhutada	Nominee from Industrialists	Principal Architect, Bhutada Associates, Srirampur
14.	Ar. Dipeeka Arbatti	IQAC Coordinator	Assistant Professor, PRCA
15.	Shri. Sunil Vikhe	Administrative members	Establishment Section





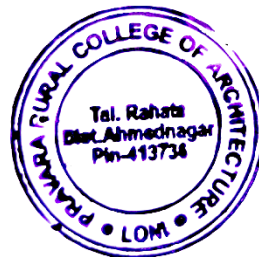
LOKNETE. DR. BALASAHEB VIKHE PATIL
(PADMA BHUSHAN AWARDEE)
PRAVARA RURAL EDUCATION SOCIETY

**PRAVARA RURAL COLLEGE
OF ARCHITECTURE** **LONI**

Sadatpur Road, Loni Kd., Tal.: Rahata, Dist.: Ahmednagar 413 736, (M.S.)
Phone:02422)274295 Email Id: principal.prcarchloni@pravara.in Web: www.pravara.in
Affiliated to Savitribai Phule Pune University, Pune Id No. PU/AN/ARCH/51/1996
& Council of Architecture, New Delhi

Internal Quality Assurance Cell Committee Academic Year- 2022-23

Sr.No.	Name of the Members	IQAC Designation	Designation
16.	Ar. Tejashree Thangaokar	Chairperson	Principal
17.	Ar. Sonali Chaskar	Teacher Member	Professor
18.	Ar. Jay Kshatriya	Teacher Member	Design Chair
19.	Ar. Kapil Burhade	Teacher Member	Associate Professor
20.	Hon. Shri. Annasaheb Mhaske Patil	Management Representative	Trustee, PRES, Pravaranagar
21.	Shivanand Hiremath	Management Representative	Addl CEO, PRES
22.	Dr. Sanjay. Gulhane	Nominee from local society	Principal, PRCE, Loni
23.	Dr, Pradip Dighe	Nominee from local society	Principal, PVP College, Loni
24.	Ar. Shankar Buchade	Alumni Representative	Principal Architect
25.	Ar. Smita Rayate.	Alumni Representative	HOD, B. Des., MVP College of Architecture, Nashik
26.	Miss Anushka Abhang	Nominee from student	Second Year B. Arch.
27.	Mr. Sanjay Kataria	Nominee from stakeholders	Parent Representative
28.	Ar. Shital Bhutada	Nominee from Industrialists	Principal Architect, Bhutada Associates, Srirampur
29.	Ar. Dipeeka Arbatti	IQAC Coordinator	Assistant Professor, PRCA
30.	Shri. Sunil Vikhe	Administrative members	Establishment Section





INTERNAL QUALITY ASSURANCE CELL (IQAC)

The Objective of IQAC:

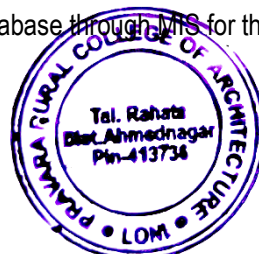
In pursuance of its Action Plan for performance evaluation, assessment & accreditation & quality up-gradation of institutions of higher education, NAAC proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system & work towards realisation of the goals of quality enhancement & sustenance. The prime task of the IQAC is to develop a system for conscious, consistent & catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts & measures of the institution towards promoting its holistic academic excellence.

The Strategies of IQAC shall evolve mechanisms and procedures for:

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
- The relevance and quality of academic and research programmes
- Equitable access to and affordability of academic programmes for various sections of society
- Optimization and integration of modern methods of teaching and learning
- The credibility of evaluation procedures
- Ensuring the adequacy, maintenance and functioning of the support structure and services
- Research sharing and networking with other institutions in India and abroad

Various functions of IQAC shall evolve mechanisms and procedures for:

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes
- Dissemination of information on various quality parameters of higher education
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles
- Documentation of the various programmes/activities leading to quality improvement
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices
- Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality
- Development of Quality Culture in the institution



- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC

The Benefits of IQAC:

IQAC will facilitate/contribute:

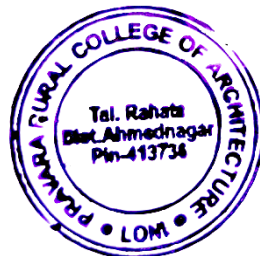
- Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement
- Ensure internalization of the quality culture
- Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices
- Provide a sound basis for decision-making to improve institutional functioning
- Act as a dynamic system for quality changes in HEIs
- Build an organised methodology of documentation and internal communication

The Composition of IQAC:

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/two nominees from local society, Students and Alumni
6. One/two nominees from Employers /Industrialists/stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC



6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes. It reviews the teaching-learning process, structures & and methodologies of operations, and learning outcomes at periodic intervals and records the incremental improvement in various activities.

B) Formation of Internal Quality Assurance Cell Document



**PRAVARA RURAL EDUCATION SOCIETY'S
PRAVARA RURAL COLLEGE
OF ARCHITECTURE
LONI**

PRCA /ESST/2021-22/159A

Date: 17/06/2021

To,
The Technical Director,
Pravara Rural Education Society,
Pravaranagar,
Respected Sir,

This is to inform you that the constitution of the "Internal Quality Assurance Cell" Committee has been established at Pravara Rural College of Architecture. Loni.

Sr.No.	Name of the Members	IQAC Designation	Designation
31.	Ar. Rajeshwari Jagtap	Chairperson	Principal
32.	Ar. Anurag Doshi	Teacher Member	Professor
33.	Ar. Surendra Pawar	Teacher Member	Design Chair
34.	Ar. Sonali Chaskar	Teacher Member	Associate Professor
35.	Hon. Shri. Annasaheb Mhaske Patil	Management Representative	Trustee, PRES, Pravaranagar
36.	Hon. Shri. Bharat Ghogare Patil	Management Representative	Jt. Secretary, PRES
37.	Dr. Sanjay. Gulhane	Nominee from local society	Principal, PRCE, Loni
38.	Dr, Pradip Dighe	Nominee from local society	Principal, PVP College, Loni
39.	Ar. Shankar Buchade	Alumni Representative	Principal Architect
40.	Ar. Smita Rayate.	Alumni Representative	HOD, B. Des., MVP College of Architecture, Nashik
41.	Miss Anushka Abhang	Nominee from student	Second Year B. Arch.
42.	Mr. Sanjay Kataria	Nominee from stakeholders	Parent Representative
43.	Ar. Shital Bhutada	Nominee from Industrialists	Principal Architect, Bhutada Associates, Srirampur
44.	Ar. Dipeeka Arbatti	IQAC Coordinator	Assistant Professor, PRCA
45.	Shri. Sunil Vikhe	Administrative members	Establishment Section

This "Internal Quality Assurance Cell" Committee was established at Pravara Rural College of Architecture, Loni on 17/06/2021



Rajeshwari Jagtap
Principal,
Rajeshwari Jagtap
PRINCIPAL
Pravara Rural College of
Architecture, Loni



PRCA /ESST/2021-22/159B

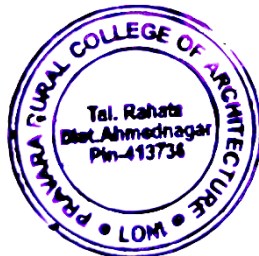
Date: 17/06/2021

OFFICER ORDER

This is to inform all the Teaching and Non-Teaching staff members about the construction of an "Internal Quality Assurance Cell" Committee

IQAC Committee- A.Y. 2021-22

Sr.No.	Name of the Members	IQAC Designation	Designation
1.	Ar. Rajeshwari Jagtap	Chairperson	Principal
2.	Ar. Anurag Doshi	Teacher Member	Professor
3.	Ar. Surendra Pawar	Teacher Member	Design Chair
4.	Ar. Sonali Chaskar	Teacher Member	Associate Professor
5.	Hon. Shri. Annasaheb Mhaske Patil	Management Representative	Trustee, PRES, Pravaranagar
6.	Hon. Shri. Bharat Ghogare Patil	Management Representative	Jt. Secretary, PRES
7.	Dr. Sanjay. Gulhane	Nominee from local society	Principal, PRCE, Loni
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14.	Ar. Dipeeka Arbatti	IQAC Coordinator	Assistant Professor, PRCA
15.	Shri. Sunil Vikhe	Administrative members	Establishment Section



Rajeshwari
PRINCIPAL
Pravara Rural College of
Architecture, Loni



PRAVARA RURAL EDUCATION SOCIETY'S
**PRAVARA RURAL COLLEGE
OF ARCHITECTURE**
LONI

PRCA / ESST/2021-22/159C

Date: 17/06/2021

OFFICE ORDER

To,

Ar. Dipeeka Arbatti

Assistant Professor,

PRCA Loni

Dear Madam,

We are pleased to inform you that you have been appointed as Coordinator of "The Internal Quality Assurance Cell" and NAAC Coordinator for Pravara Rural College of Architecture, Loni.

You shall be responsible for all NAAC-related activities and compliances. You shall report all your activities to the principal on a regular basis.

We wish you all the best in your activities.

Yours,

Rajeshwari Jagtap
Principal,

Ar. Rajeshwari Jagtap





PRAVARA RURAL EDUCATION SOCIETY'S
PRAVARA RURAL COLLEGE
OF ARCHITECTURE
LONI

PRCA / ESST/2021-22/159D

Date: 17/06/2021

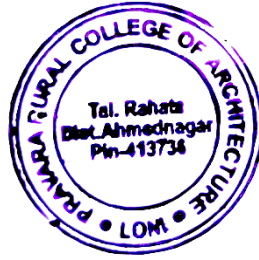
OFFICE ORDER

This is to inform all the teaching and non-teaching staff members that **Ar. Dipeeka Arbatti** has been appointed as Coordinator of the "Internal Quality Assurance Cell" and NAAC Coordinator for Pravara Rural College of Architecture. Loni.

She will be responsible for all NAAC-related activities and compliances.

Rajeshwari
Principal,

Ar. Rajeshwari Jagtap





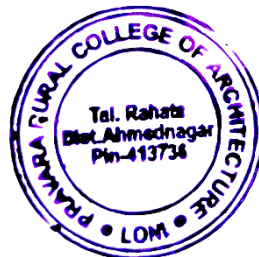
OFFICE ORDER

The following teachers and non-teaching staff have been appointed as heads for NAAC activities criteria conducted at Pravara Rural College of Architecture, Loni.

1.	Criteria -1	Curricular Aspects	Ar. Vrushali Jadhav Ar. Ashwini Gholap
2.	Criteria -2	Teaching Learning and Evaluation	Ar. Pravin Jamdade Ar. Jambhulkar J.S.
3.	Criteria -3	Research Consultancy and Extension	Ar. Deepika Arbatti
4.	Criteria -4	Infrastructure & Learning Resources	Shri. Nikhil Vikhe Dr. Vijaya Tambe
5.	Criteria -5	Students' support and progression	Ar. Kapil Burhade Shri. Jambhulkar J.S. Smt. Sharmila Vikhe
6.	Criteria -6	Governance Leadership & Management	Ar. Anurag Doshi Ar. Tejaswini Gholap
7.	Criteria -7	Institutional Values & Best Practices	Ar. Charuta Sonporote Ar. Rajeshwari Jagtap

You shall work in Coordination with the internal Quality Assurance Cell, Co-Ordinator, and NAAC Convener **Ar. Dipeeka Arbatti** and reports to her on a daily basis.

The working time for all heads and members of teaching and non-teaching faculty shall work on NAAC activities after academic college hours in the college premises. All facilities and infrastructure required for NAAC activities shall be provided by the college.



Rajeshwari
Principal,
Ar. Rajeshwari Jagtap



PRCA / IQAC/2021-22/159F

Date: 09/08/2022

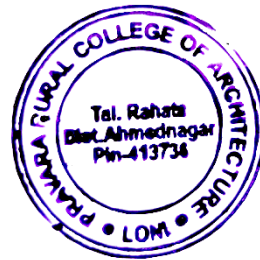
OFFICE ORDER

The following teachers and non-teaching staff have been appointed as heads for NAAC activities criteria conducted at Pravara Rural College of Architecture, Loni.

1.	Criteria -1	Curricular Aspects	Ar. Tejashree Thangaokar Ar. Pradeep Deshmukh
2.	Criteria -2	Teaching Learning and Evaluation	Ar. Charuta Sonparote Ar. Sonali Chaskar
3.	Criteria -3	Research Consultancy and Extension	Ar. Deepika Arbatti Ar. Rahul Deshmukh
4.	Criteria -4	Infrastructure & Learning Resources	Shri. Nikhil Vikhe Mrs. Jyoti Kharde
5.	Criteria -5	Students' support and progression	Ar. Kapil Burhade Shri. Mahesh Bhane.
6.	Criteria -6	Governance Leadership & Management	Ar. Meghana Joshi Ar. Tushar Parise
7.	Criteria -7	Institutional Values & Best Practices	Ar. Jay Kshatriya Ar. Tejaswini Gholap

You shall work in Coordination with the internal Quality Assurance Cell, Co-Ordinator, and NAAC Convener **Ar. Dipeeka Arbatti** reports to her on a daily basis.

The working time for all heads and members of teaching and non-teaching faculty shall work on NAAC activities after academic college hours on the college premises. All facilities and infrastructure required for NAAC activities shall be provided by the college.




PRINCIPAL
Principal
Pravara Rural College of
Architecture, Loni
Ar. Tejashree Thangaokar

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes. It reviews the teaching-learning process, structures & and methodologies of operations, and learning outcomes at periodic intervals and records the incremental improvement in various activities.

C) Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes.

1. CASE STUDY 1- Pravara Design Consultancy Cell

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

Response:

Enhancement of internal quality through activities:

The institute has constituted an internal quality assurance cell (IQAC). The cell is represented by faculties as per the office order of the institute. The institute exist fixed policies on academic and administrative systems as per the standard set by the **Pravara Rural Education Society** with respect to the process of teaching and learning and evaluation system, maintaining the academic performance, faculty appraisals, student and stakeholder feedback with action is taken, etc. The Internal Quality Assurance Cell (IQAC) of the institute has been making an effort to develop good working culture, and consistent functioning actions to enhance the academic and administrative performance of the institute to promote quality standards by the institutionalization of best practices. The major efforts taken by IQAC are the improvement of ICT-based facilities in the institute, professional memberships like INTACH, and the formation of Pravara Design Consultancy Cell giving opportunities to students for professional experience under the guidance of teachers.

CASE STUDY: 1

Pravara Design Consultancy Cell: Pravara Rural College of Architecture has set up a Consultancy cell named, 'Pravara Design Consultancy Cell'. The cell gives students the opportunity to be involved in hands-on experiences. Students work under the guidance of teachers for the projects. Students get live experience to design and build a full-scale work of architecture right from the first stage of work to the final. The students have free rein in designing what this building will look like. The second-and third-year students contribute in the initial stages of data collection, case studies. Projects are led by an individual or a group of faculty members. The revenue generated by this activity is shared with the team that works on these projects.





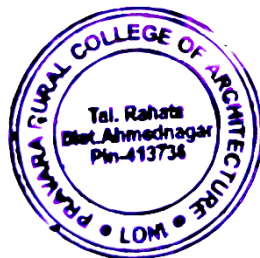
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List of Projects undertaken under Pravara Design Consultancy Cell

Sr. No.	Name of the Project by Design Cell	Client	Duration
1	Interior renovation of pharmacy labs	P.R.C.O.P. (Diploma), Loni	AY 2019-20
2	Development of Chemistry Lab at Sainik School	Dr. V.V.P. Sainik School, Loni	AY 2019-20
3	Interior of Guest House at Pravara Public School	Pravara Public School, Pravaranagar.	AY 2019-20
4	Civil work and Interiors at Guest House at Paper Mill Campus.	Paper Mill, Loni.	AY 2019-20
5	Design of a secondary school	Pravara Madhyamik Vidyalaya, Cholakewadi.	AY 2019-20
6	Construction of Mess building at Pravara Public School	Pravara Public School, Pravaranagar.	AY 2019-20
7	Construction of a Shed at Ram Mandir	Loni Grama Panchayat, Loni.	AY 2021-22
8	Redevelopment of Hall	Hirkani Mahila Gramasangha, Kolhar Bk.	AY 2022-23
9	Interior of Director's office at Agri. College	Pravara institute of Agricultural Sciences, Loni	AY 2022-23
10	Tree plantation Layout for Janaseva Office	Hon. Chairman, P.R.E.S., Loni.	AY 2022-23
11	Landscaping at Engineering College	Pravara Rural Engineering College, Loni.	AY 2022-23
12	Interior Design of Pata Sanstha	Priyadarshani Pata Sanstha, Loni	AY 2023-24
13	Construction of a parking shed	Anusayabai S. Gholap Ashram Shala, Mirpur Lohare.	AY 2023-24



6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes. It reviews the teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals and records the incremental improvement in various activities.

A) Internal Quality Assurance Cell (IQAC) has contributed significantly to Institutionalizing quality assurance strategies and processes.

2. CASE STUDY 2- To inculcate research culture among the students



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

Response:

CASE STUDY- 2: To inculcate research culture among the students

1. Students are not much aware of the fact, that research could be one of the fields of career. It was a hard-pressed need of the time to make students aware and inculcate research skills among them. Thus, IQAC suggested that there is a need to enhance research aptitude among the students and utilize the research resources available in the institution. The suggestions were implemented by organizing various activities:
2. Students from fourth year B.Arch. are dealing with the subject of Research in Architecture, in which they study the general theory regarding the research. Each student has to select one research topic of his/her interest and study the topic to come up with an ethical research outcome. The same is to be implemented into their Dissertation Design solution as a final outcome product of research.
3. Students are encouraged to participate and present papers in the seminars, workshops, and conferences organized by the college as well as by other institutes.
4. The college has well-equipped library resources in the form of hard copies as well as digital copies of the online **Delnet Subscription** books and international Journals.
5. The National and International Journal and Magazines are sources to explore their knowledge a global level.
6. The majority of students in the college have a rural background. Thus, college plays an important role through various research avenues for these students.



DeINET Subscription

Journal List for the year 1st Jan 2022 to 31st Dec 2022

E – Journals Details as follows

PRAVARA RURAL COLLEGE OF ARCHITECTURE.			
1. E Journal List for the year 1 st Jan 2022to 31 st Dec 2022			
Sr. No.	Mandatory by AICTE E- Journal Packages	Supplier/Vendor/Agent NAME & Address	Subscription Cost Rs.
01	DELNET on line E. JOURNALS	JNU Campus, Nelson Mandela Road, Vasnt Kunj, New Delhi	13570/-
Total Amount:-			13570/-

Total Requirement of E journal, Print Journal & Magazine for the calendar Year 1st Jan 2022 to 31st Dec. 2022

Sr.no	Name	As per AICTE Norms	Requirement	Price
1	E Journal 4 Package		Nil	
2	International Journal			1,30090
3	National Journals			46120
4	DELNET Membership			13570
	Total			1,89,780
In Word – One lakhs eighty-nine thousand seven hundred eighty Only.				

Pravara
20/10/22
Joi
PRINCIPAL
Pravara Rural College of
Architecture Lon.

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes. It reviews the teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals and records the incremental improvement in various activities.

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



B) 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

Response:

The academic Monitoring Committee takes a review of the teaching-learning process in the institute through an academic audit. It mainly comprises the Principal, Academic Coordinator, and senior faculty members as coordinators and members. A semester-wise academic calendar and activity calendars are prepared by consideration of the university academic calendar before the commencement of the term and conducting activities as per the schedule in each class. Under the able guidance of the Principal & Academic Coordinator, committees monitor the class-wise, faculty-wise, subject-wise, etc.

The main aim of these committees is to monitor the teaching-learning process, structures, and Methodologies implemented and learning outcomes at periodic intervals. The COs of each and every subject were mapped with the POs and PEO's and analyses were done by continuous internal evaluation (CIS) sheet for all the subjects for their outcomes. The academic and administrative audit of all the subjects is carried out half yearly to monitor the routine of departments by the internal monitoring committee. Academic records verified by the internal monitoring committee like academic calendar, event calendar, teaching load, teaching plan, students' studios, theory attendance, results, other activities records, etc. The personal appraisals of the faculties have been taken yearly and reviewed and feedback was given to the faculties for academic improvements. The students go for Practical training for 90 working days in the fifth year to enhance practical exposure.

Incremental improvements are accomplished to achieve progress and sustain quality education for global competitiveness. Following quality initiatives are initiated in the academic and administrative domains.

1. Formation of Internal Quality Assurance Cell: It was constituted for quality assurance through periodic academic audits for consistent development of quality systems to improve the academic performance of the college. It also intends to promote global quality culture and instill best practices.

2. Reformed Teaching Learning Process

In education, teachers facilitate student learning which helps students gain skills knowledge, and thinking abilities. Different ways to teach are often referred to as pedagogy. Teaching using pedagogy involves assessing the educational levels of the students on particular skills. Understanding the pedagogy of the students in the classroom involves using differentiated instruction as well as supervision to meet the needs of all students in the classroom.

(a) Student Centric Learning

As we found a few difficulties in the traditional method of chalk and talk teaching, we have set up the classroom as student-centric namely Reformed Teaching Learning (RTL) process. In this RTL method, the interaction by students has improved considerably.



(b) Activity-Based Learning

As this new process is connected with activity-based learning such as role play, students get more space to interact with teachers and classmates. Further, PPTs, Videos, OHPs, and short seminars are being used in the RTL method which results in easy understanding of the concepts by students.

➤ **Mentoring System**

The teachers meet students periodically, collect the pros and cons of this method and counsel them to remove the difficulties in their academic performance; this method is called the 'Mentoring system' Students' personal issues are also discussed and proper guidance and support are provided to ensure the comfort of students in the campus.

The primary focus of the **RTL method** is to give students wide-ranging knowledge, exceptional creativity, and more comfort and to bring out their hidden potential into the limelight.

➤ **Field/ Site visits and Study Tours**

The college engages in industrial visits to acquaint the students with practical and basic architectural designing and planning knowledge every year.

➤ **Annual exhibition**

The college makes an exhibition of the best projects done by all first to final-year students.

➤ **Sports and cultural programs**

The college takes sports and cultural programs to provide exposure and boost the hidden talents of the students. Institute conducts seminars, and cultural programs besides engaging the students in various sports activities. Moreover, the institute is very much particular about involving the students in multifarious project works.



1.

Student Centric Methods

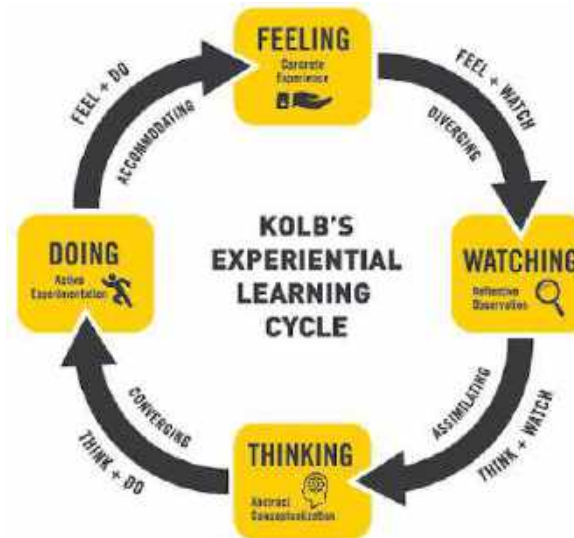
Sr.No	Student Centric methods	No. Of Activities
1	Experiential Learning Method	33
2	Participative Learning Method	23
3	Problem solving method	19





Student Centric Teaching Learning Methods

Teaching Method	Experiential Learning
Aim	To promote Experiential learning culture amongst the students for their holistic development
Objectives	<ol style="list-style-type: none">To give hands on approach to learningTo give opportunities for creativityTo develop ability for the process of continuous learning individuallyTo develop analytical SkillTo find out the multiple solution / option for one problemTo gain the knowledge through experience





Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences









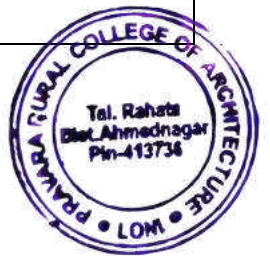
Student Centric Teaching Learning Methods

1	Settlement study at Palashi.	
Photo(s)	 <p>Students are sketching the beautiful features of wada.</p>	 <p>Group photo of teachers accompany, students and the owner of wada in front of wada.</p>
Applied For	Experiential learning in which students are experiencing the value of Vadas and appreciating the buity of its carving First Year Students.	









2	Measurement drawing at Palashi.	
Photo(s)	 <p data-bbox="268 798 896 829"><i>Students are measuring and drafting in Rukmini mandir.</i></p>	 <p data-bbox="1187 790 1825 821"><i>Students are measuring and drafting in Rukmini mandir.</i></p>
	 <p data-bbox="492 1284 940 1316"><i>Intensive carving on Rukmini Mandir.</i></p>	 <p data-bbox="1232 1284 2049 1316"><i>Group photo with students and faculty members in front of mandir.</i></p>
Applied For	Experiential learning in which students experiencing the planning of old mandir by measuring it and drafting it in First Year Students .	









Case Study for Architectural Design problem, Paithani tourism center, Yeola

3	Case Study for Architectural Design problem, Paithani tourism center, Yeola		
Photo(s)	 <p>Students are taking measurements of floor plans on site</p>	 <p>Sales division</p>	
	 <p>Students are observing exhibition hall</p>	 <p>Student are taking measurement of Auditorium</p>	
Applied For	Experiential learning in which studens are experiencing the space ,which they required to design the Paithni house in First Year Students		









4	Settlement Study for Architectural Design problem, Goa	
Photo(s)	 <p data-bbox="436 758 996 790"><i>Students and Faculties group photos at Nisha school</i></p>	 <p data-bbox="1299 742 2094 805"><i>Ar.Gerard Da Cunha, teachers and students group photo on amphitheater of the school</i></p>
	 <p data-bbox="504 1260 929 1300"><i>Students are exploring school buildings</i></p>	 <p data-bbox="1288 1252 2004 1284"><i>Students exploring and discussing about the architectural features.</i></p>
Applied For	In experiential learning students are experiencing the areas in school ,required for childrens in Second Year Students.	





5	Settlement Study for Architectural Design problem, Puntamba	
Photo(s)	 <p data-bbox="481 614 963 646"><i>Students locating existing buildings on a map</i></p>	 <p data-bbox="1310 614 2083 678"><i>Students measuring sizes of various architectural elements of Traditional 'WADA' houses</i></p>
	 <p data-bbox="380 1109 1064 1141"><i>Students sketching architectural features of traditional buildings</i></p>	 <p data-bbox="1220 1109 2083 1141"><i>Students compiling and finishing graphical documentation work at end of the day</i></p>
Applied For	In Experiential Learning students experiencing the historical features of Puntamba village which is situated on the bank of Godavari in Second Year Students.	









6	Site Visit at Parksyde Homes, Nashik, Maharashtra	
Photo(s)	 <p data-bbox="268 742 1086 782">Students are exploring Parksyde Homes, Nashik, Maharashtra</p>	 <p data-bbox="1355 734 1937 774">Students,staff and campus officials in front of</p>
Applied For	Experiencial lerning in which students are experiencing the Housing campus in Fourth Year Students .	





7	Case Study for Architectural Design problem ,Ashoka Astoria, Nashik	
Photo(s)	 <p><i>Ar. Jay k. guiding students about services in housing</i></p>	 <p>Govardhan, Maharashtra, India 2PJ6+C3Q, Gangapur, Govardhan, Maharashtra 422003, India Lat 20.031164° Long 73.710158° 03/08/22 01:20 PM</p> <p><i>Group photo of PRCA students with their subject teachers and site manager</i></p>
	 <p><i>Ar Tejashree Thangaokar gives brief introduction about case study's purpose and requirements</i></p>	 <p><i>Ar. Tushar Parise guiding students on the Rainwater harvesting network</i></p>
Applied For	Experiencial lerning in which students are experiencing the Housing campus in Fourth Year Students .	





Students preparing artefacts for Decoration



Students assembling the artefacts for the decoration



Decoration for the Ganapati festival done by students
(Theme : Vernacular Architecture)



First-Year team for Ganapati Decoration
(Theme : Architecture Drafting Instruments)

Applied For

Experiential Learning through Ganapati Festival decoration activity (First-Year Students)

9

Model Making



Students preparing models for the given Design problem



A student making a detailed design model
(Model making as problem-solving methodology)

Photo(s)



Students preparing study models



Student preparing Model of the subject
Building Technology & Materials

Applied For

Experiential Learning through Model Making for the Proposed Design (First Year to Fifth Year B.Arch.)



10

Pot Painting Activity



Students painting Flower pots using different colours Types and different colour schemes



Different Design / Concepts through pot painting activity

Photo(s)



Students painting flower pots using their concepts and different colour schemes.



Different Design / Concepts through pot painting activity

Applied For

Experiential learning through pot painting activity for the subject of basic design (First-year students)



11

Wall / Canvas Painting Activity

Photo(s)



Students painting the wall at entrance area



Students painting the wall at entrance area



Students painting the wall at entrance area



Canvas painted by students (at Staffroom Corridor)

Applied For

Experiential learning of Building paint finishes through wall painting activity



12

Carpentry Workshop and Material Museum



Students doing the Pottery Work on the pottery wheel



Student using Cutter machine at Carpentry workshop



Students studying Wooden joinery types and physically experiencing types of wooden derivatives at Material Museum and carpentry lab



Photo(s)



Students working in Carpentry & Model Making Workshop



Students physically experiencing different building materials at material Museum Lab



Applied For

Workshop & model making purpose, and to provide a physical experience of a wide range of building materials to all students



13

Bamboo Workshop – Bamboo Furniture



Students studying bamboo as a building material



Students using various carpentry tools to make furniture using bamboo. (Left). Bamboo Furniture prepared by students. (Right)

Photo(s)



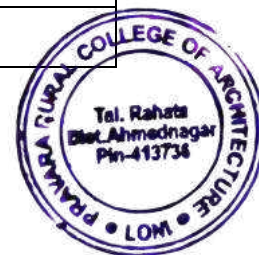
Students having hand-on experience of using different carpentry tools without discrimination



Different types of bamboo furniture designed and prepared by the college students (Shelf, Chair, Centre table, Book Shelf, Flower Pot Stand, etc.)

Applied For

The Understanding of bamboo as a sustainable building material (First Year to Fifth Year B.Arch. Students)



Photo(s)



Students having hand-on experience of using different carpentry Tools



Students working on bamboo joinery for Geodesic dome



Students working on Bamboo Geodesic Dome of 9M Diameter



Geodesic Dome of 9M Diameter prepared by college students

Applied For

The Understanding of bamboo as a sustainable building material (First Year to Fifth Year B.Arch. Students)



15

Garden Development on Open Space at Rahata City, District: Ahmednagar

Photos



Cleaning of the open space and material stacking at site



Students preparing mortar to construct masonry wall at the garden site



Students painting compound walls of the garden



Students using recycled materials to prepare garden furniture

Applied For

Experiential learning of Architectural Design, Landscape Architecture, Building Science and Building construction & Materials (First Year B.Arch to Final Year B.Arch.)



16

Garden Development on Open Space at Rahata City, District: Ahmednagar



People from all age group enjoying the developed garden



Children's enjoying different activities in the garden

Photos



Pathways prepped from the recycled material (Waste tiles)



Interactive spaces designed by students for Children's considering the human anthropometrical data

Applied For

Experiential learning of Architectural Design, Landscape Architecture, Building Science and Building construction & Materials (First Year B.Arch to Final Year B.Arch.)



17

Workshops & Seminars



Experiential Activities during the workshop on Mind-Power



Workshop on Creative Writing



Experiential Activities during the workshop on Adv. Calligraphy



Experiential Activities during the workshop on Form, Space & Order

Photos

Applied For

Experiential Learning through the various workshop for the First year to Fifth year Students



18

Workshops & Seminars



Experiential Activities during the workshop on Model Making

Experiential Activities during the workshop on Portrait Sketching

Photos



Experiential Activities during the workshop on Water Coloring Techniques



Experiential Activities Portrait Sketching

Applied For

Experiential Learning through the various workshop for the First year to Fifth year Students



19

Extension Activity: Street Plays

Photos



Students performing Street Play at Bus Stand, Loni Bk.
(Topic: Apala Bharat)



Students performing Street Play at Vetal Baba Chowk, Loni Kd.
(Topic: Apala Bharat)



Students performing Street Play at PMT Gate Loni Bk.
(Topic: Gender Equality)



Students performing Street Play at Padmashri Statue, Loni Bk.
(Topic: Women Empowerment)

Applied For

Extension Activities (First Year to Fifth Year Students)



Photos



Case Study of Architectural Design at Goa



Case Study Architectural Design & Building Services at Ozar Airport



Case Study of Landscape Architecture at Nursery, Srirampur



Group photo of students and teachers at Ozar Airport

Applied For

Experiential Learning of various courses/ subjects through Case Studies





Case Study of Entrance Gate
Vikhe Patil Foundation, Ahmednagar



Students Taking Measurement of
Entrance Gate at Nanded City, Pune

Photos



Case Study of Entrance Gate
D. Y. P. International University, Akurdi



Students Taking Measurements during
case study of Watchman's Cabin

Applied For

Experiential Learning of Architectural Design - I through Case Studies



Photos



Students studying Wooden Door Frames and Door shutters / Panels



Students studying the process of making laminates at factory



Students understanding the process of making plywood



Students understanding the process of making laminates and plywood

Applied For

Experiential Learning of Building Technology & Materials (Derivatives of Wood used in the construction industry)



Photos



Students taking Measurements during Settlement Study



Student preparing measurement drawing during the Settlement study at Sawantwadi



Students studying the land use map of the settlement



Group photo of students and teachers during settlement study

Applied For

Experiential Learning through Settlement study at Sawantwadi (First Year & Second Year students)



Photos



Group photo of students and teachers during Settlement study at Verul, Maharashtra



Students taking Measurements during Settlement Study at Verul, Maharashtra



Student preparing measurement drawing during the Settlement study at Verul, Maharashtra



Group photo of students and teachers during Settlement study at Verul, Maharashtra

Applied For

Experiential Learning through Settlement study at Verul, Maharashtra (First Year & Second Year students)



Photos



Students filling occupational, Building Typology, Building Age, Land use surveys during settlement study at Junnar



Students filling occupational, Building Typology, Building Age, Land use surveys during settlement study at Junnar



Students sketching architectural characters during settlement study at Junnar



Students taking measurements of architectural elements during settlement study at Junnar

Applied For

Experiential Learning through Settlement study at Junnar, Pune (Second Year students)

Photos



Students taking measurements during settlement study at Amba



Students preparing measurement drawing during the Settlement study at Amba



Student sketching architectural characters during the settlement study



Group photo of students and teachers during settlement study at Amba

Applied For

Experiential Learning through Settlement study at Amba, Kolhapur (First Year students)



Photos



Discussion Session at Rani ki Baw, Gujrat



Discussion Session at Hussain Doshi Gufa, Gujrat



Heritage Walk of Ahmedabad



Group Photo at Jami Masjid, Ahmedabad, Gujrat

Applied For

A greater understanding of Ahmedabad, by providing and insights into Architectural styles, Social, economic, political and cultural life of Ahmedabad.

28

Strength Testing at Material Testing Lab



Material Tray



Universal Testing Machine (UTM)

Photos



Concrete cube test using UTM



Shear Stress Checking Of Reinforcement Bar

Applied For

Strength tests of building materials (Concrete, Reinforcement, etc.)





Students recording Daily bright sunshine hours using Stock's Sunshine Recorder



Students measuring Daily rainfall using ordinary rain gauge installed in the college campus

Photos



Students using whirling psychomotor and hygrometer to record Morning & Evening humidity levels



Students Measuring Daily Average Wind Speed Using Cup-Counter Anemometer Installed In College Campus

Applied For

The record Keeping of climatological Normals (First to Fourth Year Students)



Students supplying stacked bricks for the construction of masonry brick walls



Students preparing mortar mixture and checking alignment of bricks to construct masonry brick wall

Photos



Students placing mortar for the next course of the brick wall in Double Flemish Bond



Brick masonry wall in double Flemish bond prepared by students at construction courtyard

Applied For

Experiential Learning of Building Technology & Materials through construction courtyard activities

31

Role – Play & Live Design for Differently-abled People (Universal Design)



Role Play : (Blind) Vision Disability



Role Play : (Blind) Vision Disability

Photos



Role Play : (Handicap) Physical Disability



Role Play : (Handicap) Physical Disability

Applied For

'Universal Design' Under Elective and Architectural Design Subjects (First Year To Final Year Students)

Photos



Students Designing & Marking Living Room
(Universal Design)



Students Designing & Marking Bed Room
(Universal Design)



Students Designing & Marking Living Room
(Universal Design)



Students Designing & Marking Toilet
(Universal Design)

Applied For

'Universal Design' Under Elective and Architectural Design Subjects (First Year To Final Year Students)

33

Role Play: Tribes (History of Architecture)

Photos



Students performing role-play of Toda Tribes



Students performing role-play of Warli Tribes



Audience and Performer for the role-play of Tribes



Students performing role-play of Bhunga Tribes

Applied For

History of architecture assignment related to the study of Art, Culture and Associated architectural characters of various tribes in India through role-playing (First-Year Students)

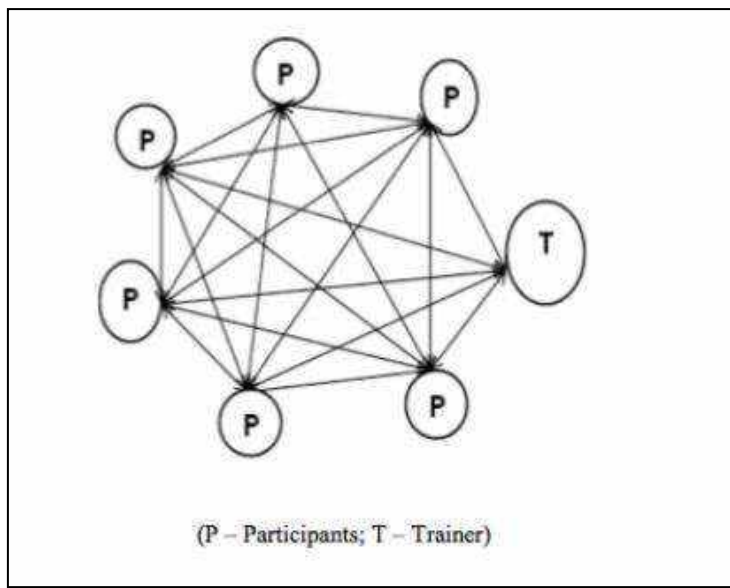




Student Centric Teaching Learning Methods

Teaching Method	Participative Learning
Aim	To promote Participative Learning culture amongst the students for their holistic development.
Objectives	<ul style="list-style-type: none"> i. To develop interest in advance as well as slow learners and their ability to learn, change and grow through group activities ii. To develop capacity to understand, act and transcend limitations of advance as well as slow learners. iii. To develop presentation skills, communication skill, Co- Operative Learning, Observation and analysis skills.





Diagrammatic Representation of Participatory Learning Method



Ref: https://pria-academy.org/pdf/ptm/PTM_Unit-1_Course%20Content.pdf

Conclusion of above diagram: students along with trainer are coming together and participating in various activities and gaining knowledge and from different perspective through participative learning





1	Case Study for measurement drawing	
Photo(s)	 <p style="text-align: right;">GPS Map Camera</p> <p>Panodi, Maharashtra, India F9G7+XF2, Panodi, Maharashtra 413738, India Lat 19.477039° Long 74.363652° 16/06/23 03:47 PM GMT +05:30 37.66 km/h</p> <p style="text-align: center;"><i>First year class at Thorat wada entrance</i></p>	 <p style="text-align: right;">GPS Map Camera</p> <p>Panodi, Maharashtra, India F9G7+XF2, Panodi, Maharashtra 413738, India Lat 19.476755° Long 74.36355° 16/06/23 10:50 AM GMT +05:30</p> <p style="text-align: center;"><i>Mr. vinayak Thorat explaining students the layout of wada</i></p>
	 <p style="text-align: right;">GPS Map Camera</p> <p>Panodi, Maharashtra, India F9G7+XF2, Panodi, Maharashtra 413738, India Lat 19.476981° Long 74.363748° 16/06/23 02:34 PM GMT +05:30</p> <p style="text-align: center;"><i>Elevation of wada from front court.</i></p>	 <p style="text-align: right;">GPS Map Camera</p> <p>Panodi, Maharashtra, India F9G7+XF2, Panodi, Maharashtra 413738, India Lat 19.47711° Long 74.363695° 16/06/23 02:32 PM GMT +05:30</p> <p style="text-align: center;"><i>Intact portion of wada</i></p>
Applied For	Participative learning in which students are participatively exploring the wada structure and performing measurement drawing in First year B-arch.	

Text







2	Workshop I	
Photo(s)	 <p><i>Subject teacher is explaining students how to prepare model from rubbers</i></p>	 <p><i>Students are performing task given by subject teacher.</i></p>
Applied For	Participative learning in which students are participatively performing the workshop exercise in First year.	





4	Workshop II	
Photo(s)	 <p><i>Subject teacher is explaining students how to prepare a model and students are listening carefully</i></p>	 <p><i>Subject teacher and students are preparing a model.</i></p>
Applied For	Participative learning in which students are participatively performing the workshop exercise in First year.	





5

Photo(s)

Applied For

Activity: Use of Fire- Extinguisher



Faculty showing all the elements of portable extinguisher



Faculty showing instruction written on extinguisher



Faculty showing how to use extinguisher.



Faculty showing how to use extinguisher

Participative learning where students are participatively understanding the handling of fire extinguisher in Third year.





6 Site Analysis for Architectural Design problem, Vally of flowers, Sinner

6



Students observing the site surrounding



students collecting data regarding existing site condition

Photo(s)



Ar Jay Kshatriya introducing site to PRCA 4th year students



Group photo of 4th-year students with the activity team of PRCA.



Malegaon, Maharashtra, India
VX7H+8RM, Near Ashoka Universal School, Sinner, MIDC Area, Malegaon
Maharashtra 422113, India
Lat 19.853138°
Long 73.979166°
03/08/22 09:47 AM

Applied For

Participative learning in which forth year students are participatively analyze all the elements of site on which they have design in Fourth year.









7	Site selection and survey for ANDC trophy of NASA competition	
Photo(s)	 <p style="text-align: center;"><i>Students discussing road junctions and traffic</i></p>	 <p style="text-align: center;"><i>Students analyze the materials of the building and taking interview of house owner</i></p>
Applied For	Participatively students are surveying the site for ANDC trophy of NASA .	





8	Development of the creative writing skill	
Photo(s)	 <p><i>Teachers explaining stages of the stories</i></p>	 <p><i>Teachers explaining various types of stories</i></p>
	 <p><i>Students his story which is created during workshop</i></p>	 <p><i>Students his story which is created during workshop</i></p>
Applied For	Participatively students are listening and performing as per the requirement of creative writing skill session. (First, Second, Third, Fourth year)	



Jury Presentations



1. Student explaining her work to the subject teacher, jury member and the college students



2. Student explaining her work to the subject teacher, jury member and the college students

Photo(s)







3. Student explaining her work to the subject teacher, jury member and the college students



4. Student explaining her work to the subject teacher, jury member and the college students

Applied For

F.Y. B. Arch Architectural Design - II, Pinup jury conducted by Internal jury Member other than Subject Teacher.

10	Jury Presentations	
Photo(s)	 <p data-bbox="472 619 1220 692">1. Student explaining work to Jury members subject teacher and Principal as a jury Member other than Subject Teacher.</p>	 <p data-bbox="1361 624 1910 659">2. Group photo of students with Jury members.</p>
	 <p data-bbox="477 1118 1214 1192">3. Student explaining work to subject teacher, jury Member and Students</p>	 <p data-bbox="1270 1123 2007 1197">1. Student explaining work to subject teacher, jury Member and Students</p>
Applied For	F.Y. B. Arch History Of Architecture - I, Pinup jury conducted by the Subject teacher and Internal jury Member other than Subject Teacher	



11

Jury Presentations



1. Student explaining work to jury Member and Students



2. Jury member discussing design with the students

Photo(s)



3. Jury member discussing designing aspects with all students.





4. Students learn from the jury presentations and post jury discussion Sessions





Applied For

S.Y. B. Arch Architectural Design - IV, Pinup jury conducted by the Subject teacher and Internal jury Member other than Subject







12	Group Discussions Sessions	
Photo(s)		 <p data-bbox="728 678 1758 715" style="text-align: center;">1. Students and teachers discussing on settlement map during the settlement study tour</p>
		 <p data-bbox="806 1168 1668 1204" style="text-align: center;">2. Students discussing on settlement map during the settlement study tour</p>
Applied For	F.Y.B. Arch- Architectural Design-II- Settlement Tour on-site studio	







13	Discussions Sessions	
Photo(s)	 <p>1. Students and Teachers Discussing On problem given in ADG - I class</p>	 <p>2. Students and teachers discussing the problem given in ADG class</p>
	 <p>1. Students Discussing given problem amongst themselves in ADG class</p>	 <p>4. Discussions with Subject Teachers</p>
Applied For	F.Y. B. Arch - Architectural Drawing and Graphics - II, Group and one to one Discussions with Subject Teachers	







14	Group Discussions Sessions	
Photo(s)	 <p data-bbox="501 564 1180 646">1. A student discussing progressive work of research with Subject Teachers.</p>	 <p data-bbox="1256 564 2007 646">2. Teachers discussing the research process and compilation of file.</p>
	 <p data-bbox="465 1054 1216 1136">3. Teachers discussing the research process and compilation of file.</p>	 <p data-bbox="1301 1066 1957 1147">4. Students discussing the progressive work of research classmates.</p>
Applied For	Fourth Year. B. Arch - Research In Architecture - II, Group discussion On Research process with Subject teachers	





15	Group Discussions & Debate Sessions	
Photo(s)	 <p data-bbox="490 592 1189 667">1. Post settlement study discussion & debate session for the analysis of Studied Urban settlement</p>	 <p data-bbox="1263 592 1998 707">2. Post settlement study discussion of Students to analyses the lifestyle of occupants and semipublic built and open spaces at Studied urban settlement.</p>
	 <p data-bbox="490 1078 1189 1193">3. Post settlement study discussion of Students to analyses Climatic and topographical response at Studied urban settlement.</p>	 <p data-bbox="1245 1078 2013 1153">4. Post settlement study discussion to prepare a written as well as graphical documentation report of studied urban settlement.</p>
Applied For	Second Year. B. Arch – Design IV, Post settlement study discussion to analyze the studied urban settlement.	







16	Classroom PowerPoint Presentation	
Photo(s)	 <p>1. Student presenting research work to Subject Teachers.</p>	 <p>1. Discussion on presented research work</p>
	 <p>3. Student presenting research work to Teachers and classmates</p>	 <p>3. Student presenting research work to Teachers & Classmates</p>
Applied For	Fourth Year. B. Arch - Research In Architecture - II, PowerPoint Presentation On Data Collection guided by Subject teachers	







17	PowerPoint Presentation	
Photo(s)	 <p data-bbox="533 722 1151 798">1. Student presenting research work to Teachers and classmates</p>	 <p data-bbox="1249 722 2011 758">2. Student presenting research work to Teachers and classmates</p>
Applied For	Fourth Year. B. Arch - Urban Studies - II, PowerPoint Presentation On planning tools for urban Design guided by Subject teachers	



18	PowerPoint Presentation	
Photo(s)	 <p data-bbox="481 671 1200 746">1. Student presenting design case study work teachers and to classmates</p>	 <p data-bbox="1270 671 1989 746">2. Student presenting design case study work to teachers and classmates</p>
	 <p data-bbox="474 1109 1207 1184">3. Student presenting Design case study work to Teachers and classmates</p>	 <p data-bbox="1263 1109 1995 1184">4. Student presenting Design case study work to Teachers and classmates</p>
Applied For	Fourth Year. B. Arch - Design - VIII, PowerPoint Presentation Of case study guided by Subject teachers	



19	Participative + Experiential Learning In Group Works	
Photo(s)	 <p data-bbox="562 647 1128 683">1. Student preparing measure drawing in groups</p>	 <p data-bbox="1267 647 2002 683">2. A student taking measurements of a selected area in groups</p>
	 <p data-bbox="472 1121 1218 1198">3. A student taking measurements and drafting the details of the interiors of the selected building in groups</p>	 <p data-bbox="1256 1121 2011 1198">4. A student discussing and drafting the details selected building in groups</p>
Applied For	S.Y. B. Arch- History Of Architecture - Measure Drawing Assignment	





1. Students working collaboratively to get the hands-on experience of masonry wall construction at construction courtyard.



2. Students working collaboratively to get the hands-on experience of masonry wall construction at construction courtyard.

Photo(s)



3. Students working collaboratively to get the hands-on experience of masonry wall construction at construction courtyard.



4. Students working collaboratively to get the hands-on experience of masonry wall construction at construction courtyard.







5. Students working collaboratively to get the hands-on experience of masonry wall construction at construction courtyard.



6. Completed Masonry wall in Double Flemish Bond (Result of Participative learning + Experiential learning) at Construction Courtyard.



21	Participative + Experiential Learning In Group Works	
Photo(s)	 <p>1. Students learning and making patterned brick flooring.</p>	 <p>2. Students learning and making patterned brick & tile flooring.</p>
	 <p>3. Students learning and making brick pattern flooring.</p>	 <p>4. Students learning and making brick pattern flooring.</p>
Applied For	On-site participative Learning in college activities	



Photo(s)



1. Student experimenting on space making and experiential quality of space through permutations and combinations of models.



2. A student from group one explaining space created through Group Experiment.



3. A student from group two explaining space created through Group Experiment.



4. A student from group three explaining space created through Group Experiment.



5. The final model of group one created through Group Experiment.



6. The final model of group one created through Group Experiment.



7. The final model of group two created through Group Experiment



8. Teachers appreciated the efforts and good work done by students

Applied For

T. .Y. B. Arch -Landscape Architecture - I, Learning Aspects of Plants and its application in space making through permutations and combinations of models session conducted by the Subject teacher and examined by Member other than Subject Teacher.





1. Student performing drama on Toda tribes- Scene showing rituals followed by Toda tribes on special festival



2. Student performing drama on Toda tribes- Scene showing the daily life of Toda tribe background of the interior of Toda house created through PowerPoint by students.

Photo(s)



3. Student performing drama on Bhunga tribes- Scene showing King Court of King from that story background of the interior of King Court created through PowerPoint by students.



4. Student performing drama on Bhunga tribes- Scene showing community common spaces for interactions supported by a background of the exterior of Bhunga houses created through PowerPoint by students.



5. Student performing drama on Warli tribes- Scene showing ritual of Naming Ceremony followed by Warli tribes.



6. Student performing drama on Warli tribes- Scene showing ritual of tree worshipping followed by Warli tribes.



6. Student performing drama on Warli tribes- Scene showing dance form of Warli tribes performed for praying rain god before the rainy season.



8. Teachers and other students as an audience.

Applied For

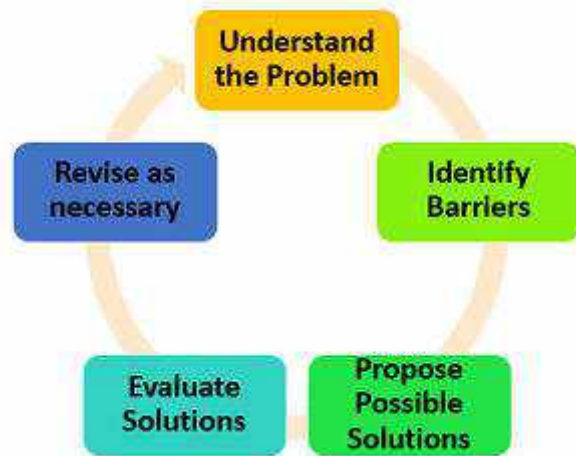
F. Y. B. Arch - History of Architecture - I, Learning Tribes of India - Their Anthropology through drama and Roll Play. Story of each tribe was written by students themselves, directed and executed by students themselves. Session conducted by Subject teachers, examined by Members other than Subject Teachers and was open for the entire college





Student Centric Teaching Learning Methods

Teaching Method	Problem-Solving Method
Aim	To gain knowledge by working on problems.
Objectives	<ul style="list-style-type: none"> i. To develop analytical solutions to the problem. ii. To evaluate alternative solutions. iii. To generate and evaluate new ideas iv. To evolve creative techniques for the specific design problem.




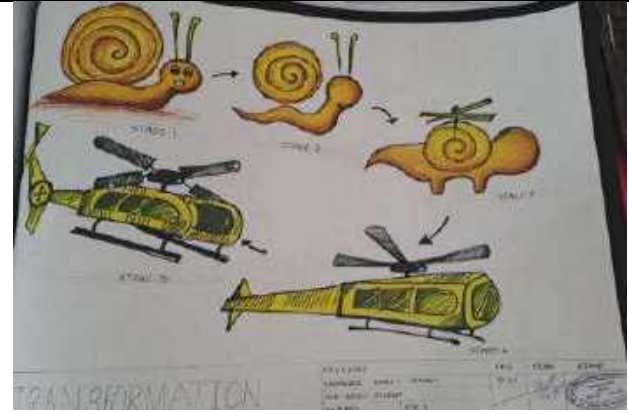


Source: https://study.com/cimages/multimages/16/ps_1_diagram.png

In a problem-solving method, the student learns by working on problems. This enables the students to learn new knowledge by facing the problems to be solved.





Student Centric Teaching Learning Methods

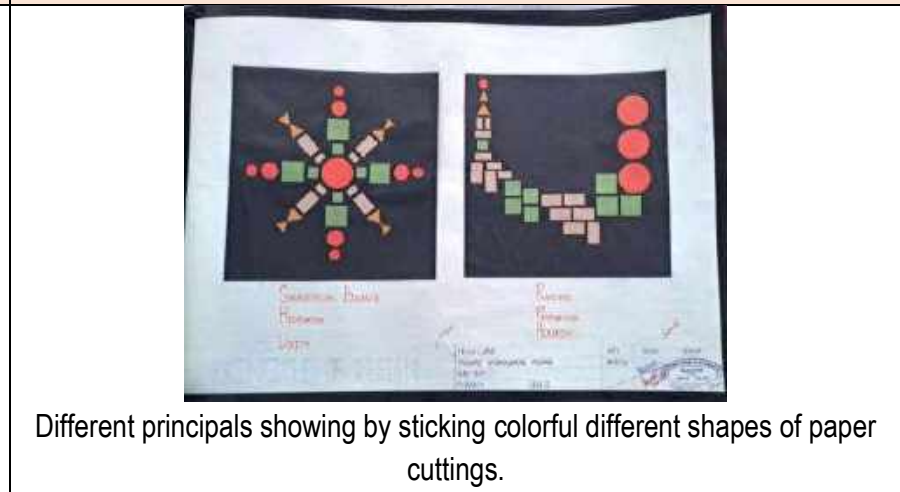
1	Transformation	
Photo(s)	 <p>Transformation: Inspiration from nature convert in model</p>	 <p>Transformation: Inspiration from nature convert in model</p>
	 <p>Final Product</p>	 <p>Final Product</p>
Applied For	F.Y.B.Arch Basic Design- Transformation exercise where students have to inspire from natural element and by transforming it they have to prepare the workable product.	





2 Principles of Design

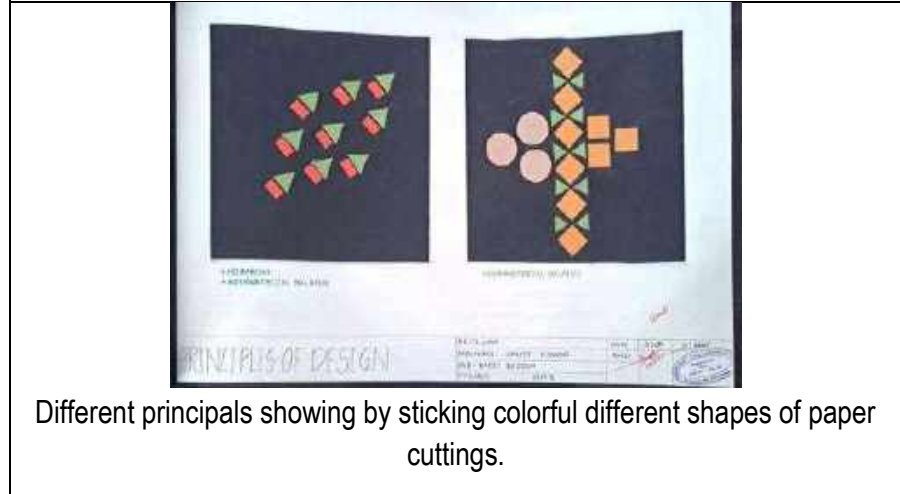
Photo(s)



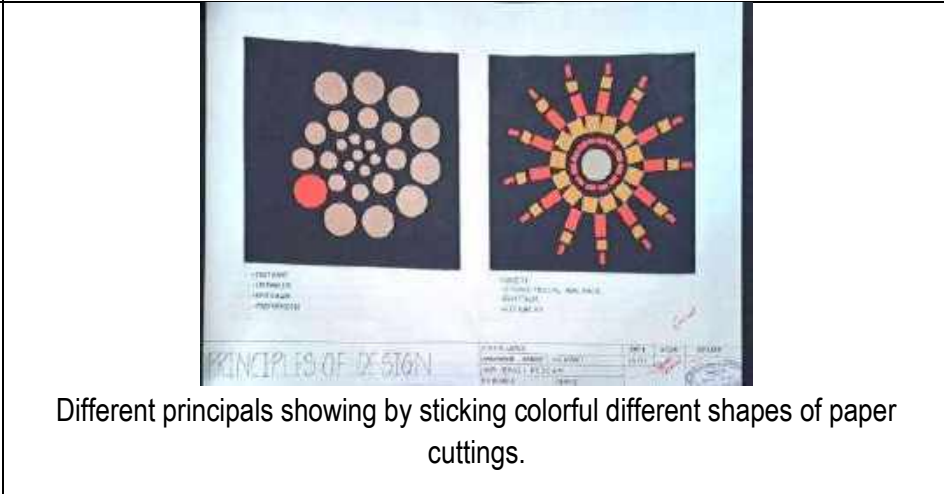
Different principals showing by sticking colorful different shapes of paper cuttings.



Different principals showing by sticking colorful different shapes of paper cuttings.



Different principals showing by sticking colorful different shapes of paper cuttings.



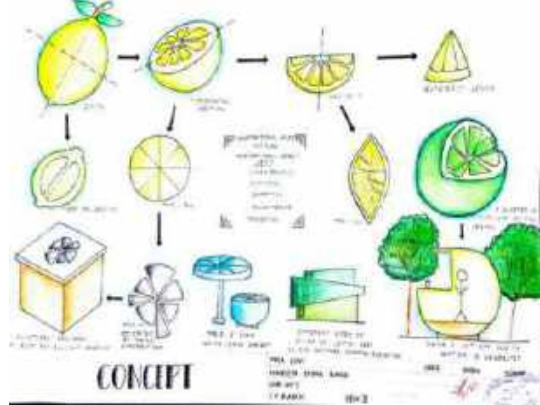
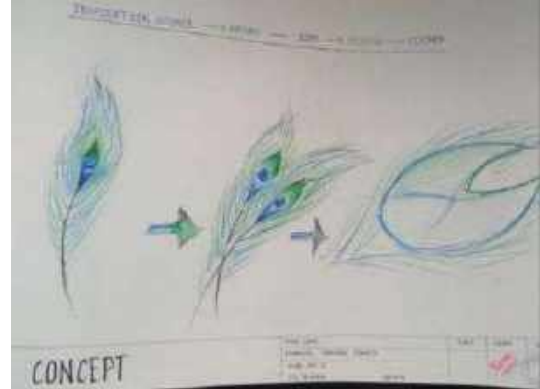
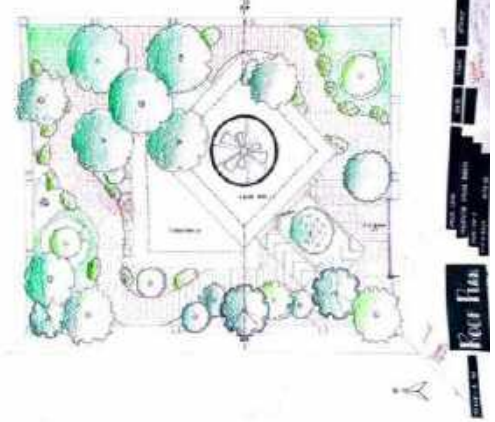

Different principals showing by sticking colorful different shapes of paper cuttings.

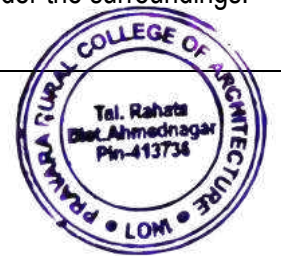
Applied For

F.Y.B.Arch Basic Design- Architectural principal: In this exercise students have to explore the different principals of design by arranging different shapes with different colours. .

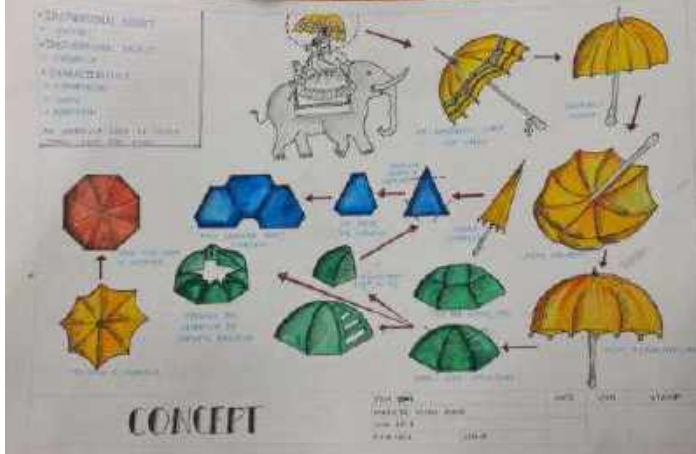







3	AD 1	
Photo(s)	 <p>Development of concept for Juice Bar</p>	 <p>Development of concept for Juice Bar</p>
	 <p>Concept implemented in Juice Bar design</p>	 <p>Concept implemented in Juice Bar design</p>
Applied For	F.Y.B.Arch Architectural Design 1: Minor design problem – Students are supposed to design a Juice Bar in 30 SQ.M. area with consider the surroundings.	





4	AD 1	
Photo(s)	 <p>Development of concept for Interpretation Center</p>	 <p>Development of concept for Interpretation Center</p>
	 <p>Concept implemented in Interpretation Center</p>	 <p>Concept implemented in Juice Bar design</p>
Applied For	F.Y.B.Arch Architectural Design 1: Minor design problem – Students are supposed to design a Juice Bar in 30 SQ.M. area with consider the surroundings.	



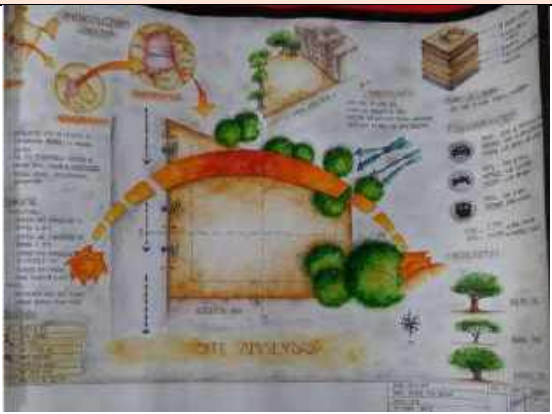


5 Farmhouse Planning

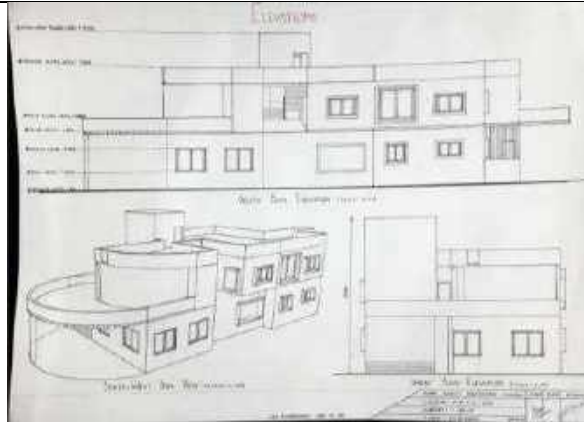
Photo(s)



Site analysis for Farmhouse



Site analysis for Farmhouse



Elevation and the view of farmhouse





Elevation of the Farmhouse.

Applied For

Second Year B.Arch Design II : Students asked do develop the residential farmhouse as per the given requirements by the design faculties.


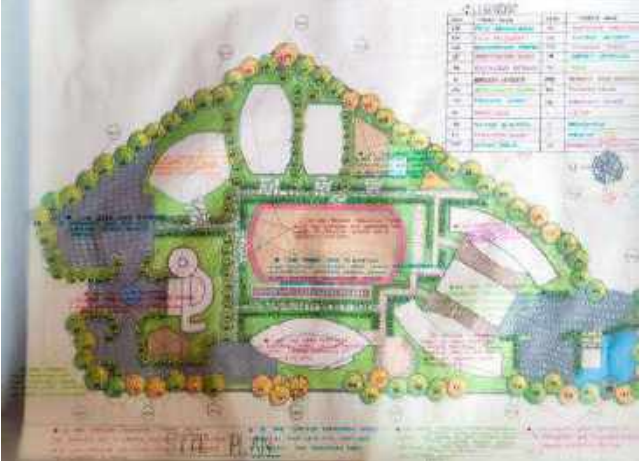




6	Preprimary and Primary School Planning	
Photo(s)	 <p style="text-align: center;">Site analysis for School</p>	 <p style="text-align: center;">Planning and site development.</p>
Applied For	Second Year B.Arch Design III : Students asked to plan the Preprimary and Primary School and site development.	





7	Site planning of Military School	
Photo(s)	 <p style="text-align: center;">SITE PLAN</p> <p>Site planning is shown as per their concepts as well as landscape is also designed.</p>	 <p>Site planning as per their concepts as well as landscape and planting policies</p>
Applied For	Third .Year B-Arch Design IV – Students had designed the Military school campus with proper hardscape and softscape design.	



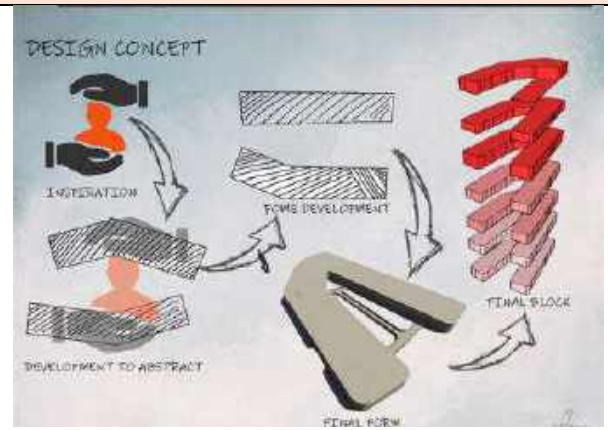


8 Hospital design

Photo(s)



Hospital design concept



Hospital design concept



Final elevation of hospital project



Final Views of Hospital Project

Applied For

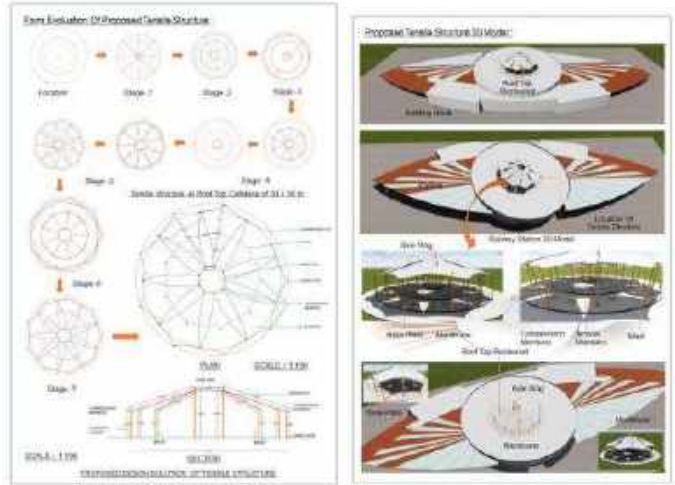
Third Year B-Arch Design V – Students was supposed to design a Hospital with all the services.



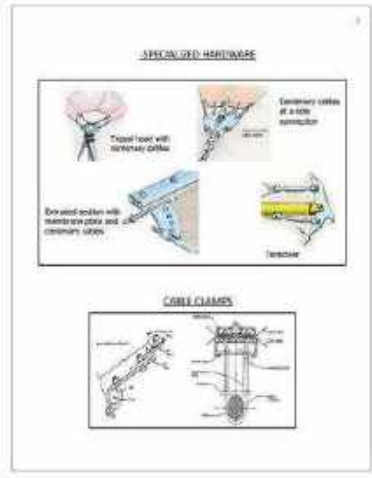


9 **Tensile structures**

Photo(s)



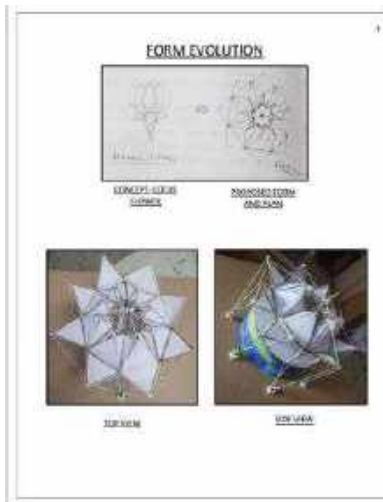
Tensile Structure concept Development



Tensile Structure concept Development



Final Product of Tensile Structure





Final Product of Tensile Structure





Applied For	Fourth Year B-Arch Elective IV – Students have to explore different Tensile Structures and how to build it and prepare model showing their individual concept.
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10	Idea Matrix	
Photo(s)	 <p data-bbox="492 933 1108 973">Idea matrix sheet- generate new idea for telephone</p>	 <p data-bbox="1444 933 1993 973">Idea matrix sheet- generate new idea for tank</p>





Idea matrix sheet- generate new idea for bicycle



Idea matrix sheet- generate new idea for soft toy

Applied For

F.Y.B.Arch Basic Design- I for systematically generate and evaluate new ideas, presents a repeatable method to operationalize creativity

11

Brainstorming Assignment

Photo(s)



Brainstorming on "garden" to generate a list of ideas for the design.



Brainstorming on "music" to generate a list of ideas for the design.





Brainstorming on "Education" to generate a list of ideas for the design.



Brainstorming on "Literature" to generate a list of ideas for the design.

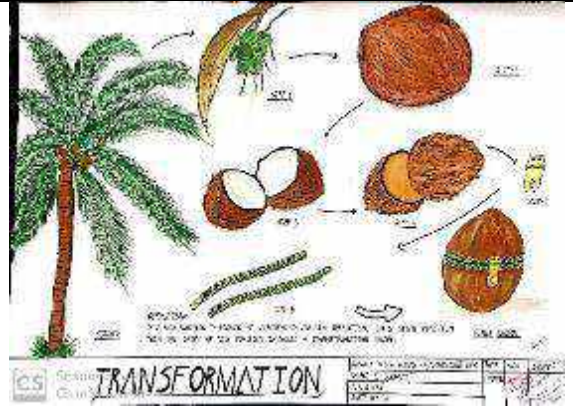
Applied For

F.Y.B.Arch Basic Design- I for evolving creative techniques for a specific problem by gathering a list of ideas spontaneously contributed by students.

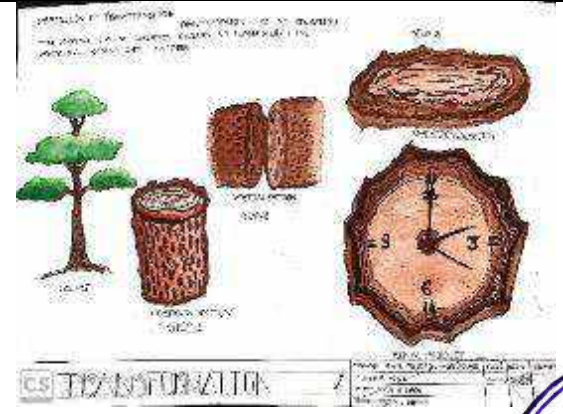
12

Transformation (Design & Models)

Photo(s)





Transformation of coconut into jewelry box

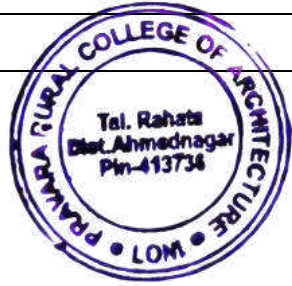


Transformation of wooden log into wall clock





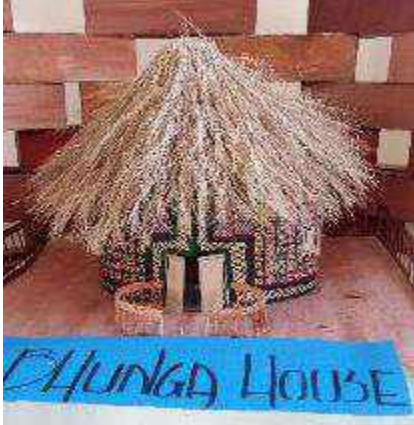



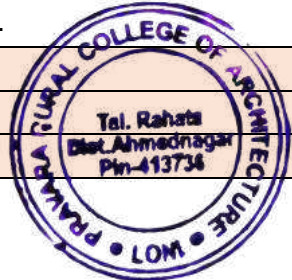
	 <p>Transformation of coconut into a jewelry box</p>	 <p>Transformation of birds wings into the mobile holder</p>
Applied For	F.Y.B. Arch Basic Design- I transform natural form into another usable object by permutation and combination.	







13	Detailed Models
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Photo(s)	 <p>To understand the lifestyle, structure and construction material of the toda community with the help of the detailed model.</p>	 <p>To understand the lifestyle, structure and construction material of the Warli community with the help of detailed model</p>
	 <p>To understand the lifestyle, structure and construction material of Bhunga community with the help of the detailed model.</p>	 <p>timber doors and windows with the help of a detailed working model.</p>
Applied For	History of Architecture-I to study the lifestyle, culture and building elements of tribes of India. F.Y.B. Arch Building Construction and Material-II to study the timber doors and windows with the help of a detailed working model.	
14	Detailed Models	









	 <p>To understand the Realistic views of a Bungalow with the help of the detailed model.</p>	 <p>To understand the Realistic views of an Office building with the help of a detailed model.</p>
Photo(s)	 <p>To understand the Realistic views of a Bungalow with the help of the detailed model.</p>	 <p>To understand the Realistic views of a Bungalow with the help of the detailed model.</p>
Applied For	Architectural Design -To understand the built and un-built spaces, of design project with the help of the detailed model.	


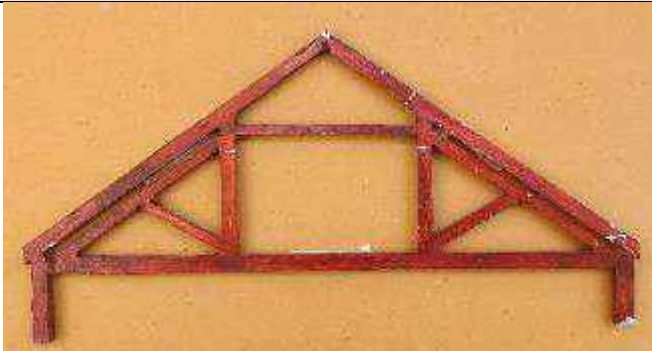






15	Study Models		
Photo(s)		 <p data-bbox="414 622 1187 702">To understand the site surroundings and its impact on the building through study model</p>	 <p data-bbox="1288 622 2139 702">To understand the scale of built and unbuilt spaces along with site surroundings and its impact on the Hospital building through study model</p>
	 <p data-bbox="380 1117 1220 1197">To study shadow analysis using sun diel. The method is used to identify shading devices in critical months.</p>		 <p data-bbox="1265 1109 2161 1189">To understand the scale, proportion and orientation of entrance gate through study model</p>
Applied For	Architectural Design -To understand the built and un-built spaces of a design project with the help of study models or working models/ block models.		












16	Model Making	
Photo(s)	 <p data-bbox="380 638 1209 718">To understand the designing and construction details of panelled doors and window with the help of the model.</p>	 <p data-bbox="1265 614 2161 694">To understand the designing and construction details of trusses with the help of model for Model making</p>
	 <p data-bbox="380 1173 1209 1252">To understand designing of a column of various orders with the help of model</p>	 <p data-bbox="1265 1157 2161 1236">To understand the details of wooden joineries used indoors, windows, trusses, furniture etc with the help of model for better understanding</p>
Applied For	To understand the concepts of planning and designing with the help of 3D Visualization through various models.	





17	3D Visualization	
	 <p data-bbox="392 606 1209 686">To understand the realistic views of an apartment building through 3D View</p>	 <p data-bbox="1276 606 2150 686">To understand the realistic views of the interior of the bedroom through 3D View</p>
Photo(s)	 <p data-bbox="380 1125 1220 1165">To understand the realistic views of shopping complex through 3D View</p>	 <p data-bbox="1254 1125 2172 1204">To understand the realistic views of the housing scheme and site development through 3D View</p>
Applied For	Architectural Design -To understand the built and un-built spaces, interior, and site development of a design project with the help of realistic 3D visualization.	



18	3D Visualization	
	 <p data-bbox="403 654 1198 694">To understand the realistic views of amenity space through 3D View</p>	 <p data-bbox="1276 646 2161 686">To understand the realistic interior views of shopping mall through 3D View</p>
Photo(s)	 <p data-bbox="392 1145 1209 1220">To understand the realistic exterior views of shopping mall through 3D View</p>	 <p data-bbox="1276 1173 2161 1212">To understand the realistic interior views of office building through 3D View</p>
Applied For	Architectural Design -To understand the built and un-built spaces, interior, and site development of a design project with the help of realistic 3D visualization.	



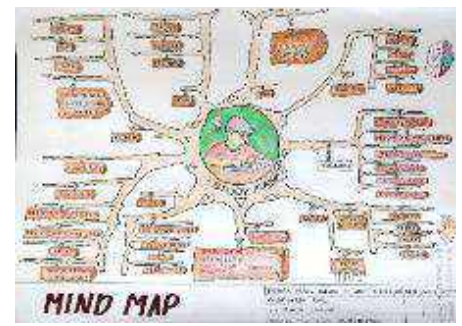


19 **Mind Maps**

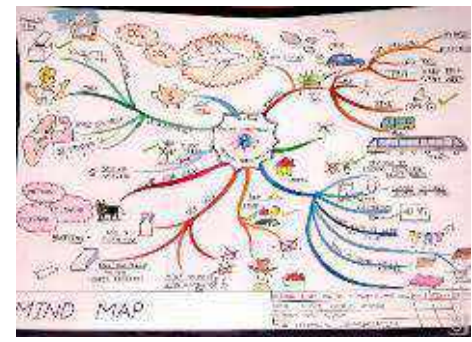
Photo(s)



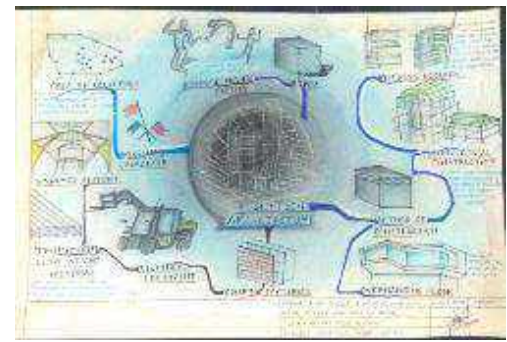
To increase students' creativity and generate ideas based on the theme 'TIME' through a mind map.



To increase students' creativity and generate ideas on the topic 'STUDY PLAN' through a mind map.



To increase students' creativity and generate ideas based on 'GLOBAL WARMING' through a mind map.



To increase students' creativity and generate ideas based on 'HI-TECH ARCHITECTURE' through a mind map.



[Signature]
PRINCIPAL
Pravara Rural College of
Architecture, Loni