Bombay Suburban Art and Craft Education Society's

L. S. Raheja School of Architecture

Recommendations and Action taken report 2024-25

At L. S. Raheja School of Architecture, **outcome based learning** is kept at the **forefront** while exploring and implementing the **B.Arch curriculum** in terms of:

1. **Design of Assignments**
2. **Lecture Delivery**
3. **Expected Outcomes**
4. **Topics for Electives**
5. **Design of Allied Design and other value added subjects and assessment patterns.**

The same **approach is retained in the design of other co-curricular activities** like:

1. **Seminars and Workshops :** Workshop as an Applied Teaching Method helps Students to **Think - Learn - Work.** As a **Tool** it helps students to **Create Ideas** and **Make Decisions** in a disciplined way. As an Academic activity it **Triggers** The **Imagination and Creativity** in an environment away from Restrictions and Formal Processes.
2. **Study Tours :** The Study Tours are conducted at **National and International level** to allow the students pounder selflessly independent of their self interest and to absorb the **Cultures and Experiences** of various **Sites - Places - Cities - States** and then to consider and apply it in their work.
3. **Interactions with professionals from the field :**
4. **Field and Site Visits**

The **Accrediting standards** and **Student Performance Criteria** is based on four core values of **Design, Leadership, Stewardship, and Critical Thinking.**

The **Student Performance Criteria** are organized into various **REALMS:**

REALM A: CRITICAL THINKING AND REPRESENTATION

Graduates from The L. S. Raheja School of Architecture must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, economic, cultural, and environmental contexts. They must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

REALM B: BUILDING PRACTICES, TECHNICAL SKILLS, AND KNOWLEDGE

Graduates from The L. S. Raheja School of Architecture must be able to comprehend and apply the technical aspects of design, systems, and materials to architectural solutions in a sustainable manner.

REALM C: INTEGRATED ARCHITECTURAL SOLUTIONS

BOMBAY SUBURBAN ART & CRAFT EDUCATION SOCIETY'S L.S. RAHEJA SCHOOL OF ARCHITECTURE B.ARCH.

Graduates from The L. S. Raheja School of Architecture must be able to demonstrate and synthesize a wide range of variables like research, problem identification, setting evaluative criteria, analyzing solutions, predicting the effectiveness of implementation and taking informed decisions into an integrated, cohesive and holistic design solution.

REALM D: PROFESSIONAL PRACTICE

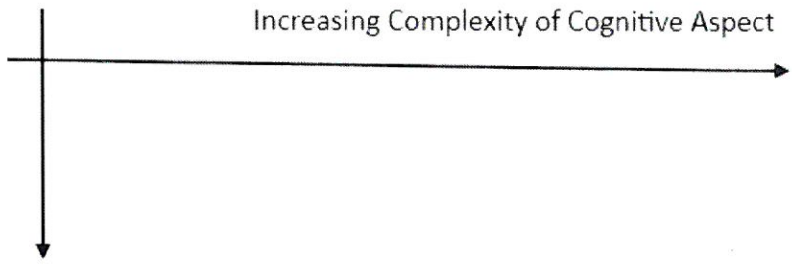
Graduates from the L.S.Raheja School of Architecture must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Table 1: Matrix of cognitive processes and knowledge dimensions used for teaching practices for various subjects (Theory & Studio)

Level	Transformation	Action	Order	Context	Realm
Facts	Observation	Awareness	Isolated	Explicit	Experience
Data	Organisation	Curiosity	Structured	Organised	
Information	Relation	Appreciation	Scaled	Analytical	Concepts
Knowledge	Application	Illumination	Connected	Interpretive	
Understanding	Integration	Expertise	Networked	Implicit	Design
Wisdom	Theory	Virtuosity	Dynamic	Tacit/zen	

Table 2: Matrix of Thirty Six Coordinates in architectural education used for teaching practices for various subjects (Theory & Studio)

	Remember	Understand	Apply	Analyze	Evaluate	Create
Facts						
Data						
Information						
Knowledge						
Understanding						
Wisdom						



Increasing Complexity of Knowledge Aspect

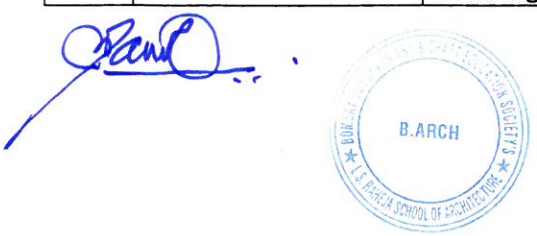
Multiple Coordinates of learning can be targeted across both aspects

Suggestions, recommendations and action taken for improvement of curriculum, electives and value added subjects			
S.No	**Suggestions by various stakeholders**	**Recommendations by the Institute**	**Action taken**
1.	Various suggestions made by teachers: Upgradation of **technology and computer applications** to match global standards, **inclusion of AI in the curriculum,** less theory and **more practice- based courses, emphasis on research, inter-disciplinary collaborations** and including aspects of geopolitics, policy, business and art.	The Mumbai University should revise and upgrade the curriculum by integrating advanced technology tools, AI, and computer applications aligned with global academic and industry standards. A balance of practical and theoretical learning should be maintained with stronger emphasis on research and innovation. Interdisciplinary modules should be introduced to connect architecture with fields like geopolitics, policy, business, and art. Faculty development programs and industry collaborations should also be encouraged.	The curriculum has been updated with emerging digital tools. More practice-oriented studio courses and research-based projects have been introduced. Interdisciplinary workshops and seminars have been conducted involving experts from diverse fields. Collaboration with industry and international institutions has been initiated to align teaching and learning with global practices.
2.	As suggested by the teachers, considering the **theory and technical subjects along with the environmental impact** should be sequential and relevant to architecture Design Brief. (Project Brief)	As per the teaching scheme of the curriculum, 75% of total periods of study should fulfill the goals of the study that is the **application and integration of various courses into an architecture design project.**	The study focuses on the **course objectives and method of teaching Cultural Context, Construction Technology & Environment** and in particular to their integration into design studio in Part A as well as Part B of the academic study of B.arch programme. As per the curriculum, the institute implements the coordination between **THEORY AND TECHNICAL SUBJECTS / ARCHITECTURE DESIGN AND ALLIED**

B.ARCH

			DESIGN subject as teaching learning process. **FIrst Year :** Architecture Design and Basic Design - the outcome and objective of the assignment based on subject learning of **theory of elements and principle of design, art and culture, concept and idea, anthropometric data and ergonomics** culmination of the same in form of drawing detailing and representation techniques, mapping and story board writing /model making and sketching. **Second Year:** Architecture Design and Interior Design - the outcome and objective of the assignment based on subject learning is to **understand the space relationship and articulation of space/ aesthetics/ materials and their application process/market survey.** Culmination of the same in the form of drawing detailing and representation techniques, mood board and material board/sketching as thought / model making. **Third Year :** Architecture Design and Landscape Design - the outcome and objective of the assignment based on subject learning of **Theory of elements and principle of landscape design the space relationship and environmental impact/ aesthetics/ site planning** and culmination of the same in form of drawing **Fourth year:** Students are taught to handle **mass housing in Architectural design projects** and **mapping of urban areas** in allied design subjects. Courses like Architectural representation and detailing where the outcomes focus on

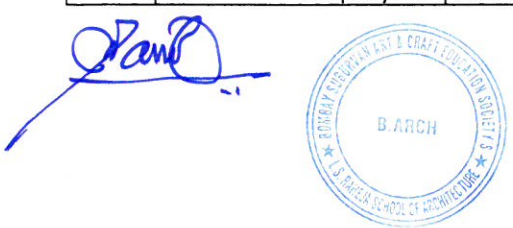
			the **application of development rules and regulations** is seen in the design proposal of the students that is further **integrated** with courses like specifications (report writing), advanced building construction (proposal of structural systems). The students are able to translate their **integrated understanding of the design, technical subjects, graphical representation, and knowledge of professional practice into a professional setting** during their internship. It helps in increased skills in **performing tasks in a professional office, ability to communicate in a professional setting and understanding of the social and ethical role of the architect.** **Fifth year:** Research topics for course of design dissertation are finalized by the students. The students learn to **propose viable holistic solutions after thorough research and application of theory, technical and design subjects.** This learning outcome prepares them to select their field of expertise for the Masters programme.
3.	Teachers suggested that teaching practices in both Studio and Theory classes should be structured around subject-specific modules. These **modules should focus** on engaging students through **practice-based learning**, while also	As part of the professional course during the 3rd and 4th year of Architectural studies, the institute recommends integrating current professional practices into academics. This approach aims to **enhance student engagement and learning outcomes**,	As part of the professional course during the 3rd and 4th year of Architectural studies, the institute recommends integrating current professional practices into academics. This approach aims to **enhance student engagement and learning outcomes**, while providing greater depth and credibility to students' work.



	strengthening their understanding of **theoretical concepts** rooted in principles and ideologies.	while providing greater depth and credibility to students' work.	
4.	Teachers highlighted that in the current era of advanced technology and easily accessible knowledge, the **role of a teacher** becomes crucial in guiding students. A teacher must not only provide knowledge but also **demonstrate the design process** effectively, enabling students to understand how design evolves as a **critical and reflective practice.**	Since design itself is a critical process, **teaching–learning practices** should be shaped around students' perspectives and interests. The institute recommends encouraging students to explore **new theories in architecture** while integrating lectures that showcase how architects conceptualize and develop their ideas.	The institute emphasizes that the process of **design** involves distinct phases such as **analytical understanding, critical thinking, and creative decision-making**. Students are encouraged to **apply what they learn in studios** across these phases—engaging first in analysis (analytical understanding) and then in synthesis (creative decision-making)—to strengthen their design work and professional readiness.
5.	Electives in **software** are the most preferred electives by students and alumni alike. Other electives suggested by students are **hands-on understanding of**	All the realms of student performance criteria are kept in mind while designing the curricular assignments, electives and value added subjects for various semesters. The topics for electives should be explored and implemented keeping in mind their **relevance, connection and application with various courses of a particular semester.**	Skills of **graphical representation and presentation** were taught through manual (rendering) as well as software methods. Basic and advanced softwares were taught through various electives across different years of study in a sequential manner. Students were taught **Autocad** in first year, **SketchUp** in first and second year, **Revit** and **Rhino** in third year. Electives related to **material exploration and technology** were introduced as **vertical electives** between 4th year and 5th year B.Arch students.

	building materials and construction, Vastu, Construction management, set design, architectural photography.	Electives should be designed to help students develop a **diverse range of skills** that make them **profession ready** and teach **practical know-how** of various parameters associated with this field. 17 electives/ certificate courses were conducted during the academic year 2024-25 that covered subjects like: Rendering (Monochrome and photocolour), Graphical Representation through Architectural Softwares like Autocad, SketchUP, Revit and Rhino, Daylighting, IGBC, Spawn hybrids (alternative building materials), study of human behavior as a consequence of spatial design, Building economics and real estate, Earthquake resistant architecture & passive design strategies, Effective use of Glass in the Built Environment, Advanced Landscape, Introduction to Construction Management, conversations on Conservation,	Electives that help students explore and understand the architectural, technological, environmental and economical impacts of **mainstream building materials like concrete and glass**; and **alternative newer bio materials like mycelium** were conducted. Electives on **Earthquake Resistant Architecture and Passive design** was conducted for **advanced know-how of technology** as well as sensitivity towards **sustainable design.** Advanced theories and concepts in landscape design and landscape planning were introduced through vertical electives conducted on **Advanced landscape**. The students were encouraged to conduct **individual and collaborative research, mapping, analyzing and arriving at solutions.** Electives on **Heritage conservation** (identify, document and generate value assessment document and representation drawing for an existing heritage in Indian cities). Electives on **Architecture X Fiction** was conducted to explore how urban scenarios could be used to **explore possible fictional concepts to construct urban environments in the future.** An elective on **Psychology in Architecture** to **sensitize students** towards various stakeholders, human behavior and the **psychological impact of architectural space** was also conducted. Students were introduced to "Architectural photography and creative

		Architecture X Fiction, The Concrete Way	direction" through the Insights lecture series to understand the diverse allied fields associated with architecture.
6.	Both students and alumni suggested that electives that teach **entrepreneurship, running of a professional practice, finance management and understanding real estate** should be conducted.	An insight into finance management can be given through **practical know-how electives.**	**Management hybrid methodologies** like Pert (Program evaluation and review technique) and CPM(Critical Path Method), **Cost, Finance, Material, Risk & Design control** were introduced to 4th and 5th yr.B.Arch students through electives on **Introduction to Construction Management.** Electives on **Building Economics and Real Estate** was conducted to discuss the importance of thoughtful redevelopment through an understanding of **stakeholders, challenges, opportunities, processes, rules and regulations, current trends and practices**, etc. The option to conduct finance based topics like Building Economics & Real Estate, not merely as an elective, but as a **foundation for all students,** can be discussed during the IQAC & CDC meeting.
7.	Other suggestions by alumni and teachers include **AI integrated design, construction management, industrial design and set design.**	AI is something that cannot be ignored in the future. Understanding the **application of AI in a design field** like architecture can be explored and implemented.	Through Insights lecture series, students were introduced to spatial design and research practice **leveraging digital technologies for urban research, heritage engagement, and data-driven interventions.** Decisions on newer electives like **AI integrated design, industrial design and set design,** that can be conducted in the academic year 2025-26 to be taken during IQAC and CDC meet.
8.	Alumni, teachers and employers	**More site visits** to actual	The **"Insights Lecture Series"** - Lectures or interactive sessions with practicing



	suggested the importance of **practical know - how and handling of design, construction technology and technical drawings.**	ongoing-projects, **interaction with experts** in the field can be introduced in the form of elective/workshop/lecture series	Architects was introduced in 2014. During the academic year 2024-25, 3 lectures were conducted as a part of this series where students got to learn from and interact with **practicing architects and experts from the field.** Former chief town planner, MMRDA Prof. Vidyadhar Pathak addressed the students on the topic of **Spatial Planning and Urban governance.** **Panel discussion with practicing architect** Ar. Yatin Pandya was conducted during the college festival "Aakar" for understanding the diversity in architectural practice, design thought processes and concepts.
9.	Students also feel that electives that help them explore **creativity** through music, pottery, and art should be introduced.	**Exposure to multidisciplinary forms of art** is important to students of architecture as it helps develop a well rounded approach that includes application of diverse courses.	Workshops exploring the multi-disciplinary fields of art and craft, dance and physical fitness were conducted during "Aakar" festival. Various workshops conducted were: **Lippan art, calligraphy, clay coaster making, Terrarium art, photogrammetry, bollywood dance, self defense, no bake desserts, ecological walk and food walk.**
		Everyone should be made aware of Physical, mental, social, emotional and spiritual well-being that determines complete health.	Various clubs like **Dance & Music Club, Movie Club, Book reading Club, History Club** were formed during the academic year 2024-25 for the design of such **diverse, creative co-curricular activities** that offers something or the other to every student as per their choice. Every club conducted multiple events throughout the year for the well being of the students.