

CRITERIA VII

Key Indicator 7.2 Best Practices

7.2.1 BEST PRACTICES SUCCESSFULLY IMPLEMENTED BY THE INSTITUTION

Index

| S.No. | List of Particulars |
|-------|---|
| 1. | DESCRIPTION OF BEST PRACTISES |
| 2. | BEST PRACTICE 1 |
| | <u>The Practice</u> |
| | 1. Students exposure to different communities |
| | a. EXPERIENTIAL TOUR TO CHHATTISGARH |
| | 2. Students involved in community-based projects and research |
| | a. HANDS ON WORKSHOP AT JAGDALPUR |
| | b. BAMBOO RESEARCH PROJECT |
| | c. RESEARCH PROJECT ON URBAN FARMING |
| | d. FINAL YEAR STUDENTS ENCOURAGED TO CHOOSE COMMUNITY-BASED DESIGN PROJECTS |
| | 3. Student and faculty participation in social causes |
| | a. CONDUCTING AWARENESS PROGRAMS |
| | b. PARTICIPATION IN VOLUNTARY WORK |
| | <u>Evidence of Success</u> |
| | a. VOLUNTARY ACTIVITIES |
| | b. ADDRESSING SOCIAL ISSUES |
| | c. BUSINESS INCUBATION |
| | d. ALUMNI EMPLOYMENT DETAILS |

Index

| S.No. | List of Particulars |
|-------|--|
| 3. | BEST PRACTICE 2 |
| | <u>The Practice</u> |
| | 1 .Mentorship program by CEPT University, Ahmedabad |
| | a. MOU signed with CEPT University |
| | b. Review of work by CEPT team |
| | c. Capacity Building Workshop for tutors of Foundational Skills for Design Students (FSDS) |
| | 2. Collaborations with other Institutions of Repute |
| | a. MOU with RVS Padmavathy School of Architecture, Chennai |
| | b. Faculty exchange program |
| | <u>Evidence of Success</u> |
| | a. Students excel in RTMNU exams |
| | b. Students receive national and international awards for academics and design |



CRITERIA VII

Key Indicator 7.2 Best Practices

7.2.1 BEST PRACTICES SUCCESSFULLY IMPLEMENTED BY THE INSTITUTION

BEST PRACTISE 1

1. Title of Practice

Using Professional Skills to Address Societal Concern

2. Objectives of Practice:

To instil in students a moral and professional responsibility towards society.

To provide a platform for students and faculty to serve society.

3. Context:

Strong human values and professional integrity must be instilled in students so that they are motivated to work for the society and the country.

4. Practice

- i.Students exposed to different communities
- ii.Students involved in community-based projects and research
- iii.Students and faculty participation in social causes

5. Evidence of Success

- i.COA TRC Child Psychology and Child Centric Designs
- ii.Village Incubation Project
- iii.Community-based Competition Entry

6. Problems Encountered and Resources Required

The team has to work with limited resources.



BEST PRACTICE 1

The Practice

1. Students exposure to different communities

Our society is made of different cultures and traditions. It is important for the students to interact with a variety of people and experience their art, architecture, and culture. This broadens their outlook towards society. They can learn from the local craftsman and also understand issues first hand. For this the Institute organizes tours and field trips.

a. Experiential tour of the Art, Architecture and Culture of the Tribal Settlement of Chhattisgarh

The students are taken on a experiential tour to understand the culture, art and architecture of the tribals in the Chhattisgarh region The student shall explore the settlements, house forms and meet artisans to interact and learn their art forms This workshop has been organized in collaboration with the AAmcho Bastar and Bastar Academy of Dance Art and Culture (BADAL), District Administration at Bastar .

Experience the Art, Architecture and Culture

of the Tribal Settlement of Chhatisgarh



ACADEMIC YEAR - WINTER 2021-2022

Date- 11/11/21 to 15/11/21

Co-ordinator – Prof. Veepa Jariwala

1. Brief:

The students are taken on a experiential tour to understand the culture, art and architecture of the tribals in the Chhatisgarh region

The student shall explore the settlements, houseforms and meet artisans to interact and learn their art forms

This workshop has been organised in collaboration with the AAmcho Bastar and Bastar Academy of Dance Art and Culture (BADAL), District Administration at Bastar .

2. Objectives:

1. To understand the settlement pattern and house forms of the tribals of chhatisgarh
2. To interact with the tribals to explore their culture, their various artforms like bell metal , terracotta art, bamboo art, etc.
3. To visit various heritage structure in the region and study history and culture of the place reflected in its architecture
4. Alumni Association contributed in the form of Alumni Experts who guided the students for the workshop

3. Schedule Visit

| Time | |
|----------|----------------------------|
| 8:00 AM | Heritage walk |
| | |
| 10:00 AM | Artisan village visit |
| | |
| 2:00 PM | Artisan village visit |
| 2:00 PM | |
| 3:00 PM | Bazaar Visit |
| | |
| 6:00 PM | Narayanpal Heritage Mandir |

Experience the Art, Architecture and Culture

of the Tribal Settlement of Chhatisgarh



ACADEMIC YEAR - WINTER 2021-2022

Date- 11/11/21 to 15/11/21

Co-ordinator – Prof. Veepa Jariwala

4. List of the students attended the field project:

Faculty Prof. Veepa Jariwala Coordinator

List of Students attending the Certificate course

| | | | |
|----|-------------------|----|---------------------|
| 1 | Abhishek Mankar | 14 | Shivam Dhage |
| 2 | Anush Bangre | 15 | Shreyas Madankar |
| 3 | Ayushi Jain | 16 | Shrirang Tatte |
| 4 | Brahmanand Pawshe | 17 | Shruti Bhusari |
| 5 | Devashree Ghade | 18 | Siddesh Andhare |
| 6 | Neeldutt Agrawal | 19 | Tanvi Dhole |
| 7 | Pragati Mankar | 20 | Trisha Jain |
| 8 | Renuka Biniwale | 21 | Vaishnavi Agnihotri |
| 9 | Rishabh Bhisikar | 22 | Vedant kadu |
| 10 | Sakshi Chopde | 23 | Vinit Bhende |
| 11 | Sakshi Mahakalkar | 24 | Vinmara Gupta |
| 12 | Sakshi Surawar | 25 | Vrushali Janwe |
| 13 | Shaivik Bhute | 26 | Yashica Dhadiwal |

5. List of faculty and Guest lecturers who attended and assisted the field Project:

1. Prof. Veepa Jariwala
2. Ar, Nisha Bothra
3. Ms. B. Bindu

Co-ordinator, IDEAS
Co-ordinator, Karyashala
Alumni, IDEAS
Culture Devi, Jagdalpur

Experience the Art, Architecture and Culture
of the Tribal Settlement of Chhatisgarh



ACADEMIC YEAR - WINTER 2021-2022

Date- 11/11/21 to 15/11/21

Co-ordinator – Prof. Veepa Jariwala

6. Photographic documentation of various events related to field project.



6.1 Cultural Walk



Experience the Art, Architecture and Culture
of the Tribal Settlement of Chhatisgarh



ACADEMIC YEAR - WINTER 2021-2022

Date- 11/11/21 to 15/11/21

Co-ordinator – Prof. Veepa Jariwala



6.2 Interaction with Tribal artisans



Experience the Art, Architecture and Culture
of the Tribal Settlement of Chhatisgarh



ACADEMIC YEAR - WINTER 2021-2022

Date- 11/11/21 to 15/11/21

Co-ordinator – Prof. Veepa Jariwala

6.3 Interaction with Tribal and having local food






2. Students involved in community-based projects and research

a. Hands on Workshop at Jagdalpur

The students collaborated with Aamcho Bastar and Bastar Academy of Dance Art and Culture (BADAL), District Administration at Bastar to build a pavilion for the community.



ideas

INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURAL STUDIES, NAGPUR

Field Project 2021-22 - Hands on workshop at jagdalpur

ACADEMIC YEAR - WINTER 2021-2022 Date- 11/11/21 to 15/11/21

Co-ordinator – Prof. Veepa Jariwala

1.Brief:

The Workshop aims at giving a hands on experience to the students with various materials like bamboo, wood, brick and mild steel, where the students will construct various building components guided by experts in the field

This workshop has been organised in collaboration with the AAmcho Bastar and Bastar Academy of Dance Art and Culture (BADAL), District Administration at Bastar .

2.Objectives:

1. To have hands on experience with various building materials as Bamboo, Brick masonry, Wood and Mild Steel
2. The students shall have an hands on experience with various tools used for the construction of various building elements with these materials
3. **it is an attempt to contribute to the society by building this pavilion and has been done in collaborations with the district administrator, Jagdalpur**
4. Alumni Association contributed in the form of Alumni Experts who guided the students for the workshop

pg. 1



Field Project 2021-22 - Hands on workshop at jagdalpur

ACADEMIC YEAR - WINTER 2021-2022

Date- 11/11/21 to 15/11/21

Co-ordinator – Prof. Veepa Jariwala

1. Brief:

The Workshop aims at giving a hands on experience to the students with various materials like bamboo, wood, brick and mild steel, where the students will construct various building components guided by experts in the field

This workshop has been organised in collaboration with the AAmcho Bastar and Bastar Academy of Dance Art and Culture (BADAL), District Administration at Bastar .

2. Objectives:

1. To have hands on experience with various building materials as Bamboo, Brick masonry, Wood and Mild Steel
2. The students shall have an hands on experience with various tools used for the construction of various building elements with these materials
3. it is an attempt to contribute to the society by building this pavilion and has been done in collaborations with the district administrator, Jagdalpur
4. Alumni Association contributed in the form of Alumni Experts who guided the students for the workshop



Field Project 2021-22 - Hands on workshop at jagdalpur

ACADEMIC YEAR - WINTER 2021-2022

Date- 11/11/21 to 15/11/21

Co-ordinator – Prof. Veepa Jariwala

3. Schedule of field work:

**ITENARY FOR BAMBOO
CONSTRUCTION WORKSHOP**

(expected date: 11.11.2021 to
15.11.2021)

| Time | DaY | Day 2 | Day 3 | Day 4 | Day 5 |
|----------|--------------------|----------------------|--------------------|----------------|----------------------------|
| 8:00 AM | Reaching Jagdalpur | Morning Heritagewalk | Village Expedition | Workshop | |
| 10:00 AM | Workshop | Workshop | Workshop | Workshop | Farewel Programe |
| 2:00 PM | | | | | Artisan village visit |
| 2:00 PM | | | | | LUNCH |
| 3:00 PM | Workshop | Workshop | Workshop | Workshop | Bazzar Visit |
| 6:00 PM | | | | | Narayanpal Heritage Mandir |
| 8:00 PM | Campfire Night | Campfire Night | Campfire Night | Campfire Night | Dinner at Chitrakoot Falls |
| 10:00 PM | | | | | Departure |



Field Project 2021-22 - Hands on workshop at jagdalpur

ACADEMIC YEAR - WINTER 2021-2022

Date- 11/11/21 to 15/11/21

Co-ordinator – Prof. Veepa Jariwala

4. List of the students attended the field project:

Faculty Prof. Veepa Jariwala Coordinator

List of Students attending the Certificate course

| | | | |
|----|-------------------|----|---------------------|
| 1 | Abhishek Mankar | 14 | Shivam Dhage |
| 2 | Anush Bangre | 15 | Shreyas Madankar |
| 3 | Ayushi Jain | 16 | Shrirang Tatte |
| 4 | Brahmanand Pawshe | 17 | Shruti Bhusari |
| 5 | Devashree Ghade | 18 | Siddesh Andhare |
| 6 | Neeldutt Agrawal | 19 | Tanvi Dhole |
| 7 | Pragati Mankar | 20 | Trisha Jain |
| 8 | Renuka Biniwale | 21 | Vaishnavi Agnihotri |
| 9 | Rishabh Bhisikar | 22 | Vedant kadu |
| 10 | Sakshi Chopde | 23 | Vinit Bhende |
| 11 | Sakshi Mahakalkar | 24 | Vinmara Gupta |
| 12 | Sakshi Surawar | 25 | Vrushali Janwe |
| 13 | Shaivik Bhute | 26 | Yashica Dhadiwal |

5. List of faculty and Guest lecturers who attended and assisted the field Project:

- | | |
|---------------------------|--|
| 1. Prof. Veepa Jariwala | Co-ordinator, IDEAS |
| 2. Ar, Nisha Bothra | Co-ordinator, Karyashala Alumni, IDEAS |
| 3. Ar. Sushant Chandekar | Expert, Bamboo construction Alumni, IDEAS |
| 4. Ar. Prateek Shende | Expert, Brick Masonary Alumni, IDEAS |
| 5. Ar. Idrayani Chaudhary | |
| 6. Ms. Aditi Sakure | Expert, Mild Steel Workshop |
| 7. Mr. Satvinder | Expert, wood workshop |



INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURAL STUDIES, NAGPUR

Field Project - HANDS ON WORKSHOP JAGDALPUR

ACADEMIC YEAR - WINTER 2021-2022
Year : 3RD year Semester: VI

Date- 11/11/2021 to 11/11/2021



BASTAR DISTRICT ADMINISTRATION

Organising team:

कार्यशाला | Karyashala

Hands on: Bastar

In association with
I.D.E.A.S Nagpur



11TH - 15TH NOVEMBER 2021

Architect's

HANDS-ON CONSTRUCTION

WORKSHOP

Workshop mentor:
Ar. Sushant Chandekar

At B.A.D.A.L
Asna, Bastar

6. Photographic documentation of various events related to field project.

6.1 Students working on the Field







6.2 Cultural Walk



6.3 Interactive Session with Mr. Rajat Bansal, District Collector, Bastar



7. Sample Certificates





To,
Principal,
I.D.E.A.S.
Nagpur

Date, - 27-10-2021

Dear Sir,

We are pleased to be given the work to organizing a bamboo construction workshop at Bastar. The workshop aims at providing a hands-on experience of bamboo construction and preparing a structure for the community.

SERVICES

1. We shall prepare the academically structure of workshop to ensure the learning of each student.
2. The workshop will be carried out under the mentorship of Ar. Sushant chandekar, Ar. Prateek Shinde and team.
3. A certificate of 4 days construction workshop will be provided by the District Administration of Bastar.
4. Local transportation will be carried by bus.
5. Local tribal food and Facility of dormitories for accommodation will be provided.
6. Art work expedition will be performed live by local artisans in order to make the process clearer to the students.
7. Heritage and village walk will be conducted by professionals.

PROFESSIONAL CHARGES

| S.NO. | PARTICULAR | FEES |
|--------------------------|---------------------------|-------------|
| 1 | Transportation | 1000 |
| 2 | Food and accommodation | 3200 |
| 3 | Workshop fee | 3000 |
| 4 | Heritage and village walk | 800 |
| 5 | Waterfall camping | 1200 |
| 6 | Art work expedition | 550 |
| TOTAL WITHOUT GST | | 9750 |

OCHER

Ar. Nisha Bothra
Architect & Entrepreneur



ART | ARCHITECTURE | LANDSCAPE

COA Reg. No. : CA/2018/96464

ocher
ओकर

Note:

1. The fees of the workshop is decided if the number of student is in between 25-30; the change in the number of students can result into fluctuation of fees.
2. The material of the workshop is sponsored by DA, Bastar.
3. All the payments should be made prior to the workshop.

Regards,

Ar. Nisha Bothra

Ocher Studio



To,
Principal,
I.D.E.A.S.
Nagpur

Date, - 27-10-2021

Dear Sir,

We are pleased to be given the work to organizing a bamboo construction workshop at Bastar. The workshop aims at providing a hands-on experience of bamboo construction and preparing a structure for the community.

SERVICES

1. We shall prepare the academically structure of workshop to ensure the learning of each student.
2. The workshop will be carried out under the mentorship of Ar. Sushant chandekar, Ar. Prateek Shinde and team.
3. A certificate of 4 days construction workshop will be provided by the District Administration of Bastar.
4. Local transportation will be carried by bus.
5. Local tribal food and Facility of dormitories for accommodation will be provided.
6. Art work expedition will be performed live by local artisans in order to make the process clearer to the students.
7. Heritage and village walk will be conducted by professionals.

PROFESSIONAL CHARGES

| S.NO. | PARTICULAR | FEES |
|----------------------------|---------------------------|----------------|
| 1 | Transportation | 1000 |
| 2 | Food and accommodation | 3200 |
| 3 | Workshop fee | 3000 |
| 4 | Heritage and village walk | 800 |
| 5 | Waterfall camping | 1200 |
| 6 | Art work expedition | 550 |
| TOTAL WITH GST (5%) | | 10237.5 |

OCHER

Ar. Nisha Bothra
Architect & Entrepreneur



ART | ARCHITECTURE | LANDSCAPE

COA Reg. No. : CA/2018/96464

ocher
ओकर

Note:

1. The fees of the workshop is decided if the number of student is in between 25-30; the change in the number of students can result into fluctuation of fees.
2. The material of the workshop is sponsored by DA, Bastar.
3. All the payments should be made prior to the workshop.

Regards,

Ar. Nisha Bothra

Ocher Studio

ITENARY FOR BAMBOO CONSTRUCTION WORKSHOP

(expected date: 11.11.2021 to 15.11.2021)

| Time | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|----------|--------------------|-----------------------|--------------------|----------------|----------------------------|
| 8:00 AM | Reaching Jagdalpur | Morning Heritage walk | Village Expedition | Workshop | |
| 10:00 AM | Workshop | Workshop | Workshop | Workshop | Farewel Programe |
| 2:00 PM | | | | | Artisan village visit |
| 2:00 PM | | | | | LUNCH |
| 3:00 PM | Workshop | Workshop | Workshop | Workshop | Bazzar Visit |
| 6:00 PM | | | | | Narayanpal Heritage Mandir |
| 8:00 PM | Campfire Night | Campfire Night | Campfire Night | Campfire Night | Dinner at Chitrakoot Falls |
| 10:00 PM | | | | | Departure |
| | | | Activities | | |
| | | | Workshop | | |
| | | | Leisure | | |
| | | | Transit | | |



IDEAS-Institute of Design Education & Architectural Studies

Outer Ring Road-Hudkeshwar Road Junction Point, Post-Pipla, Nagpur-440 034

Phone: 07103-203108, 0712-3274370

FORM C

PROPOSAL NO:

PROPOSAL FOR SUBMISSION TO
ACADEMIC DEVELOPMENT COMMITTEE

Submitted by:

Prof. Veepa Jariwala

Associate Prof

Through

Administrative Officer

Date:29.10.21

Subject:Hands on Construction Wrokshop at Bastar (Certificate Course)

Name of Faculty Incharge :Prof. Veepa Jariwala

Designation: Associate Professor

| | | |
|---|---|---|
| 1 | Name of Event/Project | Hands on Bamboo workshop |
| 2 | Academic/Co-curricular/Extra Curricular | Certificate Course |
| 3 | Details / Objectives for the same | Details attached |
| 4 | Proposed for students /teaching staff/non-teaching staff / others | Students |
| 5 | Proposed Dates | 11 th Nov to 15 th Nov 2011 |
| 6 | Proposed Budget | Details attached |
| 7 | Names of Co-Team Members | - |
| 8 | List of Attached documents (if any) | 1. Detailed proposal 2. Schedule 3. Budgetary proposal 4. List of participating students |



IDEAS-Institute of Design Education & Architectural Studies

Outer Ring Road-Hudkeshwar Road Junction Point, Post-Pipla, Nagpur-440 034

Phone: 07103-203108, 0712-3274370

To,

29.10.2021

The Chairman,

Academic Development Committee, IDEAS, Nagpur

Sub- Proposal for Hands on Construction workshop and Certificate course at Bastar

Respected Sir,

As per the guidelines given in the Academic Development Committee meeting last month, following is my proposal for a Certificate course for 30 students scheduled in Bastar for the month of November.

This proposal has been worked out in collaboration with the District Administration at Bastar and Venture Karyashala at Bastar, as an extension activity, where the students shall build a bamboo structure for public utility.

Our Alumni Ar. Sushant Chandekar and his expert team of 05 members at Studio H20 shall mentor the studio.

It is a certificate course which shall involve hands on construction activity like bamboo, metal working, brick and mortar building and weaving activities.

Our Alumni. Ar. Nisha Bothra of Ochre Studio along with Unexplored Bastar are the organizing team.

Attachments

1. Detailed Schedule
2. Budget proposals from Ocher Studio and Unexplored Bastar
3. List of Students

Thanking You!

Prof. Veepa Jariwala



IDEAS-Institute of Design Education & Architectural Studies

Outer Ring Road-Hudkeshwar Road Junction Point, Post-Pipla, Nagpur-440 034

Phone: 07103-203108, 0712-3274370

Faculty

Prof. Veepa Jariwala

Coordinator

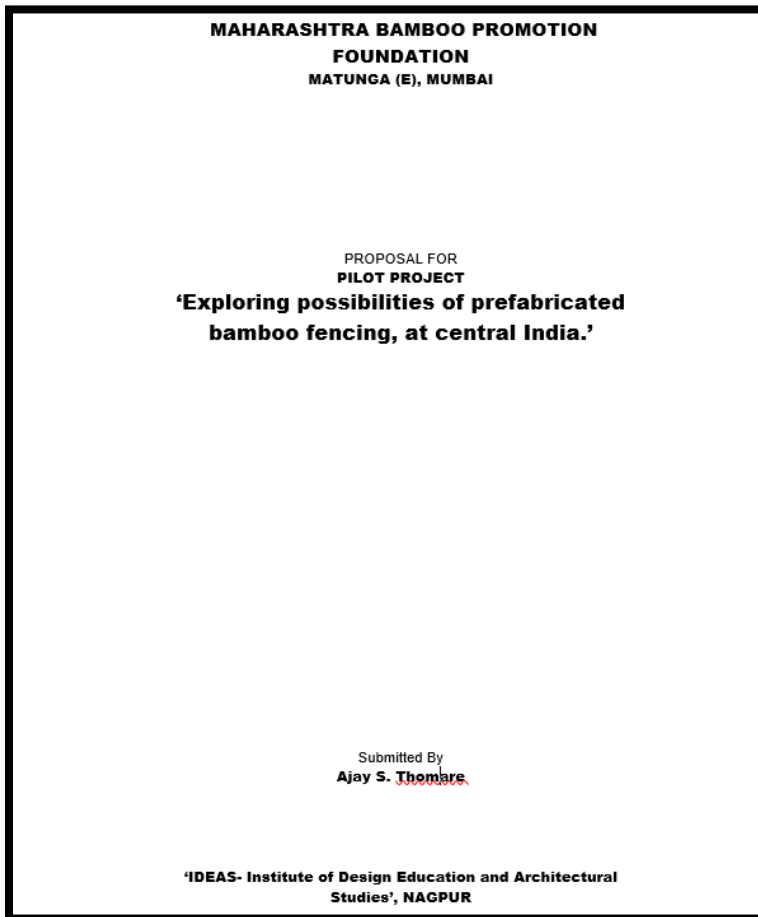
List of Students attending the Certificate course

| | |
|----|---------------------|
| 1 | Abhishek Mankar |
| 2 | Anush Bangre |
| 3 | Ayushi Jain |
| 4 | Brahmanand Pawshe |
| 5 | Devashree Ghade |
| 6 | Neeldutt Agrawal |
| 7 | Pragati Mankar |
| 8 | Renuka Biniwale |
| 9 | Rishabh Bhisikar |
| 10 | Sakshi Chopde |
| 11 | Sakshi Mahakalkar |
| 12 | Sakshi Surawar |
| 13 | Shaivik Bhute |
| 14 | Shivam Dhage |
| 15 | Shreyas Madankar |
| 16 | Shrirang Tatte |
| 17 | Shruti Bhusari |
| 18 | Siddesh Andhare |
| 19 | Tanvi Dhole |
| 20 | Trisha Jain |
| 21 | Vaishnavi Agnihotri |
| 22 | Vedant kadu |
| 23 | Vinit Bhende |
| 24 | Vinmara Gupta |
| 25 | Vrushali Janwe |
| 26 | Yashica Dhadiwal |

**b. Bamboo Research Project**

IDEAS proposed and received funds for a pilot research project to explore the possibilities of prefabricated bamboo fencing in Central India under the Maharashtra Bamboo Promotion Foundation. The project coordinator is Prof. Ajay Thomare and it promotes the use of bamboo which is a local and natural material, it aims to provide employment to local craftsman and provide the community with an economical natural product to keep their houses safe.

| Name of the Project/ Endowments, Chairs | Name of the Principal Investigator/Co-investigator | Department of Principal Investigator | Year of Award | Amount Sanctioned | Duration of the project | Name of the Funding Agency | Type (Government/non-Government) |
|---|--|--------------------------------------|---------------|-------------------|-------------------------|---|---|
| Prefabricated Bamboo Panel fencing | A.S.Thomare | Architecture | 2021 | 1.6 lakhs | 1 year | Maharashtra Bamboo Promotion Foundation | Government of Maharashtra (Jt. Venture) |



Ajay S. Thomare
Principal
ideas
Institute of Design Education &
Architectural Studies, Nagpur

Image 1 : Front page of the Pilot project



**MAHARASHTRA BAMBOO PROMOTION
FOUNDATION
MATUNGA (E), MUMBAI**

PROPOSAL FOR
PILOT PROJECT

**‘Exploring possibilities of prefabricated
bamboo fencing, at central India.’**

Submitted By
Ajay S. Thomare



‘IDEAS- Institute of Design Education and Architectural Studies’, NAGPUR

Introduction:

The Maharashtra Bamboo Promotion Foundation, working towards the use of Bamboo as resource material for 21st century. It has clearly mentioned in the mission statement that to help promote the Bamboo sector through small, but critical intervention; as its mission statement. It also specifies the support for small bamboo entrepreneurs as its one of the objectives.

This proposal is part of such initiative where we wish to explore possibilities of prefabricated bamboo fencing panels for peripheral fringe city area with user acceptability and market survey at Central India.

About the Institute:

IDEAS, Institute of Design Education and Architectural Studies, Nagpur started in the year 2009, by group of professionals having vast experience in academics. We are offering UG in Architecture with 600 students and PG in Environmental Architecture. We are approved by Council of Architecture, New Delhi; DTE, Maharashtra State and affiliated to RTM Nagpur University. Our parent organization SJJSS, is registered with Charity Commissioner having certificates of 80G from Income tax department, GOI and 2F from UGC.

We have state of the art infrastructure facility with 7500 m² built up area spread over 2 acre of land. IDEAS is ranked amongst the top 20 private institute in India by various agencies and is NAAC accredited. Our students have brought laurels at various National and International platform apart from merits and gold medals in RTM Nagpur University.



About the Project Coordinator:

Prof. Ajay S. Thomare is the coordinator for the institution's post-graduate program in Environmental Architecture. He did his PG in Environmental Planning from CEPT, Ahmedabad (1996) and graduate degree in Architecture from VRCE, Nagpur (1994). He has traveled vastly across rural India and is involved with various NGOs working in rural areas. Has expertise in traditional construction techniques, alternative eco-friendly solutions, and has carried out numerous workshops and guest lectures. He is also a founder executive member, and treasurer of 'Sampoorna Bamboo Kendra' Melghat, an NGO dedicated to tribal up-liftment with the use of bamboo for various purposes from construction to handicrafts.

Much of his works concern the central Indian region, where he has extensively worked with tribes such as the Kolam, Korku, and the Gond. He had also designed built habitats using Soil, Stone, and Bamboo as the primary construction material. Over the last two decades, he has been involved in academics at various institutions, focusing on providing exposure to students in alternative eco-friendly practices.

Aim: To explore possibilities of prefabricated bamboo fencing panels to be used primarily in peripheral fringe city area with user acceptability and market survey at Central India.



Objectives:

1. To design and fabricate fencing panels using bamboo as primary material.
2. To survey need, acceptability and ease of the user for these panel at central India.
3. To study market response in terms of demand, pricing and response by the seller.

Project Design:

We aim at design development and erection of six different design prototypes for the prefabricated fencing panels along with assembly and various execution modes. The variation will be in the panels, horizontal & vertical support along with assembly. This will have partially treated bamboo used for vertical support and surface treatment for the panels. The design of this will be developed keeping in mind ease of fabrication, assembly, economical sizes, aesthetical value and transportation.

The design is subjected to review by expert in the field along with the artisans, before making the actual prototypes.

Budget:

| Sr. No. | Item | Total units | Rate | Amount (INR) |
|---------|--|-------------|--------|--------------|
| 1. | Material | | | 50,000=00 |
| | a. Bamboo for panels (12 nos. each for 12 panels) | | | |
| | b. Bamboo for post (2 nos. each for 13 posts) | 200 nos. @ | 40,000 | |
| | c. Extra bamboo poles (30 nos.) | 200 | | |
| | d. Hardware (Nut bolts, wires, fixtures / fastenings etc.) | Lumsum | 2,000 | |



| | | | | |
|----|--|------------|--------|--------------------|
| | e. Treatment chemicals including polish | Lumsum | 3,000 | |
| | f. Consumables like drill beats | Lumsum | 2,000 | |
| | g. Other (Cement Concrete, MS angles etc.) | Lumsum | 3,000 | |
| 2. | Workmanship | | | 75,000=00 |
| | a. Research team honorarium from IDEAS, Nagpur | 2 nos. | 40,000 | |
| | b. Artisans from Sagar Bamboo Works, Nagpur | 2 artisans | 25,000 | |
| | c. Survey team from Students group at IDEAS, Nagpur | 4 @ 2500 | 10,000 | |
| 3. | Critical reviews | | | 15,000=00 |
| | a. Experts like MBDB, Academicians & Professionals | | 5,000 | |
| | b. Users from fringe area | | 5,000 | |
| | c. Sellers association at Nagpur | | 5,000 | |
| 4. | Misc. (Transport, Report writing, Photos, Accounts etc.) | | | 20,000=00 |
| | Total | | | 1,60,000=00 |

(In words Rs. One lakh sixty thousand only)

Time duration: 3 months (Mid January to Mid April 2022)

| Sr. No. | Activity | Duration |
|---------|---|--|
| 1. | Design of panels, review comments modifications from experts | 24 th January- 12 th February 2022 |
| 2. | Actual making and fabrication of panels, erection on site, Mid-term progress report to MBPF, Mumbai | 14 th February – 12 th March 2022 |
| 3. | Critical reviews from stake holders, Survey etc. | 14 th March – 2 April 2022 |
| 4. | Submission of final report and accounts to MBPF, Mumbai | 15 th April 2022 |

Summary:

The project can be envisaged in two phases and the grant-in-aid could be released accordingly. The total amount of **INR 1,60,000** (in words one lakh sixty thousand only) is requested for the project spanning over three months. This will bring possibilities of using bamboo for fencing in fringe area of cities and town; benefitting the new residences and premises coming up. It also aims at bringing bulk consumption of bamboo as resource, not only for artisans but also



the traders & entrepreneurs.

If desired results are achieved, further research and experimentation could be carried out for various uses of bamboo panels. The bills of purchase along with the audited account will be submitted to MBPF and the final report of the research work will be submitted latest by the 15th April 2022.

Thank you.

(Ajay S. Thomare),

Project Co-ordinator

Attachments:

1. Introduction broacher of IDEAS, Nagpur and resume of Project Co-ordinator.
2. MoU signed between IDEAS, Nagpur and Sagar Bamboo Works, Nagpur
3. Certificate of registration, 80 G from IT department and 2F from UGC.
4. Details of accounts for fund transfer to Institution.



Date: 24th August 2022

Mr. V. Giriraj (IAS)
CEO,
MBPF, Matunga (E), Mumbai

Ref:- Prefabricated Bamboo fencing project at IDEAS, Nagpur
Subject: Progress report on Fencing and demand for next installment reg.

Dear Sir,

We are glad to submit the progress report on prefabricated bamboo fencing project. We have designed and fabricated 9 different prefabricated bamboo panels with various designs.

The salient features are as follows.

1. The bamboo panels were designed with 1.80 meter length and 1.20 meter height.
2. The designs were varied based on patterns and using wooden batten for few.
3. Total 9 different designs were fabricated.
4. The expert review for selecting the final 6, for further replication was carried on 9th March 2022.
5. The experts were Ar. Ravi Nafde, Bamboo Designer, Prof. Dr. Akshay P. Patil, HoD, Department of Arch. & Planning, VNIT, Nagpur and Mr. Vaibhav Kaley, Wonder Grass Pvt. Ltd., Nagpur
6. The selected 6 is now under duplication, so as to have 12 panels for fencing wall.

We have received an advance of INR 80,000 (Eighty Thousand only). This was primarily utilized for purchase of raw material, treatment and workmanship. We now require INR 50,000 for the further work of Survey at selected cities and Report compilation of fence.

We request you to kindly consider this and release the amount at the earliest.

Thanking you.

Yours sincerely,

Sd/-

(A.S. Thomare)

- Attached: 1. Photographs of prefabricated bamboo panels and experts review visit.
2. Photographs of prefabricated bamboo panel wall erection.







c. Research Project on Urban Farming

IDEAS proposed and received funds for a pilot research project to explore, how can Urban Built Environment through Urban Design contribute to the integration of food production with the urban built environment? The project aims to facilitate urban farming in Nagpur by helping to integrate it in to the residential built area. The outcome will be in form of published guide that will help residents of Nagpur identifying the surfaces and technique most suitable to the requirements and available resources of the residential unit.

| Name of the Project/ Endowments, Chairs | Name of the Principal Investigator/ Co-investigator | Department of Principal Investigator | Year of Award | Amount Sanctioned | Duration of the project | Name of the Funding Agency | Type (Government/non-Government) |
|---|---|--------------------------------------|---------------|-------------------|-------------------------|-------------------------------|----------------------------------|
| Improving Food Security through Sustainable Urban Farming | Ruksana Badar | Architecture | 2022 | 25,000 | 2 years | Council of Architecture (CoA) | Government |

Image 2 : Chart showing the grant amount sanctioned

Principal

ideas
 Institute of Design Education &
 Architectural Studies, Nagpur

PROGRESS REPORT 1

| | |
|--------------------------------|---|
| Project Number: | USAU21E06 |
| Project Name: | Improving Food Security through Sustainable Urban Farming |
| Project Period: | January 2022 – December 2023 |
| Reporting period | Jan 2022 – August 2022 |
| Report Submission date: | 9 th Sep 2022 |
| Mentor: | Dr. N. Sridharan, Member, Core Committee, COA-USRP |

1. Project Summary

With rapid urbanization cities are expanding tremendously and the urban population has outnumbered the rural (54%) globally. This sudden shift in population from rural to urban has led to issues with food security in the cities. Agricultural land is being depleted due to the spread of development. In a push to produce more on lesser land, farmers have turned to using harmful chemicals which toxify the crop. There is also concern about the loss in nutritional value during the transport of food over long distances from the rural area, which leaves a large carbon footprint.

With the growing shift towards sustainable practices, cities have also realized that they need to become more self-sufficient in their food requirements. The Covid pandemic highlighted this need greatly with many urbanites taking to growing food in their balconies, rooftops or backyards. Another reason for growing food at home is the concern about the unhealthy growing practices used by many of the farmers. People are preferring to produce and eat organically grown food.

Farming practices within the urban built environment has expanded with the development of new methods and equipment. Urban farming (UF) is a process of using innovative scientific farming techniques to produce high yield and high quality of fresh organic food in very limited urban areas like terraces and balconies, all year-round (Agarwal & Sinha, 2017). Prior research shows the benefits and necessity for UF but very few cities in India have taken concrete steps to promote and implement it on large scale. This study aims to collect, analyze and present the methods of integrating farming with urban built environment so that citizens are provided with all the information they need to begin growing their own food in the most optimal way. The study also seeks to provide recommendations in the form of report and plans for a selected neighbourhood in Nagpur city as a pilot study.

2. Activities and Progress

Table 1 Activities and Progress of Research Project from January to August 2022

| Stage | Objective | Action initiated | Members Involved | Date / Time Period | Details | Progress |
|-------|---|--|-------------------------------------|-------------------------|--|--|
| 1 | Revision of Synopsis | Meeting of Research Team | R.T. & KSK & AST | 05-01-2022 | To clarify the focus of the project | Refer Fig. 1 |
| | | Discussion with Experts in Organic Farming | P.I. | 24-01-2022 | Attended meeting of Agro and food processing cell of Vidarbha Industries Association that promotes Organic Farming in Vidharbha region | Resource persons identified. Refer Table 2 |
| | | Talk with Mr. Rahul Pande, Chief Planner, NSSCD | P.I., VBJ, HPG | 17-02-2022 | To find funding sources available for urban farming initiatives under Eat Right India | NSSCD can help in administrative issues with establishing ward wise pilot studies |
| | | Meeting with Ms. Buvneshwari S., CEO, NSSCD | P.I., VBJ, HPG | 18-02-2022 | | |
| | | Meeting with Dr. Archana Kadu, Additional Director, Vanamati Nagpur | P.I., VBJ | 22-03-2022 | To understand undertakings made by Vanamati and seek support for the project | Awareness workshops can be held in collaboration. Vanamati is planning to promote urban farming in the future. |
| | | Meeting of Research Team | R.T. & KSK | 22-05-2022 | To redefine focus of the project | Refer Fig. 2 |
| | | Meeting of Research Team | R.T. | 19-08-2022 | To refine the objectives of study | Synopsis Revised |
| 2 | To explore the relationship between Urban Built Environment and Urban Farming. | Study of government policies, initiatives, guidelines to encourage urban farming | P.I. | 7-07-2022 to 15-07-2022 | To understand the steps taken by the government agencies and determine gap | Refer Table 3 |
| | | Literature Review on Urban Farming in Urban Built Environment | R.T. | 26.07.2022 to present | To review the scale and focus of prior studies on urban farming in urban residential built environment | Refer Table 4 |
| | | Online survey of Residents | P.I., AST & Environmental Committee | | To study present scenario of Vegetable Growing in Residences | Survey form attached |
| 3 | To develop a multi-criteria framework for the integration of farming process in residential built space including space | Meeting of Research Team | R.T. | 19.08.2022 | | Basic Framework developed Refer Fig. 3 |

* R.T. – Research Team; VBJ – Veepa B. Jariwala, Associate Professor (IDEAS), Member of R.T.; AST- Ajay S. Thomare, Professor (IDEAS); KSK – Ketan S. Kimmatkar, Associate Professor (IDEAS)

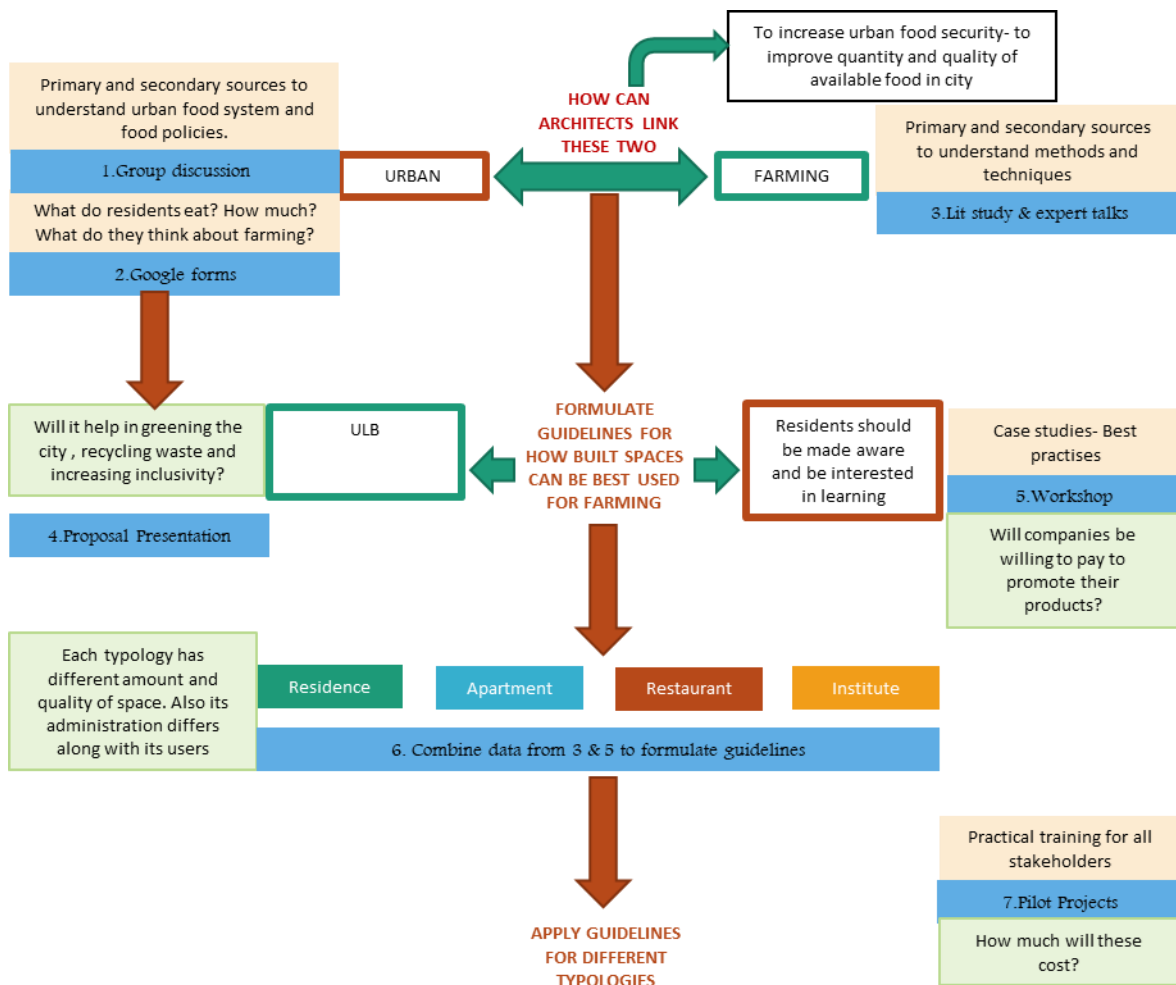


Figure 1 Focus of the Project developed in January 2022

Table 2 Resource Persons for Urban Farming Practises identified in Jan 2022

| S.No. | Name | Designation |
|-------|-----------------------|-------------------------------------|
| 1. | Mr. Amol Tijare | Executive Officer, VIA |
| 2. | Mr. Naresh Shrikande | NMC Garden Superintendent (Retired) |
| 3. | Mr. Omprakash Jajodia | Proprietor, KAAVS |
| 4. | Mrs. Shachi Mallick | Proprietor, Indo Herbal Nagpur |
| 5. | Dr. Kirti Sirothia | Farming enthusiast |
| 6. | Mr. Sharad Paliwal | Proprietor, Agriventures |

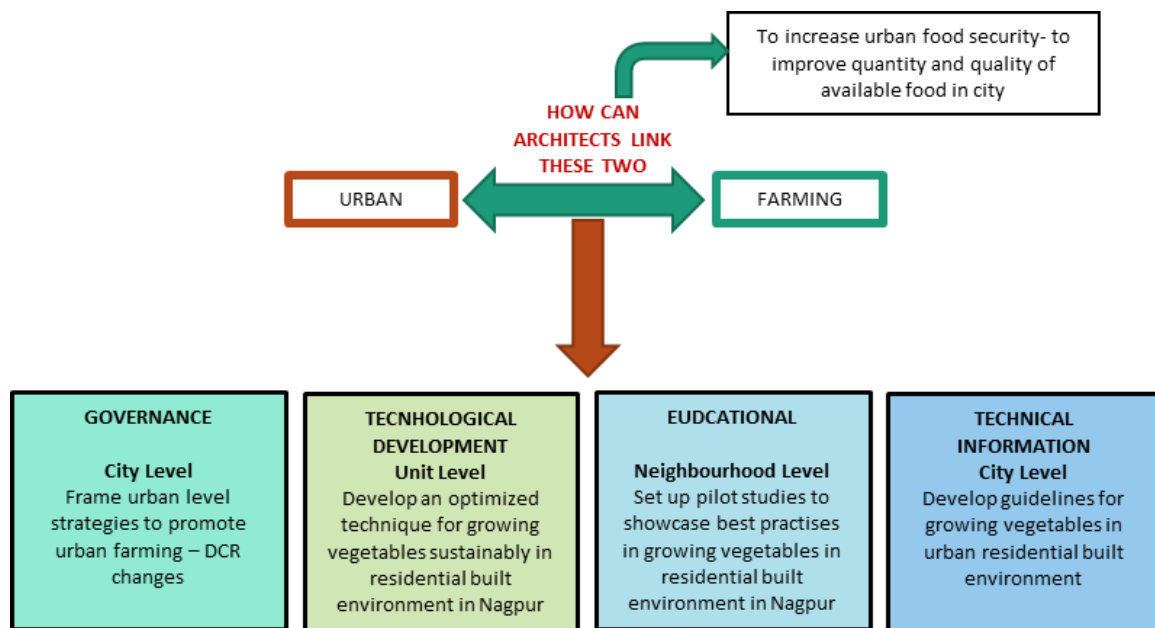


Figure 2 Options for the Focus of the Research

3. Outputs

3.1 Revised Synopsis

Attached in Appendix

3.2 Literature Review

Table 3 A Review of Policy / Scheme / Guideline initiated by Government to promote urban farming

| | Policy / Scheme / Guideline | Initiated by | Year | Details | Space focused on | Food security | Economic Opportunity | Healthy Eating | SWM | Climate Control | Well-being | Education | Challenges |
|----|--|--|-------------|--|---------------------------------|----------------------|-----------------------------|-----------------------|------------|------------------------|-------------------|------------------|--|
| 1 | Smart Urban Farming Initiative | Delhi Cabinet | | Two parts: urban farming training workshops and entrepreneurship training programmes. | Balconies & Terrace | | | | | | | | Very few beneficiaries prevent the scheme being inclusive |
| 2 | Yamuna floodplain as Zone 0 for agriculture | Delhi Master Plan 2041 | | Acknowledges exiting farming along the banks of Yanumna | River bank | | | | | | | | |
| 3 | Vegetable Growing in Urban Areas Scheme | Department of Horticulture Government of Telangana | 2012 | Distribution of subsidized kits with silatin round beds, earth, manure and essentials to grow a home garden, workshop to raise awareness & knowledge sharing | Backyards, balconies & Terraces | | | | | | | | Most of the targeted houses are too congested and are rented out |
| 5 | Urban Farming Initiative | State Horticulture Department, Kerala | 2010 | Subsidized growth bags with soil, manure and seeds, UF markets set up | Terrace | | | | | | | | |
| 6 | Zero Waste and Safe-to-Eat Vegetables | District Agri Horticulture Society (DAHS) and Vegetable and Fruit Promotion Council (VFPC), Ernakulum Kerala | 2012 | Knowledge sharing, subsidized growing kits | Terrace Vertical Farming | | | | | | | | |
| 7 | School Nutrition (Kitchen) Garden Guidelines | Dept. Of School Education & Literacy, MHRD | 2019 | Guidelines on how to plan and monitor kitchen gardens in government schools, encouraging eco clubs, on site composting | School terrace, kitchen garden | | | | | | | | |
| 8 | City Farming Project | Pune Municipal Corporation | 2008 | Land, seeds, fertilizers and water provided free for interested persons and aid in marketing the produce | Allocated land | | | | | | | | Not successful because of lack of interest |
| 9 | Urban Horticulture Development Scheme | Government of Tamil Nadu | 2014 | Subsidized "Do-it-Yourself" kit to enable growing of vegetables in houses and apartments | Terraces | | | | | | | | |
| 10 | Urban Farming Initiative | Teri under Navi Mumbai Eco City Project | 2016 | Promotion and training activities | NA | | | | | | | | |

| | Title | Year | Author | Country / City | Food security | Economic | Healthy Eating | Solid Waste | Climate Control | Pollution Control | Well-being | Education | Space focused on | Technique | Educational | Governance | Technical | Technological | Assessment | City | NH | Unit | |
|----|---|------|-------------------------------|----------------------------------|---------------|----------|----------------|-------------|-----------------|-------------------|------------|-----------|---|--|-------------|------------|-----------|---------------|------------|------|----|------|--|
| 10 | Vertical Greenery System in urban tropical climate and its carbon sequestration potential: A review | 2018 | Suzaini Zaid | Malaysia, India, Brazil | | | | | | | | | Rooftops, indoor and outdoor vertical surfaces | Vertical Greenery System, Green roofs, Sky Greens, Green Wall, Green facades, Living walls | | | | | | | | | |
| 11 | A comparative field study on urban farming practices in the warm-humid regions of india | 2021 | Agarwal et. al. | India | | | | | | | | | Land-based, Building integrated, rooftop, balcony, building façade, window sill, indoor | Conventional farming, hydroponics | | | | | | | | | |
| 12 | Incorporating Rooftop Farming in Urban Residential Household of Buddhanagar Neighborhood, Kathmandu | 2020 | Gaurab Pant & Martina Keitsch | Kathmandu, Nepal | | | | | | | | | Rooftop | Conventional farming | | | | | | | | | |
| 13 | Increasing effectiveness of urban rooftop farming through reflector-assisted double-layer hydroponic production | 2020 | Su et. al. | Guangzhou, China | | | | | | | | | Rooftop | low-cost reflector-assisted two-layer hydroponic system | | | | | | | | | |
| 14 | Building Integrated Agriculture Information Modelling (BIAIM): An integrated approach towards urban agriculture | 2018 | Khan et.al. | Manchester, U.K. | | | | | | | | | Rooftop Hydroponic Greenhouse | controlled environment building integrated agriculture (BIA) | | | | | | | | | |
| 15 | Improving Sustainability in Indian Cities Through Expansion of Edible Green Spaces: Exploring Million Plus Cities of Bengaluru, Hyderabad and Ahmedabad | | Swati Kothary & Aditi Mali | Bengaluru, Ahmedabad & Hyderabad | | | | | | | | | Balcony, Backyard, Rooftop | Organic farming | | | | | | | | | |

| INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURAL STUDIES, NAGPUR | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------------------------|-------------|---------|-------------------|--------------------------|--------------|-------------------------|---------------------------------------|-------|------|------|----------------|------|--------------|-------------------|----------------------------|-----------------|-----------|----------------|-----------------------------|-----------------|--------|--------|--|
| Improving Food Security through Sustainable Urban Farming | | | | | | | | | | | | | | | | | | | | | | | | |
| CONSTANTS | | Nagpur City | | | Independent residences | | | Plot area ranging from 1200-1800 sqft | | | | | | | | Middle Income Level | | | | | | | | |
| VARIABLES | Location of Urban Farming | Roof-top | Balcony | Vertical surfaces | Backyard / side setbacks | Front garden | Orientation of Location | North | South | East | West | Growth Culture | Soil | Without Soil | Irrigation Source | Ground water | Municipal water | Rainwater | Crops Included | Leafy vegetables | Root vegetables | Grains | Fruits | |
| | Location of Urban Farming | | | | | | | | | | | | | | | | | | | | | | | |
| Roof-top | | | | | | | | Types of crops possible | | | | | | | | Techological Possibilities | | | | crop yield per unit of area | | | | |
| Balcony | | | | | | | | | | | | | | | | | | | | | | | | |
| Vertical surfaces | | | | | | | | | | | | | | | | | | | | | | | | |
| Backyard / side setbacks | | | | | | | | | | | | | | | | | | | | | | | | |
| Front garden | | | | | | | | | | | | | | | | | | | | | | | | |
| Orientation of Location | | | | | | | | | | | | | | | | | | | | | | | | |
| North | | | | | | | | | | | | | | | | | | | | | | | | |
| South | | | | | | | | | | | | | | | | | | | | | | | | |
| East | | | | | | | | | | | | | | | | | | | | | | | | |
| West | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth Culture | | | | | | | | | | | | | | | | | | | | | | | | |
| Soil | | | | | | | | | | | | | | | | | | | | | | | | |
| Without Soil | | | | | | | | | | | | | | | | | | | | | | | | |
| Irrigation Source | | | | | | | | | | | | | | | | | | | | | | | | |
| Water can | | | | | | | | | | | | | | | | | | | | | | | | |
| Sprinkler | | | | | | | | | | | | | | | | | | | | | | | | |
| Drip system | | | | | | | | | | | | | | | | | | | | | | | | |
| Crops included | | | | | | | | | | | | | | | | | | | | | | | | |
| Leafy vegetables | | | | | | | | | | | | | | | | | | | | | | | | |
| Root Vegetables | | | | | | | | | | | | | | | | | | | | | | | | |
| Grains | | | | | | | | | | | | | | | | | | | | | | | | |
| Fruits | | | | | | | | | | | | | | | | | | | | | | | | |

Figure 3 Initial framework for development of matrix relating urban farming to residential space

4. Conclusion

4.1 Integrating Farming with Urban Built Environment

The focus of the project is to integrate farming with the urban built environment. At city-level this can increase food security and promote healthy eating practices. The first part of the project revolved on defining the role of architects and architecture in this integration. It involved numerous meetings of the research team, senior faculty members and discussions with experts in agriculture. Initially the team felt they could raise awareness about urban farming in Nagpur through pilot studies demonstrating how best to use the space within buildings to grow food. The knowledge would then be converted into guidelines. This path depended heavily on agriculturists and seemed to have less role for the architect. Next option was the development of a technique for urban farming in a single-family residential unit that would optimize space and resources for maximum output. This again limited the role of the architect to product design.

It was concluded that architects have a unique skill set that includes space organization, construction technology, climatology and social values. These can be incorporated in the design of urban farms. The project will focus on Agritecture, a term first popularized by Henry Gordon-Smith in 2011. He defined it as the application of architectural thinking when designing agriculture for built environment. Architects and farmers tend to incorporate agriculture in the city environment in different ways. By bringing them together urban farms can be both functional and well-designed. With this finalization of focus and scope of the project a revised synopsis was drafted.

4.2 Objective 1: To explore the relationship between Urban Built Environment and Urban Farming.

Secondary data was collected through a literature review, carried out in two parts; i) to study the government policies, initiatives and guidelines to encourage urban farming in Indian cities; and ii) To review the scale and focus of prior studies on urban farming in urban residential built environment globally.

It is found that there are no design or planning initiatives taken at city / residential level by government bodies in India. Initiatives have aimed at raising awareness, knowledge sharing and providing subsidized growing kits to encourage people to started farming at unit level. But there have been no attempts to convert these into neighbourhood or city level benefits through a collaboration with architecture.

Prior studies on urban farming majorly talk about food security as the main advantage. Very few consider in detail the benefit to regulation of climate, pollution control and solid waste management. Dr. Archana Kadu, Additional Director, Vanamati Nagpur emphasized that the composting of organic kitchen waste can support the city in their solid waste management.

Most studies provide technical information about existing practices or case studies with only two providing new technologies. Studies on people’s perception reveal the hesitance among urban dwellers to take up farming due to lack of information and assistance. The papers are presented at unit level, either individual residences or apartments. Significant city level studies were not found. 73% of the studies recommend rooftops for growing as they give a larger amount of space and approach is convenient. Numerous techniques are referenced; i) Vertical Farms; ii) Green roofs; iii) Hydroponics; iv) Aquaponics; iii) Green facades; iv) Sky greens; v) Aeroponics and vi) Conventional soil-based.

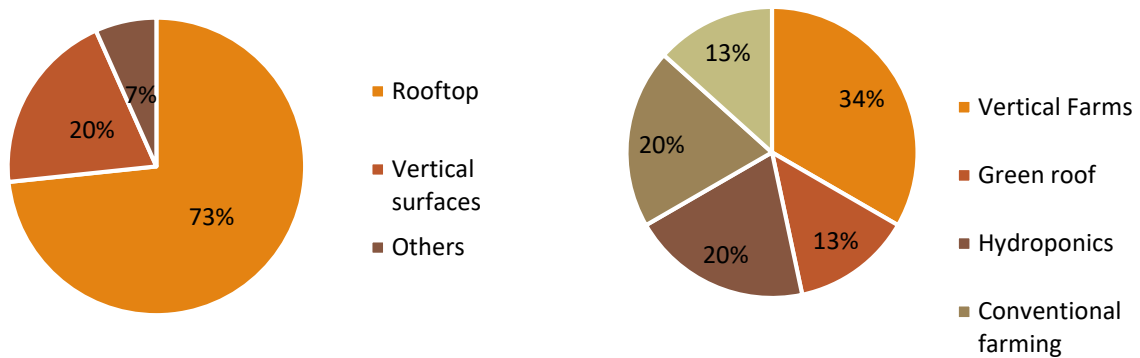


Figure 4 a. Space in built-environment used for Farming; b. Techniques used in urban farming

Primary data about the existing urban farming practices was collected through a google form to understand i) Vegetables grown; ii) Space used for growing. The form also gathered basic information on food habits of residents in Nagpur. It is found that residents in Nagpur consume greatest amount of leafy vegetables followed by bulb vegetables like onions.

People who grow vegetables at home prefer to grow leafy vegetables. Most use their side margins or terrace as it allows for greater space and is usually left open with no other use. This can be considered when providing solutions for urban farming in Nagpur.

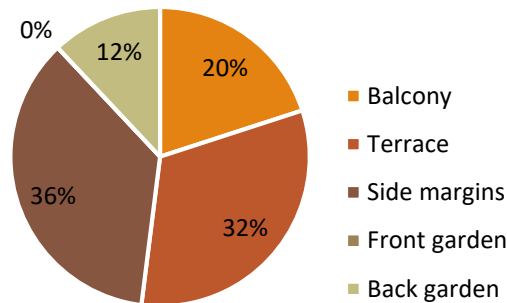


Figure 5 Space in residential built-environment used for farming in Nagpur

5. Next Steps

Urban farming is the growing of food plants in the urban built environment. For this there is a change in requirement as compared to conventional farming. Numerous methods are being developed worldwide to increase crop production within the confines of homes and buildings with limited space, light and water.

5.1 Objective 2: To develop a multi-criteria framework for the integration of farming process in residential built space including space availability, environment factors, food choice, food security, and sustainable resource management.

In the coming months the Research Team with help of students of Semester VII will be carrying out a literature study to identify criteria for integration of farming in residential built-environment. The outcome will be a matrix. The criteria will then be supported by indicators and benchmarking will be done for each. For this group interviews of experts will be required. The identified resource persons will be invited to participate in the process. We will aim to complete this objective within the next three months.

6. Bibliography

- Agarwal, H. P., & Sinha, R. (2017). Urban Farming - A Sustainable Model for Indian Cities. *International Journal on Emerging Technologies*, 8(1), 236-242.
- Ali, F., & Srivastava, C. (2017). Futuristic Urbanism-An overview of Vertical farming and urban agriculture for future cities in India. *International Journal of Advanced Research in Science*, 4(4), 3767-3775.
- Bhonsle-Nikam, K. (2021). Introducing Urban Farming Through Hydroponics in Building Design. *ICON-BEST 2021*. SRM University.
- Fong, O., & Gjerde, M. (2016). Form follows food: an examination of architecture's role in urban farming. *Fifty years later: Revisiting the role of architectural science in design and practice: 50th International Conference of the Architectural Science Association 2016* (pp. 249–258). Adelaide: The Architectural Science Association and The University of Adelaide.
- FSSAI. (2021). *Eat Smart Cities Challenge*. Delhi. Retrieved November 2021, from https://eatrightindia.gov.in/eatsmartcity/images/media/EatSmart_Cities_complete-document.pdf
- IISD. (2018, January 25). *Growing Greener Cities: Urban Agriculture and the Impact on SDG 11*. Retrieved from SDG Knowledge Hub: <https://sdg.iisd.org/commentary/generation-2030/growing-greener-cities-urban-agriculture-and-the-impact-on-sdg-11/>

- Nyasha Chaminuka, E. D. (2021). Enhancing Urban Farming for Sustainable Development Through Sustainable Development Goals. In D. C. Godwell Nhamo (Ed.), *Sustainable Development Goals for Society Vol. 2* (pp. 63-77). Switzerland: Springer Nature. doi:https://doi.org/10.1007/978-3-030-70952-5_5
- R., M., & Gupta, V. (2018). Transforming Urban Farming Approaches to achieve the SDGs. *International Journal of Engineering and Techniques*, 4(5).
- Sukhwani, V., Deshkar, S., & Shaw, R. (2020). COVID-19 Lockdown, Food Systems and Urban–Rural Partnership: Case of Nagpur, India. *International Journal of Environmental Research and Public Health*, 1-23.
- The World Bank. (2021, August 17). *Food Security and COVID-19*. Retrieved from [worldbank.org: https://www.worldbank.org/en/topic/agriculture/brief/food-security-and-covid-19](https://www.worldbank.org/en/topic/agriculture/brief/food-security-and-covid-19)

7. Appendix

SYNOPSIS

1. INTRODUCTION

The onslaught of the Covid pandemic and the subsequent lockdown in India disrupted local food systems leading to an increase in the already prevailing food insecurities. In India, urban areas were hard hit as enforced restrictions on movement caused a halt in transport of food produce into cities from rural farmlands. There was a surge in panic-buying leaving the weaker sections bereft of supplies. This scenario brought to light the dire need for cities to have greater self-sufficiency in food production. Even without the unprecedented circumstances, Indian cities face problems of non-availability and price fluctuations of daily use vegetables and fruits because of their dependency on surrounding rural areas (Ali & Srivastava, 2017). The cost of supply and distribution of food from rural areas to the urban area is increasing continuously. More often in urban than in rural areas, the decrease in income is translated into lack of food. Prevention of hunger is a basic requirement for any sustainable society. It constitutes the second of the seventeen Sustainable Development Goals (SDG) adopted by the United Nations in 2015. Target 2.1 states that by 2030 we must end hunger and ensure access by all people to safe, nutritious and sufficient food all year.

Urban farming has been identified to have a huge contribution to the accomplishment of SGDs (Nyasha Chaminuka, 2021). Research is required to successfully implement urban farming to improve food security and nutrition as well as livelihoods, local economic development and waste management in Indian cities. The idea of bringing a complete food system into cities – from its

production to the way it is ultimately disposed – has begun to emerge as a common theme across multiple disciplines (Fong & Gjerde, 2016). While agriculturalists have worked extensively in this field to develop successful farming operations, architects have an opportunity to integrate food production into the built environment with important benefits in design, aesthetics and social integration. The present project focuses on building-integrated cultivation which includes the use of vertical and horizontal surfaces of the building through innovations in growing techniques.

Research Questions

How can Urban Built Environment through Urban Design contribute to the integration of food production with the urban built environment?

2. Aim

To develop a decision matrix that optimizes the integration of urban farming with the built environment.

3. Objectives

- i. To explore the relationship between Urban Built Environment and Urban Farming.
- ii. To develop a multi-criteria framework for the integration of farming process in residential built space including space availability, environment factors, food choice, food security, and sustainable resource management.
- iii. To analyze available urban farming techniques using the developed framework.
- iv. To formulate a matrix to identify the optimal choice of surface and growing technique in residential neighbourhood in Nagpur with reference to the existing environmental conditions.

4. METHODOLOGY

4.1 Study area:

The project is proposed in the city of Nagpur where the Institute is located. As the winter capital of Maharashtra, it is a prominent urban center in central India and an emerging Smart City. It is also one of the COVID-19 hotspots. During this pandemic period, Sukhwani, Deshkar, & Shaw (2020) report that the closure of wholesale markets in Nagpur and the disruption of supply chains have brought forward the vulnerabilities of food systems in the city. They also find that the city residents are highly dependent on food markets and a very low percentage grow their own fruits and vegetables. Yet the city does have active farmer groups including the Nagpur Seed Festival Group and Nagpur Organic farmers. Interest in organic farming has grown during the pandemic.

4.2 Project Stages:

Table 5 Details of Project Stages

| S.No | Objective | Method | Outcome | 2022 | | | | 2023 | | | | |
|------|---|---------------------------------------|--|---------|----------|----------|---------|---------|----------|----------|---------|--|
| | | | | Jan-Mar | Apr-June | July-Sep | Oct-Dec | Jan-Mar | Apr-June | July-Sep | Oct-Dec | |
| 1 | To explore the relationship between Urban Built Environment and Urban Farming. | Literature Study Expert interviews | To understand how agriculture can be integrated with built environment through architectural thinking | | | | | | | | | |
| 2 | To develop a multi-criteria framework for the integration of farming process in residential built space including space availability, environment factors, food choice, food security, and sustainable resource management. | Literature study Expert Interviews | To identify criteria and indicators on which growing of plants will depend in a single tenement residential unit | | | | | | | | | |
| 3 | To analyze available urban farming techniques using the developed framework. | Literature study Case study | To identify requirements, pros and cons of each technique | | | | | | | | | |
| 4 | To formulate a matrix to identify the optimal choice of surface and growing technique in a residential neighbourhood in Nagpur with reference to the existing environmental conditions. | Scenario simulation | To develop a decision matrix | | | | | | | | | |

5. OUTCOME OF THE RESEARCH

The project aims to facilitate urban farming in Nagpur by helping to integrate it in to the residential built area. The outcome will be in form of i) a proposal for selected neighbourhood using the developed matrix; and ii) a published guide that will help residents of Nagpur identifying the surfaces and technique most suitable to the requirements and available resources of their residential unit. The scope of the research will also include i) raising awareness among the local community of the possibilities of growing food within their home; ii) Knowledge sharing and partnering with the ULB to implement urban farming at city level; iii) Institute level capacity building to carry out independent research with roles for all the members including students and alumni. The team also aims at publishing research papers to make available the finding to the scientific community. The project can then be replicated at various levels within the city and also modified for other cities.

6. CONCLUSION

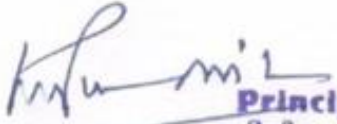
Urban farming is not a new concept and yet it has not found a place in Indian cities. It faces various challenges especially the lack of awareness among the residents and absence of local policies that are required to develop and implement a sustainable approach. It presents an engaging topic for research by faculty as well as students of architecture as there are numerous possibilities for field projects and academic study. The project falls within the SDG 2 and is also connected to other SDGs as listed above. The project is easily scalable from single residential unit to institutions and public building thus generating numerous possibilities on engagement with different stakeholders.

BIBLIOGRAPHY

- Agarwal, H. P., & Sinha, R. (2017). Urban Farming - A Sustainable Model for Indian Cities. *International Journal on Emerging Technologies*, 8(1), 236-242.
- Ali, F., & Srivastava, C. (2017). Futuristic Urbanism-An overview of Vertical farming and urban agriculture for future cities in India. *International Journal of Advanced Research in Science*, 4(4), 3767-3775.
- Bhonsle-Nikam, K. (2021). Introducing Urban Farming Through Hydroponics in Building Design. *ICON-BEST 2021*. SRM University.
- Fong, O., & Gjerde, M. (2016). Form follows food: an examination of architecture's role in urban farming. *Fifty years later: Revisiting the role of architectural science in design and practice: 50th International Conference of the Architectural Science Association 2016* (pp. 249–258). Adelaide: The Architectural Science Association and The University of Adelaide.
- FSSAI. (2021). *Eat Smart Cities Challenge*. Delhi. Retrieved November 2021, from https://eatrightindia.gov.in/eatsmartcity/images/media/EatSmart_Cities_complete-document.pdf
- IISD. (2018, January 25). *Growing Greener Cities: Urban Agriculture and the Impact on SDG 11*. Retrieved from SDG Knowledge Hub: <https://sdg.iisd.org/commentary/generation-2030/growing-greener-cities-urban-agriculture-and-the-impact-on-sdg-11/>
- Nyasha Chaminuka, E. D. (2021). Enhancing Urban Farming for Sustainable Development Through Sustainable Development Goals. In D. C. Godwell Nhamo (Ed.), *Sustainable Development Goals for Society Vol. 2* (pp. 63-77). Switzerland: Springer Nature. doi:https://doi.org/10.1007/978-3-030-70952-5_5
- R., M., & Gupta, V. (2018). Transforming Urban Farming Approaches to achieve the SDGs. *International Journal of Engineering and Techniques*, 4(5).

Sukhwani, V., Deshkar, S., & Shaw, R. (2020). COVID-19 Lockdown, Food Systems and Urban–Rural Partnership: Case of Nagpur, India. *International Journal of Environmental Research and Public Health*, 1-23.

The World Bank. (2021, August 17). *Food Security and COVID-19*. Retrieved from worldbank.org: <https://www.worldbank.org/en/topic/agriculture/brief/food-security-and-covid-19>

| | |
|---|---|
| This Progress Report is approved by: | |
|  Principal Ideas Institute of Design Education & Architectural Studies, Nagpur | |
| Prof. Abhay Purohit Principal, IDEAS (Nagpur) | Dr. N. Sridharan Mentor & Member of Core Committee, COA-USRP |



Ar. Rukhsana Badar <rukhsana.badar@ideasnagpur.edu.in>

Select a project for participation in COA-USRP

1 message

Urban Studio <coarbanstudio@gmail.com>
 To: ideasnag@gmail.com
 Cc: "Ar. Rukhsana Badar" <rukhsana.badar@ideasnagpur.edu.in>

Fri, Dec 31, 2021 at 4:19 PM

To,
 Principal/Director,
 Institute of Design Education and Architectural Studies,
 Nagpur, Maharashtra

Dear Sir/Madam,
 Thank you for responding to the call for projects for the COA- Urban Studio Research Project (COA-USRP).
 We have received your proposal for the research project titled, "Improving Food Security through Sustainable Urban Farming"
 We are glad to inform you that, after detailed deliberations, the members of the core committee have selected this project for participation in COA-USRP.
 The research team through the Principal Investigator may kindly connect with Dr. Sridharan, Member, Core Committee, COA-USRP, for further guidance on dr.nsrldharan@gmail.com email id
 We look forward to a successful completion of the project.
 Best regards and warm wishes for a wonderful New Year ahead.

--
 Thanks & Regards
Prof. Jayashree Deshpande
Director,
Council of Architecture Training & Research Centre,
 (Academic Wing of Council of Architecture)
 2nd Floor, A-4 (B), Abhimanshree, Off Pashan Road,
[Pune 411008, Maharashtra, India.](mailto:coarbanstudio@gmail.com)

E-mail: coarbanstudio@gmail.com
 Tel :+91 9764 000 352



Ar. Rukhsana Badar <rukhsana.badar@ideasnagpur.edu.in>

Payment of Seed Money/Research

4 messages

ACCOUNTS DEPTT.CO.A <accounts-coa@gov.in>
To: admin@ideasnagpur.edu.in, rukhsana.badar@ideasnagpur.edu.in

Tue, Dec 6, 2022 at 5:00 PM

Ref. No.: CA/28/Accounts/2022
December 02, 2022

MH47
Ar. Abhay Vinayak Purohit
The Principal
IDEAS-Institute Of Design Education & Architecture Studies
Gat No.124/3, P.H.No.37,
Mouza-Hudkeshwar,
Taluka-Nagpur, Outer Ring Road Junction Point,
Hudkeshwar Road, Nagpur MAHARASHTRA,
Pin code -440034
Email: admin@ideasnagpur.edu.in, rukhsana.badar@ideasnagpur.edu.in

Subject- Payment of Seed Money/Research Grant for project titled: "Improving Food Security through Sustainable Urban Farming" by Institution of Design Education and Architectural Studies which have been shortlisted for URBAN STUDIO RESEARCH PROJECT (USRP)-reg.

Dear Sir/ Madam,

This is with reference to the above mentioned subject. In this regard, please note that a sum of Rs.25000/- has been transferred to following account on 01.12.2022, as per details given below:

| | |
|--------------------------|---|
| Name as per bank Account | Institution of Design Education and Architectural Studies |
| Account No. | 2762020000494 |
| IFSC Code | BARB0NANNAG |
| Total Amount | 25000/- |
| TDS | 0/- |
| Amount Transferred | 25000/- |

Kindly acknowledge the receipt of the same and give an undertaking, as per specimen format. The format of the undertaking is being sent by TRC, Pune.

Thanking you,

Yours faithfully,

R.K. Oberoi
Registrar



d . Final year students encouraged to choose community-based design projects

IDEAS encourage students to choose community-based design projects.

| Sr. No. | Name of Student | Thesis title |
|---------|-------------------|--|
| 1 | Bhushan Porete | A case of Rantalodhi |
| 2 | Aditya Waghmare | SOS Children village |
| 3 | Varun Gupta | Residential School for Orphans based on Gurukul Ideology |
| 4 | Isha Jaiswal | Affordable housing |
| 5 | Rigved Nimkhedkar | Imposing Architecture to prevent social segregation among professionals |
| 6 | Neha Ram | Architecture for the senses- An Autism center with therapeutic assisted living |
| 7 | Raksha Mundhada | Blend of an old age home and orphanage |
| 8 | Arya choudhari | School and rehabilitation center for persons with locomotor disability |

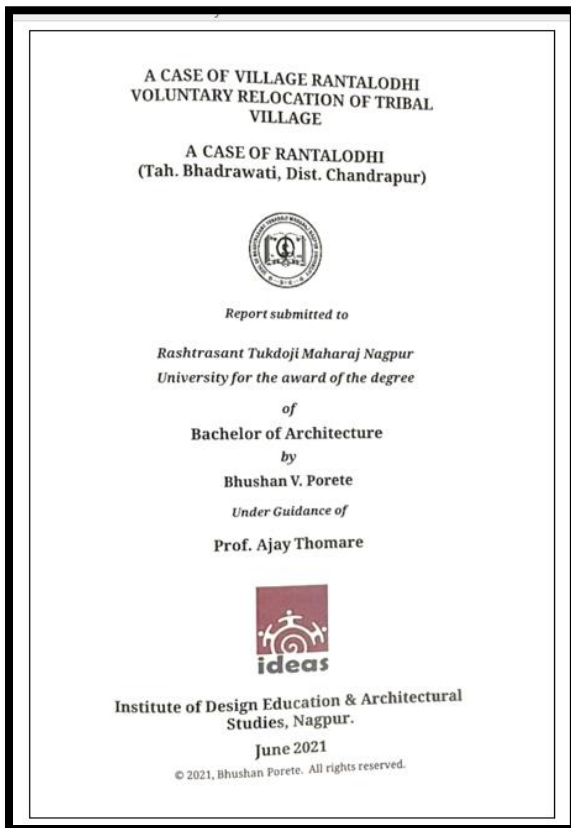


Image 3 : Thesis 1

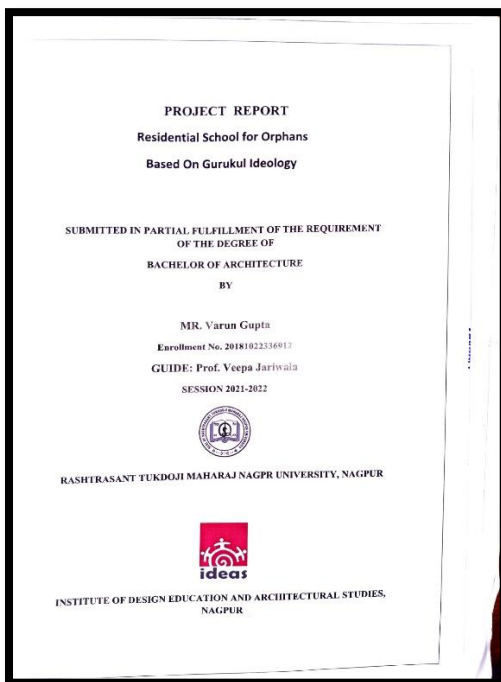
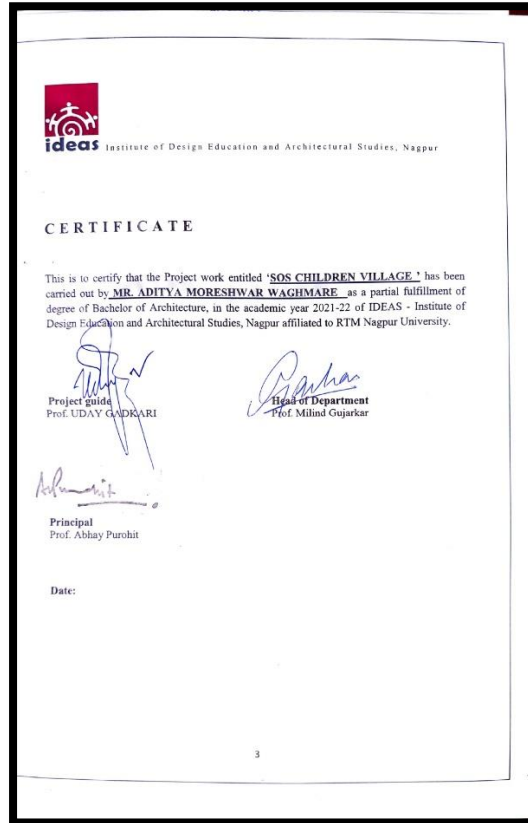
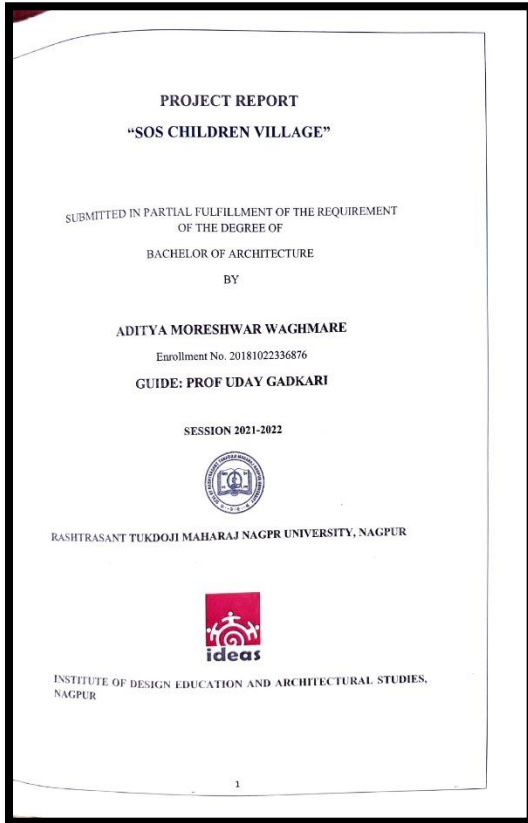


Image 4 : Thesis 2 and 3



AFFORDABLE HOUSING
A case of Housings for E.W.S & L.I.G at Bhilgaon, Nagpur.

Report submitted to
Rashtrasant Tukdoji Maharaj Nagpur University
for the award of the degree of
Bachelor of Architecture
subject of
Architectural Thesis
by
Isha Rupesh Jaiswal
Under Guidance of
Prof. Trilok Kubde

Institute of Design Education & Architectural Studies Nagpur.
2021-2022

Institute of Design Education & Architectural Studies Nagpur.

CERTIFICATE

This is to certify that the Project work entitled '**AFFORDABLE HOUSING FOR E.W.S AND L.I.G AT BHILGAON, NAGPUR**' has been carried out by **Ms. Isha Rupesh Jaiswal** as a partial fulfillment of degree of Bachelor of Architecture, in the academic year 2021-22 of IDEAS - Institute of Design Education and Architectural Studies, Nagpur affiliated to RTM Nagpur University.

Project guide
Prof. Trilok Kubde

Head of Department
Prof. Milind Gujarkar

Principal
Prof. Abhay Purohit

Date: 03/06/2022

AFFORDABLE HOUSING 2

PROJECT REPORT
IMPOSING ARCHITECTURE TO PREVENT SOCIAL SEGREGATION AMONG PROFESSIONALS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE DEGREE OF
BACHELOR OF ARCHITECTURE
BY
Rigved Chandrashekar Nimkhedkar
Enrollment No. : 20181022336902

GUIDE: Prof. Nikhil B. Sahaarabhojnee
SESSION 2021-2022

RASHTRASANT TUKDOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR

INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURAL STUDIES, NAGPUR
© 2021-2022, Rigved Nimkhedkar, All Rights Reserved

Imposing Architecture to Prevent Social Segregation among Professionals Rigved Nimkhedkar

Institute of Design Education and Architectural Studies, Nagpur

CERTIFICATE

This is to certify that the Project work entitled '**Imposing Architecture to Prevent Social Segregation among Professionals**' has been carried out by **Mr. Rigved Nimkhedkar** as partial fulfillment of the degree of Bachelor of Architecture, in the academic year 2021-22 of IDEAS - Institute of Design Education and Architectural Studies, Nagpur affiliated to RTM Nagpur University.

Project guide
Prof. Nikhil B. Sahaarabhojnee

Head of Department
Prof. Milind Gujarkar

Principal
Prof. Abhay Purohit


Date: 13/06/2022


Image 5 : Thesis 4 and 5




PROJECT REPORT
ARCHITECTURE FOR THE SENSES-AN AUTISM CENTRE WITH THERAPEUTIC ASSISTED LIVING

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE DEGREE OF
BACHELOR OF ARCHITECTURE
 BY
NEHA PRAKASH RAM
 Enrollment No. NU/A10108134
GUIDE: PROF. RAHUL DESHPANDE
 SESSION 2021-2022



 RASHTRASANT TUKDOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR



 INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURAL STUDIES,
 NAGPUR


 Institute of Design Education and Architectural Studies, Nagpur

CERTIFICATE

This is to certify that the Project work entitled 'Architecture for the senses -A Autism center with assisted living' has been carried out by Mr./Ms. Neha Prakash Ram as a partial fulfillment of degree of Bachelor of Architecture, in the academic year 2021-22 of IDEAS - Institute of Design Education and Architectural Studies, Nagpur affiliated to RTM Nagpur University.


 Project guide
 Prof. Rahul D


 Head of Department
 Prof. Milind Gujarkar



 Principal
 Prof. Abhay Purohit


Date: 15 /06/2022

©(IDEAS)2022

PROJECT REPORT
BLEND OF AN OLD AGE HOME AND ORPHANAGE
 - TOWARDS A SYMBIOTIC ENVIRONMENT

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE DEGREE OF
BACHELOR OF ARCHITECTURE
 BY
RAKSHA MUNDHADA
 Enrollment No. 20181022336854
GUIDE: PROF. PULOMA CHHAYA
 SESSION 2021-2022


 RASHTRASANT TUKDOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR


 INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURAL STUDIES,
 NAGPUR

 Institute of Design Education and Architectural Studies, Nagpur

CERTIFICATE

This is to certify that the Project work entitled 'Blend of an old age home and orphanage - Towards a symbiotic environment' has been carried out by Ms. Raksha Mundhada as a partial fulfillment of degree of Bachelor of Architecture, in the academic year 2021-22 of IDEAS - Institute of Design Education and Architectural Studies, Nagpur affiliated to RTM Nagpur University.


 Project guide
 Prof. Puloama Chhaya


 Head of Department
 Prof. Milind Gujarkar


 Principal
 Prof. Abhay Purohit

Date:

Image 6 : Thesis 6 and 7

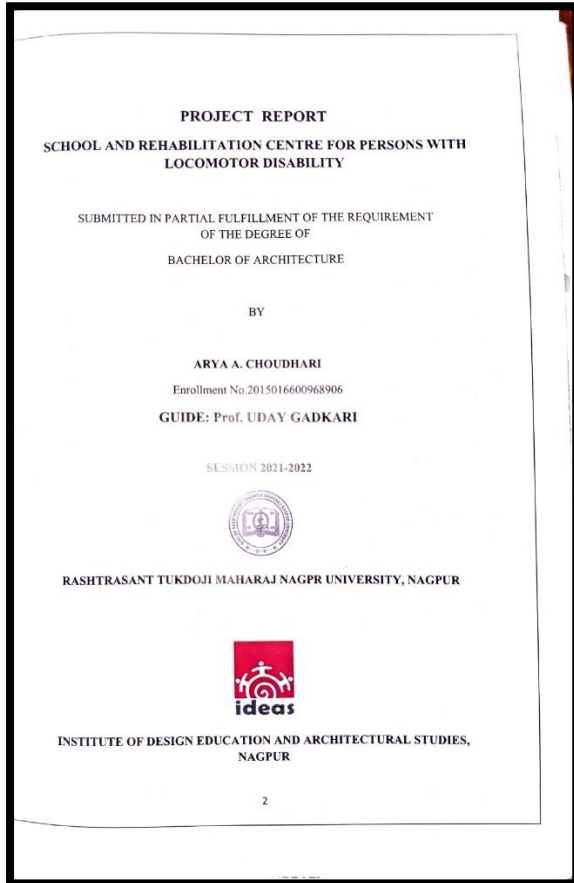


Image 7 : Thesis 8

**2. Student and faculty participation in social causes****a. Conducting Awareness Programs**

All members of the Institute are made aware of various social issues so that they are informed and able to help resolve them through their skill.

| S.No. | Title | Date and Duration | No. of Participants |
|-------|---|-------------------|---------------------|
| 1 | Cancer Awareness Program | 29/04/2022 | 31 |
| 2 | World Water Day | 22/04/2022 | 24 |
| 3 | World Earth Overshoot Day | 29/07/2021 | 37 |
| 4 | World earth day | 22/04/2022 | 200 |
| 5 | International Women's Day | 08/03/2022 | 57 |
| 6 | Gender sensitization of newly admitted students | 18/10/2021 | 46 |
| 7 | INTACH Heritage club installation | 8/04/2022 | 45 |



Swargiya Jagannath Jattewar Shikshan Sanstha, Nagpur

Institute of design education & architectural studies, Nagpur

Campus - Hudkeshwar Road - Outer Ring Road, Junction Point, post-Pipla, Nagpur - 440034 (M.S) India ideasnag@gmail.com, www.ideasnagpur.edu.in

Report on

Cancer Awareness

A event title **Cancer Awareness Program** has been organized by our institute under Student Welfare committee on **29/04/22** at AV Room 1, IDEAS, Nagpur

| | |
|--|---|
| Event | Cancer Awareness Program |
| Objective of the event | To aware students & faculty about Cancer disease and its preventive measures. |
| Name of event organized | Cancer Awareness Program |
| Name of Expert with Designation & Organization if any. | Dr. Kiran Sonekar, Dr. Pravin Naidu |
| Contact details of Guest. | Mb. No. +91 8956413344 |
| Date of event | 29/04/22 |
| Faculty coordinator of event | Prof. Rukhsana Badar (Associate Professor) |
| Students of Year participate and number | 27 No. Students (5 th Year). |
| Feed Back analysis | Students participated and the program was successful. |

Prof. Rukhsana Badar
Coordinator



Prof. Ajay Thomare sir introducing guest in Cancer Awareness program. (Date: 29/04/2022)



Students & Faculty attending Cancer Awareness program. (Date: 29/04/2022)

PROGRAM POSTER

STOP CANCER MISSION




AUDITORIUM, IDEAS CAMPUS, NAGPUR

Our Mission
Is
CANCER
Free Nation!
I Am and I Will

29TH APRIL 2022 3:30 PM




Principal
ideas
Institute of Design Education &
Architectural Studies, Nagpur

List of Student & Faculty Attended the Program

| Sr. no. | Student Name |
|---------|---------------------------|
| 1 | Amey Thosar |
| 2 | Aniket Sah |
| 3 | Animesh Deshmukh |
| 4 | Anmol Mirpuri |
| 5 | Anushka Nagpure |
| 6 | Apoorva Karmore |
| 7 | Ariz Khan |
| 8 | Arpit Shrivastava |
| 9 | Arya Choudhari |
| 10 | Awani Shelke |
| 11 | Ayushi Raja |
| 12 | Ayushi Samarth |
| 13 | Bhagyashree Shendre |
| 14 | Chandni Tank |
| 15 | Darshi Bheda |
| 16 | Devilal Pimple |
| 17 | Dhanashree Bokde |
| 18 | Dhanshri Choudhary |
| 19 | Gaurav Bhujade |
| 20 | Gauri Shahakar |
| 21 | Harshita Umredkar |
| 22 | Heena Randive |
| 23 | Indrayani Kayarkar |
| 24 | Isha Jaiswal |
| 25 | Jeevedikarani Chourasia |
| 26 | Juhi Asare |
| 27 | Kajal Wadhwani |
| | |
| Faculty | |
| 1. | Prof. Ajay S. Thomare |
| 2. | Prof. Rukhsana Badar |
| 3. | Prof. N. W. Mankar |
| 4. | Prof. Harshal P. Ganorkar |


Principal
Ideas
Institute of Design Education &
Architectural Studies, Nagpur

World Water Day 2022

Date of the Event – 22/03/2022

| | | |
|----|---|--|
| 1. | Name of the Event/ Project/ Program | World Water Day Treasure Hunt |
| 2. | Duration of the Event/ Project/ Program | 12:00 pm to 1:30pm |
| 3. | Brief Details of the Event/ Project/ Program | A treasure hunt with clues related to water elements and infrastructure present on the campus. The winning team received certificates and prizes. |
| 4. | No. of Faculty involved in the Event/ Project/ Program | 2 |
| 5. | Academic year and No. of students involved in the Event/ Project/ Program | All years 22 students |
| 6. | Objectives of the said of the Event/ Project/ Program | To raise awareness about water conservation activities on campus |
| 7. | Feedback of the Event | Event was organized successfully |

Photos



Students participating in the treasure hunt



Prize distribution



Winning team with Prof. Purohit and Prof. Jattewar during prize giving ceremony

Participants

1. Vishal Dhandhde
2. Pranay
3. Chaitanya
4. Ketaki Jawale
5. Jae
6. Visha Khandelwal
7. Kirtibhushan
8. Sahil Ramteke
9. Bhargavi Wagh
10. Riddhi Rajurkar
11. Karan Kakde
12. Radhika Mundhada
13. Shantanu Nil
14. Pushkar Indurkar
15. Prajakta Sushir
16. Yashika Bajaniya
17. Bhumika Agrawal
18. Mohini Saboo
19. Palash
20. Pratham
21. Sanskriti
22. Gracy

Event Report

World Earth Day - 2022

Co-ordinated by- Environmental committee

Date – 22/04/2022

Duration – 2 hr


No. of Attendees – All students, faculty & non-faculty members

Event venue – IDEAS Campus, Nagpur

Objectives – To inculcate in the students the value of environment conservation and resource management

Description –

The Environment committee plays an active part in raising awareness among all members of the Institute towards the conservation of our environment. Earth Day 2022 was marked by putting up posters on social media as well as on the campus so that students realise the need to use air, water and earth resources wisely.




Principal
Idea
Institute of Design Education &
Architectural Studies, Nagpur

Posters-



Fig 1 Earth Day Poster circulated by student council


Principal
ideas
Institute of Design Education &
Architectural Studies, Nagpur



स्वास्थ्यं जगन्नाथं उत्तमं शिक्षणं श्रेष्ठम्

INSTITUTE OF DESIGN EDUCATION & ARCHITECTURAL STUDIES, NAGPUR

www.ideasnagpur.org

Fig 2 Earth Day Poster on Facebook

Participants

| Sr. No. | Name of Student |
|---------|-----------------------|
| 1 | Siddharth Deshbhratar |
| 2 | Subodh Awari |
| 3 | Divyanshi Bawane |
| 4 | Divyashree Jain |
| 5 | Gaurav Dabir |
| 6 | Prathmesh Kimmatkar |
| 7 | Akshata Khanwilkar |
| 8 | Akshayraj Suthar |
| 9 | Gracy Maladhari |
| 10 | Kanak Agrawal |
| 11 | Kirtibhushan Sute |

Earth Overshoot Day

Date of the Event – 29/07/2021

Coordinated by -Prof. Sonali Jattewar


| | | |
|----|---|--|
| 1. | Name of the Event | Earth Overshoot day |
| 2. | Duration of the Event | 09:00 am to 10:30 am |
| 3. | Location | Residence, Chetan Shivprasad . |
| 4. | Brief Details of the | On occasion of Earth Overshoot Day 2021 |
| 5. | No. of Faculty involved in the Event | 03 |
| 6. | Academic year and No. of students involved in the Event | 34 (from 3 rd semester) |
| 7. | Objectives | For sensitizing students about humanity's demand for ecological resources and services |
| 8. | Description | The said event was organized on the occasion of Earth Overshoot Day in which 15 students and 03 faculties of the college was participated. |
| 9. | Feedback of the Event | Event was organized successful |


Principal
ideas
Institute of Design Education &
Architectural Studies, Nagpur



EARTH OVERSHOOT DAY

Poster of the event


Principal
ideas
Institute of Design Education &
Architectural Studies, Nagpur



Expert explaining about earth overshoot concept



Expert resolving students questions

Attendance list

| |
|------------------------------|
| Aayush Mohan Makde |
| Adarsh Manoj Meshram |
| Akanksha Santosh Kalaskar |
| Ankita Pravinkumar Gandhi |
| Anushka Jaydeep Deshmukh |
| Ashwini Purushottam Pardhi |
| Asma Farheen Aqueel Ahmad |
| Chanchal Yogesh Nanotkar |
| Chetan Sunil Chawla |
| Dhiraj Vitthal Kumbhare |
| Ishika Anil Khobragade |
| Ishika Yuvaraj Gawai |
| Janhavi Vinod Bhojar |
| Kanishka Manish Saraf |
| Mansi Shribhagwan Kinekar |
| Mosmita Prakash Rasekar |
| Naba Mahfoozur Rahman |

| |
|---------------------------------|
| Piyush Vijay Gedam |
| Pooja Dhanraj Pande |
| Pratiksha Vinay Bhajipale |
| Priyanka Manohar Pache |
| Purva Rajendra Raut |
| Purva Rajendra Waddalwar |
| Purvi Subhash Kawadkar |
| Pushkar Milind Indurkar |
| Radha Abhay Zulkarniwar |
| Shantanu Vilasrao Nil |
| Shraddha Dadarao Rangari |
| Shrawasti Prakash Khobragade |
| Shreshth Jagendra Aldak |
| Vinit Sunil Bhiwgade |
| Yash Santosh Shahu |
| Yashika Chetan Bajaniya |
| Yuvraj Ravi Talreja |


Principal
ideas
Institute of Design Education &
Architectural Studies, Nagpur

Event Report

Women's Day Poster Making Competition

- 1) Co-ordinated by- ICC, IDEAS.
- 2) Date – 08/03/2022
- 3) Duration – 2 hrs. (10am to 12 pm)
- 4) No. of students present - -55
- 5) No. of teachers present - 2
- 6) Event venue – 1st year studio

Objective – Sensitizing students and faculties about supporting and encouraging women around them in every aspect.

Description – Ar. Rukhsana Badar introduced students of 1st year about the importance of celebrating women's day in institutes. She explained them the pointers which should reflect on the posters made by students. She asked students to be creative as well as sensitive towards the theme and wished them all the best for competition.

Photograph-



Figure 1 Students making the posters

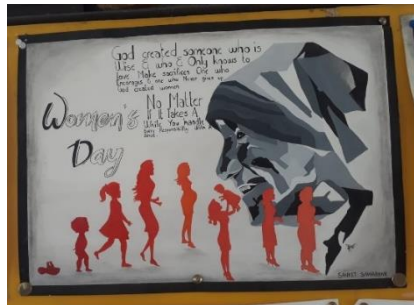
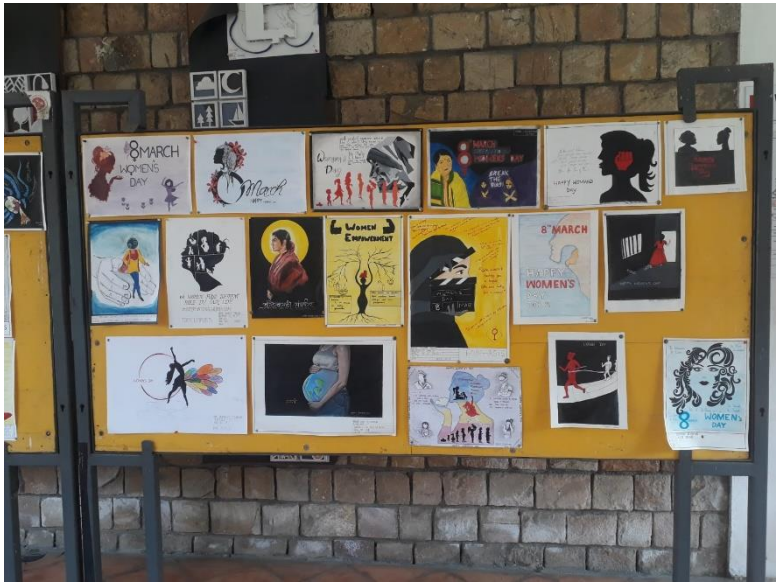


Figure 2 Posters made for Women's Day

Attendance

| Sr. No. | Name of Student | Sr. no. | Name of Student |
|---------|--------------------------------|---------|---------------------------|
| 1 | Aadrika Abhay Kale | 31 | Swapnil Narendra Kapse |
| 2 | Aarshi Rishikant Shahu | 32 | Urvi Satish Bhurle |
| 3 | Aditya Deepak Bais | 33 | Mugdha Rajeshwar Wankhede |
| 4 | Akshata Khanwilkar | 34 | Namra Imran Khan |
| 5 | Akshayraj Suthar | 35 | Om Ravindra Sarode |
| 6 | Anshul Dilip Powale | 36 | Dhanshri Choudhary |
| 7 | Arya Vikas Somkuwar | 37 | Gaurav Bhujade |
| 8 | Ashwini Galewar | 38 | Gauri Shahakar |
| 9 | Chetan Sanjay Raut | 39 | Harshita Umredkar |
| 10 | Devanshu Nandkishor Titarmare | 40 | Heena Randive |
| 11 | Divya Sunil Nikam | 41 | Indrayani Kayarkar |
| 12 | Gaurav Suresh Parwani | 42 | Isha Jaiswal |
| 13 | Gracy Ashok Maladhari | 43 | Jeevedikarani Chourasia |
| 14 | Ishwar Fakira Dahake | 44 | Juhi Asare |
| 15 | Om Vivek Thakur | 45 | Kajal Wadhwani |
| 16 | Omeshwari Laxmikant Chopkar | 46 | Kartik Choube |
| 17 | Palash Chauhan | 47 | Kartikeya Labde |
| 18 | Pratham Gemnani | 48 | Khushi Daxini |
| 19 | Prathmesh Rushikesh Kimmatkar | 49 | Khyati Fulwani |
| 20 | Rajeshwari Ravindra Upparwar | 50 | Komal Karemore |
| 21 | Rishi Rajendra Jaiswal | 51 | Komal Parashar |
| 22 | Sahil Rahul Badhiye | 52 | Kunal Tanwani |
| 23 | Sakshi Atul Kamanwar | 53 | Kundan Kumar |
| 24 | Sanket Ravindra Sawarkar | 54 | Madhuja Warhade |
| 25 | Sanskriti Nandkishor Banpurkar | 55 | Madhura Bhojraj |
| 26 | Sanskriti Rajesh Rane | | |
| 27 | Sanskriti Vikas Chavan | | |
| 28 | Sharvari Nishikant Shelke | | |
| 29 | Vishakha Agrawal | | |
| 30 | Yogini Hitendra Borkar | | |

Principal
Ideas
Institute of Design Education &
Architectural Studies, Nagpur

Event Report

Gender Sensitization of Newly Admitted Students

- 1) Co-ordinated by- ICC, IDEAS.
- 2) Date – 18/10/2021
- 3) Duration – 1 hr. (10:30 to 11:30)
- 4) No. of students present - 38
- 5) No. of teachers present - All
- 6) Event venue – Auditorium

Objective – Sensitization of newly admitted undergraduate and postgraduate students about gender bias and sexual harassment.

Description – Ideas has a tradition to organize ‘Induction program’, for newly admitted students and their parents. They are addressed by the principal and different committee members giving them insight about institutions working etc. In this ICC also plays a role and make students aware about gender sensitivity and sexual harassment issues and how to be aware and safe against these malpractices. Also the institutes policies regarding these issues.

Photographs-



Attendance

| | |
|----|---------------------------------|
| 1 | Aadrika Abhay Kale |
| 2 | Aarshi Rishikant Shahu |
| 3 | Aditya Deepak Bais |
| 4 | Akshata Khanwilkar |
| 5 | Anshul Dilip Powale |
| 6 | Chetan Sanjay Raut |
| 7 | Devanshu Nandkishor Titarmare |
| 8 | Divya Sunil Nikam |
| 9 | Gracy Ashok Maladhari |
| 10 | Ishwar Fakira Dahake |
| 11 | Mugdha Rajeshwar Wankhede |
| 12 | Namra Imran Khan |
| 13 | Om Ravindra Sarode |
| 14 | Om Vivek Thakur |
| 15 | Pratham Gemnani |
| 16 | Prathmesh Rushikesh Kimmatkar |
| 17 | Rishi Rajendra Jaiswal |
| 18 | Sahil Rahul Badhiye |
| 19 | Sanket Ravindra Sawarkar |
| 20 | Sanskruiti Nandkishor Banpurkar |
| 21 | Sanskruiti Rajesh Rane |
| 22 | Sanskruiti Vikas Chavan |
| 23 | Sharvari Nishikant Shelke |
| 24 | Swapnil Narendra Kapse |
| 25 | Urvi Satish Bhurle |
| 26 | Yogini Hitendra Borkar |
| 27 | Sakshi Atul Kamanwar |
| 28 | Gaurav Suresh Parwani |
| 29 | Omeshwari Laxmikant Chopkar |
| 30 | Arya Vikas Somkuwar |
| 31 | Rajeshwari Ravindra Upparwar |
| 32 | Kshitij Kumar Yadav |
| 33 | Lavanya Naresh Potbhare |
| 34 | Akshayraj Suthar |
| 35 | Palash Chauhan |
| 36 | Ashwini Galewar |
| 37 | Kritika Jain |
| 38 | Vishakha Agrawal |



Principal
Ideas
Institute of Design Education &
Architectural Studies, Nagpur



Report of the Event

INTACH Heritage Club Installation Ceremony

Date of the Event – 8/04/2022

Coordinated by - Prof. Devika Bangadkar & INTACH Nagpur

| | | |
|----|---|---|
| 1. | Name of the Event | Installation of Heritage Club |
| 2. | Duration of the Event | 10:30pm – 11:30 pm |
| 3. | Brief Details of the Event | Prof. Madura Rathod and Prof. Nikita Ramani, INTACH Nagpur officiated the installation of the Heritage Club at IDEAS and welcomed the new members to its fold |
| 4. | No. of Faculty involved in the Event | 5 |
| 5. | Academic year and No. of students involved in the Event | 40 |
| 6. | Objectives of the said of the Event | <i>To sensitize students about our cultural heritage and traditions</i> |
| 7. | Feedback of the Event | Event was organized successfully |


 Principal
ideas
 Institute of Design Education &
 Architectural Studies, Nagpur



Oath taking by the students & faculty members



Students with Prof. Rathod & Prof. Ramani and IDEAS faculty after the installation

**List of teachers**

1. Principle Abhay Purohit
2. Prof. Milind Gujarkar
3. Prof. Kirti Bhonsle
4. Prof. Devika Bangadkar
5. Prof. Harshal Ganorkar

List of students

| | | | |
|----|---------------------|----|-------------------------|
| 1 | Natasha aswani | 22 | Chandni Tank |
| 2 | Nivedita shrirao | 23 | Darshi Bheda |
| 3 | Naba rahman | 24 | Devilal Pimple |
| 4 | Saba rahman | 25 | Dhanashree Bokde |
| 5 | Karan kakde | 26 | Dhanshri Choudhary |
| 6 | Pushkar indurkar | 27 | Gaurav Bhujade |
| 7 | Gaurav parwani | 28 | Gauri Shahakar |
| 8 | Anmol Mirpuri | 29 | Harshita Umredkar |
| 9 | Anushka Nagpure | 30 | Heena Randive |
| 10 | Apoorva Karmore | 31 | Indrayani Kayarkar |
| 11 | Ariz Khan | 32 | Isha Jaiswal |
| 12 | Arpit Shrivastava | 33 | Jeevedikarani Chourasia |
| 13 | Ayushi Raja | 34 | Juhi Asare |
| 14 | Ayushi Samarth | 35 | Kajal Wadhvani |
| 15 | Bhagyashree Shendre | 36 | Kartik Choube |
| 16 | Kundan Kumar | 37 | Kartikeya Labde |
| 17 | Madhuja Warhade | 38 | Kaushik Sakharkar |
| 18 | Madhura Bhojraj | 39 | Khushi Daxini |
| 19 | Maitry Kashyap | 40 | Khyati Fulwani |
| 20 | Mansi Bhattad | | |
| 21 | Mansi Samarth | | |


 Principal
ideas
 Institute of Design Education &
 Architectural Studies, Nagpur.

**b. Participation in voluntary work**

The students are encouraged to work for social causes as citizens to instill in them the responsibility towards others.

Table of Voluntary Activities

| S.No. | Title | Date and Duration | No. of Participants |
|-------|---------------------------|-------------------|---------------------|
| 1 | Blood Donation Event 2022 | 26/01/2022 | 25 |
| 2 | Orphanage Visit | 01/10/2022 | 34 |
| 3 | Van Mahotsav | 2/07/2021 | 13 |

Event Report

Blood Donation Event - 2022

Co-ordinated by- Students council and Rotaract club.

Date – 26/01/2022

Duration – 3 hr

No. of Attendees – All students and faculties

Event venue – IDEAS campus

Objectives – To educate the members of the Institute on the beneficial aspects of blood donation and to inculcate in them strong social values.

Description – The Institute organized a Blood Donation Camp for Welfare of the society in association with Sainath Blood Bank in Ramdas Peth, Nagpur. It motivates the students to become a responsible citizen and blood donor as well as spreading the message of peace and harmony through humanitarian approaches.

Photographs –



Figure 1 Students donating blood under medical supervision


Principal
Ideas
Institute of Design Education &
Architectural Studies, Nagpur

Participants

| Sr. No. | Name of Student |
|---------|-----------------------------|
| 1 | Asma Farheen Aqueel Ahmad |
| 2 | Avantika Gopal Borokar |
| 3 | Avantika Vijay Dumbhare |
| 4 | Bhargavi Dhiraj Wagh |
| 5 | Bhavika Naresh Sachdeo |
| 6 | Bhavika Suryabhan Londhe |
| 7 | Bhumika Shailendra Agrawal |
| 8 | Chanchal Yogesh Nanotkar |
| 9 | Chetan Sunil Chawla |
| 10 | Dhiraj Vitthal Kumbhare |
| 11 | Gargi Prafulla Kadu |
| 12 | Gaurav Dilip Jaiswal |
| 13 | Gautam Sachin Agrawal |
| 14 | Harsh Mahesh Chandak |
| 15 | Himanshi Arjundas Chawla |
| 16 | Hitesh Ashok Chavan |
| 17 | Parikshit Rajendra Umap |
| 18 | Prachi Vijaykant Rathi |
| 19 | Pranay Dhyaneshwar Ghangare |
| 20 | Pranay Prakash Jumankar |
| 21 | Prathmesh Vinod Gite |
| 22 | Priti Manohare |
| 23 | Rahul Bhailal Yadav |
| 24 | Rakshit Gondane |
| 25 | Rashika Sanjay Jumde |



Principal
Ideas
Institute of Design Education &
Architectural Studies, Nagpur

Report of the Event

Orphanage visit

Date of the Event – 01/10/2022

Coordinated by - NSS IDEAS and Rotract Club

| | | |
|----|---|---|
| 1. | Name of the Event | Orphanage visit |
| 2. | Duration of the Event | One Day |
| 3. | Brief Details of the Event | Students visited Shree Shradhanand Anathasharam, an orphanage in Madhav Nagar Nagpur. The students engaged the children in various games and fun activities like drawing, dancing etc. They distributed snacks to the children and helped them beautify the walls with their art work. They even took handprints of all the children on a wall so that it stays as a memory for them. |
| 4. | No. of Faculty involved in the Event | 03 |
| 5. | Academic year and No. of students involved in the Event | 34 |
| 6. | Objectives of the said of the Event | <i>To enhance Social Responsibility among the students, to learn to be compassionate and to love and care for others.</i> |
| 7. | Feedback of the Event | Event was organized successfully |


Principal
IDEAS
Institute of Design Education & Architectural Studies, Nagpur



Children enjoying the activities with the students



Children's art work


Principal
ideas
Institute of Design Education & Architectural Studies, Nagpur



Prof. Purohit distributing gifts to the children


Principal
ideas
Institute of Design Education & Architectural Studies, Nagpur




List of teachers

1. Prof.Abhay Purohit.
2. Ar.Prabhat Tripathi
3. Ar.Rohan Rahinwal

List of students

1. Gracy Maladhari
2. Chetan Raut
3. Sanskruti Rane
4. Akshata Khanwilkar
5. Rajeshwari Upparwar
6. Om Thakur
7. Om Sarode
8. Sharvari Shelke
9. Arshi Shahu
10. Aditya Bais
11. Palash Chauhan
12. Sanika Mude
13. Ashwini Pardhi
14. Karan Kakde
15. Jae Rathkanthiwar
16. Pushkar Indurkar
17. Siddham Singhai
18. Sambhav Bagrecha
19. Gaurav Parwani
20. Prajakta Sushir
21. Madhura Patre
22. Yogini Borkar
23. Avantika Borokar
24. Devanshu Titarmare
25. Omeshwari Chopkar
26. Anshul Powale
27. Madhu Kothari
28. Vedant Mathankar
29. Khushi Kapsre
30. Surbhi Burbure
31. Sanskriti Bhagat
32. Divya Nikam
33. Kritika Jain
34. Adrika Kale


Principal
ideas
Institute of Design Education &
Architectural Studies, Nagpur

Event Report

Van Mahotsav Tree Plantation - 2021

Co-ordinated by- Environmental committee and Rotract club

Date – 2/07/2021

Duration – 2 hr

No. of Attendees – 13 students

Event venue – The Bright future school, Hudkeshwar, Nagpur.

Objectives – To inculcate in the students the value of environment, benefits of trees, beautification inside and outside the campus.


Description –

The Institute organizes the tree plantation activity for Welfare of the society and motivating the students to become a responsible citizen. On the occasion of Van Mahotsav, Environmental committee and Rotract club organized a tree plantation event outside the campus, at the neighbouring Bright Future School in Hudkeshwar. They were informed to plant local trees only.

Photographs –



Fig 1&2 Students planting at the school


Principal
Ideas
Institute of Design Education &
Architectural Studies, Nagpur

Participants

| Sr. No. | Name of Student |
|---------|-----------------------|
| 1 | Siddharth Deshbhratar |
| 2 | Subodh Awari |
| 3 | Divyanshi Bawane |
| 4 | Divyashree Jain |
| 5 | Tanvi Koche |
| 6 | Gaurav Dabir |
| 7 | Prathmesh Kimmatkar |
| 8 | Akshata Khanwilkar |
| 9 | Akshayraj Suthar |
| 10 | Gracy Maladhari |
| 11 | Kanak Agrawal |
| 12 | Kirtibhushan Sute |
| 13 | Mitali Mehar |


Principal
Idea
Institute of Design Education &
Architectural Studies, Nagpur



Evidence of Success

1. COA TRC Child Psychology and Child Centric Designs

The Academic Wing of Council of Architecture was constituted in 2005 as National Institute of Advanced Studies in Architecture (NIASA) with the purpose of creating training centers for teachers in schools of architecture and practicing architects. It also aims to become a resource center with research facilities for academicians and professionals and to provide a platform for discourse on issues related to architectural education and practice.

Takeaways of the Workshop

- Teaching tools and techniques in the subject of design for Children
- Learning the child responsive design processes and strategies through case examples discussed in workshop
- Generating a toolkit for child responsive design in different crisis situations
- Interaction with well-known architects and guidance from experts sharing their resource material.

ideas **COUNCIL OF ARCHITECTURE ONLINE TRAINING PROGRAM** **IN COLLABORATION WITH** **COA TRC**
INSTITUTE OF DESIGN EDUCATION & ARCHITECTURAL STUDIES, NAGPUR

CHILD PSYCHOLOGY & CHILD CENTRIC DESIGNS
6th June to 10th June 2022
Last Date For Registration: 5th June 2022

Experts Speakers

| | | | |
|---|--|--|---|
|  Prof. Dr. Smita Khan, VNIT, Nagpur. |  Prof. Jinan K.B., IDC, IIT Mumbai. |  Dr. Sudeshna Chatterjee, Director of Research, WRI New Delhi. |  Prof. Mohit Agarwal, Professor & Dean, BBD, Lucknow. |
|  Dr. Sruthi Javdekar, Founder-Director @ GRIT. |  Badri Gari Rohith, Research scholar, Delfradun(IIRS), University of Twente, Netherlands. (ITC). |  Prof. Dr. Kirti Bhonsle Nikam, IDEAS, Nagpur. |  Prof. Rukhsana Badar, IDEAS, Nagpur. |

CONVENED BY Prof. Jayashree Deshpande
Director, COA TRC, Pune

COORDINATED BY Prof. Abhay Purohit
Principal, IDEAS, Nagpur

CO-COORDINATOR Prof. Dr. Kirti Bhonsle
ONLINE COORDINATOR Prof. Ar. Rukhsana Badar
Faculty Member, IDEAS, Nagpur

Image 8 : poster of the TRC



COUNCIL OF ARCHITECTURE
ONLINE TRAINING PROGRAM
IN COLLABORATION WITH
INSTITUTE OF DESIGN EDUCATION &
ARCHITECTURAL STUDIES, NAGPUR



CHILD PYSCHOLOGY AND CHILD CENTRIC DESIGNS

Convened by: Prof. Jayashree Deshpande, Director, COA-TRC, Pune

Coordinated by: Prof. Abhay Purohit, Principal, IDEAS, Nagpur

Co-Coordinator: Prof. (Dr.). Kirti Bhonsle Nikam,

Online Coordinator: Prof. Rukhsana Badar, Faculty, IDEAS, Nagpur

6TH TO 10TH JUNE 2022

INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURAL STUDIES, NAGPUR

[Company address]



**COUNCIL OF ARCHITECTURE
ONLINE TRAINING PROGRAM
IN COLLABORATION WITH
INSTITUTE OF DESIGN EDUCATION &
ARCHITECTURAL STUDIES, NAGPUR**



CHILD PSYCHOLOGY & CHILD CENTRIC DESIGNS

6th June to 10th June 2022

Last Date For Registration: 5th June 2022

Registration Link : <https://forms.gle/cx9xreAv3qvAr7J7>

Payment Link : <https://eazypay.icidbank.com/eazypayLink?P1=sRyz9kTACSndPnR3I+vJaQ>

ABOUT WORKSHOP

Researchers involved in children's research have so far been discussing and working on their concerns towards the growth and development of children in cities.

Today in wake of the various crisis situations in India a bigger challenge awaits the children, their learning, play and overall growth. Where on one hand we look upon a new normal to define the situation, it has much to influence our next generation, "The indoor generation"

Takeaways of the workshop

- Teaching tools and techniques in subject of design for Children
- Learning the child responsive design processes and strategies through case examples discussed in workshop.
- Generating a toolkit for child responsive design in different crisis situations.
- Interaction with well-known architects with guidance from experts sharing their resource material.

Notes:

- Teachers/ architects who wish to register for the training program either under Collaborative Training Program (CTP 2021-22) or as independent individuals may do so by filling up the Google form available on the given link.
- Registration shall be confirmed and link to join will be shared on receipt of proof of payment towards the registration /nomination form on college letterhead.
- This program is not for students.
- E-Certificate of said training program shall be send via email on registered email id of participants, after successful completion of training program by participant i.e. attending all sessions and submitting all assignments, EOPT and feedback form of training program.

CONVENED BY

Prof. Jayashree Deshpande
Director, COA TRC, Pune

COORDINATED BY

Prof. Abhay Purohit
Principal, IDEAS, Nagpur

CO-COORDINATOR

Prof. Dr. Kirti Bhonsle
ONLINE COORDINATORS **Prof. Ar. Rukhsana Badar**
Faculty Member, IDEAS, Nagpur



**COUNCIL OF ARCHITECTURE
ONLINE TRAINING PROGRAM
IN COLLABORATION WITH
INSTITUTE OF DESIGN EDUCATION &
ARCHITECTURAL STUDIES, NAGPUR**



CHILD PSYCHOLOGY & CHILD CENTRIC DESIGNS

6th June to 10th June 2022

Last Date For Registration: 5th June 2022

Experts Speakers



Prof. Dr. Smita Khan,
VNIT, Nagpur.



Prof. Jinan K.B,
IDC, IIT Mumbai.



Dr. Sudeshna Chatterjee,
Director of Research, WRI
New Delhi.



Prof. Mohit Agarwal,
Professor & Dean,
BBD, Lucknow.



Dr. Sruthi Javdekar,
Founder-Director @ GRIT.



Badri Gari Rohith,
Research scholar, Dehradun(IIRS),
University of Twente, Netherlands. (ITC)



Prof. Dr. Kirti Bhonsle Nikam,
IDEAS, Nagpur.



Prof. Rukhsana Badar,
IDEAS, Nagpur.

CONVENED BY
Prof. Jayashree Deshpande
Director, COA TRC, Pune

COORDINATED BY
Prof. Abhay Purohit
Principal, IDEAS, Nagpur

co-coordinator Prof. Dr. Kirti Bhonsle
ONLINE COORDINATORS Prof. Ar. Rukhsana Badar
Faculty Member, IDEAS, Nagpur

COUNCIL OF ARCHITECTURE TRAINING & RESEARCH CENTRE (COA TRC)

The Academic Wing of Council of Architecture was constituted in 2005 as National Institute of Advanced Studies in Architecture (NIASA) with the purpose of creating training centers for teachers in schools of architecture and practicing architects. It also aims to become a resource center with research facilities for academicians and professionals and to provide a platform for discourse on issues related to architectural education and practice.

COA-TRC as NIASA is now called, is set to grow in function and stature as per the growing demands of studies in architecture. At present, it functions in areas of:

- Teacher's Training & Continuing Education
- Awards & Competitions
- Architecture Publications
- Research and development

Activities of the Training Wing:

The Training wing of COA-TRC concerns itself with the training of teachers in the field of architecture and practicing architects. COA-TRC aspires to conduct training programs with a focus on education technology covering all aspects of teaching for teachers to enhance the quality of teaching inputs and upgrade their knowledge base.

The teacher training programs can be categorised as:

- **Subject specific programs** to evolve strategies for better delivery of contents and updating the traditional knowledge base for subjects.
- **Strategy related programs** to evolve teaching strategies and policies covering more than one subjects.
- **Process related programs** to enhance the understanding and skills of teachers in the subject of Education technology understand the Teaching-Learning process and evolve more effective methods of delivering the content.
- **Leadership development programs** for heads of institutions and senior faculty to enhance skills of administration and management of physical and human resources.

COA-TRC has been conducting faculty induction programs and training programs for teachers in architecture on a variety of subjects since 2005. The programs have been highly appreciated by the participants for their content and scope. The increasing participation and positive feedback received has been very encouraging.

The continuing education programs for professionals focus mainly on national and international trends in practice, improving the service standards, new technology and techniques, environment related subjects etc.

Council of Architecture under a MOU with Bureau of Energy Efficiency is conducting training programs for introduction to the provisions of Energy Conservation Building Code.

Under a MOU with GRIHA Council, Council of Architecture is also conducting training programs for practicing architects and teachers in schools of architecture. These programs are conceptualized out of a common vision of promoting sustainability in the built environment through efficient building design and optimum use of resources with special emphasis on architectural design and the built environment. This program is expected to help in the advancement of green buildings in India as the mainstream choice for the construction sector.

Activities of the Awards Wing:

COA, with a view to encourage and motivate the students of Graduate Courses, Post Graduate Courses in Architecture has instituted a

- National Awards for Excellence in Architectural Thesis
- National Awards for Excellence in Post Graduate Thesis

Submitted in compliance to the requirements of the Bachelor's degree program, Master's degree programs in Architecture and invites students to participate in this prestigious awards program by submitting their thesis projects in accordance with the conditions and instructions set out.

COA, has also instituted a National level Students' Award for Excellence in Documentation of Architectural Heritage in India. The COA Heritage Award has been instituted with an objective to encourage interest and talent of students for understanding, documentation of heritage buildings and to develop and promote sensitivity and awareness towards India's architectural heritage amongst students of architecture across the country.

The Annual International Essay Writing Competitions instituted by the Council of Architecture, two in number are meant for:

1. Students in schools of architecture and young architects
2. Teachers in schools of architecture

These annual essay competitions organized through the Training and Research Centre of Council of Architecture (COA-TRC) are an effort to engage the energy, creativity and vision of the students, young architects, and educators in architecture in promoting a culture of nation building. It also aims to inspire the architecture fraternity to appreciate and learn from each other, ways to harness the benefits of the available facilities and initiate a discourse on the role of architects in making society a better place to live in.

Activities of the Publication Wing:

COA-TRC online training program "Child Psychology & Child Centric Designs" from 6th -10th June 2022

COA-TRC, has been publishing each year, the book titled 'Archiving Architectural Thesis', a compilation of the 50 best thesis entries from all the zones of the National Awards for Excellence in Architectural Thesis since 2006.

The publication wing has also published and distributed several books authored by Indian architects, useful for both students and practicing architects.

Activities of the Research Wing

The Rural Studio Research Project, conducted under the aegis of National Institute of Advanced Studies in Architecture, was primarily of inclusive and participatory nature. The challenge of this project was to bring together young researchers and students from various architectural institutions in India, identify interdisciplinary experts with research background, identify and engage different rural communities to interact and work together at different geographical locations and at one training base camp, i.e., NIASA, at multiple times spanning over two years (2010 to 2012). As this project had to sustain in the long run, it had to be conducted in collaboration with educational institutions, government agencies at the local level and with local communities.

Rural Studio Project tried to achieve five clear goals:

1. to develop a meaningful dialogue on emerging issues of rural settlements in India,
2. to develop a methodology for their documentation,
3. experiment with participatory approaches by engaging local communities,
4. train young researchers and/or faculty to involve educational institutions and sensitize the next generation of architects towards these issues, and
5. publish a comprehensive document to record this process and outcomes.

The success of the Rural Studio motivated the initiation of the Urban Studio Research Project, in 2021. The aim of the project is to develop and nurture a research culture within the schools of architecture and strengthen the research activity amongst faculty members and students of architecture. The emphasis would be to promote and support an organized study and research into related disciplines and emerging areas in architecture.

I would like to thank all the schools/departments of architecture for their unstinting encouragement by extending support in hosting training programs all over India. My sincere thanks to the faculty in schools of architecture who have shared their knowledge as resource persons of various training programs. I also thank the several leading architects who have whole heartedly contributed to the various activities of the academic wing of COA.

Together, we hope to take a step forward towards improving architecture education.

Prof. Jayashree Deshpande

Director, COA-TRC, Pune

PREAMBLE OF PROGRAM

Researchers involved in children's research have so far been discussing and working on their concerns towards the growth and development of children in cities.

Today in wake of the various crisis situations in India a bigger challenge awaits the children, their learning, play and overall growth. Where on one hand we look upon a new normal to define the situation, it has a great influence on our next generation, "the *indoor generation*".

Looking at our concerns for our children and their growth, now the rules of reframing have become more stringent with –

- 1] Children's health
- 2] Children's safety
- 3] Children's learnings
- 4] Children's play

With these four major areas of concerns, we intend to rethink upon the more creative ways of dealing with the situation that children are facing today.

Takeaways of the Workshop

- Teaching tools and techniques in the subject of design for Children
- Learning the child responsive design processes and strategies through case examples discussed in workshop
- Generating a toolkit for child responsive design in different crisis situations
- Interaction with well-known architects and guidance from experts sharing their resource material.

SCHEDULE OF PROGRAM

| | Monday 6th June'22 | Tuesday 7th June'22 | Wednesday 8th June | Thursday 9th June'22 | Friday 10th 'June'22 |
|--------------------------------|---|---|---|--|---|
| 10.30 am - 11.30 am | Session I "Defining Children: needs and aspirations. Understanding the word, "Child friendly" (Prof. Kirti Bhonsle) | Session I Part 1 - "Global experiences of public spaces for children & the role of design for the creation of child friendly spaces in different contexts", (Prof. Sudeshna | Session I Part 1 - "Playfulness-the quintessential quality in children- understanding how children turn every activity in to play and every object into toys" | Session I – Part 1 - "Assessment of child friendly environment in neighborhood parks: A case of Lucknow" (Prof. Mohit Agarwal) | Session I Part 1 - "Child centricity in school design" (Prof. Smita Khan) |

COA-TRC online training program "Child Psychology & Child Centric Designs" from 6th -10th June 2022

| | | | | | |
|--------------------------------|--|---|--|--|--|
| | | Chatterjee) | (Prof. K.B. Jinan) | | |
| Tea Break 15 minutes | | | | | |
| 11.45 am - 12.45 pm | Session II Part 1 - "Play Diversity: Guidelines for designing play environments for young children" (Prof. Shruthi Atmakur Javdekar) | Session II Part 2 - "Global experiences of public spaces for children & the role of design for the creation of child friendly spaces in different contexts", (Prof. Sudeshna Chatterjee) | Session II Part 2 - "Architecture as cognitive space- understanding how the built space impacts children's cognitive development." (Prof. K.B. Jinan) | Session II Part 2 - "Assessment of child friendly environment in neighborhood parks: A case of Lucknow" (Prof. Mohit Agarwal) | Session II Part 2 - "Child centricity in school design" (Prof. Smita Khan) |
| Tea Break 15 minutes | | | | | |
| 1.00 pm - 2.00 pm | Session III Part 2 - "Play Diversity: Guidelines for designing play environments for young children" (Prof. Shruthi Atmakur Javdekar) | Session III "Study of children play spaces in residential neighborhoods and accessibility network analysis to green spaces" (Badri Gari Rohith,) | Session III "Status of Children's Play in Urban areas – A case study of Nagpur" (Prof. Kirti Bhonsle) | Session III – "Children's play analysis - graphical and hands on tools for child centric research" (Prof. Kirti Bhonsle) | Session III "Assessment tools for Children's safety in urban open spaces" (Prof. Ruksana Badar) |

TABLE OF CONTENTS:

| Sr. No. | Name of Topic | Page Number |
|----------------|--|--------------------|
| 1 | Posters of Program | ii |
| 2 | Council of Architecture Training & Research Centre (COA TRC) | iv |
| 3 | Preamble of Program | vii |
| 4 | Schedule of Program | viii |
| 5 | Day 1 Session 1 | 1 |
| 6 | Day 1 Session 2 | 2 |
| 7 | Day 1 Session 3 | 4 |
| 8 | Day 2 Session 1 | 5 |
| 9 | Day 2 Session 2 | 8 |
| 10 | Day 2 Session 3 | 9 |
| 11 | Day 3 Session 1 | 10 |
| 12 | Day 3 Session 2 | 12 |
| 13 | Day 3 Session 3 | 13 |
| 14 | Day 4 Session 1 | 15 |
| 15 | Day 4 Session 2 | 17 |
| 16 | Day 4 Session 3 | 19 |
| 17 | Day 5 Session 1 | 20 |
| 18 | Day 5 Session 2 | 21 |
| 19 | Day 5 Session 3 | 22 |
| 20 | End of Program Tutorial | 23 |
| 21 | About the Speakers | 32 |
| 22 | About the Coordinators | 40 |

Disclaimer:

This course material has been compiled from the contributions of the various resource persons and coordinators of the training program.

Permission of reproduction of other published matter / images and / or graphics is solely the responsibility of the contributing resource persons. Views expressed in this booklet are solely those of the contributors. Council of Architecture shall not be responsible for any statement, information, content matter or opinion of the contributors.

Any errors which might have inadvertently crept in are sincerely regretted.

DAY 1 SESSION 1

Title: Defining Children: needs and aspirations. Understanding the word, "Child friendly"

Speaker: Prof. Kirti Bhonsle

Abstract

The presentation tried to define the terms like Child, Children and Childhood in the generic way. It elaborated on the stages of development of a child and accordingly the kind of needs that are generated in terms of child development and Maslow's hierarchy of human needs. The definition of terms like Child psychology was also introduced to the participants with a clear understanding that the researches relating to children are multidisciplinary in nature. It explained the relationship of children and play with theories of play as given by various experts. The session ended with a matrix of Children's needs on parameters of Child friendly environments.

Exercises and activities:

No exercise was introduced in this session.

Course Material:

Recommended reading: Children's Play Dreams: Cities or Powerhouses of Play for Children by Dr. Kirti Bhonsle

DAY 1 SESSION 2

Title: Part 1 - Play Diversity: Guidelines for designing play environments for young children

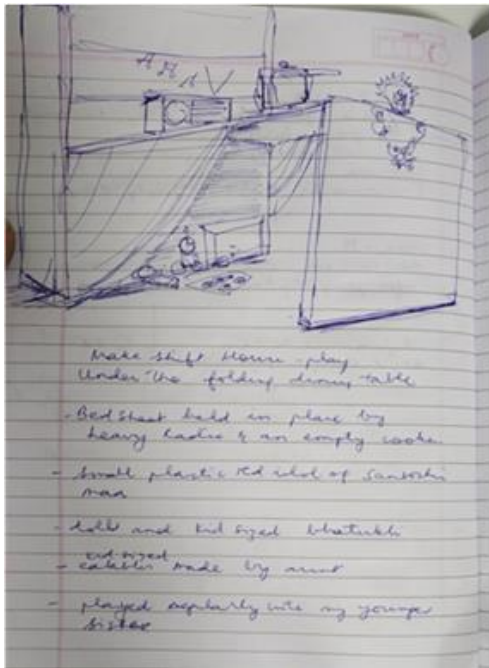
Speaker: Prof. Shruthi Atmakur Javdekar

Abstract

The words, “play” and “children” are inseparable and children’s right to play is rightly recognized as one of the fundamental rights by the United Nation’s Convention on the Rights of the Child (UN CRC). The presentation recognizes that play is fundamental to the development of a child, and that it has value when driven voluntarily and freely. It examines children’s free play that encourages exploration, curiosity and imagination. Nature provides quick access to a wide range of materials, heights and textures that encourages children to manipulate and make sense of their worlds through play. Opportunities and challenges are explored in urban settings that afford or restrict free and manipulative play; and designed play spaces including “adventure”, “loose parts”, and “traditional” playgrounds are reflected upon critically.

Exercises and activities:

- **Aim:** To understand the opportunities and challenges that a space imparts to possibilities for play
- **Objective:** To recall details of an indoor play space
To identify elements in the space that were used for play
- **Methodology:** The participants were asked to sketch from memory their favorite indoor play activity when they were children and the space where they performed it. They were asked to identify the elements that had made the play possible
- **Outcome:** Participants were able to recognize how play takes place and the factors that can activate it
- **Applicability:** This exercise can sensitize students to the importance of natural and free play to be included in spaces where children are the users
- **Materials required** A4 paper & pencil



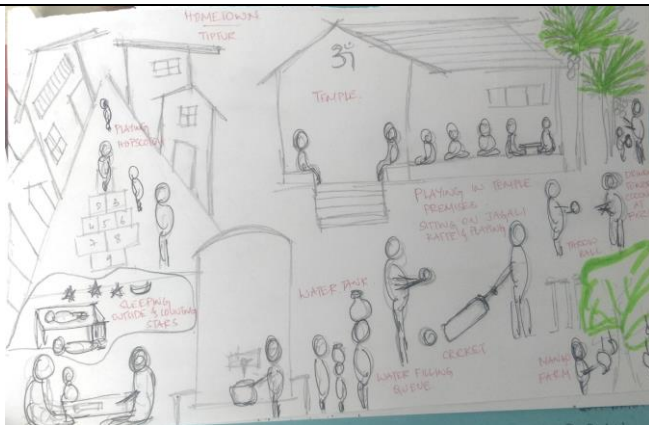
- made shift home play under the folding down table
- bed sheet held on place by heavy ladder & air empty water
- small plastic red wheel of Sanskrit man
- doll and kid sized whistles
- cut wood
- calculator made by wood
- played regularly with my younger sister

DR. APARNA DIXIT

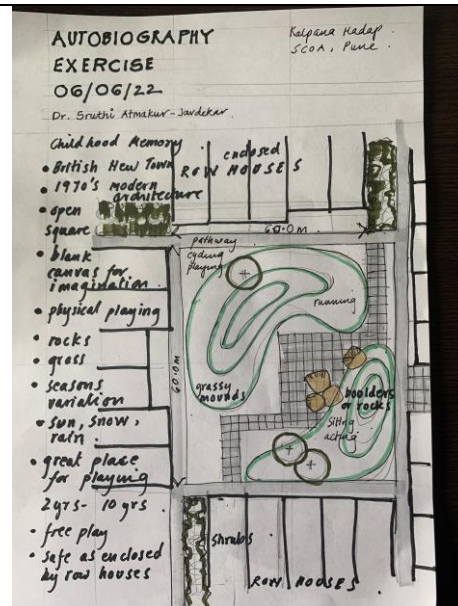


Childhood play

AR. DEEPTI R.



AR. VIDHYASHREE



AUTOBIOGRAPHY EXERCISE

Kalpna Hadap
SCOA, Pune

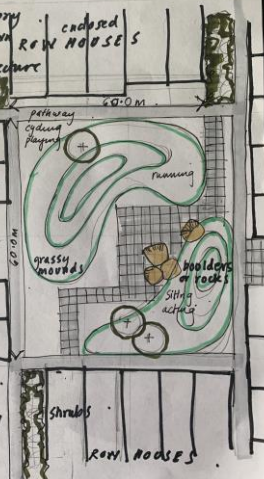
06/06/22

Dr. Srujita Atmakur - Jordekar

Childhood Memory

- British New Town
- 1970's modern architecture
- open square

- blank canvas for imagination
- physical playing
- rocks
- grass
- seasons variation
- sun, snow, rain
- great place for playing
- 2yrs - 10 yrs
- free play
- safe as enclosed by row houses



AR. KALPANA HADAP

| | |
|----------------------------------|--|
| | |
| <p>AR. MANALI CHANDAN</p> | |

DAY 1 SESSION 3

Title: Part 2 - Play Diversity: Guidelines for designing play environments for young children

Speaker: Prof. Shruthi Atmakur Javdekar

Abstract

The words, “play” and “children” are inseparable and children’s right to play is rightly recognized as one of the fundamental rights by the United Nation’s Convention on the Rights of the Child (UN CRC). The presentation recognizes that play is fundamental to the development of a child, and that it has value when driven voluntarily and freely. It examines children’s free play that encourages exploration, curiosity and imagination. Nature provides quick access to a wide range of materials, heights and textures that encourages children to manipulate and make sense of their worlds through play. Opportunities and challenges are explored in urban settings that afford or restrict free and manipulative play; and designed play spaces including “adventure”, “loose parts”, and “traditional” playgrounds are reflected upon critically.

Exercises and activities:

No exercises were given in this session

Course Material:

Link to more information:

<https://www.childinthecity.org/2016-conference/wp-content/uploads/2016/11/Sruthi-Atmakur-Javdekar.pdf>

https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=4849&context=gc_etds

DAY 2 SESSION 1

Title: Part 1 - Global experiences of public spaces for children & the role of design for the creation of child friendly spaces in different contexts

Speaker: Prof. Sudeshna Chatterjee

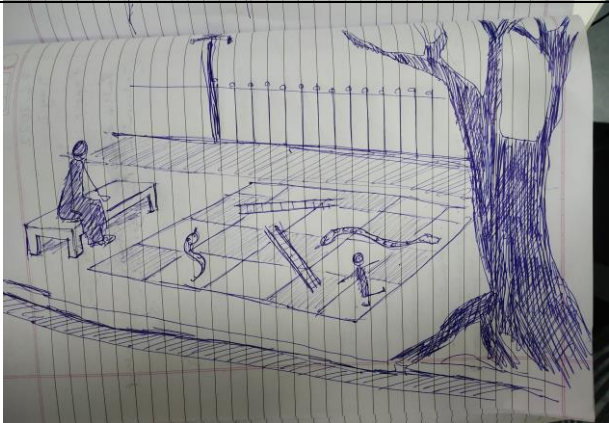
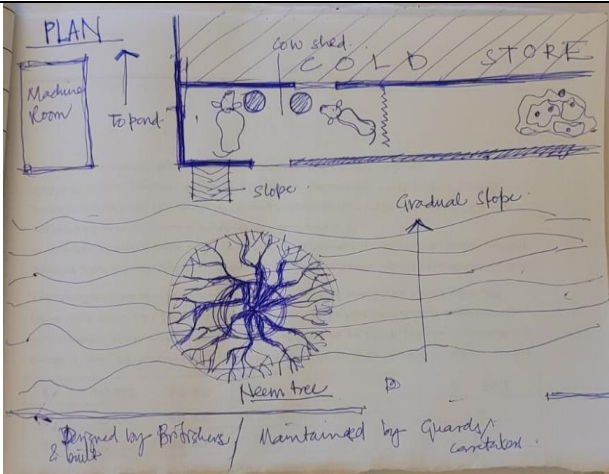
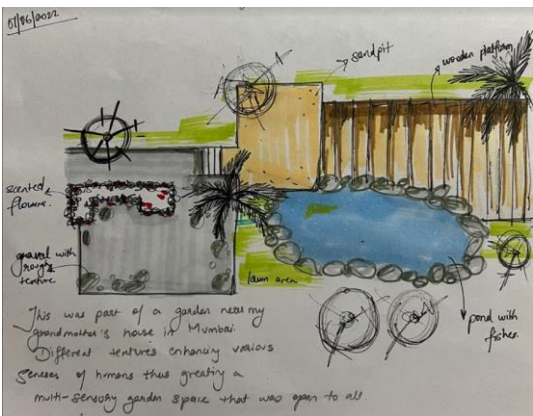
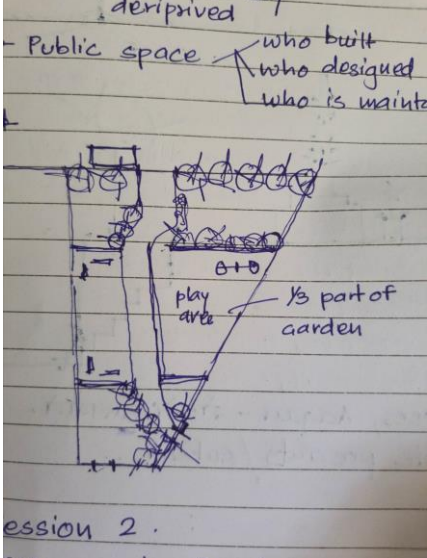
Abstract

The primary vehicle of children's exploration of and engagement with places is play in its many forms. With maturing age and abilities children seek out places further and further away from their home base and seek out opportunities for play, fun and freedom typically in the company of friends. Free play which is the only self-structured spontaneous behaviour in childhood allows children to make sense of the world around them and define their place in the world. As experts have pointed out play enables children to move from dependence to independence, competence and in many cases, resilience. Children play anywhere and everywhere as opportunities present themselves. These could be in a well-designed play space in the neighbourhood park or a railway track next to their squatters. Children's play and indeed children's well-being are closely related to and dependent on the quality of spaces and places they inhabit and the social relationships they enjoy in them. The nature of play is very much shaped by the context in which play happens. The New Urban agenda makes clear the need to create a mutually reinforcing relationship between urbanization and development as parallel vehicles for sustainable development.

Promoting the child's right to play by making available space, time, resources and permission to play in public places will help to fulfil one important SDG target. Planning, designing and providing safe yet thrilling play spaces that promote and protect children's rights, is a challenge. The case studies in six countries (India, Japan, Lebanon, Nepal, Thailand and Turkey) show that children were able to transact with their environments and develop meaningful relationships with peers and places when they had access to play, typically in very unsafe places, whether after natural disasters, humanitarian crisis or in the context of everyday crisis of poverty and marginalization.

Exercises and activities:

- Aim: To understand the factors that make spaces child-friendly
- Objective: To recall characteristics of a urban park most frequented during childhood
To identify features and elements in the identified space that made it child-friendly
- Methodology: The participants were asked to sketch a park / open space that they frequented when they were children. They then discussed their drawings with the speaker, in some case pointing out changes that have taken place over the year causing a loss / improvement of the space.
- Outcome: Participants were able to recognize the factors that make a space child-friendly through personal experiences
- Applicability: This exercise can be used in class to develop an understanding of spatial qualities that make a space legible, accessible and safe for children
- Materials required A4 paper & pencil

| | |
|---|--|
|  |  |
| <p>DR. APARNA DIXIT</p> | <p>AR. DEEPAK KUMAR</p> |
|  |  |

Assignment b Day 2 : Session by Dr. Chatterjee

CHILD PSYCHOLOGY & CHILD CENTRIC DESIGNS



COA TRC TTP Assignment

Hrishikesh Purandare

DAY 2 SESSION 2

Title: Part 2 - Global experiences of public spaces for children & the role of design for the creation of child friendly spaces in different contexts

Speaker: Prof. Sudeshna Chatterjee

Abstract

The primary vehicle of children's exploration of and engagement with places is play in its many forms. With maturing age and abilities children seek out places further and further away from their home base and seek out opportunities for play, fun and freedom typically in the company of friends. Free play which is the only self-structured spontaneous behaviour in childhood allows children to make sense of the world around them and define their place in the world. As experts have pointed out play enables children to move from dependence to independence, competence and in many cases, resilience. Children play anywhere and everywhere as opportunities present themselves. These could be in a well-designed play space in the neighbourhood park or a railway track next to their squatters. Children's play and indeed children's well-being are closely related to and dependent on the quality of spaces and places they inhabit and the social relationships they enjoy in them. The nature of play is very much shaped by the context in which play happens. The New Urban agenda makes clear the need to create a mutually reinforcing relationship between urbanization and development as parallel vehicles for sustainable development.

Promoting the child's right to play by making available space, time, resources and permission to play in public places will help to fulfil one important SDG target. Planning, designing and providing safe yet thrilling play spaces that promote and protect children's rights, is a challenge. The case studies in six countries (India, Japan, Lebanon, Nepal, Thailand and Turkey) show that children were able to transact with their environments and develop meaningful relationships with peers and places when they had access to play, typically in very unsafe places, whether after natural disasters, humanitarian crisis or in the context of everyday crisis of poverty and marginalization.

Exercises and activities:

No exercises were given in this session

Course Material of each session:

Recommended reading

Chatterjee, S. (2018). Children's coping, adaptation and resilience through play in situations of crisis. *Children, Youth and Environments*, 28(2), 119-145. Retrieved from

<http://www.jstor.org/action/showPublication?journalCode=chilyoutenvi>

DAY 2 SESSION 3

Title: Study of children play spaces in residential neighborhoods and accessibility network analysis to green spaces

Speaker: Rohith B. Gari

Abstract

Study of children play spaces in residential neighborhoods. The number, size, and quantity of children's play areas are decreasing as these areas are given less priority than others. These playing spaces became a minor component of these other spaces, such as a net cricket section, a video games section, and a section with only fixed games with fixed rules and regulations. This is common in shopping malls these days. Open spaces and parks that have both games with fixed rules and patterns as well as space to run, sit, walk, etc. for new game invention or new game ideology. These spaces are not only for the development of new games and other activities, but also for the mixing of different ideologies of children, which enhances their ability to think and imagine beyond the limitations. Physical activity contributes significantly to this improvement. Children are suffering from health problems as a result of a lack of these space counts and their characteristics, and they are also unaware of different games and sports because different physical sports necessitate different sizes, shapes, and patterns of space. The amount of time dedicated to playing has decreased as guardians are no longer required to take them to play at a younger age, and capable children are not interested in physical games due to poor accessibility, safety, and other requirements. In order to understand these issues with statistics and solutions, research was conducted in two areas of Hyderabad city: the public housing neighborhood and the private housing neighborhood. According to the analysis of primary and secondary surveys, a few issues and their causes have been discovered for two neighborhoods. To maintain neighborhood balance, solutions for accessibility, safety, and other factors are discussed using various software's such as Qgis, ArcGIS Network analysis, and space syntax software for network map

Exercises and activities:

No exercises were introduced in this session

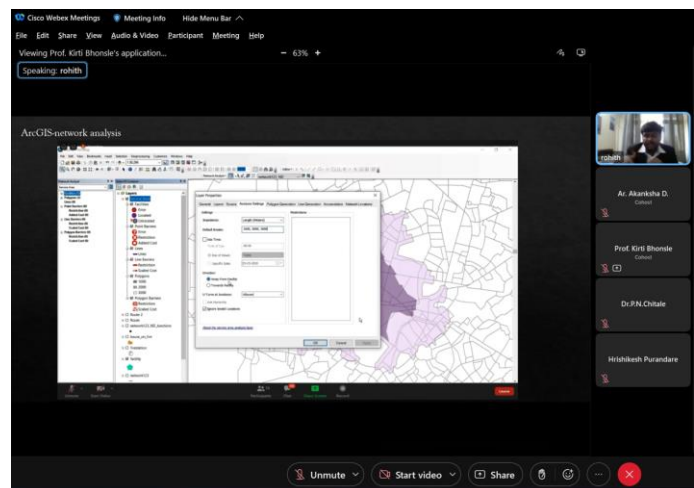
The participants were given an introduction to QGIS and Space Syntax software.

Course Material of each session:

Link to software:

<https://qgis.org/en/site/about/index.html>

<https://www.spacesyntax.online/software-and-manuals/depthmap/>



DAY 3 SESSION 1

Title: Part 1- Playfulness-the quintessential quality in children-understanding how children turn every activity into play and every object into toys

Speaker: Prof. K.B. Jinan

Abstract

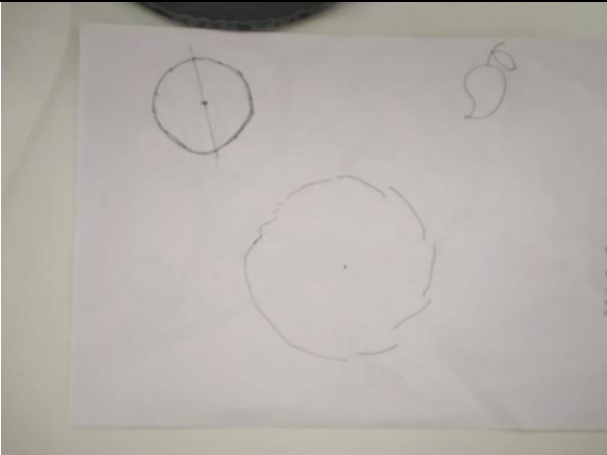
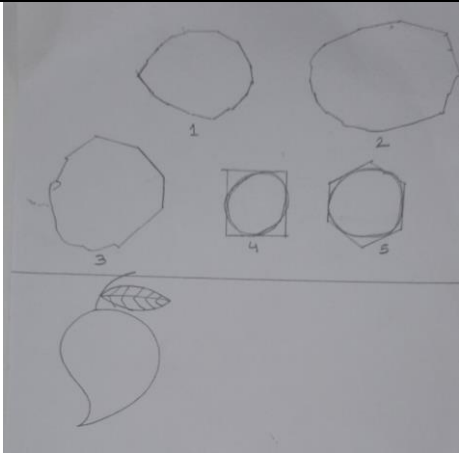
World shapes the child; child shapes the world. With the introduction of modern schooling what we have lost is cognitive autonomy. Four reasons for this are 1. Misconception about what constitutes knowledge, 2. Not exploring how knowledge gets created 3. Ignoring the biological nature of learning & 4. Ignoring learning as an autonomous process that each living being has to undertake. In spite of all this, till about twenty-thirty years ago, at least children's play was left untouched by the modern minds. With the strange research happening in the western world, every aspect of children is being taken over as activities that need external help. Even the child in the womb is not spared. Naturally, even play, which is essentially the cognitive quality in children is also being totally distorted and disfigured. Whatever little autonomy children have is being taken away due to not understanding the inherent nature of children and the real process involved in the creation of knowledge.

All living beings are learning beings. All living beings learn autonomously using the tools and qualities given by nature and they learn their own contexts. Naturally, human beings are biologically equipped to create knowledge of their contexts. Not only the process is dictated by biology but also the content. The presentation is about how children make sense of the world and how the world shapes the child.

Playfulness as a cognitive activity that makes every activity into play and every object into a toy. Why we have misunderstood children is precisely due to not seeing playfulness as a quality embedded in all their activities and play as the activity that children do to develop their natural cognitive process and toy as a means to understand the attributes of the world (form, process, function, etc.). Architecture as cognitive space Understanding how the built space, objects, and processes activate the cognitive development and how modern spaces have not addressed this basic need as the present architecture is adult-centric (western white Male)

Exercises and activities:

- Aim: To realize the limitations in thought due to formalized learning
- Objective: To attempt a series of simple exercises which require out-of-the box thinking
To self-evaluate the restrictions in natural thought and observation
- Methodology: Participants were asked to draw a circle using a scale in five different ways
They were then asked to draw a mango
- Outcome: To understand that natural logical thinking by children becomes restricted by formal education
- Applicability: Students can benefit from these exercises to shed their restricted views and think beyond defined limits
- Materials required: A4 paper & pencil

| | |
|--|---|
|  |  |
| DR. APARNA DIXIT | AR.KIRTI SAGAONKAR |

DAY 3 SESSION 2

Title: Part 2- Playfulness-the quintessential quality in children-understanding how children turn every activity in to play and every object into toys

Speaker: Prof. K.B. Jinan

Abstract

Font: Arial

Size: 11 Point

Line Spacing: 1.15

Exercises and activities:

No exercises were given in this session

Course Material of each session:

For further reference: <https://kbjinan.in/>

Day 3 Session 3

Title: Status of Children's Play in Urban areas – A case study of Nagpur

Speaker: Prof. Kirti Bhonsle

Abstract

The built environment is a material, spatial and cultural product of human labor that combines physical elements and energy in forms for living, working and playing. It has been defined as “the human-made space in which people live, work, and recreate on a day-to-day basis”. The “built environment encompasses places and spaces created or modified by people including buildings, parks, and transportation systems”.

The presentation revealed the quantitative aspects of the residential built environments in the city of Nagpur. The session brought forth the barrier between the perceived and real aspects of the shrinking playable spaces in the residential built environments. It also tried to address the children's perception of the play spaces in their neighborhoods. A variety of methods have been used to collect data which included literature survey, research review, observation survey and children's interviews. The study assessed how children perceived their neighborhood-built environment and play provisions offered and identifies their preferences for a range of play opportunities that can be established by community and people's participation.

Exercises and activities:

No exercises were given in this session

Course Material of each session:

Recommended reading

- Bhonsle, K. D. , & Adane, V. (2015). Status of Childrens Outdoor Play in Urban Settings-Casestudy - Nagpur [Maharashtra, India]. *American Journal of Civil Engineering and Architecture*, 3(6), 200-207.
-

DAY 4 SESSION 1

Title: Part 1 - Assessment of child friendly environment in neighborhood parks: A case of Lucknow **Speaker:** Prof. Mohit Agarwal

Abstract

The creation of cities has been one of the most phenomenal achievements of human endeavor. Urban Environment is a product for many tangible and intangible things for communities consisting of activities, spaces, and users of different age groups.

Children have always been an integral part and some of the most sensitive and affected users in the present urbanizing world. Therefore, the United Nations Convention on the Right of Child had recognized three P's: provision, protection, and participation. The third, participation is a crucial dimension for creating a healthier environment but has largely been neglected. Thus, the presentation tried to draw views of the children directly and considered their opinions for creating a Child-Friendly Environment in the parks of planned neighborhood. The children of age group between 6 years to 15 years were considered for study, as they were able to respond, draw and write.

Lucknow city was taken as a site for the research. Lucknow is the capital of Uttar Pradesh which is India's most populous state. Following New Delhi, it is North India's largest and most developed city. Therefore, it was selected as the site for the study and its outcomes can be implemented in other cities having the same characteristics and socio-economic structure. Lucknow District and Lucknow Division both have their administrative headquarters in this metropolis. Children were selected from the park list provided by Lucknow Municipal Corporation out of which 16 parks which had an area of more than 5000 sq.m. were taken into account for research. This was done as the parks having this much area, can be planned, developed and designed as per the wishes of children. Parks of only planned zones (zone 3, Zone 4, Zone 5, Zone 8) were taken into consideration for the research work, and zones (Zone 1, Zone 2, Zone 6) which had old settlements or were located in outskirts areas were not considered for the study.

The research identified the key factors that were highly relevant to the Child-Friendly Environment for overall child development by assessing the open spaces/parks of neighborhoods. These factors were further validated in the Indian context and categorized broadly by the Delphi expert's panel in Physical, Cognitive, Emotional Perceptual and Social Factors.

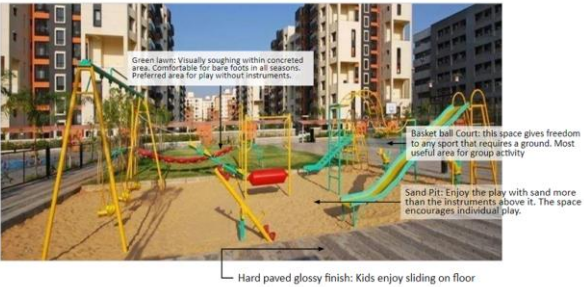

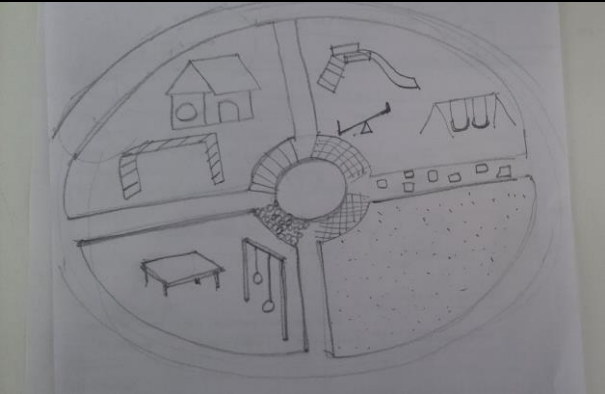
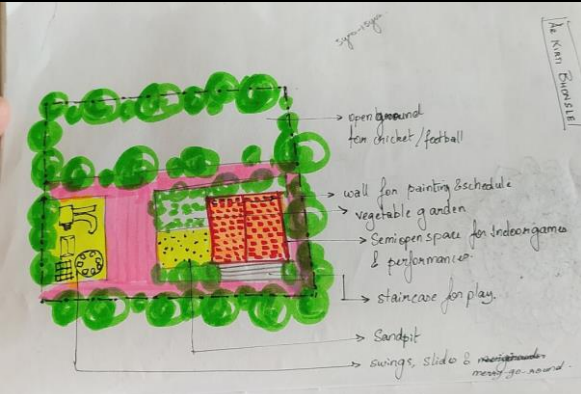
After finalization of the parameters the research moved to the next phase i.e collection of primary data. This data was collected through questionnaires/interviews, children drawings and essay writings, behavior mapping of children, and observations. Maps of site area Lucknow, Zonal maps, population data, etc were collected by the author through secondary sources like various government authorities, census of India – 2011, etc. This collected data was tabulated and further analyzed by various statistical tools. The Multiple Linear Regression was used for establishing a model to ascertain the value of child-friendliness for any neighborhood park.

Neighborhood parks of Lucknow, were assessed based on this model and it was found that the neighborhood parks of Lucknow did not adhere to the Child-Friendly Environment Principles and

that they differed in the levels of Child-Friendly Environment. The result of the research also proved that the level of Child-Friendly Environment in planned urban neighborhood parks could be improved and augmented with a methodological framework. The research also elucidated that cognitive, perception and emotional parameters are the most important indicators to achieve child – friendliness in a park.

Exercises and activities:

- Aim: To understand the principles for design of child-friendly environment
- Objective: To define the features and elements necessary for child-friendliness
To design a play space from perspective of a child
- Methodology: The participants were asked to remember the activities they enjoyed as children and to design or document a play area which they feel would be suitable for a child.
- Outcome: To design a child-friendly public open space
- Applicability: Students can develop an understanding of the factors that can promote or hinder play in public spaces
- Materials required: A4 paper, pencils, colours

| | |
|---|--|
| <p>Variety of ground cover: gives freedom of experience</p>  | <p>ASSIGNMENT-3 PUBLIC/PLAY AREA FROM CHILD PERSPECTIVE</p>  <p>If I was a child I would like to indulge myself in variety of activities. I would like to play in water all the days, so I have provided water body with boating and bridge. Play activities by directly involving with sand. Mountain climbing activities, with all the physical play items. I would like to sit on lawn and spend time a lot with family having snacks. I love to add farming where I could directly pluck seasonal fruits and eat freshly. A big banyan tree with katte below where we can sit and play and it also acts as a performing space for kids and that is the time where stage fear can vanish. I would like to have this wonderful experience as a kid with all these varieties.</p> |
| <p>AR. PRIYANKA CHAVAN</p> | <p>AR. VIDHYASHREE</p> |
|  |  |
| <p>AR. KIRTI SAGAONKAR</p> | <p>AR. DEEPTI R.</p> |

DAY 4 SESSION 2

Title: Part 2 - Assessment of child friendly environment in neighborhood parks: A case of Lucknow **Speaker:** Prof. Mohit Agarwal

Abstract

The creation of cities has been one of the most phenomenal achievements of human endeavor. Urban Environment is a product for many tangible and intangible things for communities consisting of activities, spaces, and users of different age groups.

Children have always been an integral part and some of the most sensitive and affected users in the present urbanizing world. Therefore, the United Nations Convention on the Right of Child had recognized three P's: provision, protection, and participation. The third, participation is a crucial dimension for creating a healthier environment but has largely been neglected. Thus, the presentation tried to draw views of the children directly and considered their opinions for creating a Child-Friendly Environment in the parks of planned neighborhood. The children of age group between 6 years to 15 years were considered for study, as they were able to respond, draw and write.

Lucknow city was taken as a site for the research. Lucknow is the capital of Uttar Pradesh which is India's most populous state. Following New Delhi, it is North India's largest and most developed city. Therefore, it was selected as the site for the study and its outcomes can be implemented in other cities having the same characteristics and socio-economic structure. Lucknow District and Lucknow Division both have their administrative headquarters in this metropolis. Children were selected from the park list provided by Lucknow Municipal Corporation out of which 16 parks which had an area of more than 5000 sq.m. were taken into account for research. This was done as the parks having this much area, can be planned, developed and designed as per the wishes of children. Parks of only planned zones (zone 3, Zone 4, Zone 5, Zone 8) were taken into consideration for the research work, and zones (Zone 1, Zone 2, Zone 6) which had old settlements or were located in outskirts areas were not considered for the study.

The research identified the key factors that were highly relevant to the Child-Friendly Environment for overall child development by assessing the open spaces/parks of neighborhoods. These factors were further validated in the Indian context and categorized broadly by the Delphi expert's panel in Physical, Cognitive, Emotional Perceptual and Social Factors.

After finalization of the parameters the research moved to the next phase i.e collection of primary data. This data was collected through questionnaires/interviews, children drawings and essay writings, behavior mapping of children, and observations. Maps of site area Lucknow, Zonal maps, population data, etc were collected by the author through secondary sources like various government authorities, census of India – 2011, etc. This collected data was tabulated and further analyzed by various statistical tools. The Multiple Linear Regression was used for establishing a model to ascertain the value of child-friendliness for any neighborhood park.

Neighborhood parks of Lucknow, were assessed based on this model and it was found that the neighborhood parks of Lucknow did not adhere to the Child-Friendly Environment Principles and

that they differed in the levels of Child-Friendly Environment. The result of the research also proved that the level of Child-Friendly Environment in planned urban neighborhood parks could be improved and augmented with a methodological framework. The research also elucidated that cognitive, perception and emotional parameters are the most important indicators to achieve child – friendliness in a park.

Exercises and activities:

No exercises were given in this session

Course Material of each session:

Recommended reading

- Agarwal, M.; Sehgal, V.; Ogra, A. (2021). Creating a Child-Friendly Environment: An Interpretation of Children’s Drawings from Planned Neighborhood Parks of Lucknow City. *Societies*, 3(80). <https://doi.org/10.3390/soc11030080>
- Agarwal, M.; Sehgal, V.; Ogra, A. (2021). A Critical Review of Standards to Examine the Parameters of Child-Friendly Environment (CFE) in Parks and Open Space of Planned Neighborhoods: A Case of Lucknow City, India. *Social Sciences*, 3(80). <https://doi.org/10.3390/socsci10060199>

● DAY 4 SESSION 3

Title: Children's play analysis - graphical and hands on tools for child centric research

Speaker: Prof. Kirti Bhonsle

Abstract

Apart from the standards of neighborhoods and their delineation, residential built environments are also based on resident's perception. It is multi-dimensional, dynamic changing with time, space, social groups, technology and lifestyle. Residential built environment also denotes the integrated built context in which individuals live. The creation of satisfying urban environments calls for the planners, designers and policy makers to understand the structures that cause residents to feel satisfied with their environments.

The presentation focused on qualitative aspects of the children's play spaces in the urban neighborhoods of Nagpur which were analyzed with the background of their daily activity schedule survey, their assessment of the existing play provisions and their aspirations from their neighborhood environment quality. Apart from these studies, the children's and their parents perceptions of the quality of urban residential environments was also studied. The literature review gave an extract of relevant attributes of environmental quality (EQ) which became the theoretical basis for the work. The research generates an approach to assessing the child friendliness of our urban neighborhoods which in certain ways is not even catering to the most fundamental right of the child to play.

The theoretical model of the resident's satisfaction was discussed which formed the base for the qualitative questionnaire analysis in SPSS 20 with a set of dependent and independent variables which showed the correlation of the resident's satisfaction with child friendliness of neighborhoods in the Indian context. The regression model and mathematical equation as an outcome of the qualitative analysis was also validated upon two other urban neighborhoods of the city of Nagpur. The research with all its tools used and the approach adopted can help in undertaking such child centered researches in other cities of India which have their own unique issues and characteristics of urban growth.

Exercises and activities:

No exercises were introduced in this session

DAY 5 SESSION 1

Title: Part 1 - Child centricity in school design

Speaker: Prof. Smita Khan

Abstract

The designing of an urban facility in a developing country like India, is a challenging proposition due to the cost of land & infrastructure. Urban Indian schools are a typical example of this situation. Schools exemplify the learning environs. Basic education is more than a decade long process & engages the most impressionable years of childhood. The impact of the school environs on the students is thus prolonged & intensive. Like other urban facilities, schools take physical form in adherence to the building regulations. The architect & owner conceive the architectural expression of the school with an eye on its marketability. The actual process of teaching learning occurs within the spatial environs of the school building. There is an urgent need to examine whether our school environs are conducive to the teaching-learning process while being sensitive to the needs of the students.

The presentation discusses the evaluation building performance of urban Indian schools using Post Occupancy Evaluation as a major tool through its primary users- the students. An appropriate methodology involving drawing, is evolved to document and analyze the student's perception of the school spaces, ambience and activities.

Exercises and activities:

No exercises were given in this session

DAY 5 SESSION 2

Title: Part 1 - Child centricity in school design

Speaker: Prof. Smita Khan

Abstract

The designing of an urban facility in a developing country like India, is a challenging proposition due to the cost of land & infrastructure. Urban Indian schools are a typical example of this situation. Schools exemplify the learning environs. Basic education is more than a decade long process & engages the most impressionable years of childhood. The impact of the school environs on the students is thus prolonged & intensive. Like other urban facilities, schools take physical form in adherence to the building regulations. The architect & owner conceive the architectural expression of the school with an eye on its marketability. The actual process of teaching learning occurs within the spatial environs of the school building. There is an urgent need to examine whether our school environs are conducive to the teaching-learning process while being sensitive to the needs of the students.

The presentation discusses the evaluation building performance of urban Indian schools using Post Occupancy Evaluation as a major tool through its primary users- the students. An appropriate methodology involving drawing, is evolved to document and analyze the student's perception of the school spaces, ambience and activities.

Exercises and activities:

No exercises were given in this session

Course Material of each session:

Recommended Reading

- Khan, S. (2017). An Investigation of Child Centric Design in Urban Indian School Environments. *Int'l Journal of Advances in Chemical Engg., & Biological Sciences*, 4(1), 2349-1515
- Khan, S.; Kotharkar, R.(2012). Performance Evaluation of School Environs: Evolving an Appropriate Methodology Building. *Procedia - Social and Behavioral Sciences*, 50, 479-491

DAY 5 SESSION 3

Title: Assessment tools for Children's safety in urban open spaces

Speaker: Prof. Rukhsana Badar

Abstract

The Sustainable Goal Target 11.7 pledges to provide safe, inclusive and accessible green and open spaces in cities. In order to realise this the UN-Habitat established the Global Programme on Public Space. The objective was to support local governments in creating and promoting socially inclusive, integrated, connected, environmentally sustainable and safe streets and public spaces, especially for the most vulnerable, promoting a better quality of life for all. Under the program, in 2015 it published the Toolkit on Public Space. It offers the local government steps to improve the availability, quality and distribution of good public spaces. It is a practical reference for them on how to frame policies for open spaces, to achieve the SDG 11.7 and the New Urban Agenda.

The first step of implementing the Toolkit is the assessment of the existing open spaces for which a City-wide public space inventory and assessment tool has been developed to understand the state of the public spaces in a city in terms of accessibility, quantity, network, distribution, quality, strategies & policies. The tool is scalable from neighbourhood to city to national level. The tool has been applied to 30 cities since 2015. Each city is able to choose their focus for the assessment.

When talking about Child-friendly open spaces it is most appropriate to talk about Sharjah City as it has been able to use this tool to plan child friendly public open spaces. In May 2018, it was named a Child Friendly City by UNICEF in recognition of its outstanding efforts in the protection and promotion of children's rights.

The presentation details the use of the City-Wide Public Space Inventory and Assessment Tool and how it has been used successfully in Sharjah to create child-friendly spaces.

Exercises and activities:

No exercises were given in this session

Course Material:

Link to recommended website and software:

<https://www.kobotoolbox.org/>

END OF PROGRAM TUTORIAL

Q1. Convention on the 'Rights of Children' emphasized the concept of '3P's' include:

- a. Preservation
- b. Protection
- c. Participation
- d. all mentioned

Q2. According to various child psychologists, following space is very important for overall development of the children:

- a. Home
- b. School
- c. Parks
- d. Health facilities

Q3. Parameters identified for the Child Friendly Environment are:

- a. Physical Parameter
- b. Cognitive Parameter
- c. Scientific Parameter
- d. Perceptual Parameter

Q4. Drawing results from visual methods developed by the researchers, who worked mainly on:

- a. Environmental Sociology
- b. Environmental economics
- c. Environmental Humanities
- d. Environmental Psychology

Q5. To get the primary data for environmental research from the children, most suitable method is :

- a. Interviews
- b. Essay writing
- c. Drawings
- d. Combination of all

Q6. 'It is universally acknowledged that the composition and content of children's drawings may provide clarity into their emotional responses about the world'. This is stated by:

- a. Clark, 1985
- b. Lynch, 1985
- c. Stevan, 1985
- d. Crook, 1985

Q7. Children Drawings can be analyzed by: *

- a. Contents of the drawing
- b. time taken for drawings
- c. correctness of drawing
- d. Combination of all

Q8. Parameter that is most important for creating, Child Friendly Environment: *

- a. Physical Parameter
- b. Cognitive Parameter
- c. Emotional Parameter
- d. Perceptual Parameter

Q9. Second most significant parameter for creating, Child Friendly Environment: *

- a. Physical Parameter
- b. Cognitive Parameter
- c. Emotional Parameter
- d. Perceptual Parameter

Q10. Perceptual Parameter is less important for which age group of children if Group 1: 6 year to 9 year, old age & Group 2: 10 year to 15 year, old age:

- a. Group 1
- b. Group 2
- c. Both the Group
- d. Not from these mentioned groups

Q11. The United Nations Convention on the Rights of the Child (UNCRC) defines a *

child as everyone under 18 unless, "under the law applicable to the child, majority is attained earlier"

- a. True
- b. False

Q12. The needs of children form the basis for a universal set of standards which include –

- a. Physical needs
- b. Psychological needs
- c. Physiological needs
- d. All of above

Q.13. Maslow's hierarchy of needs is a theory of motivation which has how many categories of human needs dictating an individual's behavior –

- a. Seven
- b. Nine
- c. Five
- d. Eleven

Q.14. Child centric means, Thinking about the user whereas Child centered means, The one focussed on the user –

a. True

b. False

Q15. Exploratory/sensory/object play is about Exploring objects and environments * with touch, mouthing, tossing, banging, squeezing etc by which age group of children –

a. 10-12 yrs

b. 5-10 years

c. 0-2.5 years

d. None of above

Q16. Cognitive Theory of child development is proposed by –

a. Piaget (1962)

b. Sigmund Freud (1937)

c. Dewey (1913)

d. None of the above

Q17. Implications of Play are rewarding for children in their –

a. Biological

b. Psychological

c. Sociological

d. Wholistic development

Q18. In 2020, about 26.16 percent of the Indian population fell into the 0-14 year category.

a. True

b. False

Q19. Under the legal provisions of child development in India, The Principle of Child Participation is included in which article of the Constitution of India –

a. Article 21

b. Article 12

c. Article 24

d. Article 39.

Q. 20. The Institutional Mechanisms to look into the proper enforcement of the legal provisions relating to children in India include –

- a. Ministry of Women and Child Development (MWCD) in 2006
- b. National Commission for the Protection of Child Rights (NCPCR)
- c. National Human Rights Commission
- d. All of above

Q. 21 Which SDG Target talks about safe open spaces for children?

- a. 3.8
- b.4.1
- c.16.10
- d. 11.7

22. The Global Public Space Programme was launched by which UN body? *

- a. UN-Habitat
- b. UNESCO
- c. UNICEF
- d. UNDP

23. Which is the statistical software platform that can be used to analyze collected data?

- a. ArcGIS
- b. KOBO
- c. SPSS
- d. Space Syntax

24. The City-Wide Public Space Inventory and Assessment Tool addresses both city-wide and site-specific dimensions for analysis

- a. True
- b. False

25. Which forms of data can be collected using KOBO Collect? *

- a. Photos

- b. Areas
- c. Location
- d. All of the above

26. The 1989 United Nations Convention on the Rights of the Child defines a child as an individual who has not attained the age of 18 years. In India, different laws define the words 'child' and 'minor' differently.

- a. True
- b. False

27. SPSS is short for –

- a. Statistical Package for the Social Sciences
- b. Statistical Product for Society Statistics
- c. None of above

28. Place syntax tool is an open-source tool for performing spatial analyses

- a. False
- b. True

29. Which model provides a function that describes the relationship between one or more independent variables and a dependent variable.

- a. A regression model
- b. A space model
- c. All of the above

30. The ArcGIS Network Analyst extension also allows you to solve common network problems, such as -

- a. Finding the best route across a city
- b. Finding the closest emergency vehicle
- c. Identifying a service area around a location
- d. All of the above

31. Scales at which the Public Open Spaces can be studied are –

- a. City level
- b. Neighbourhood level

c. Housing level

d. All of the above 3 levels

32. Bhubaneswar in India is aiming to be the country's first official 'child-friendly city' within the fast-growing Urban95 global network.

a. True

b. False

33. During the Covid pandemic, which spaces in housing design got prominence -

a. Doorstep

b. play spaces

c. Terraces and roof tops

d. All of the above

34. How many Millennium development goals do we have ?

a. 5

b. 4

c. 8

d. 9

35. The Children's population in India is gradually

a. Increasing

b. Decreasing

c. Constant

36. Which of these is a government of India initiative

- a. Swachh Bharat Mission
- b. AMRUT
- c. SMART CITY Mission
- d. All of the above

37. Kobo Toolbox is a free toolkit for collecting and managing data in challenging environments and is the most widely-used tool in humanitarian emergencies.

- a. True
- b. False

38. The use of drawings as data is popular in -

- a. Child-centered psychological research
- b. Elderly research
- c. None of the above

39. The most important consideration in Child friendly environments is –

- a. Children's led Audits
- b. Co-creation workshops
- c. Community participation
- d. All of the above

40. Child psychology deals not only with how children grow physically, but with their mental, emotional, and social development

- a. True
- b. False

41. In Child centric studies/researches, the communication is best established through -

- a. Mother tongue of children
- b. Drawings by children
- c. Play with children
- d. All of the above

42. Children's researches are multidisciplinary in nature

a. True

b. False

43. Jane Jacobs has given the concepts of –

a. Eye's on the street

b. Defensible space

c. All of above

44. Children gain knowledge of their environments through their senses.

a. False

b. True

45. Defensible space theory in urban design was given by-

a. Jane Jacobs

b. Oscar Newman

c. None of the above

ABOUT THE SPEAKERS



Dr. Kirti Bhonsle Nikam

Kirti Bhonsle Nikam is an architect, academican and planner at Nagpur. She is Masters in urban planning and has completed her Ph.D. in “*Creating play spaces for children in urban settings*” from VNIT, Nagpur. She is now working as an Associate Professor at IDEAS, Nagpur.

She has worked in various Schools of Architecture in Indore, Jaipur and Chandigarh from 2004 onwards. She has authored the book, “*Children’s Play Dreams*” published by Notion press, Chennai. She has contributed research papers in national and international journals and conducted workshops in Design/Graphics in schools of architecture at Jabalpur and Chandigarh.

She was part of KIDS INDIA Conference hosted by the International Play Associations in Mumbai as a resource person and in the ARCHDESIGN’14 conference, held at Istanbul on Design Methodologies. She was also awarded the MASA Best Teacher’2013 for her teaching methodology in basic design.

She is recipient of the INTACH research grant 2018 which is given to individuals, for her work on the ‘Stepwells of Nagpur District’. She runs her own architectural firm under the name of KN Associates and is working as a consultant at M/s. Indovation Tech, Nagpur. She is a registered member at NAAC, a member of Council of Architecture, Institute of Town Planners, INTACH and International Play Association, New Delhi, India.

Her areas of interest include Designing play space provisions for children, Heritage and History of architecture, Design, Graphics, Architecture and planning. She also writes blogs relating to architecture and can be viewed at <https://kirtibhonsle.blogspot.com>.

Dr. Sudeshna Chatterjee



Dr. Sudeshna Chatterjee is an urbanist, urban planner/designer, researcher, evaluator, and educator. She has completed projects in 18 countries as an international consultant, conceptualizing and leading multi-city and multi-country research and evaluation for the UN and other global organizations. She successfully co-led the first corporate evaluation of UNICEF Work for Children in Urban Settings and led the rapid assessment of UNICEF's COVID-19 response in cities.

Most recently, Sudeshna led the UN system-wide effort for developing Global Principles and Guidance on Public Spaces for Children as an international consultant to UNICEF, WHO, and UN-Habitat.

Dr. Chatterjee is the lead editor of the book: *Leaving No Child and No Adolescent Behind: A Global Perspective on Addressing Inclusion through the SDGs*. Dr. Chatterjee is also the founder of the non-profit organization, Action for Children's Environments (ACE), which seeks to improve the living, learning, and play environments of children, particularly the most vulnerable. Currently, she is serving as the Director of Research at the WRI-India Ross Centre for Sustainable Cities and Transport.

Prof. K.B. Jinan



He is a designer, researcher, and pedagogue is an adjunct professor at IDC, IIT Mumbai, and IIIT Kanchipuram.

Two areas of his concern have been

1. The total lack of knowledge about knowledge creation itself in the present educational institutions and
2. Homogenization of aesthetic sense due to teaching the same curriculum all over the world.

He has done pathbreaking research on how children create knowledge and, in that process, how the intelligence, creativity, and aesthetic sense developed naturally. He has also researched how schooling destroys the development of the cognitive foundation which is naturally capable of creating knowledge.

He has done several pedagogical experiments with artisans (<http://www.re-cognition.org/crafts/aboutus.html>), rural children, in urban schools, design, and architectural colleges (<https://rethinkingfoundation.weebly.com/>), and also with parents (<http://ekfoundation.in/>).

His research began while working with traditional artisans because he found there is no teaching but children end up being good artisans effortlessly. He began to study how this happens and the role of adults, the role of play, and the making of 'toys' in the development of a cognitive system that enables children to create knowledge instead of just analyzing and storing data. He has been able to decode the what and how of this cognitive system. Another very important research is on the development of aesthetic sense which is also very wrongly conducted by treating art as a subject and not looking at beauty as a quality to be awakened in children.

He has co-organized three international conferences (<https://thanima.co.in/>) in collaboration with NIT, Calicut's Architecture department, and the Calicut IIA center.

Dr. Sruthi Atmakur-Javdekar

Architect, Landscape Architect & Environmental Psychologist



ACADEMIC AFFILIATION -

Environmental Psychology Program and Children's Environments Research Group (CERG) (www.cernyc.org),
The Graduate Center, City University of New York, 365 Fifth Avenue

New York, NY 10016

EDUCATION -

Ph.D. Environmental Psychology Program, The Graduate Center, City University of New York (2020)

Research focus: play opportunities for young children from middle-class families living in high-rise housing in urban India, physical affordances and social influences of play for 'all' children and participatory research methodologies

M.Phil Environmental Psychology Program, The Graduate Center, City University of New York (2018)

M.L.A. Landscape Architecture, Virginia Polytechnic & State University (Virginia Tech) (2010)

Master's thesis: Research in public spaces: Safety and human behaviour

B.Arch. Architecture, School of Planning and Architecture, J.N.T.U., India (2006)

Undergraduate thesis: Cultural influence in creating dynamic public spaces

RESEARCH, CONSULTING & PROFESSIONAL EXPERIENCE

January 2021 –Present

Founder-Director of GRIT: environmental design + research studio in Pune, India.

I own and run a design and research studio, where we improve built environments for children, youth and families.

Feb. 2020 – 2021 World Resources Institute's (WRI) Project Manager Consultant for Infant-Toddler Caregiver Neighborhood (ITCN) project within Bernardvan Leer Foundation's Urban95 program.

COA-TRC online training program "Child Psychology & Child Centric Designs" from 6th -10th June 2022

- Responsibilities: Co-manage, strategize and plan with colleagues at WRI-India Ross Center for Sustainable cities to roll out the ITCN challenge in major Indian cities. Also, provide research guidance and mentoring to the team to roll out their individual research projects related to the ITCN project.

Feb. 2018 – 2021 Project Co-director for nation-wide study on ‘State of Children’s Play in India’ led by International Play Association-India (IPA-India) and Action for Children’s Environments (ACE)

- Responsibilities: Project co-director, research design, planning and management of 20 local partners across India with Dr. Sudeshna Chatterjee of ACE, New Delhi.

Ar. B. Rohith



Qualification: B.Tech in Urban and Regional planning and Pursuing M.Sc. in Geo-information Science and Earth Observation.

Under graduation: Jawaharlal Nehru architecture and fine arts University, Hyderabad.

Post-graduation: Indian institute of remote sensing (IIRS)-University of Twente, Netherlands.(ITC).

Area of Inclination: Urban planning, Transportation and Environmental planning, urban design, GIS, Geoinformatics, Remote sensing, Photogrammetry, Technology and Instrumental science. Software

Proficiency: GIS' software's, Imaging software's (ERDAS Imagine, E cognition), R Studio, Python, AutoCAD, space syntax, MS office, Envi, Faro Scene and Basic Web Development.

Thesis Topic brief: WEB BASED DISSEMINATION OF LAND USE LAND COVER DATA FROM SATELLITE IMAGERY.

Prof. Mohit Kumar Agarwal



Presently working as Professor & Dean, at School of Architecture & Planning, BBD University, Lucknow

EDUCATION QUALIFICATIONS:

Ph.D (Defended) From Faculty of Architecture UP Technical University Lucknow

Post-Graduation in Planning: Center of Environmental Planning and Technology, Ahmedabad, Gujarat, 2000-2002

The Thesis work for this course is 'Child Sensitive City Planning: a Case of Ahmedabad'

Bachelor of Architecture - Government College of Architecture, Lucknow, U.P 1995-2000

The project work for this course was "CENTRE OF DREAM AND VISION, Auroville, Pondicherry."

Dr. Smita Khan



She is currently faculty at the Visveswaraya National Institute of Technology VNIT at Nagpur. She is involved in teaching architectural design & theory, visual arts, history of architecture, contemporary architecture & criticism and environ behavior studies.

She also partners an architectural practice that believes in the creation of an identifiable and humane architecture through the application of traditional wisdom of climate control and skills of construction. It lays deep emphasis on use of local and natural materials in deriving an appropriate and responsive architectural expression. The practice also endeavors to involve the use of local craftsman and artisans in a bid to revive the dying arts.

She strongly believes that while technology contributes towards making life comfortable and work more efficient, its mindless application to creating the built is resulting into a serious alienation of people and their architecture, adversely affecting the man- environ relationship. She was recently awarded the doctoral for her thesis of child centricity in the learning environments of urban Indian schools.

Prof. Rukhsana Badar



Ar. Rukhsana Badar is an experienced architect and academician. She is a believer in constant learning and exploration through research, collaborative ventures and participation.

She has completed her B. Arch from VRCE Nagpur and M. Tech in Urban Planning from VNIT Nagpur where she is now pursuing a PhD. Her PG thesis titled 'A Paradigm for Social Cohesion in Urban Open Spaces: Case Study Nagpur' received the Best Thesis Award for PG Planning Students by ITPI Maharashtra Regional Chapter.

Her research interest extends to multiple publications, including articles and conference proceedings on subjects like sustainable tourism, Sufi architecture, urban farming, neighbourhood sustainability and urban open spaces.

ABOUT THE COORDINATOR

Prof. Abhay Purohit

Coordinator



He completed MCP (Master of City Planning) from IIT Kharagpur. Apart from his extensive professional experience, his experience in the education field stretches over three decades—starting from Assistant Professor at MIET Gondia (1989-1997), Professor and Director at PCEA, Nagpur (1997-2009) and presently Principal and Director at ideas, Nagpur (2009-date). He had recently been elected as representative of Heads of Institutions by the CoA for two consecutive terms; has been a member of the executive committee of CoA from 2016-19; member of CoA committee for Revision of Minimum Standards of an Architectural Education; and advisor for accreditation process in architecture. He has also been a part of inspection panels for various institutions, an expert for arbitration, an assessor for architectural design competitions, an advisor for framing architecture program guidelines for universities, an expert for syllabus assessment, and an invitee at the Board of Studies of Architecture by RTMNU.

He believes in establishing a sense of community in the profession and initiating constructive discussion and dialogue. For that purpose, he has organized various symposiums and workshops. He is also a resource person for various conferences and symposiums. His authority and integrity are reflected in the ideals of the institution. He ensures the smooth organization and functioning of the school in all aspects and inspires its members to maintain an ethical and professional environment. To encourage qualities of co-operation, leadership, and building self-confidence in the students, he promotes co-curricular activities as part of the overall curriculum. He has also published numerous papers on architectural education along with heritage, environmental issues, and cost-effective housing. Thus, through creative educational policies and teamwork, he strives to shape sensitive, conscious, and competent future architects capable of contributing to the betterment of the field.

Dr. Kirti Bhonsle Nikam

Co-coordinator



Kirti Bhonsle Nikam is an architect, academician and planner at Nagpur. She is Masters in urban planning and has completed her Ph.D. in “*Creating play spaces for children in urban settings*” from VNIT, Nagpur. She is now working as an Associate Professor at IDEAS, Nagpur.

She has worked in various Schools of Architecture in Indore, Jaipur and Chandigarh from 2004 onwards. She has authored the book, “*Children’s Play Dreams*” published by Notion press, Chennai. She has contributed research papers in national and international journals and conducted workshops in Design/Graphics in schools of architecture at Jabalpur and Chandigarh.

She was part of KIDS INDIA Conference hosted by the International Play Associations in Mumbai as a resource person and in the ARCHDESIGN’14 conference, held at Istanbul on Design Methodologies. She was also awarded the MASA Best Teacher’2013 for her teaching methodology in basic design.

She is recipient of the INTACH research grant 2018 which is given to individuals, for her work on the ‘Stepwells of Nagpur District’. She runs her own architectural firm under the name of KN Associates and is working as a consultant at M/s. Indovation Tech, Nagpur. She is a registered member at NAAC, a member of Council of Architecture, Institute of Town Planners, INTACH and International Play Association, New Delhi, India.

Her areas of interest include Designing play space provisions for children, Heritage and History of architecture, Design, Graphics, Architecture and planning. She also writes blogs relating to architecture and can be viewed at <https://kirtibhonsle.blogspot.com>.

Prof. Rukhsana Badar

Online coordinator



Ar. Rukhsana Badar is an experienced architect and academician. She is a believer in constant learning and exploration through research, collaborative ventures and participation.

She has completed her B. Arch from VRCE Nagpur and M. Tech in Urban Planning from VNIT Nagpur where she is now pursuing a PhD. Her PG thesis titled 'A Paradigm for Social Cohesion in Urban Open Spaces: Case Study Nagpur' received the Best Thesis Award for PG Planning Students by ITPI Maharashtra Regional Chapter.

Her research interest extends to multiple publications, including articles and conference proceedings on subjects like sustainable tourism, Sufi architecture, urban farming, neighbourhood sustainability and urban open spaces.

2. Village Incubation Project

The people residing in villages are often subjected to intense human-wildlife conflicts resulting in crippling injuries and loss of life or financial loss in the form of crop damage or livestock depredation. The Government of India being concerned about the same has proposed a scheme of voluntary relocation for the people of village.

The Project is based on the voluntary relocation of the villages of the Rantalodhi village of Tehsil Bhadrawati and district Chandrapur.

This thesis is an attempt to understand the lifestyle of villages their traditions and culture ultimately providing them the suitable environment through architectural medium.

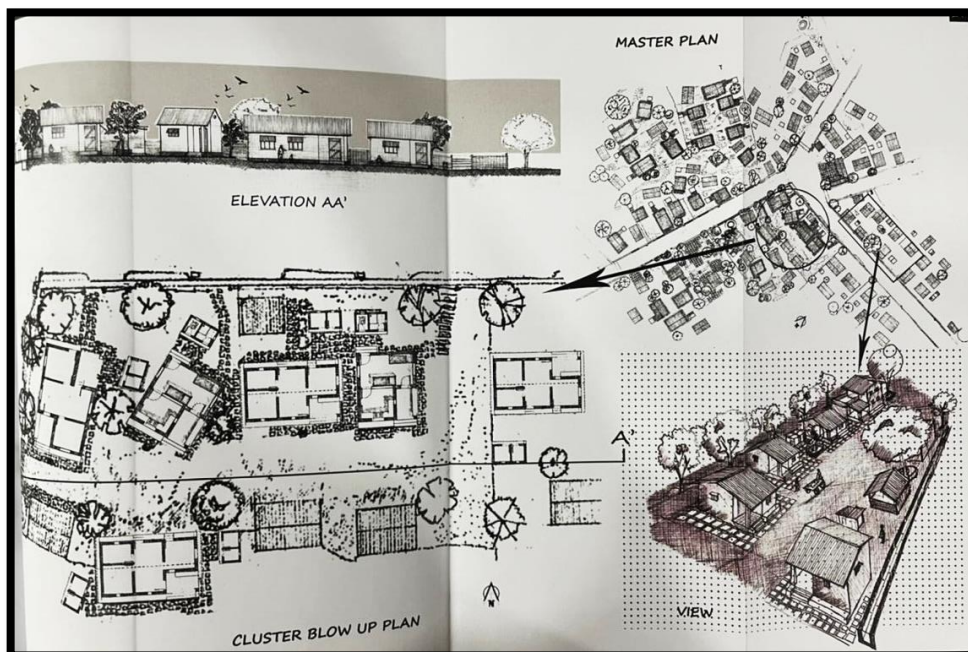


Image 9 : Cluster plan of village incubation project

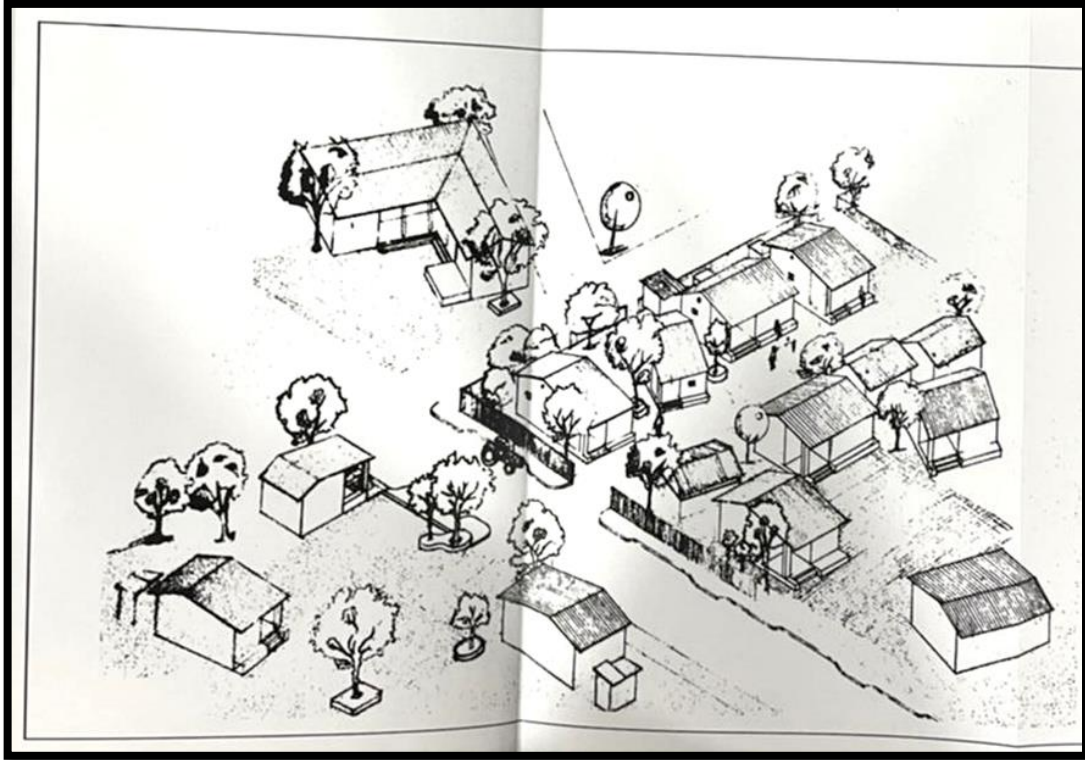


Image 10 : plan of village incubation project



Image 11 : Prof. Ajay Thomare and Mr. Porete with village officials



Image 12 : Prof. Ajay Thomare, Prof. Adarsh Patil and Mr. Porete with village officials



3. Community-based Competition Entry

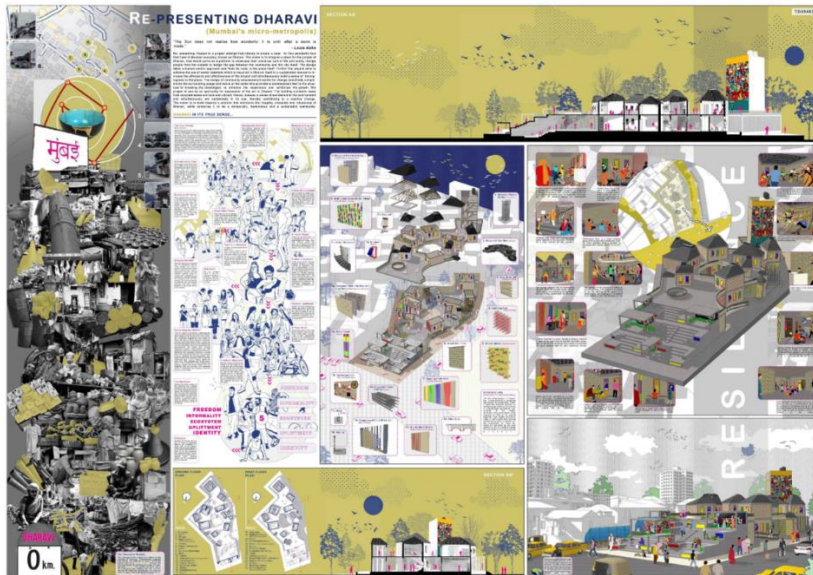
i. The Dharavi Project

The 'Dharavi Project' competition floated by Archdias, tasked designers from around the world with creating a community center in Mumbai's Dharavi neighborhood that would inspire change and empower the local residents. The competition focused on three key aspects: community building, open and semi-open spaces, and 24-hour accessibility. The aim was to design a public space that would be managed and controlled by the community itself. The competition was open to all individuals, with no age limit. Ar. Sharayu Jibhkate (IDEAS alumni) and Vojesh Pahawa (IV Year) won second prize for their thoughtful rendition to this unique problem.

2

Prize in

The Dharavi Project | Organised by Archdais Pvt. Ltd.



Team Members



Sharayu Jibhkate

India



Vojesh Pahawa

India

Image 13: Entry by IDEAS students for the Dharavi Project

BEST PRACTISE 2

1. Title of Practice

Paving the way towards Academic Excellence through collaborations

2. Objectives of Practice

To enrich the quality of curriculum through collaboration with Institutions of Quality

To innovate teaching-learning pedagogy

3. Context

The strive for excellence in teaching-learning is a continuous process that can benefit from mentorships by renowned institutions.

4. Practice

- i. Mentorship program by CEPT University, Ahmedabad is aimed at knowledge sharing and capacity building to strengthen and innovate academic practices.
- ii. Collaborations with other institutions of repute to facilitate exchange of ideas and resources.

5. Evidence of Success

- i. Students excel in RTMNU exams, placing among first three positions displaying their academic acumen.
- ii. Students receive national and international awards for academics and design competing with students from across the globe.

6. Problems Encountered and Resources Required

The team has to work with limited resources.



Principal
ideas
Institute of Design Education &
Architectural Studies, Nagpur

BEST PRACTICE 2

The Practice

1. Mentorship program by CEPT University, Ahmedabad

The Centre for Environment Planning & Technology (CEPT) was established as the School of Architecture in 1962, by The Ahmedabad Education Society (AES). It is a pioneer in architectural studies. The Government of Gujarat incorporated CEPT as a university in 2005. In 2007 the University Grants Commission recognized CEPT University. The Department of Scientific and Industrial Research (DSIR) of the Government of India recognizes the University as a Scientific and Industrial Research Organization (SIRO).

CEPT University is an acknowledged leader in education in the habitat disciplines. The teaching programs at CEPT University focus on building professional capacities and are therefore centered on 'studios' or 'labs'. Here, students engage with well-designed life-like problems. Coursework, seminars, and research assignments, aimed at developing conceptual and analytical abilities of students, and skill-enhancing workshops support learning in studios and labs.


Mentorship Program:

CEPT set up the mentorship program in response to the call of NEP 2020, to establish mentorship relationships between Higher Education Institutions within India and abroad.

IDEAS is the first institute from Central India to be selected under this program. The selection is made by stringent review of academic works by an expert team of CEPT faculty.

A MOU was signed between the two institutes for a period of 3 years to:

1. Make possible Academic exchange
2. Share a mutual commitment to quality in education and applied research and development
3. Mutually contribute complementary skills and resources towards a common shared vision.



Principal
IDEAS
Institute of Design Education &
Architectural Studies, Nagpur

a. MOU signed with CEPT University



b. Review of work by CEPT team

A team of Prof. Purohit, Principal IDEAS with Ar. Bimal Patel, CEPT Ahmedabad at the signing of MOU students in all subjects and across all years. The team consisted of Prof. Sameer Shah (Director, CEPT FSDS), Prof. Catrinel Dunca and Prof. Vishal Mehta. An exhibition of works was organized in the auditorium. The panel provided constructive feedback and also appreciated the hard work put in by students and faculty.



Principal
Principal
 Institute of Design Education &
 Architectural Studies, Nagpur

The CEPT Team inspecting the students' work

c. Capacity Building Workshop for tutors of Foundational Skills for Design Students (FSDS)

A delegation of faculty from IDEAS attended the inauguration of the Winter Exhibition of student work at CEPT, which provided an opportunity to experience first-hand the outcomes of the CEPT pedagogy during a semester that followed a hybrid learning model.

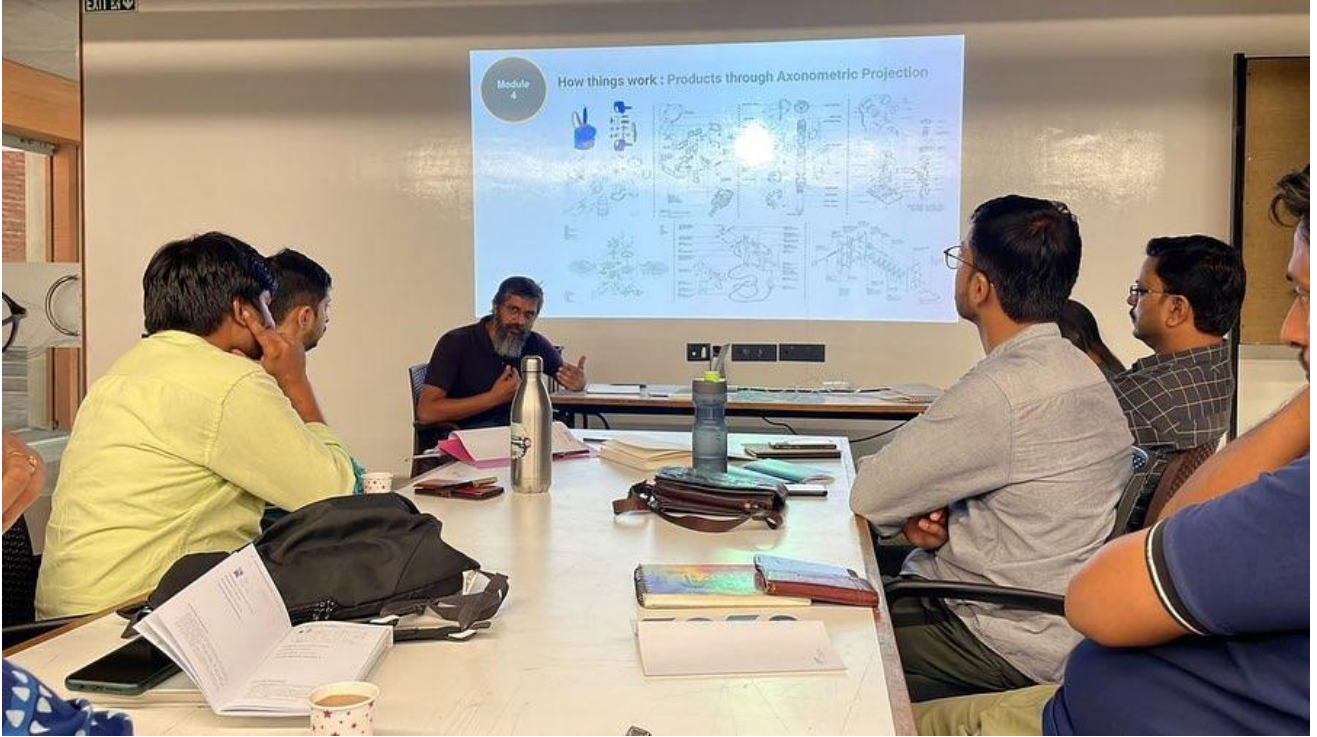
In the weeklong capacity building session, the delegation were led by the CEPT team in understanding the CEPT pedagogy and learning model for implementation from the next semester.

PARTICIPANTS

1. Prof. Devendra Deshpande
2. Prof. Rukhsana Badar
3. Prof. Abhishek Deshmukh
4. Prof. Adarsh Patil
5. Prof. Amol Wanjari
6. Prof. Nikhil Authankar
7. Prof. Devesh Chindhe
8. Prof. Manoj Bhanuse
9. Prof. Chandrashekhar Tandekar



The participating faculty at the IDEAS FSDS exhibiton



The participating faculty at the capacity building sessions


Principal
Institute of Design Education &
Architectural Studies, Nagpur

CEPT
UNIVERSITY

सह वीर्यम् करवावहे



MEMORANDUM OF UNDERSTANDING

Between

**IDEAS-Institute of Design Education & Architectural Studies,
Nagpur, Maharashtra**

and

**CEPT University
University Road, Navrangpura
Ahmedabad, Gujarat**

MULTAN NAGRIK SANKARI BANK LTD.
LAW GARDEN BRANCH,
AHMEDABAD

[Signature]

GUJ/SOS/2017/NAV/29/2005

भारत
STAMP DUTY
0 0 0 0 0
SPECIAL ADHESIVE
RS. 0000300
-9.5.2022
363095
GUJRAT
INDIA
Zero*Zero*Zero*Zero*ThreeZero*Zero

0506 2014964

WHEREAS,

CEPT University (henceforth referred to as CEPT) takes its name from the 'Center for Environmental Planning and Technology' (CEPT). It focuses on understanding, designing, planning, constructing and managing human habitats. Its teaching programs build thoughtful professionals, and its research programs deepen understanding of human settlements. In 2005, the Government of Gujarat incorporated CEPT as a university. CEPT University comprises five faculties: Faculty of Architecture (1962), Faculty of Planning (1972), Faculty of Technology (1982), Faculty of Design (1992) and the Faculty of Management (2013). Since 2007, the University Grants Commission recognizes CEPT University under section 2(f) of the UGC Act, 1956. The Department of Scientific and Industrial Research (DSIR) of the Government of India recognizes the University as a Scientific and Industrial Research Organization (SIRO). CEPT University is located at Kasturbhai Lalbhai Campus, University Road, Navrangpura, Ahmedabad, Gujarat. The University does not have any branches or any affiliated colleges.

WHEREAS,

IDEAS-Institute of Design Education & Architectural Studies, Nagpur (Henceforth referred to as "IDEAS") was established in 2009 under aegis of Swargiya Jagannath Jattewar Shikshan Sanstha Nagpur. It is formed by eminent architects and academicians. The institution committed to provide unique teaching-learning pedagogy. IDEAS aspires to inculcate strong professional ethics clubbed with an able school of thought in individuals, so as to play an active role in nation building.

Institute presently conducts Bachelor of Architecture (B.Arch.) and Master of Architecture (M.Arch.) programs. The programmes are duly approved by Council of Architecture – New Delhi and State Government of Maharashtra. The institution is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University. It is also a NAAC accredited institution.

1. "IDEAS" and CEPT recognizing the value of cooperation, have agreed to enter into this memorandum of understanding regarding academic collaboration ('MOU')
2. CEPT, being an acknowledged leader in education in the habitat disciplines, is desirous of sharing its knowledge, expertise and good practices with like-minded institutions in the role of a mentor.
3. "IDEAS" being an institution aspiring to promote excellence in teaching and research is desirous of establishing an academic link with leading



educational institute in the country to learn from best practices and enhance the quality of their academic offerings.

4. "IDEAS" and CEPT University are desirous of establishing an academic link between the two universities by means of:

- Exchange of students between the two universities,
- Exchange of academic staff between the two universities,
- General academic development of the two universities,
- Any other activity of mutual interest and benefit.

5. The purpose of this non-binding MOU is to make possible and to institute Academic exchange between "IDEAS" and CEPT based upon the principles of mutual equality and the reciprocity of benefits. This present agreement seeks to develop the relationship and the friendship between "IDEAS" and CEPT. Both institutions wish to share their mutual commitment to quality in education and applied research and development. Signatories of this agreement agree in principle to establish for themselves a preferential Institutional partner status.

6. Separate, specific, binding understanding will be entered into with commitments, reciprocating duties and obligations wherever required.

7. "IDEAS" and CEPT University commit themselves to work together in a collaborative, collegial relationship of mutual benefit with the contribution of complementary skills and resources towards the common shared vision.

8. **RESPONSIBLE OFFICE:** "IDEAS" and CEPT agree to appoint an overall coordinator for the administration of this MOU. The coordinator will serve as the contact person on campus, being responsible for arrangements associated with visits, ensuring that necessary approvals are in place and the general welfare of the students/faculty.

9. **TERM OF THE AGREEMENT:** This agreement will become effective upon signing and shall be effective for three (3) years, or until earlier termination by either party in keeping with the terms of this agreement. This agreement shall be renewed if both the parties agree at the end of the three-year-term. Any changes in the above clauses or any modification can be carried out by mutual consent of both the parties.

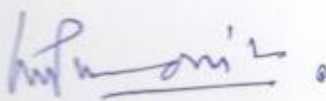


will serve as the contact person on campus, being responsible for arrangements associated with visits, ensuring that necessary approvals are in place and the general welfare of the students/faculty.

9. **TERM OF THE AGREEMENT:** This agreement will become effective upon signing and shall be effective for three (3) years, or until earlier termination by either party in keeping with the terms of this agreement. This agreement shall be renewed if both the parties agree at the end of the three-year-term. Any changes in the above clauses or any modification can be carried out by mutual consent of both the parties.
10. **PUBLICITY:** "IDEAS" and CEPT agree that, while sharing information regarding this MoU with public media (print, web-based or any other), the text for the publicity material will be approved by each of the signatory institute / university before it is shared with external entity.
11. **COPYRIGHT / IPR:** "IDEAS" and CEPT agree that, in the event of any collaboration leading to patent rights, copyrights or other intellectual property rights, a further agreement must be entered into in each case in accordance with the policies of the individual institute / University.
12. **LEGAL EFFECT:** This MoU is not intended to impose any legal obligation whatsoever on either parties. The parties do not intend to be bound by any agreement until both agree to and sign a definitive written contract. Neither party can rely on any promises inconsistent to this paragraph. This paragraph supersedes all other conflicting terms.

For and on behalf of
IDEAS, NAGPUR

For and on behalf of
Ahmedabad, Gujarat, India


Principal & Director


Registrar

Date: 09/05/2022

Date: 09/05/2022

2. Collaborations with other institutions of repute

Architectural education has taken a turn towards innovation and collaboration. Students are expanding their education from just classroom learning to a greater variety of exposure and opportunities. Cross-cultural learning has fueled a collective and dynamic growth in a symbiotic manner. For this purpose, IDEAS has reached out to other institutional partners in different formats.

a. MOU with RVS Padmavathy School of Architecture, Chennai

The two institutes have agreed to collaborate in areas of academic exchange, infrastructural exchange, and faculty exchange. One exchange program will be conducted every semester through academic and non-academic interventions such as vertical studios, workshops, or design projects. Faculty exchange will be organized to improve the learning environment for students.



Principal
Institute of Design Education &
Architectural Studies, Nagpur

MEMORANDUM OF UNDERSTANDING
ON
KNOWLEDGE SHARING

IDEAS-INSTITUTE OF DESIGN EDUCATION AND
ARCHITECTURAL STUDIES, NAGPUR

AND

RVS PADMAVATHY SCHOOL OF ARCHITECTURE

MEMORANDUM OF UNDERSTANDING ON KNOWLEDGE SHARING

BETWEEN

**IDEAS-INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURAL
STUDIES, NAGPUR**

AND

RVS PADMAVATHY SCHOOL OF ARCHITECTURE

In the wake of recent architectural development in the country, Architectural education has taken a huge turn towards innovation and collaboration. Students are learning from more than just in the institution and a wide variety and diversity of exposure and opportunities is becoming a mandate in education. The cross-cultural learning that is wide spread in the west is now taking a huge wave across our nation and such an era calls for collective and dynamic growth in a symbiotic manner.

In consideration of the above, this Memorandum of Understanding is signed on 20.07.2022, between:

IDEAS- institute of Design Education & Architectural Studies, Nagpur (hereinafter referred to as "IDEAS") represented by its Principal & Director, **Prof. Abhay Vinayak Purohit-** and **RVS Padmavathy School of Architecture** (hereinafter referred to as "RVS") represented by its Director **Mr. C. P. Stephen.**

AREAS OF COLLABORATION

- Academic Exchange
- Infrastructural Exchange
- Faculty Exchange

Academic Exchange

(Academic Exchange between the two institutions will be directly relevant to the University Schedule and therefore will require sharing of academic calendar of the institutions. It will also require one faculty in-charge from both institutions to consistently communicate and develop new curriculum

and programs without compromising on the functioning of both the institutions)

1. RVS Chennai and IDEAS, Nagpur mutually agree to open up their academic and non-academic activities such as Summer schools, Winter schools, Workshops, Courses & Collaborative activities etc. for students of the other institution to participate at the same price charged for their own students thereby creating a larger audience for their respective programs.
2. Both the institutions agree to take efforts to conduct and co-ordinate one exchange program every semester through academic or non-academic interventions such as vertical studios, workshops or design projects.

Infrastructural Exchange

3. IDEAS, Nagpur and RVS Chennai mutually agree to share their institutional spaces in Nagpur and Chennai respectively for student activities and other events and functions organized by each other wherein any expenses if incurred shall alone be borne by the initiating institution.

Faculty Exchange & Development

4. Faculty Exchange shall also be convened to improve the learning environment for students based on the convenience and academic calendar of both the institutions.
5. Faculty development programs can be convened at both the institutions as a combined effort and Mentor exchange can be initiated to enhance the academic quality of the faculties.

All commitments made by both the institutions are subject to availability of students and faculty only. The intent is to be able to provide additional exposure to students, and therefore the schedules of RVS Padmavathy School of Architecture, Anna University, Tamil Nadu and IDEAS-Institute of Design Education and Architectural Studies, RTM Nagpur University, Nagpur will directly determine the possibilities of collective events or workshops planned.

This MoU is not bound by any financial liabilities between both the institutions and shall remain as such until and otherwise mentioned with the decision of both the parties. No money / material exchange except for


passion towards architectural education alone has initiated such an academic collaboration.

This MoU is not intended to be a legally binding document. It is meant to describe the nature and to suggest the guidelines of the cooperation between the Parties as described above. Nothing thereupon shall diminish the full autonomy of either Party nor will any constraints be imposed by either Party upon the other, carrying out this MoU.

This MoU shall be considered valid for a period of one year and shall be renewed after the stipulated period of a year understanding the kind of goals and objectives achieved.

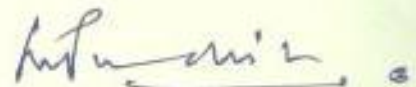
IN WITNESS WHEREOF, the undersigned, the Authorized Representatives, have signed this **MoU** on this 20th day of July, 2022 in two originals in the English language, both equally authentic and it will take effect from the date of signature.

**RVS PADMAVATHY SCHOOL
OF ARCHITECTURE**



**Mr. C.P. Stephen,
Director**

**IDEAS-INSTITUTE OF DESIGN EDUCATION
& ARCHITECTURAL STUDIES**



**Prof. A.V. Purohit
Principal & Director**

b. Faculty exchange program

IDEAS encourages the faculty members to visit other institutes to conduct workshops, seminars and examinations. It also invites members of other colleges for the same. This leads to knowledge sharing and is a step towards innovation in teaching-learning practices.

| Sr. No. | Faculty going to other institutes | Name of the institute |
|---------|---|--|
| 1 | Prof. Abhay Purohit | Symbiosis school of planning architecture and design. |
| 2 | Prof. Abhay Purohit | Symbiosis school of planning architecture and design. |
| 3 | Prof. Milind Gujarkar | Smt. M.M. College of Architecture, Nagpur |
| 4 | Prof. Milind Gujarkar | Tips School of Architecture, Coimbatore |
| 5 | Prof. Milind Gujarkar | MBS school of Planning and Architecture |
| 6 | Prof. Milind Gujarkar | MVP's College of Architecture and center for design , Nashik |
| 7 | Prof. Kirti Bhonsle | Amity University Punjab. |
| | | |
| Sr. No. | Faculty coming to IDEAS from other institutes | |
| 1 | Ar. Ravi Sonkusre | |
| 2 | Ar. Archana Rathore | |
| 3 | Ar. Om Bawane | |
| 4 | AR. MANJUSHA UKIDVE | |
| 5 | AR. DILIP JADE | |
| 6 | PROF. DHANANJAY DESHPANDE | |
| 7 | AR. PARAG L. SARWATE | |
| 8 | AR. RAVI NAFDE | |
| 9 | Ar. Ravi Sonkusre | |
| 10 | AR. MILIND KOLLEGAL | |
| 11 | AR.MAHESH MOKHA | |
| 12 | DR.SAMEER DESHKAR | |
| 13 | K P RAVETKAR | |
| 14 | AR.K.P.REWATKAR | |
| 15 | PROF. RAVINDRA NAFDE | |
| 16 | MR. RAGHUVENDRA MISHRA | |
| 17 | AR. ASHISH NAGPURKAR | |
| 18 | DR.AADITYA SANYAL | |
| 19 | DR.SWASTISTHAPAK | |

| | |
|----|-------------------------------|
| 20 | DR.S. KUMAR |
| 21 | DR.SHANTIPRIYA |
| 22 | DR.M. ELANGO |
| 23 | DR.TRUPTI |
| 24 | DR.ROOPAL DESHPANDE |
| 25 | DR.PRASHANT ANAND |
| 26 | DR.NEERJA BABBAR |
| 27 | AR.RAVI NAFDE |
| 28 | AR. PREETHI AGRAWAL |
| 29 | AR. BANDANA JAIN |
| 30 | AR. PUSHKAR KANVINDE |
| 31 | AR. DWAIPAYAN AICH |
| 32 | AR. RUCHITA KANPILLEWAR |
| 33 | MR. BHUSHANT PORETE |
| 34 | DR.KOMAL THAKUR |
| 35 | AR.ADITI MAHAJAN |
| 36 | AR. PREETHI AGRAWAL |
| 37 | AR. BANDANA JAIN |
| 38 | AR. PRADYUMNA SAHASRABHOJANEE |
| 39 | PROF.KISHOR REWATKAR |
| 40 | AR. PUSHKAR KANVINDE |


Principal
 Institute of Design Education &
 Architectural Studies, Nagpur



SYMBIOSIS SCHOOL OF PLANNING ARCHITECTURE AND DESIGN
Symbiosis International (Deemed University)

Established under Section 3 of the UGC Act, 1956
Re-accredited by NAAC with 'A' grade (3.58/4) | Awarded Category - I by UGC

Founder : Prof. Dr. S. B. Mujumdar, M. Sc., Ph. D. (Awarded Padma Bhushan and Padma Shri by President of India)

Date: 08/02/2022

To,
Ar. Abhay Purohit
Member
Council of Architecture (CoA)
New Delhi

Subject: Letter of Invitation as a Chief Guest

Dear Sir,

Greetings from Symbiosis School of Planning Architecture and Design (SSPAD), Nagpur!!!

SSPAD in association with Council of Architecture Training & Research Center (COA – TRC) , Pune is conducting the National Online Faculty Development Program “Post Pandemic Architecture” for Academicians & Architects form 15th February to 18th February 2022.

On behalf of the SSPAD & COA-TRC Pune, I humbly invite you as our esteemed **Chief Guest** at the inaugural ceremony of the program scheduled on Tuesday, 15th February 2022 at 10:15 am. The Inaugural ceremony will be conducted in an Online mode and the link will be shared with you soon.

It will be an honor for us if you express your views as Chief Guest and your speech will be very useful for all the audience.

The program schedule attached herewith.

Thanks & Regards,

Andant.
8/02/2022

Dr. Nandini Kulkarni
Director
SSPAD Nagpur
Symbiosis School of Planning,
Architecture & Design
(SSPAD) Nagpur-08



Mouza - Wathoda, Nagpur 440008, Maharashtra, India | Tel.: +91 712 - 619 - 2320 / 2321/2322
Email: info@sspad.edu.in | Web: www.sspad.edu.in

Image 1 : Invitation from Symbiosis school of Architecture.

Principal
Principal
Institute of Design Education &
Architectural Studies, Nagpur

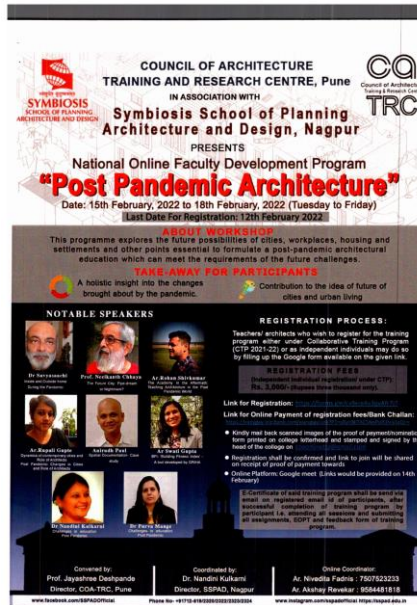


COA-TRC On-Line Training Program “Post Pandemic Architecture”

Dates: 15th February – 18th February 2022

Convened by: Prof. Jayashree Deshpande, Director, COA-TRC, Pune
 Coordinated by: Dr. Nandini Kulkarni, Director, SSPAD, Nagpur
 Online Coordinator: Ar. Nivedita Fadnis, Ar. Akshay Revekar

| | Tuesday, Date: 15/02/2022 | Wednesday, Date: 16/02/2022 | Thursday, Date: 17/02/2022 | Friday, Date: 18/02/2022 |
|------------------------|---|---|---|--|
| 10.15 am - 10.30 am | Inauguration Function by Chief Guests 1. Ar. Habeeb Khan President, CoA 2. Ar. Abhay Purohit Member of CoA 3. Prof. Jayashree Deshpande Director, COA TRC | | | |
| 10.30 am - 11.30 am | Inside and Outside Home During the Pandemic (Dr Savyasaachi) | The Academy in the Aftermath: Teaching Architecture in the Post Pandemic World (Ar. Rohan Shivkumar) | Spatial Documentation- Case study (Anirudh Paul) | BFI- 'Building Fitness Index' - A tool developed by GRIHA (Ar. Swati Gupta) |
| Tea Break 15 minutes | | | | |
| 11.45 am - 12.45 pm | Inside and Outside Home During the Pandemic (Dr Savyasaachi) | The Academy in the Aftermath: Teaching Architecture in the Post Pandemic World (Ar. Rohan Shivkumar) | Spatial Documentation- Case study (Anirudh Paul) | BFI- 'Building Fitness Index' - A tool developed by GRIHA (Ar. Swati Gupta) |
| Tea Break 15 minutes | | | | |
| 1.00 pm - 2.00 pm | The Future City: Pipe-dream or Nightmare? (Prof. Neelkanth Chhaya) | Dynamics of contemporary cities and Role of Architects (Ar. Rupali Gupte) | Post Pandemic Changes in Cities and Role of Architects (Ar. Rupali Gupte) | Challenges in education Post Pandemic (Dr. Nandani Kulkarni & Dr Purva Mange) |
| Lunch Break 30 minutes | | | | |
| 2.30 pm - 3.30 pm | The Future City: Pipe-dream or Nightmare? (Prof. Neelkanth Chhaya) | Dynamics of Contemporary Cities and Role of Architects (Ar. Rupali Gupte) | Post Pandemic Changes in Cities and Role of Architects (Ar. Rupali Gupte) | EOPT/assessment and Panel discussions |
| 3.30 pm – 4.00 pm | | | | Valedictory Function |

**COUNCIL OF ARCHITECTURE
 TRAINING AND RESEARCH CENTRE, Pune**
 IN ASSOCIATION WITH
**Symbiosis School of Planning
 Architecture and Design, Nagpur**
 PRESENTS
**National Online Faculty Development Program
 “Post Pandemic Architecture”**
 Date: 15th February, 2022 to 18th February, 2022 (Tuesday to Friday)
 Last Date For Registration: 12th February 2022

ABOUT WORKSHOPS
 This programme explores the future possibilities of cities, workplaces, housing and settlements and other points essential to formulate a post-pandemic architectural education which can meet the requirements of the future challenges.

TAKE AWAY FOR PARTICIPANTS
 A holistic insight into the changes brought about by the pandemic.
 Contribution to the idea of future of cities and urban living

NOTABLE SPEAKERS
 Dr. Nandini Kulkarni, Prof. Jayashree Deshpande, Ar. Rohan Shivkumar, Ar. Akshay Revekar, Ar. Nivedita Fadnis, Ar. Swati Gupta, Ar. Rupali Gupte, Dr. Purva Mange


REGISTRATION PROCESS:
 Teachers/ architects who wish to register for the training program should submit the Registration Form (CTP-2021-22) or as independent individuals may do so by filling up the Google form available on the given link.
 Registration fee: INR 10,000 (includes training material, certificate, etc.)
 Link for Registration: <https://forms.gle/8m8m8m8m8m8m8m8m>
 Link for Online Payment of registration fee/Bank Chaitan: <https://www.paytm.com/qr/8m8m8m8m8m8m8m8m>
 Kindly mail back scanned images of the proof of payment/transaction form filled on online platform and stamped and signed by the head of the college or
 Registration shall be confirmed and link to join will be shared on mail of proof of payment receipt.
 Online Platform: Google meet. ESKs would be provided on 14th February.

CONTRIBUTION:
 A certificate of participation program shall be provided to all the registered and all participants, after successful completion of training program. The certificate is awarded on approval and submission of assignments, EOPT and feedback form of training program.

Convened by: Prof. Jayashree Deshpande, Director, COA-TRC, Pune
 Coordinated by: Dr. Nandini Kulkarni, Director, SSPAD, Nagpur
 Online Coordinator: Ar. Nivedita Fadnis, Ar. Akshay Revekar

Image 2 : Schedule and Poster from Symbiosis school of Architecture.

Principal
Institute of Design Education & Architectural Studies, Nagpur



Women's Education Society's
Smt. Manoramabai Mundle
COLLEGE OF ARCHITECTURE

L.A.D.College Campus, Seminary Hills,
Nagpur - 440 006 (M.S.)
Phone : 0712-2510208 Fax : 0712-2512338
E-mail : admin.info.ladarch@gmail.com
Web site : www.smmca.edu.in

2022-23/33B/018

05.05.2022

| | |
|--|--|
| <p>1 Adv. S. V. Manohar President, W.E.S., Nagpur</p> <p>2 Dr. Avinash Deshmukh Nominee of the Chairman & Secretary, W.E.S., Nagpur.</p> <p>3 Dr.Sarang Gurjar (V.C.'s. Nominee) PIADS, Nagpur.</p> <p>4. Prof. Sanjeev Raoot Subject Expert (as Nominated by V.C.) PIADS, Nagpur.</p> | <p>5 Prof. Milind Gujarkar Subject Expert IDEAS, Nagpur</p> <p>6 Dr. Mrs. Sheeba Valsson Subject Expert Nagpur</p> <p>7 Joint Director, Technical Education, Nagpur Region, Nagpur</p> <p>8 Dr. Pratima Dhoke, Officiating Principal of the College PIADS, Nagpur.</p> |
|--|--|

Sub:- Selection of Full Time posts of Professor, Associate Professor & Asstt. Professor in M.Arch. (Architecture Education).


Sir/Madam,

The meeting of the Selection Committee to interview and also to select the candidates for the posts of full time Professor, Asso. Professor & Asstt. Professor in M.Arch. (Architecture Education) in Smt. Manoramabai Mundle College of Architecture on **Wednesday, the 25th May 2022 at 10.30 a.m. at Smt. Manoramabai Mundle College of Architecture, LAD College Campus, Seminary Hills, Nagpur.**

You are requested to kindly make it convenient to attend the meeting of the Selection committee.

Thanking you,

Yours faithfully,


 Dr. Pratima Dhoke,
 Officiating Principal
**Officiating Principal
 Smt. M. M. College of
 Architecture, Nagpur.**

Cc to: 1. The Asstt. Registrar (College Sec.)
RTM Nagpur University, Nagpur.
2. The Director,(Technical Education),
3, Mahapalika Marg, Mumbai – for information.

Image 3 : Invitation from Smt. M.M. College of Architecture, Nagpur

3/2/23, 2:25 PM Rediffmail

Ref.No.CA/5/Academic- TN94

February 28, 2023

The Principal
Tips School of Architecture
SF 361/1A Karuvalur Road SS
Kulam PO Coimbatore 641107
Tamil Nadu, Coimbatore-641107,
Tamil Nadu,
Tel: 0422-2236467
Email: principal.arch@tipstech.org

Dear Ma'am,

I have to refer to your email for deputing a nominee of Council of Architecture (COA) on the selection committee for selection of architecture teaching faculty at your institution.

In this regard, the President, COA is pleased to nominate **Ar. Milind Keshavrao Gujarkar** as nominee of the Council on the Selection Committee at the above said institution. The above nomination shall be valid for a period of 6 months.

The selections are to be made as per the Council of Architecture (Minimum Standards of Architectural Education) Regulation 2020, prescribed by the Council, which shall come into force w.e.f. 01.11.2020. The same are available at the website of the COA www.coa.gov.in.

It is further informed that the Council has prepared following model formats/documents (attached) to be used for the Selection Committee Process for recruitment/promotion of faculty:


1. Proforma for Staff Selection to be filled at the time of interview by the Head of the Institution of Management in case the Head is not an applicant at the interview. The filled proforma is to be given to the nominee of the Council at the time of interview.
2. Format of Attendance Sheet of Interviews for Staff Selection to be used by the institution.
3. Format of Scrutiny Report for the various Teaching posts in Architecture.

https://f6mail.rediff.com/ajaxprism/container?angular=1&els=c68edaa29f58f266262f4f236faefa5f&user_size=1#readMail/Inbox@1677566562.S.36815... 1/


*T.S. / AD
For Records
COA Representative
for Faculty Interview
Scheduled on 03 / March / 2023
2/3/23*

Image 4 : Tips School of Architecture, Coimbatore


Principal
Institute of Design Education & Architectural Studies, Nagpur

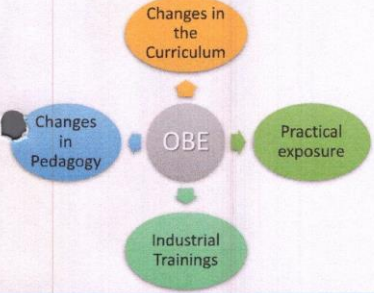


COUNCIL OF ARCHITECTURE,
 TRAINING AND RESEARCH CENTRE BHOPAL
 IN ASSOCIATION WITH
MBS SCHOOL OF PLANNING AND ARCHITECTURE,
 DELHI
 IS ORGANIZING




SCHOOL OF PLANNING & ARCHITECTURE
 Affiliated to GGSIPU and Approved by COA & AICTE


National Online Faculty Development Program on 'Outcome-Based Education: Best Practices in Architecture & Planning Education'




EMINENT SPEAKERS




Prof. V.K. Bugga
 Why Architectural & Planning Education needs intervention




Dr. Minakshi Jain
 Role of National Education Policy in Architecture & Planning Education




Dr. Bipasha Kumar
 Importance and assessment of Outcome Based Education




Dr. Vinay Mohan Das
 Restructuring of curriculum, pedagogy and assessment for OBE




Prof. Manoj Mathur
 Teaching methodologies in Architecture & Planning Education: Best Practices




Prof. Milind Gujarkar
 Enhancing Teaching & learning methodologies




Col Virendra Malik
 Technological Advancement in Architectural & Planning education



Dr. Shailesh Kumar Agrawal
 Emerging Constructions Technologies



Ar. Balbir Verma
 Bridging the Gap between Architecture Education & Professional Practice



Ar. Yatin Pandya
 Learning Vs Applicability

5 DAYS, NATIONAL ONLINE FACULTY DEVELOPMENT PROGRAM FOR ACADEMICIANS, PROFESSIONALS AND RESEARCHERS WITH COA NUMBER

10TH TO 14TH JANUARY, 2022 (2PM – 5PM)

- **REGISTRATION FEE FOR BOTH ACADEMICIANS AND PROFESSIONALS : 3000/-**
- **LAST DATE FOR REGISTRATION: 7TH JAN 2022**
- **PAYMENT LINK: [CLICK HERE](#)**
- **REGISTRATION LINK : [CLICK HERE](#)**

• Kindly send scanned images of payment proof on Coatrc.Bhopal@gmail.com to confirm registration.

• ZOOM LINK will be shared only after registration via E-mail.

• MCQ test will be conducted on the last day (Mandatory for all participants)

• E-Certificates of the FDP shall be sent via registered E mail ID of participant after successful completion of program.

CONVENOR:
 DR NAVNEET MUNOTH
 HONORARY DIRECTOR
 COA TRC, BHOPAL

PROGRAM COORDINATORS:
 AR. NAVNEET SINGH
 +91-9015081178
[E-MAIL ID](mailto:)

CHIEF COORDINATOR:
 PROF BANDANA JAIN
 +91-9818650801
[E-MAIL ID](mailto:)

AR. DEEPAK
 +91-9999717922
[E-MAIL ID](mailto:)

To file & ...

Image 5 : Poster – MBS school of Planning and Architecture


Principal
 Institute of Design Education & Architectural Studies, Nagpur

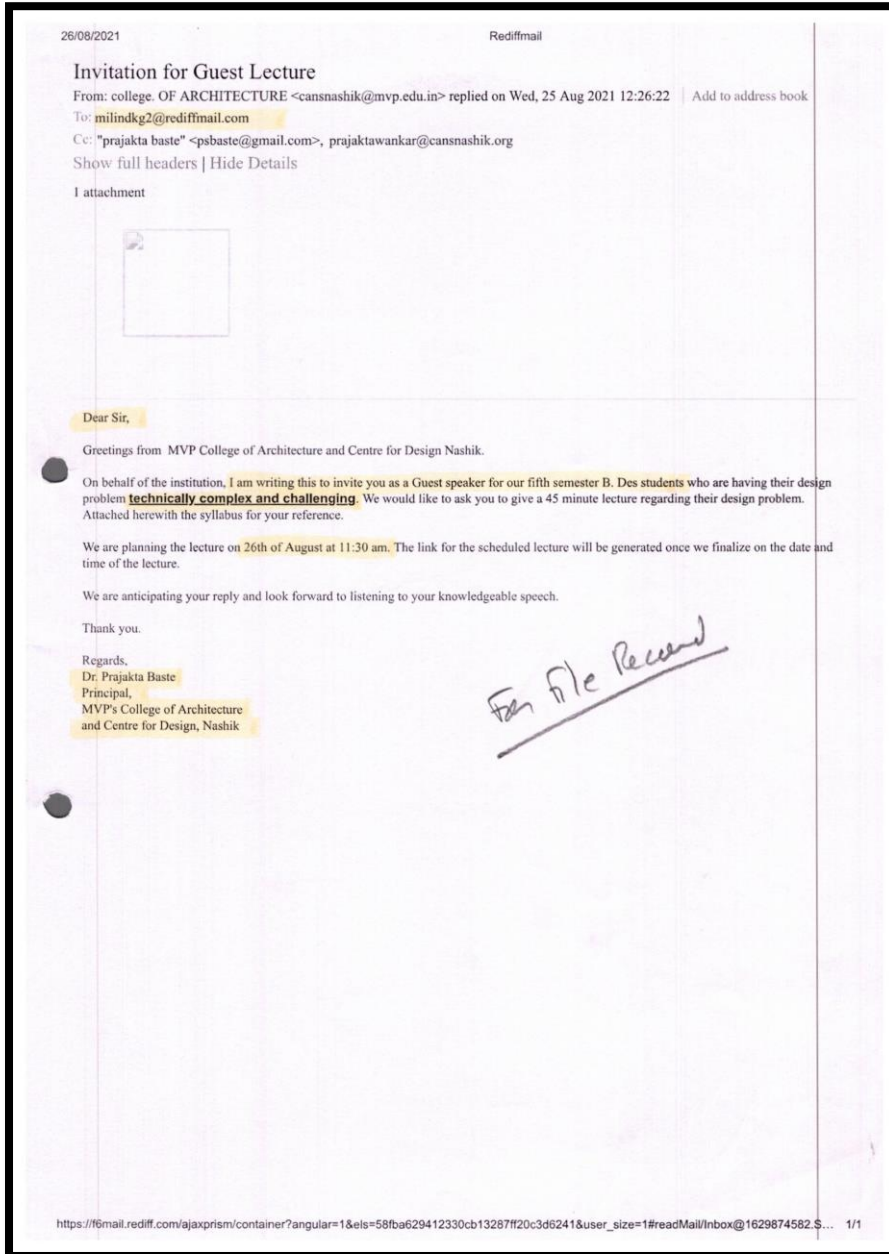


Image 6 : Invitation from MVP's College of Architecture and center for design , Nashik

Principal
Principal
Institute of Design Education &
Architectural Studies, Nagpur

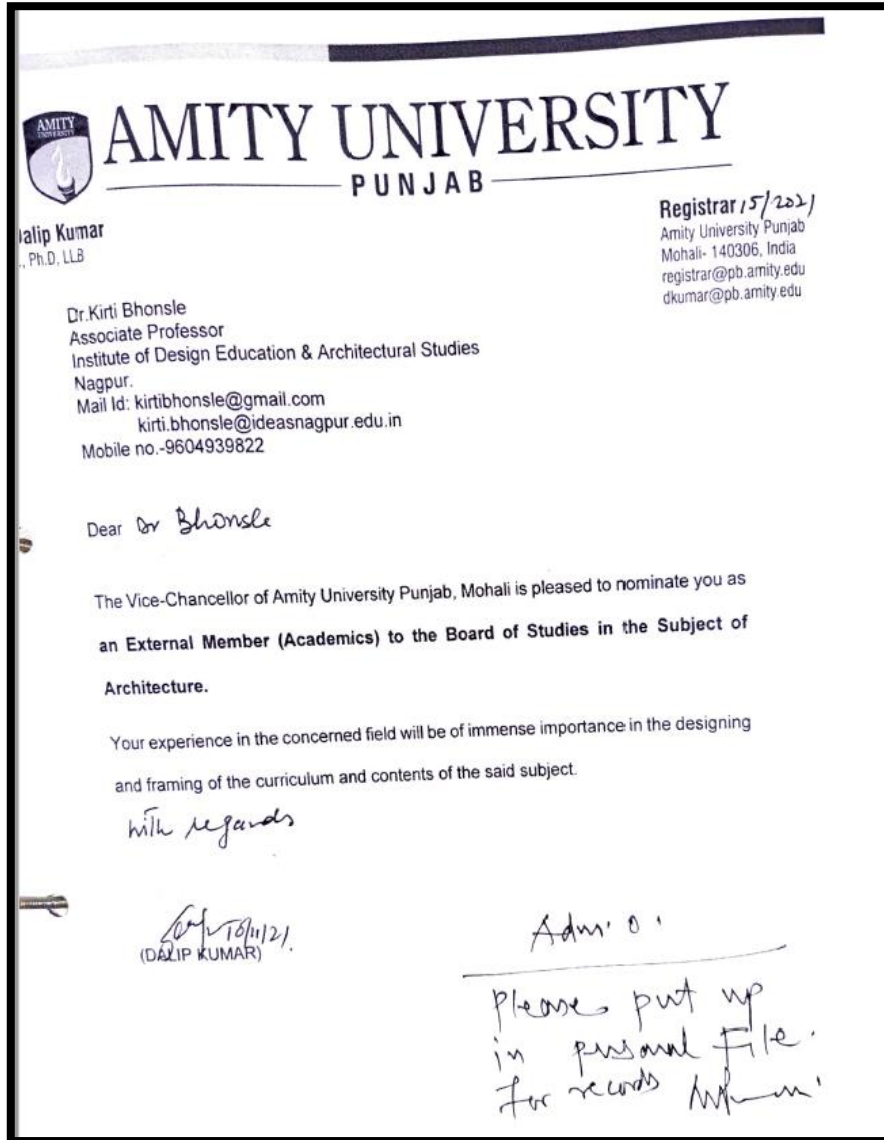


Image 8 : Invitation from Amity university , Punjab.

(Signature)
Principal
Institute of Design Education &
Architectural Studies, Nagpur



Image 9 : AR.RAVI NAFDE taking Jury



Image 10 : DR.S. KUMAR taking jury



Image 11 : DR.PRASHANT ANAND taking jury



Image 12: AR.K.P.REWATKAR taking jury



Principal
Institute of Design Education &
Architectural Studies, Nagpur

I.D.E.A.S. (2021-22) Audit
Outer Ring Road, Junction Point
Hudkeshwar Bujurg,
Nagpur.

Visiting Charges (Jury)
Ledger Account

1-Apr-2021 to 31-Mar-2022

Page 1

| Date | Particulars | Vch Type | Vch No. | Debit | Credit |
|-----------|---|----------------|---------|-------------|-----------|
| 28-6-2021 | To G. S. B . L. A/c No.35 | Payment | 241 | 10,000.00 | |
| | <i>CH NO. 678326 BEING CHEQUE ISSUE TO AR. RAVI SONKUSRE TOWARDS 10TH SEM FINAL VIVA</i> | | | | |
| | To BOB C/A NO.494 | Payment | 245 | 15,000.00 | |
| | <i>BEING AMT PAID BY ONLINE TOWARDS AR. ARCHANA SINGH RATHORE 10TH SEM THESIS PREFINAL & FINAL HONARARIUM</i> | | | | |
| | To BOB C/A NO.494 | Payment | 246 | 15,000.00 | |
| | <i>BEING AMT PAID BY ONLINE TOWARDS AR. OM BAWANE 10TH SEM THESIS PREFINAL & FINAL HONARARIUM</i> | | | | |
| | To BOB C/A NO.494 | Payment | 247 | 15,000.00 | |
| | <i>BEING AMT PAID BY ONLINE TOWARDS AR. MANJUSHA UKIDVE 10TH SEM THESIS PREFINAL & FINAL HONARARIUM</i> | | | | |
| | To BOB C/A NO.494 | Payment | 248 | 15,000.00 | |
| | <i>BEING AMT PAID BY ONLINE TOWARDS AR. RAVI SUBRAHMANIAN 10TH SEM THESIS PREFINAL & FINAL HONARARIUM</i> | | | | |
| | To BOB C/A NO.494 | Payment | 249 | 12,000.00 | |
| | <i>BEING AMT PAID BY ONLINE TOWARDS AR. DILIP JADE 10TH SEM THESIS PREFINAL & FINAL HONARARIUM</i> | | | | |
| | To BOB C/A NO.494 | Payment | 250 | 12,000.00 | |
| | <i>BEING AMT PAID BY ONLINE TOWARDS PROF. DHANANJAY DESHPANDE 10TH SEM THESIS PREFINAL & FINAL HONARARIUM</i> | | | | |
| | To BOB C/A NO.494 | Payment | 251 | 12,000.00 | |
| | <i>BEING AMT PAID BY ONLINE TOWARDS AR. PARAG L. SARWATE 10TH SEM THESIS PREFINAL & FINAL HONARARIUM</i> | | | | |
| | To BOB C/A NO.494 | Payment | 252 | 12,000.00 | |
| | <i>BEING AMT PAID BY ONLINE TOWARDS AR. RAVI NAFDE 10TH SEM THESIS PREFINAL & FINAL HONARARIUM</i> | | | | |
| 29-6-2021 | By G. S. B . L. A/c No.35 | Receipt | 720 | | 10,000.00 |
| | <i>BEING CHEQUE RECD FROM MR. RAVI SONKUSRE CH NO. 678326</i> | | | | |
| | Carried Over | | | 1,18,000.00 | 10,000.00 |

continued ...

I.D.E.A.S. (2021-22) Audit

Visiting Charges (Jury) Ledger Account : 1-Apr-2021 to 31-Mar-2022

Page 2

| Date | Particulars | Vch Type | Vch No. | Debit | Credit |
|------------|--|----------------|---------|-------------|-----------|
| | Brought Forward | | | 1,18,000.00 | 10,000.00 |
| 1-7-2021 | To BOB C/A NO.494 | Payment | 281 | 15,000.00 | |
| | <i>BEING AMT PAID BY ONLINE TOWARDS AR. MILIND KOLLEGAL 10TH SEM THESIS PREFINAL & FINAL HONARARIUM</i> | | | | |
| 3-7-2021 | To Petty Cash A/c | Payment | 294 | 2,500.00 | |
| | <i>BEING CASH PAID TO AR.MAHESH MOKHA TOWARDS REVIEW M.ARCH 4TH SEM.</i> | | | | |
| | To Petty Cash A/c | Payment | 295 | 2,500.00 | |
| | <i>BEING CASH PAID TO DR.SAMEER DESHKAR TOWARDS REVIEW M.ARCH 4TH SEM.</i> | | | | |
| 31-7-2021 | To Petty Cash A/c | Payment | 453 | 3,000.00 | |
| | <i>BEING CASH PAID TO PROF. K P RAVETKAR TOWARDS M. ARCH DESS. REVIEW AS PER DETAILA ATT.</i> | | | | |
| 2-8-2021 | To Petty Cash A/c | Payment | 469 | 455.00 | |
| | <i>BEING CASH PAID TO HOTEL NH-7 TOWARDS ARRANGE LUNCH FOR JURY MEMBER AR.K.P.REWATKAR & OTHER FOR M.ARCH JURY CONDUCT AS PER BILL ATT</i> | | | | |
| 30-8-2021 | To BOB C/A NO.494 | Payment | 635 | 2,500.00 | |
| | <i>BEING AMT PAID TO PROF. RAVINDRA NAFDE TOWARDS VIVA VOCE FOR M.ARCH 2ND SEM FOR SUSTANABLE DESIGN.</i> | | | | |
| 31-8-2021 | To Petty Cash A/c | Payment | 640 | 605.00 | |
| | <i>BEING CASH PAID TO CLUB N.H.7 THROUGH MR. RAGHUVENDRA MISHRA TOWARDS GUEST LUNCH FOR JURY AS PER BILL ATT M.ARCH</i> | | | | |
| 5-10-2021 | To Petty Cash A/c | Payment | 796 | 2,000.00 | |
| | <i>BEING CASH PAID TO AR. ASHISH NAGPURKAR TOWARDS M.ARCH FINAL THESIS REVIEW</i> | | | | |
| 30-10-2021 | To BOB C/A NO.494 | Payment | 934 | 1,500.00 | |
| | <i>BEING AMT PAID TO DR.AADITYA SANYAL TOWARDS HONORARIUM FOR THE CERTIFICATE COURSE ON BRICKS OF RESEARCH IN ARCHITECTURE.</i> | | | | |
| | To BOB C/A NO.494 | Payment | 935 | 1,500.00 | |
| | <i>BEING AMT PAID TO DR.SWASTISTHAPAK TOWARDS HONORARIUM FOR THE CERTIFICATE COURSE ON BRICKS OF RESEARCH IN ARCHITECTURE.</i> | | | | |
| | To BOB C/A NO.494 | Payment | 936 | 1,500.00 | |
| | <i>BEING AMT PAID TO DR.S. KUMAR TOWARDS HONORARIUM FOR THE CERTIFICATE COURSE ON BRICKS OF RESEARCH IN ARCHITECTURE.</i> | | | | |
| | Carried Over | | | 1,51,060.00 | 10,000.00 |

continued ...

I.D.E.A.S. (2021-22) Audit

Visiting Charges (Jury) Ledger Account : 1-Apr-2021 to 31-Mar-2022

Page 3

| Date | Particulars | Vch Type | Vch No. | Debit | Credit |
|------------|---|----------------|---------|-------------|-----------|
| | Brought Forward | | | 1,51,060.00 | 10,000.00 |
| 30-10-2021 | To BOB C/A NO.494 | Payment | 937 | 1,500.00 | |
| | <i>BEING AMT PAID TO DR.SHANTIPRIYA ARDS HONORARIUM FOR THE CERTIFICATE COURSE ON BRICKS OF RESEARCH IN ARCHITECTURE.</i> | | | | |
| | To BOB C/A NO.494 | Payment | 938 | 1,500.00 | |
| | <i>BEING AMT PAID TO DR.M. ELANGO TOWARDS HONORARIUM FOR THE CERTIFICATE COURSE ON BRICKS OF RESEARCH IN ARCHITECTURE.</i> | | | | |
| | To BOB C/A NO.494 | Payment | 939 | 1,500.00 | |
| | <i>BEING AMT PAID TO DR.TRUPTI TOWARDS HONORARIUM FOR THE CERTIFICATE COURSE ON BRICKS OF RESEARCH IN ARCHITECTURE.</i> | | | | |
| | To BOB C/A NO.494 | Payment | 940 | 1,500.00 | |
| | <i>BEING AMT PAID TO DR.ROOPAL DESHPANDE TOWARDS HONORARIUM FOR THE CERTIFICATE COURSE ON BRICKS OF RESEARCH IN ARCHITECTURE.</i> | | | | |
| | To BOB C/A NO.494 | Payment | 941 | 1,500.00 | |
| | <i>BEING AMT PAID TO DR.PRASHANT ANAND TOWARDS HONORARIUM FOR THE CERTIFICATE COURSE ON BRICKS OF RESEARCH IN ARCHITECTURE.</i> | | | | |
| | To BOB C/A NO.494 | Payment | 942 | 1,500.00 | |
| | <i>BEING AMT PAID TO DR.NEERJA BABBAR TOWARDS HONORARIUM FOR THE CERTIFICATE COURSE ON BRICKS OF RESEARCH IN ARCHITECTURE.</i> | | | | |
| 11-11-2021 | To Petty Cash A/c | Payment | 1025 | 960.00 | |
| | <i>BEING CASH PAID TO CLUB NH-7 TOWARDS M.ARCH JURY, PROJECT DISSCOSSION & BISLERI BOX AS PER BILL ATT</i> | | | | |
| 10-12-2021 | To BOB C/A NO.494 | Payment | 1181 | 2,500.00 | |
| | <i>BEING AMT PAID TO AR.RAVI NAFDE TOWARDS DESSERTION VIVA 4TH SEM M. ARCH</i> | | | | |
| 30-12-2021 | To Petty Cash A/c | Payment | 1285 | 2,010.00 | |
| | <i>BEING CASH PAID TO CLUB NH-7 TOWARDS 7TH SEM JURY AS PER BILL ATT.</i> | | | | |
| 20-1-2022 | To BOB C/A NO.494 | Payment | 1386 | 5,000.00 | |
| | <i>BEING AMT PAID BY ONLINE PAYMENT TO AR. PREETHI AGRAWAL TOWARDS DISBRURSEMENT OF HORORARIUM TO ENTIRNAL REVIEWERS (PROJECT R1) AS PER APPLICATION ATT.</i> | | | | |
| | Carried Over | | | 1,70,530.00 | 10,000.00 |

continued ...

I.D.E.A.S. (2021-22) Audit

Visiting Charges (Jury) Ledger Account : 1-Apr-2021 to 31-Mar-2022

Page 4

| Date | Particulars | Vch Type | Vch No. | Debit | Credit |
|-----------|---|----------------|---------|-------------|-----------|
| | Brought Forward | | | 1,70,530.00 | 10,000.00 |
| 20-1-2022 | To BOB C/A NO.494 | Payment | 1387 | 5,000.00 | |
| | <i>BEING AMT PAID BY ONLINE PAYMENT TO AR. BANDANA JAIN TOWARDS DISBRURSEMENT OF HORORARIUM TO ENTIRNAL REVIEWERS (PROJECT R1) AS PER APPLICATION ATT.</i> | | | | |
| | To BOB C/A NO.494 | Payment | 1388 | 5,000.00 | |
| | <i>BEING AMT PAID BY ONLINE PAYMENT TO AR. PUSHKAR KANVINDE TOWARDS DISBRURSEMENT OF HORORARIUM TO ENTIRNAL REVIEWERS (PROJECT R1) AS PER APPLICATION ATT.</i> | | | | |
| | To BOB C/A NO.494 | Payment | 1389 | 5,000.00 | |
| | <i>BEING AMT PAID BY ONLINE PAYMENT TO AR. DWAIPIYAN AICH TOWARDS DISBRURSEMENT OF HORORARIUM TO ENTIRNAL REVIEWERS (PROJECT R1) AS PER APPLICATION ATT.</i> | | | | |
| 29-1-2022 | To Petty Cash A/c | Payment | 1422 | 1,500.00 | |
| | <i>BEING CASH PAID TO AR. RUCHITA KANPILLEWAR TOWARDS EXPERT LECTURE 10TH SEM. STUDENT.</i> | | | | |
| | To Petty Cash A/c | Payment | 1423 | 1,500.00 | |
| | <i>BEING CASH PAID TO MR. BHUSHANT PORETE TOWARDS EXPERT LECTURE 10TH SEM. STUDENT.</i> | | | | |
| 9-2-2022 | To BOB C/A NO.494 | Payment | 1492 | 2,500.00 | |
| | <i>BEING AMT PAID TO DR.KOMAL THAKUR TOWARDS ONLINE JURY FOR M.ARCH</i> | | | | |
| | To BOB C/A NO.494 | Payment | 1493 | 2,000.00 | |
| | <i>BEING AMT PAID TO AR.ADITI MAHAJAN TOWARDS ONLINE JURY FOR M.ARCH</i> | | | | |
| 23-3-2022 | To BOB C/A NO.494 | Payment | 1670 | 5,000.00 | |
| | <i>BEING AMT PAID BY ONLINE PAYMENT TO AR. PREETHI AGRAWAL TOWARDS DISBRURSEMENT OF HORORARIUM TO ENTIRNAL REVIEWERS 10TH SEM (PROJECT R2) AS PER APPLICATION ATT.</i> | | | | |
| | To BOB C/A NO.494 | Payment | 1671 | 5,000.00 | |
| | <i>BEING AMT PAID BY ONLINE PAYMENT TO AR. BANDANA JAIN TOWARDS DISBRURSEMENT OF HORORARIUM TO ENTIRNAL REVIEWERS 10TH SEM (PROJECT R2) AS PER APPLICATION ATT.</i> | | | | |
| | Carried Over | | | 2,03,030.00 | 10,000.00 |

continued ...

I.D.E.A.S. (2021-22) Audit

Visiting Charges (Jury) Ledger Account : 1-Apr-2021 to 31-Mar-2022

Page 5

| Date | Particulars | Vch Type | Vch No. | Debit | Credit |
|-----------|--|----------------|---------|--------------------|--------------------|
| | Brought Forward | | | 2,03,030.00 | 10,000.00 |
| 23-3-2022 | To BOB C/A NO.494 | Payment | 1672 | 5,000.00 | |
| | <i>BEING AMT PAID BY ONLINE PAYMENT TO AR. PRADYUMNA SAHASRABHOJANEE TOWARDS DISBRURSEMENT OF HORORARIUM TO ENTIRNAL REVIEWERS 10TH SEM (PROJECT R2) AS PER APPLICATION ATT.</i> | | | | |
| | To BOB C/A NO.494 | Payment | 1673 | 2,500.00 | |
| | <i>BEING AMT PAID BY ONLINE PAYMENT TO PROF.KISHOR REWATKAR TOWARDS M.ARCH 4TH SEM JURY</i> | | | | |
| 30-3-2022 | To BOB C/A NO.494 | Payment | 1710 | 5,000.00 | |
| | <i>BEING AMT PAID BY ONLINE PAYMENT TO AR. PUSHKAR KANVINDE TOWARDS DISBRURSEMENT OF HORORARIUM TO ENTIRNAL REVIEWERS 10TH SEM R3 FOR PANEL 1 AS PER APPLICATION ATT.</i> | | | | |
| | | | | 2,15,530.00 | 10,000.00 |
| By | Closing Balance | | | | 2,05,530.00 |
| | | | | 2,15,530.00 | 2,15,530.00 |

Evidence of Success

1. Students excel in RTMNU exams



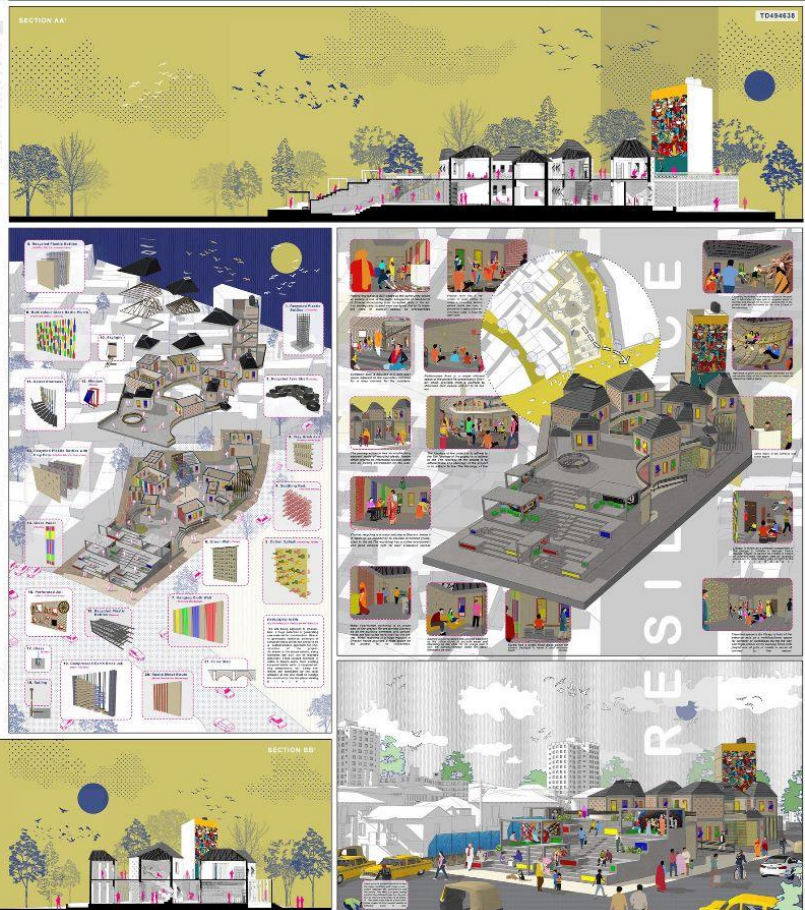
Final year RTMNU toppers over the years

2. Students receive national and international awards for academics and design

 Institute of Design Education and Architectural Studies, Nagpur.



ORGANISERS: **ARCHDAIS.**
 COMPETITON TYPE: INTERNATIONAL.
 COMPETITION NAME: THE DHARAVI PROJECT.
 PROJECT TITLE: **RE-PRESENTING DHARAVI.**
 PROJECT LOCATION: DHARAVI, MUMBAI.
 COLLEGE: IDEAS, NAGPUR.
 TEAM: **SHARAYU JIBHAKATE/VOJESH PAHAWA.**
 MENTOR: KETAN KIMMATKAR.
 TOTAL ENTRIES: 650+
 POSITION: **2ND INTERNATIONAL WINNER.**



Students participated in the international competition hosted by Archdias and won second prize



Students receiving awards in exhibition



National Awards for Excellence in Architectural Thesis 2021 & JK AYA Best Architecture Student of the Year Award 2021

CERTIFICATE OF MERIT

This certificate is awarded to

Netal Subhash Chandak

from

Institute of Design Education and Architectural studies (IDEAS), Nagpur

for presenting at the Zone 2 (Category B) Jury of the COA Awards Programme with the thesis on

REKNITTING THE RIPPED URBAN REALM BY VIRTUE OF ONTOLOGY IN ARCHITECTURE.

A case of pilgrimage complex merging communal essence of Banares along river Ganga

on 14th February 2022



Ar. Prof. Habib Khan
President, COA



Ar. Prof. Jayashree Deshpande
Director, COA-TRC, Pune

14.02.2022
Date



Netal Chandak received a certificate of excellence from the Council of
Architecture for her Final Year Architectural Thesis.



Principal
IDEAS
Institute of Design Education &
Architectural Studies, Nagpur