



MVPS's SP College of Architecture

Udhaji Maratha Boarding Campus, Off Gangapur Road, Nashik-13

Phone: 0253-2570822 E-mail: cansnashik@mvp.edu.in



Criterion VII - Institutional Values and Best Practices

7.3 Institutional Distinctiveness



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7.3.1

Institutional Distinctiveness

Performance of the Institution in one area distinctive to its priority and thrust



Criterion 7 – Institutional Values and Best Practices

Key Indicator - 7.3 – Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Sr. No.	Contents (Documents)
A	Supporting Documents
1	Reports of Study tours for Academic Year (2023-24) – Bachelor of Architecture
1	Reports of Study tours for Academic Year (2023-24) – Bachelor of Design



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Criterion 7 – Institutional Values and Best Practices

Key Indicator - 7.3 – Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

A	Distinctive Practice- Study Tours			
	Bachelor of Architecture			
	Year	Class	Description	Date
1	2023-24		Tour committee proceedings	
		FY B ARCH	Amboli, Maharashtra	12/03/2024 - 15/03/2024
			Design Solution in local context – Tourist centre	
			Feedback	
2	2023-24		Tour committee proceedings	
		2 nd ,3 rd and 4 th	Ahmedabad Vertical tour	
		2 nd ,3 rd and 4 th	Ahmedabad old city heritage walk	15/01/2024 - 20/01/2024
3	2023-24	SY B ARCH	Ahmedabad Pol area	15/01/2024 - 20/01/2024
			Design Solution in local context – Museum and memorial	
			Feedback	
4	2023-24	TY B ARCH	Case study visits to Ahmedabad buildings	15/01/2024 - 20/01/2024
			Design Solution in local context – Mixed use building	
			Feedback	
		Fourth Y B ARCH	Urban issue identification and site analysis at Ahmedabad	15/01/2024 - 20/01/2024
			Design Solution in local context – Civic centre.	
			Feedback	



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Date: 22/ 02 /2024

NOTICE

This is to inform **1st Year B-Arch Faculty and Students** to remain present on Friday 23rd Feb 2024 in L4 at 2:00 pm for the discussion of the educational tour.

Agenda for discussion:

1. Tour operator.
2. Finalize the tour dates according to the academic calendar.
3. Finalize the tour destination.

Prof. Ankita Nikam

Faculty

Principal





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Date: 24/02/2024

Minutes of Meeting (MOM)

Following topics were discussed in the Educational Tour Meeting on –

1. The tour operator has been finalized.
2. After discussion on 3-4 destinations one destination was finalized.
3. Faculty in charge for 1st year was instructed to study the places to be visited, and to discuss the tentative Schedule of the Tour with the tour operator.
4. Approximate budgets was discussed w.r.t. the optional locations.

Prof. Ankita Nikam

Faculty

Principal





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Date: 29/02/2024

NOTICE

This is to inform all **1st Year B-Arch** Faculty and students to attend the meeting on Friday 1st March 2024 in L5 at 2:00 pm to discuss the details about the educational tour.

1. Finalized dates and destination of the Tour.
2. Schedule and Budget of the Tour.

Ankita Nikam

Prof. Ankita Nikam

Faculty

Ankita Nikam
Principal



Date: 07/03/2024
ATTESTED
Ankita Nikam
PRINCIPAL
Maratha Vidya Prasarak Samai's
Sharadchandraji Pawar College
Architecture, Nashik



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NOTICE

All the Students of 1st Yr. B-Arch are requested to kindly pay the Tour amount before 8th March 2024 Friday to Samadhan Handge Sir in the administrative office, to facilitate the further procedure of Tour bookings.

Along with the payment kindly submit the consent letter from the parents.

Thank you,

Prof. Ankita Nikam

Faculty

Principal

Date: 14/03/2024





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NOTICE

All the Students of 1st Yr. **B-Arch** are requested to gather in L5
on Friday 15th March 2024 at 11:00 am to receive the important Tour
instructions related to the following –

- ✓ Schedule of the tour
- ✓ List of materials to carry
- ✓ List of medicines to carry
- ✓ Guidelines for students regarding work & safety instructions
- ✓ Discussing the detailed schedule of the Tour

(dates, places to visit, accommodation, etc.)

Prof. Ankita Nikam

Faculty

Principal





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A Report on F.Y.B.Arch study tour to Amboli, Maharashtra.

Academic Year : 2023-24

Semester : II

Title	Settlement study tour to Mokhamal
Objectives	The Objectives of the settlement study tour: <ul style="list-style-type: none">• To introduce students to vernacular architecture of the western ghats.• To make students understand climate and region specific architectural response• To make students develop measured drawings of a building along with its construction techniques and material details
Name of Resource Person	Rajesh Patel, Ankita Nikam, Ronak Dodecha, Shreya Khare.
Resource Person Post and Organization	Design team – First year Architecture MVPs SP College Of Architecture, Nashik
Date and Time	12/03/2024 - 15/03/2024
Venue	Amboli- Sawantwadi
Program In-Charge	Prof. Ankita Nikam
Student Attended	First Year Architecture
No of Students Present	58 nos. (Div A + Div B)
Program Approved by	Chairperson, IQAC and Tour Committee
Supporting Staff Member	Prof. Shreya Khare
Photograph/Video Available	Photos





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Brief about the (Activity/Event)	<p>The first-year B.Arch settlement tour to Amboli, Maharashtra offered an exciting opportunity for students to immerse themselves in the rich vernacular architecture and local culture of the region. This 4-day tour is designed to provide students with hands-on experience and a deeper understanding of architectural principles through student involvement.</p> <p>One of the highlights of this tour is the opportunity for students to engage in measured drawing and sketching exercises. By observing and documenting the unique architectural features of Amboli, students develop their skills in accurately capturing details and proportions. This practical exercise not only enhances their technical abilities but also encourages them to appreciate the intricacies of vernacular architecture.</p> <p>Additionally, this tour allows students to interact with local communities and gain insights into their way of life. Through visits to traditional houses, markets, and cultural sites, students witness firsthand how architecture is deeply intertwined with local customs and traditions.</p>
Remarks	Students got first hand experience of rural life and settlement. By observing and documenting the unique architectural features of Amboli, students develop their skills in accurately capturing details and proportions.

Prof. Ankita Nikam
Program in-charge

Dr. Prajakta Baste
Committee Chairperson

Prof. Arpita Bhat
Approved by
(IQAC)



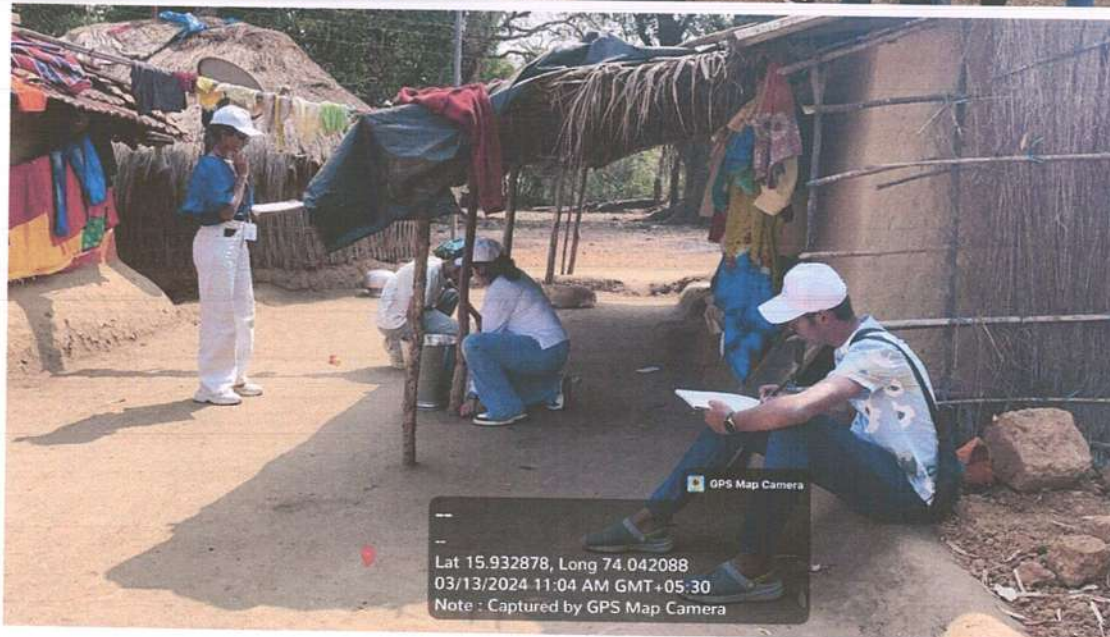


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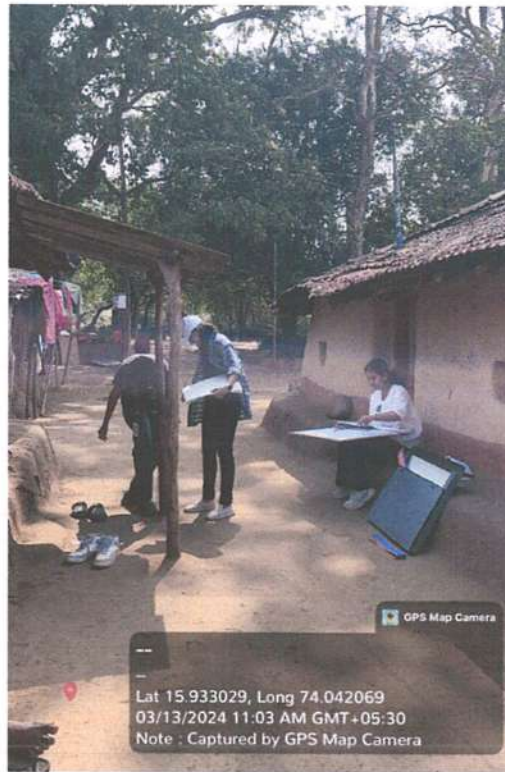
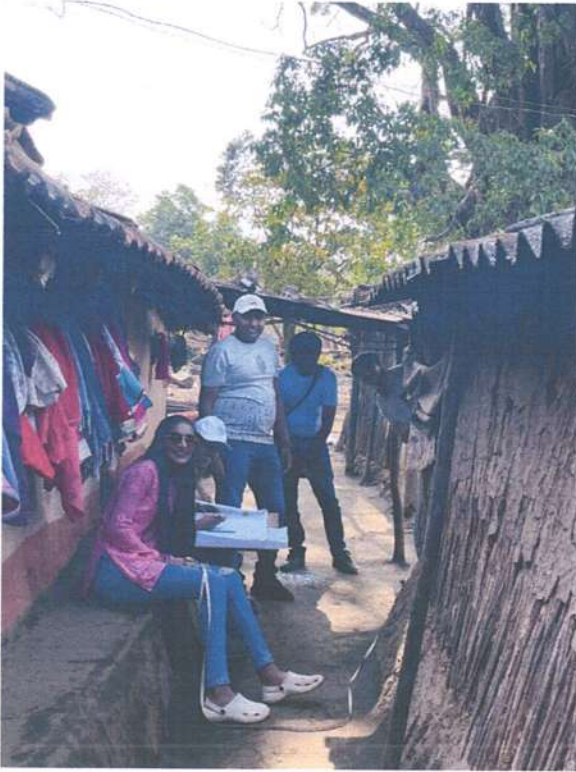
A Report on Settlement Study Tour to Amboli, Maharashtra





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Name of Program: Bachelor of Architecture

Name of Course: First Year B.Arch. Architectural Design 1

Title of Assignment: Designing Tourist Information Center at Amboli, Maharashtra

Teaching methodology Adopted: PROBLEM SOLVING

Name of the faculty: Prof. Ankita Nikam, Prof. Shreya Khare, Prof. Isha Rane, Prof. Puja Pallod, Prof. Rajesh Patel, Prof. Ronak Dodecha

Academic Year : 2023-24

Semester : II

Objectives	<ul style="list-style-type: none">To understand the settlement by visiting the village and staying with the people for 3 days.Designing a Tourist Information Center for the community.
Date / Duration of Activity	19th March 2024
Venue	MVPS College of Architecture
Student Attended	First Year B. Arch
No of Students Present	80
Photograph/Video Available	Student work photographs available
Brief about the Program (Activity/Event)	<ol style="list-style-type: none">Students were taken to Amboli village settlement for 3 daysStudents stayed with the local community and understood their daily routines, their culture, lifestyle, etcWith discussion in the studio the need was identified by the students of a Tourist Information Center in Amboli village, as the village people there had a lack of revenue





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	<p>generating activities and good tourism potential.</p> <p>4. The design done after the visit helped students to come up with unique and innovative solutions.</p>
Students Outcome/Works example	<p>This exercise enhanced the students' understanding of lifestyle, culture and settlement patterns of a village. The students gave good design solutions for the context of Amboli.</p>

Faculty in-charge

Approved by
(IQAC)





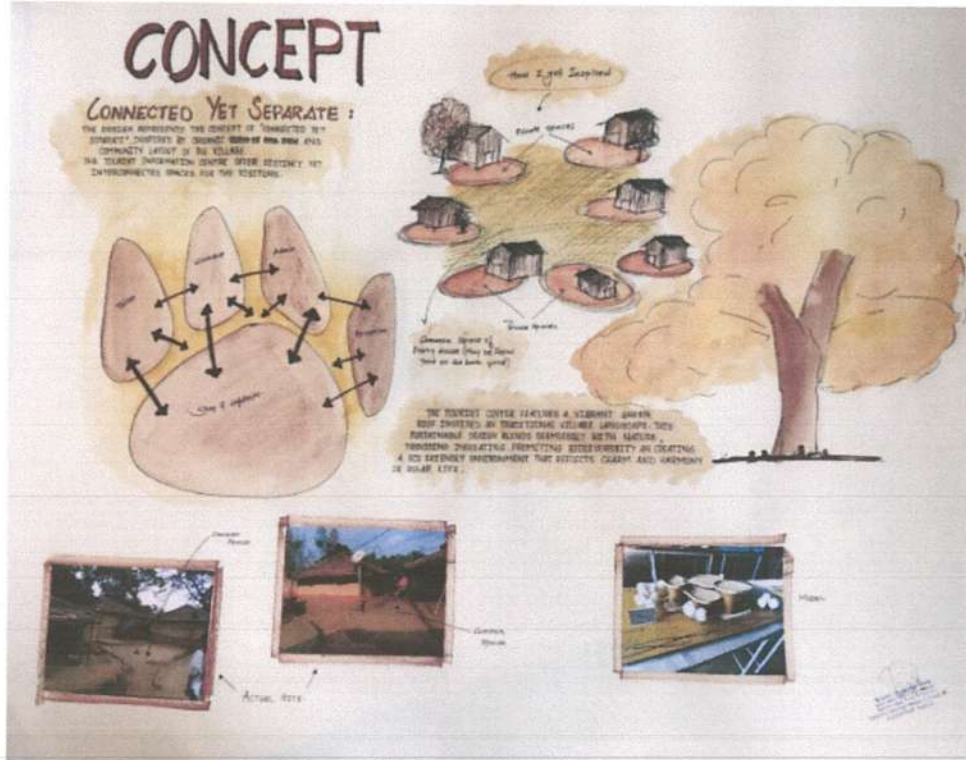
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Students Work

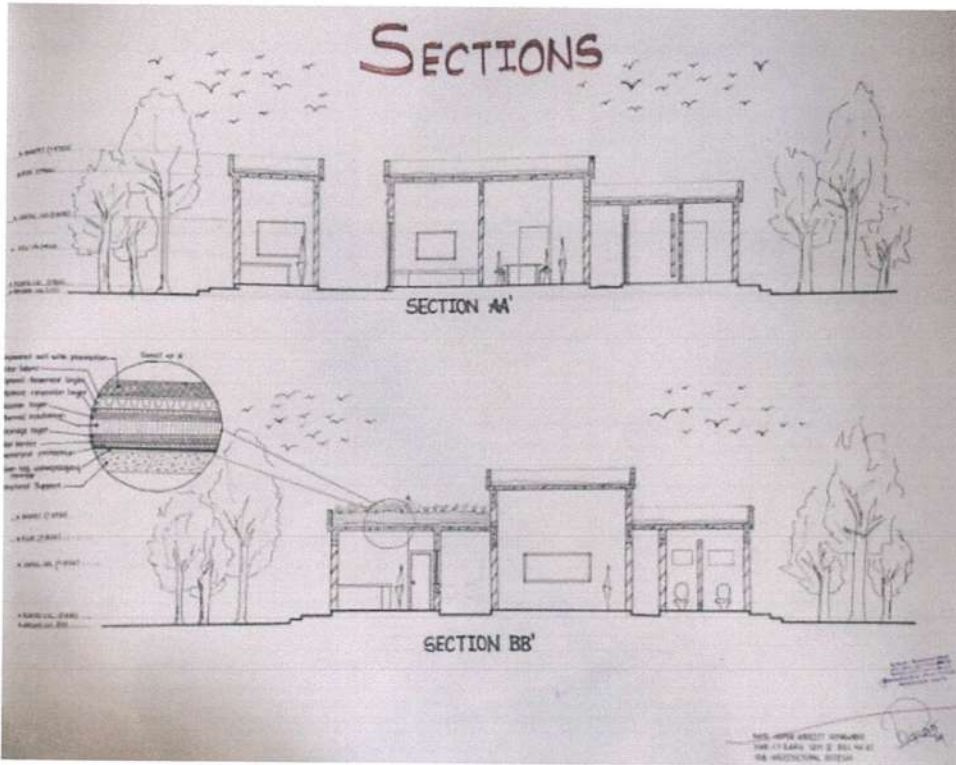




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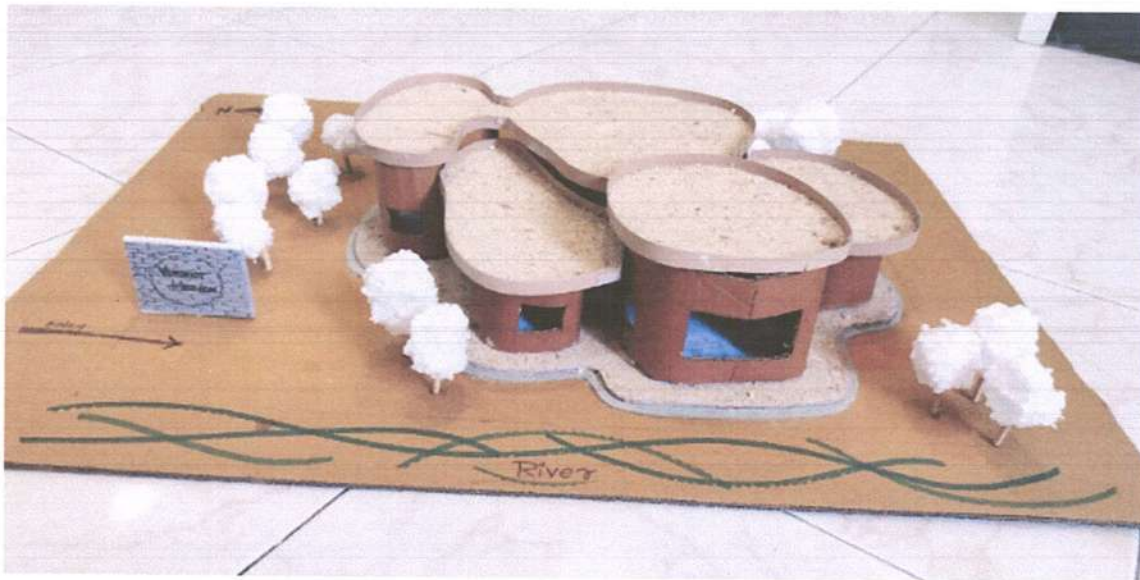
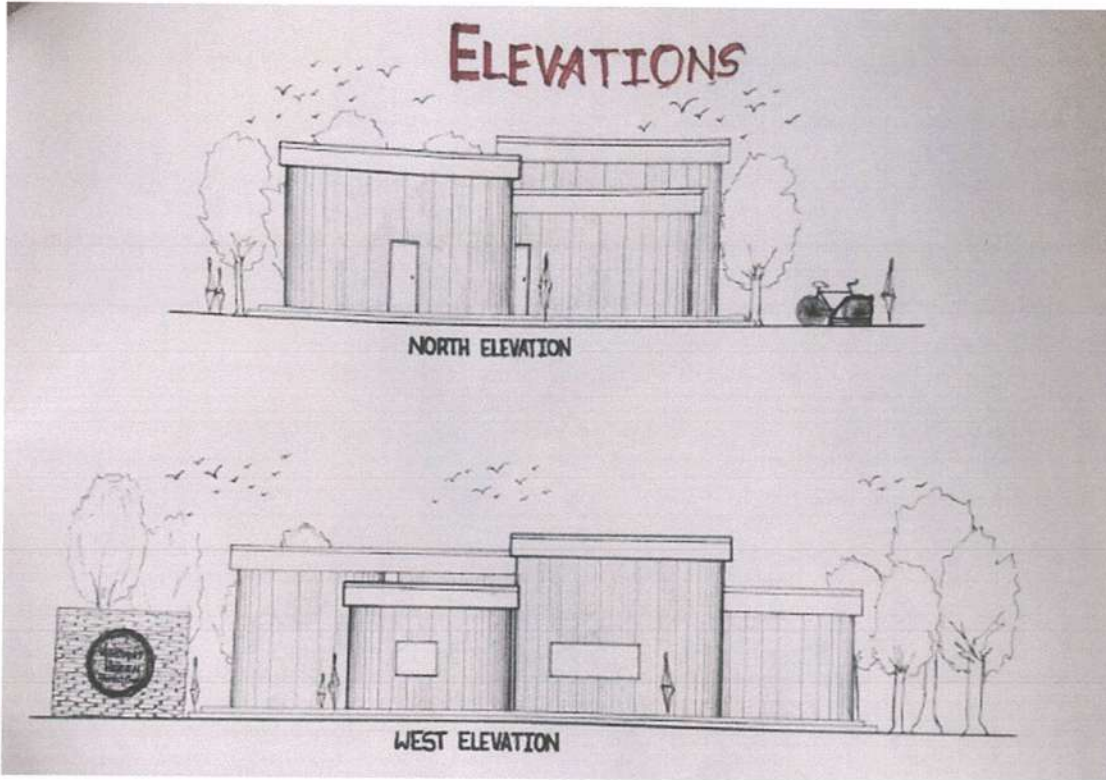
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Sharadchandraj Samaj's College of
Architecture, Nashik



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First Year Tour feedback 2023 - 24

Amboli tour

* Indicates required question

1. Did you participate in the Amboli Tour? *

Mark only one oval.

Yes

No

2. Did you understand about the local culture and lifestyle at Amboli? *

Mark only one oval.

Yes

No

Maybe

3. How much did you learn about traditional wooden construction techniques? *

Mark only one oval.

1 2 3 4 5

Not Very much



4. How much did you interact with local community to understand their way of living? *

Mark only one oval.

1 2 3 4 5

Not Very much

5. Could you adapt and learn from local construction style for your tourist Centre Design project? *

Mark only one oval.

Not at all

Very much

6. Did the documentation work helped in your design thinking and detailing? *

Mark only one oval.

1 2 3 4 5

Not Very Much

7. Did the documentation work improved your graphical understanding? *

Mark only one oval.

1 2 3 4 5

Not Very much



8. What new things you learnt in the process of documentation? *

Check all that apply.

- Wooden Joinery details
- Space planning
- Traditional building materials
- Traditional building techniques and planning
- Total station survey methods
- Questionnaire survey methods

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Google Forms





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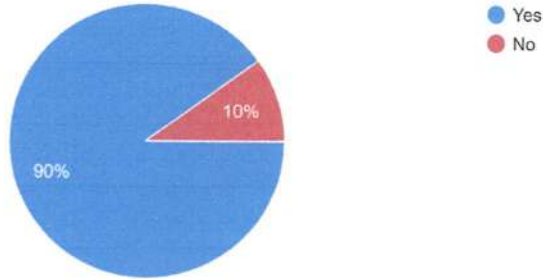
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First Year Tour feedback 2023 - 24

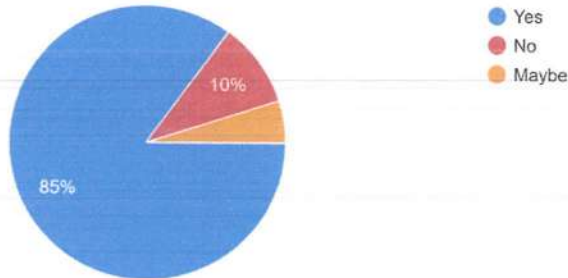
Did you participate in the Amboli Tour?

60 responses



Did you understand about the local culture and lifestyle at Amboli?

60 responses





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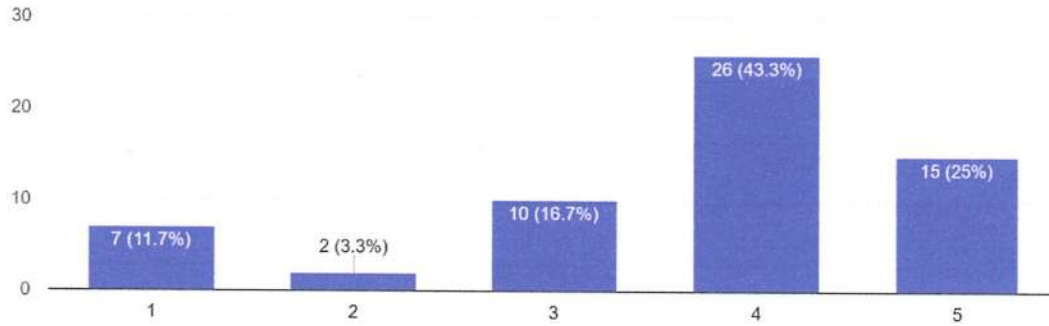
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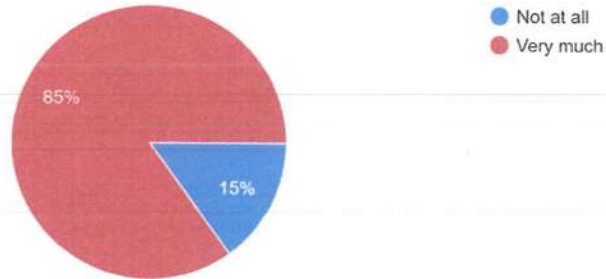
How much did you learn about traditional wooden construction techniques ?

60 responses



Could you adapt and learn from local construction style for your tourist Centre Design project?

60 responses





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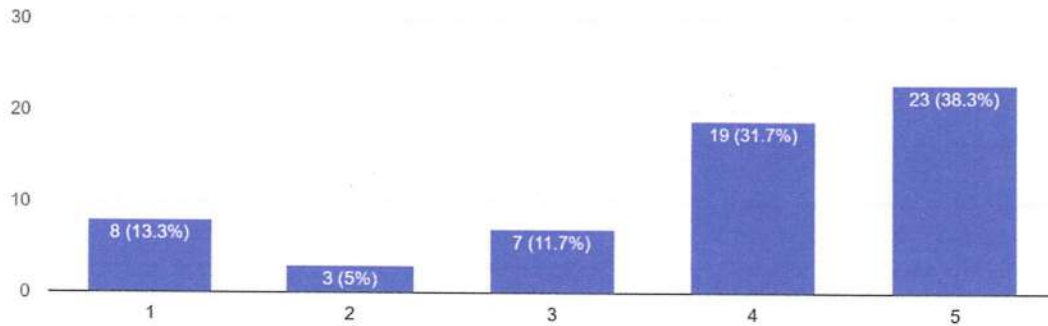
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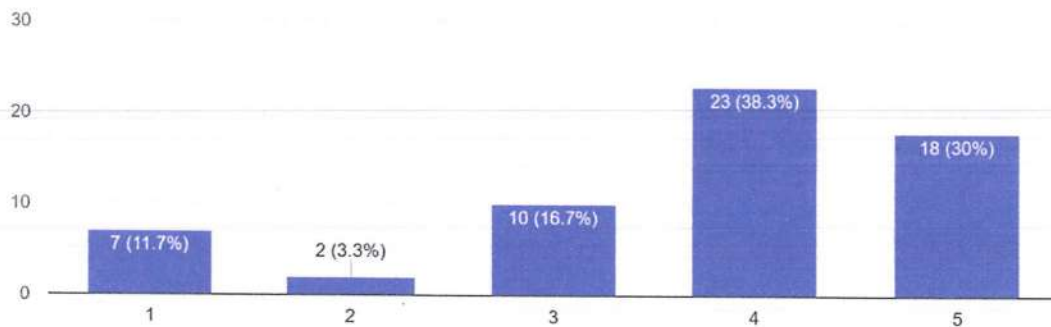
How much did you interact with local community to understand their way of living?

60 responses



Did the documentation work helped in your design thinking and detailing?

60 responses





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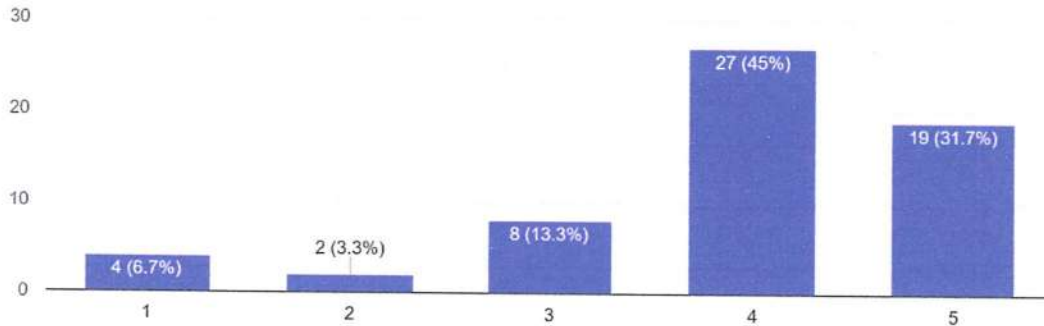
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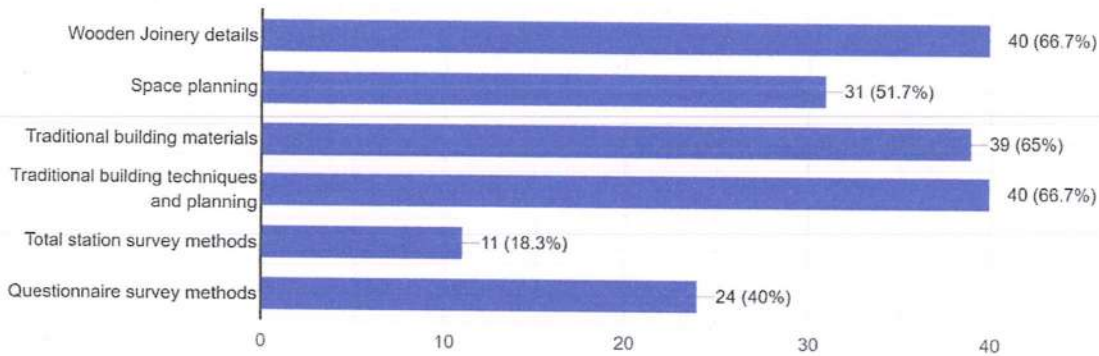
Did the documentation work improved your graphical understanding?

60 responses



What new things you learnt in the process of documentation?

60 responses



Most of the class (90%) participated in the Amobli tour. The understanding of local culture and lifestyle was almost 85 % amongst students. Partial understanding (43%) of the local construction techniques and material, specifically wooden joinery was observed amongst students. Spending time in the settlement is an experiential way of learning which inspired students to apply their knowledge in their design projects after coming back. Space planning, material response in architectural design are important aspects students learn. Apart from traditional knowledge systems, students also learn skills like graphical understanding and representation, technical drawings, measurements on site.





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Date: 13/ 12 /2023

NOTICE

This is to inform 2nd, 3rd, 4th B-Arch Faculty and Students to remain present on Friday 15th Dec 2023 in L4 at 2:00 pm for the discussion of the educational tour.

Agenda for discussion:

1. Tour operator.
2. Finalize the tour dates according to the academic calendar.
3. Finalize the tour destination.

Prof. Purva Shah

Faculty

Principal





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Date: 16/12/2023

Minutes of Meeting (MOM)

Following topics were discussed in the Educational Tour Meeting on –

1. The tour operator has been finalized.
2. After discussion on 3-4 destinations one destination was finalized.
3. Faculty in charge for 2nd, 3rd, 4th year were instructed to study the places to be visited, and to discuss the tentative Schedule of the Tour with the tour operator.
4. Approximate budgets was discussed w.r.t. the optional locations.

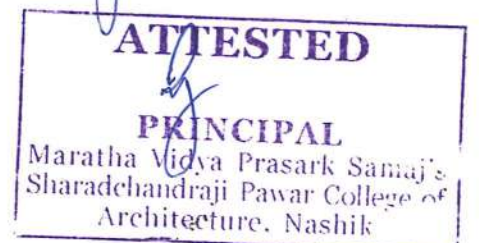
Purva

Prof. Purva Shah

Faculty



Principle
Principal





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Phone: 0253-2570822 E-mail: cansnashik@mvp.edu.in



Date: 20/12/2023

NOTICE

This is to inform all 2nd, 3rd, 4th Year B-Arch Faculty and students to attend the meeting on Tuesday 22nd Dec 2023 in L5 at 2:00 pm to discuss the details about the educational tour.

1. Finalized dates and destination of the Tour.
2. Schedule and Budget of the Tour.

Prof. Purva Shah

Faculty

Principal



Date: 26/12/2023





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NOTICE

All the Students of 2nd, 3rd, 4th Yr. B-Arch are requested to kindly pay the Tour amount before 5th Jan 2024 Friday to Samadhan Handge Sir in the administrative office, to facilitate the further procedure of Tour bookings. Along with the payment kindly submit the consent letter from the parents.

Thank you,

Purva

Prof. Purva Shah

Faculty

Dipte
Principal

Date: 12/1/2024





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NOTICE

All the Students of 2nd, 3rd, 4th Yr. **B-Arch** are requested to gather in L5 on Saturday 13th Jan 2024 at 11:00 am to receive the important Tour instructions related to the following –

- ✓ Schedule of the tour
- ✓ List of materials to carry
- ✓ List of medicines to carry
- ✓ Guidelines for students regarding work & safety instructions
- ✓ Discussing the detailed schedule of the Tour
(dates, places to visit, accommodation, etc.)

Prof. Purva Shah

Faculty

Principal





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Vertical tour - Ahmedabad

Academic Year : 2023-24

Semester : year round

Year	Second, Third and Fourth Year Architecture.
Subject Name	<ul style="list-style-type: none">• Architectural Design III• Architectural design V• Architectural Design VII• Urban Studies II
Subject Code	NA
Teaching Methodology Adopted	Experiential
Name of the Faculty	NA
Objective	To promote vertical peer learning through onsite-case studies for all academic years as well as documentation work
Date & Duration of Activity	Week long - 15th January 2024 - 20th January 2024
Venue	Ahmedabad world Heritage city, Gandhinagar
No of Students Present	165
Photograph/Video Available	Yes



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Brief about the Program (Activity/Event)	<p>The common tour dealt with one region across the cross section of students. Second year students documented Dhal-ni-pol as a part of their settlement documentation and learnt traditional ways of building a town in respect to topography, politics, culture and climate.</p> <p>The third year students visited multiple high rise commercial and office buildings as a case study for their design project.</p> <p>Fourth year students understood the city from urban perspective and identified key pressing issues in the specified zone to provide urban design and architectural solutions to the same.</p> <p>Together, the entire batch of students common sites of interest like gandhi Asharam, Dandi kutir, CEPT campus Gandhinagar etc.</p>
Remarks	<p>More integration of on-site learning other than case studies can be devised for future. Common studio projects to foster peer learning throughout the semester. This activity can be</p>

Faculty in-charge

Approved by
(IQAC)



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**A Report on Architectural Heritage walk to Ahmedabad' old
city, Gujarat.**

Academic Year : 2023-24

Semester : IV

Title	Heritage walk to Ahmedabad
Objectives	The Objectives of the Heritage Walk: <ul style="list-style-type: none">To introduce students to vernacular architecture of Ahmedabad in Gujarat region
Name of Resource Person	Purva Shah, Hemant Thakare, Gaurav Arbooj, Niketa Kothavale, Vineet Bobade, Nitesh Patil, Yusuf Nashikwala, Vrushali Raje, Akshay Lunawat
Resource Person Post and Organization	Heritage Walk Ahmedabad by AMC, Ahmedabad.
Date and Time	19/01/2024
Venue	Ahmedabad old city in Gujarat
Program In-Charge	Prof. Purva Shah
Student Attended	Second Year Architecture
No of Students Present	80 nos. (Div A + Div B)
Program Approved by	Chairperson, ADC and Tour Committee
Supporting Staff Member	Prof. Gaurav Arbooj
Photograph/Video Available	Photos





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Brief about the (Activity/Event)	<p>The Ahmedabad Heritage Walk, often referred to as the "Mandir to Masjid" walk, is an enriching experience that allows participants to explore the rich cultural and architectural heritage of the city. Ahmedabad, established in 1411 AD by Sultan Ahmed Shah, boasts a blend of Hindu, Islamic, and Jain traditions, making it a unique place of historical significance. This walk offers students a deep dive into the city's history, architecture, and the harmonious coexistence of diverse communities. The Ahmedabad Heritage Walk provides students with an immersive learning experience. It helps them understand the historical evolution of the city, the architectural styles that have developed over centuries, and the socio-cultural dynamics of the region. The walk also emphasizes the importance of preserving heritage sites and promotes awareness of the city's rich cultural fabric. Participating in the Ahmedabad Heritage Walk is a valuable educational experience for students. It not only deepens their knowledge of Ahmedabad's history and architecture but also instills a sense of pride and responsibility towards preserving cultural heritage. The walk is a journey through time, offering a glimpse into the lives of those who shaped the city's identity.</p>
Remarks	<p>The Ahmedabad Heritage Walk is an exceptional educational tool that enriches students' understanding of history, culture, and architecture, making it a must-do for any educational curriculum focused on heritage and urban studies.</p>

**Prof. Purva Shah
Program in-charge**

**Dr. Prajakta Baste
Committee Chairperson**

**Prof. Arpita Bhat
Approved by
(ADC)**





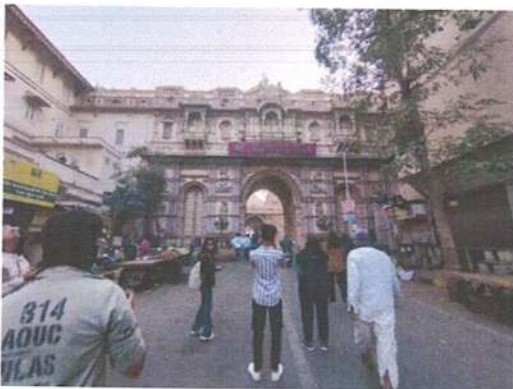
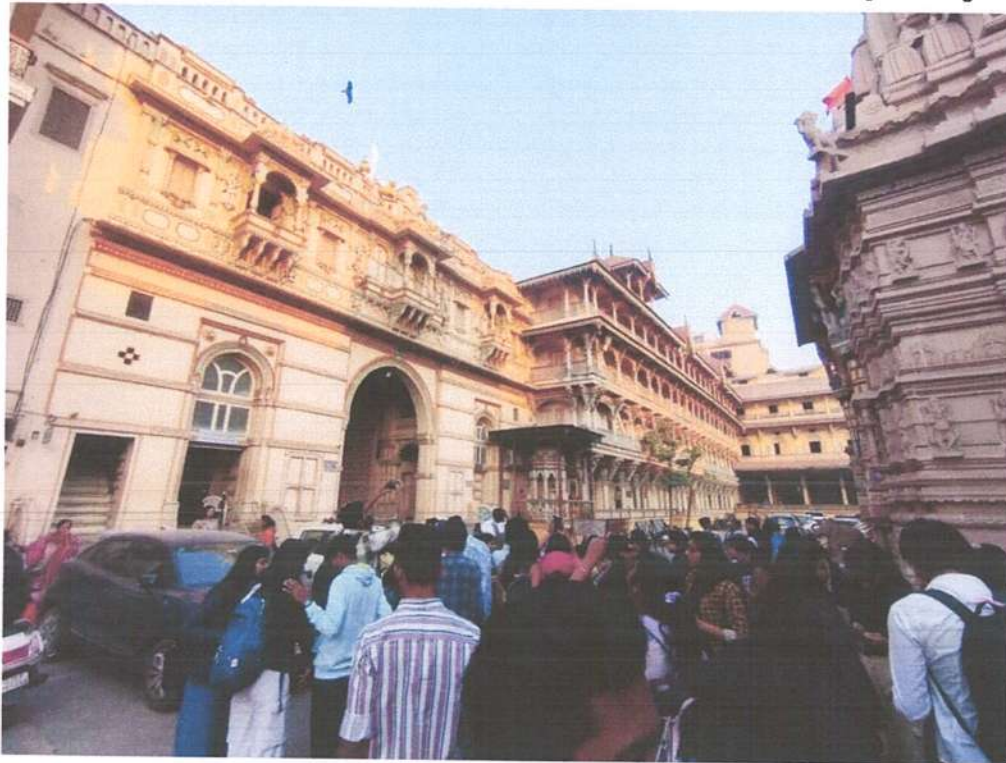
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**A Report on
Settlement Study Tour to Ahmedabad's old city, Gujarat**





**MVPS's Sharadchandraji Pawar College of
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Phone : 0253-2570822. Email : cansnashik@mvp.edu.in



A Report on S.Y.B.Arch study tour to Ahmedabad, Gujarat.
Academic Year : 2023-24 Semester : IV

Title	Settlement study tour to Ahmedabad
Objectives	The Objectives of the settlement study tour: <ul style="list-style-type: none">• To introduce students to vernacular architecture of Ahmedabad in Gujarat region• To make students understand climate and region specific architectural response• To make students develop measured drawings of a building along with its construction techniques and material details
Name of Resource Person	Purva Shah, Hemant Thakare, Gaurav Arbooj, Niketa Kothavale, Vineet Bobade, Nitesh Patil, Yusuf Nashikwala, Vrushali Raje, Akshay Lunawat
Resource Person Post and Organization	Design team – Second year Architecture MVPs S.P.College Of Architecture, Nashik
Date and Time	15/01/2024 - 19/01/2024
Venue	Ahmedabad in Gujarat region
Program In-Charge	Prof. Purva Shah
Student Attended	Second Year Architecture
No of Students Present	80 nos. (Div A + Div B)
Program Approved by	Chairperson, IQAC and Tour Committee
Supporting Staff Member	Prof. Gaurav Arbooj
Photograph/Video Available	Photos



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



Brief about the (Activity/Event)	<p>The Second -year B.Arch settlement tour to Ahmedabad's old city, Gujarat offered an exciting opportunity for students to immerse themselves in the rich vernacular architecture and local culture of the region. This 4-day tour is designed to provide students with hands-on experience and a deeper understanding of architectural principles through student involvement. One of the highlights of this tour is the opportunity for students to engage in measured drawing and sketching exercises. By observing and documenting the unique architectural features of Ahmedabad's old city, students develop their skills in accurately capturing details and proportions. This practical exercise not only enhances their technical abilities but also encourages them to appreciate the intricacies of vernacular architecture. Additionally, this tour allows students to interact with local communities and gain insights into their way of life. Through visits to traditional houses, and cultural sites, students witness first-hand how architecture is deeply intertwined with local customs and traditions.</p>
Remarks	<p>Students got first hand experience of settlement. By observing and documenting the unique architectural features of Ahmedabad's old city, students develop their skills in accurately capturing details and proportions.</p>

Prof. Purva Shah
Program in-charge

Dr. Prajakta Baste
Committee Chairperson

Prof. Arpita Bhat
Approved by
IQAC





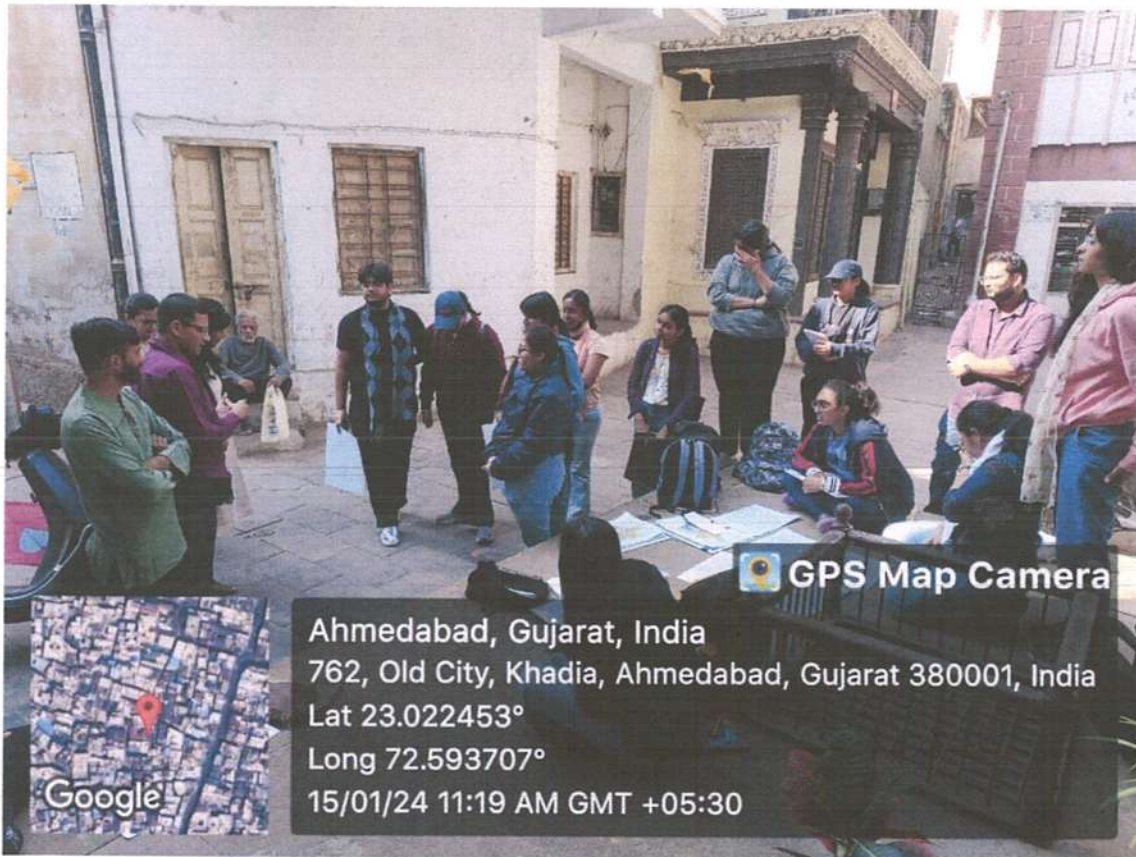
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**A Report on
Settlement Study Tour to Ahmedabad's old city, Gujarat**



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Spatial expression of emotions

Academic Year : 2023-24

Semester : IV

Year	Second Year B.Arch.
Subject Name	Architectural Design III
Subject Code	2201926
Teaching Methodology Adopted	Innovative
Name of the Faculty	Purva Shah, Hemant Thakre, Gaurav Arbooj, Niketa Kothavale, Nitesh Patil, Yusuf Nasikwala, Vrushali Raje, Akshay Lunawat
Objective	To explore the impact of spatial dimension on human emotions and design spaces for particular emotions.
Date & Duration of Activity	12 Weeks Programme From January 2024
Venue	MVPS's SP College of Architecture, Nashik
No of Students Present	Div A - 43 & Div B - 38
Photograph/Video Available	Yes





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Brief about the Program (Activity/Event)	<p>The design project was specifically aimed at exploring the impact of spaces on human emotions. Four different design briefs that explored different sets of human emotions were floated to students.</p> <p>Each project offered an opportunity to explore the emotions in different aspects; namely pandemic memorial, museum of emotions, spiritual healing center and center for remembrance and peace. Students used their understanding from model making exercises to develop spaces evoking different emotions relating to each brief.</p> <p>Discussions related to the journey of a person visiting the center, hence spatial value of each particular space and related transition and outdoor spaces helped students to refine their design project.</p>
Remarks	<p>The project catered to one aspect of the design thinking and developing process. It emphasized on the intangible aspect of emotions in architecture. It is beneficial to students to make them learn each layer separately and see its application and later collate the learning together.</p>

Purva Shah

Faculty in-charge

**Approved by
(IQAC)**





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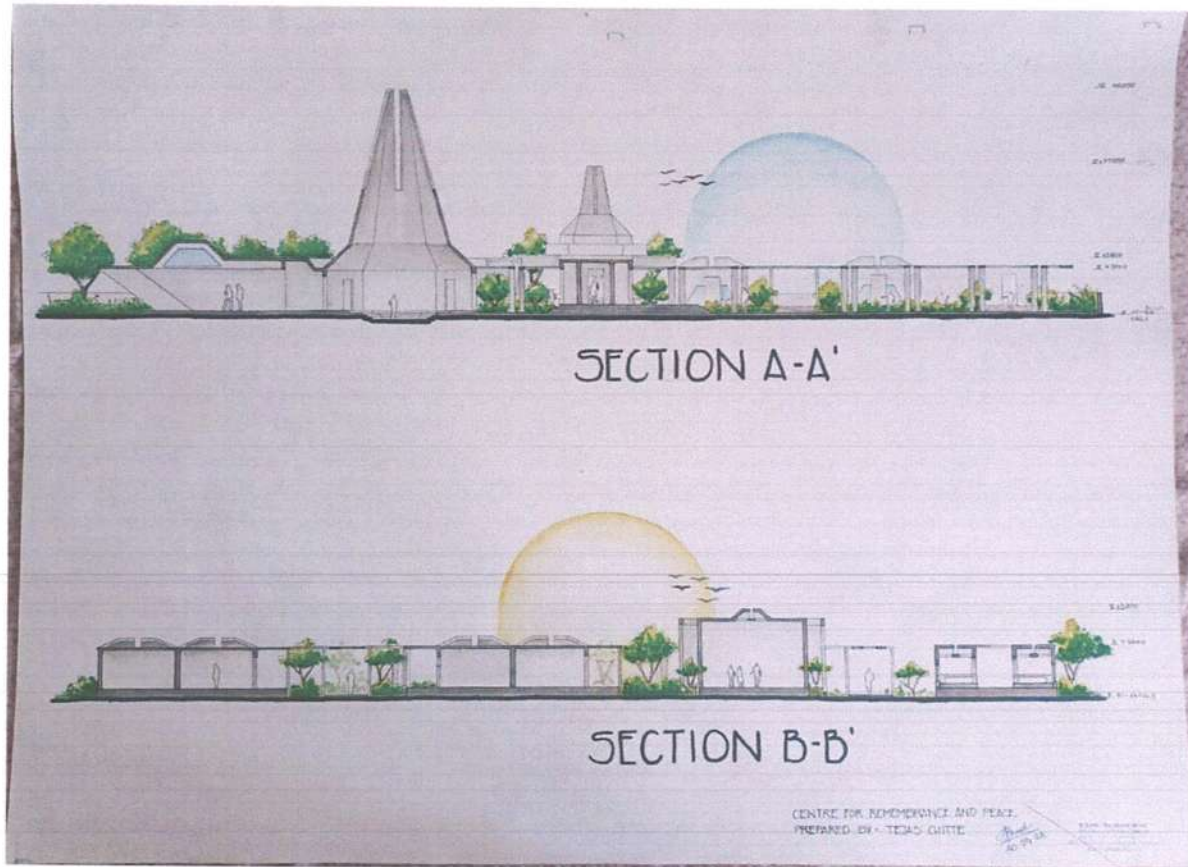
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STUDENTS WORK:

1) Name of Student : Bhagyashri Alai



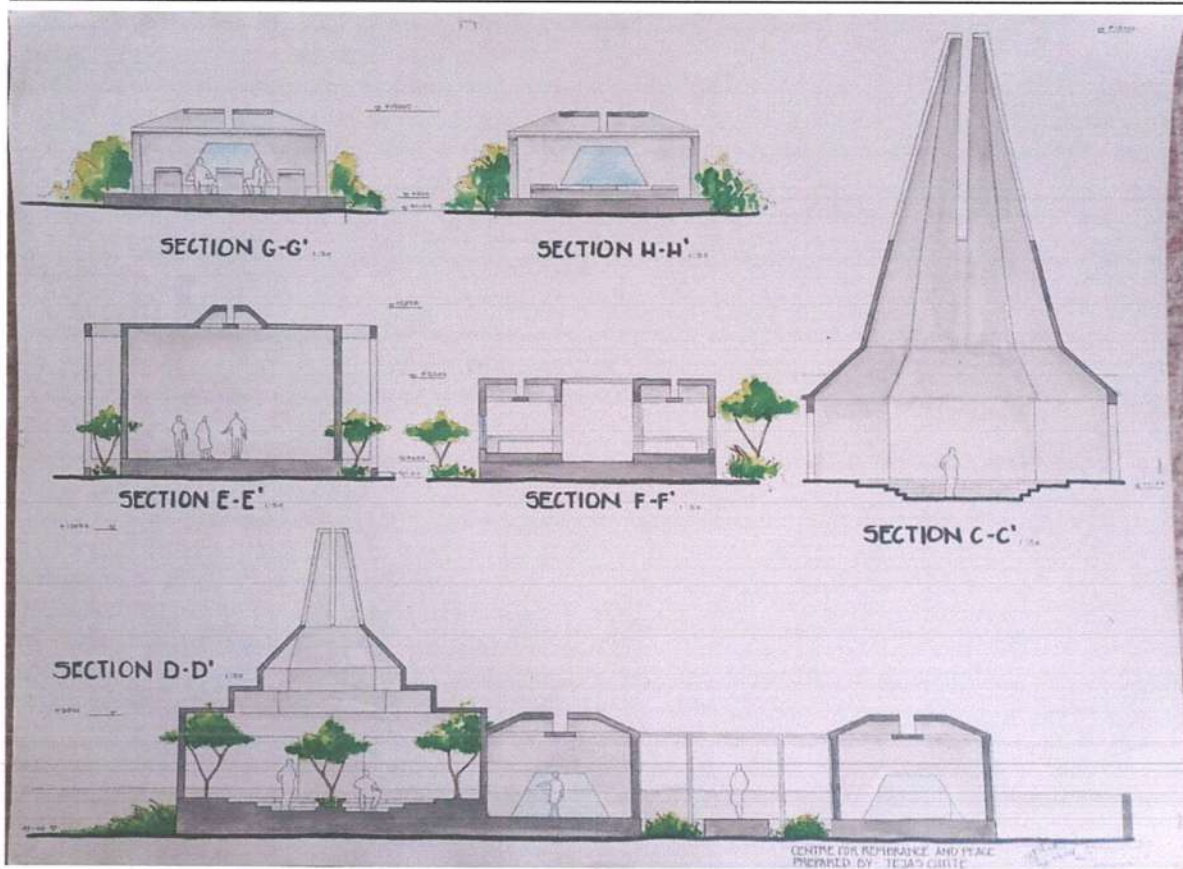
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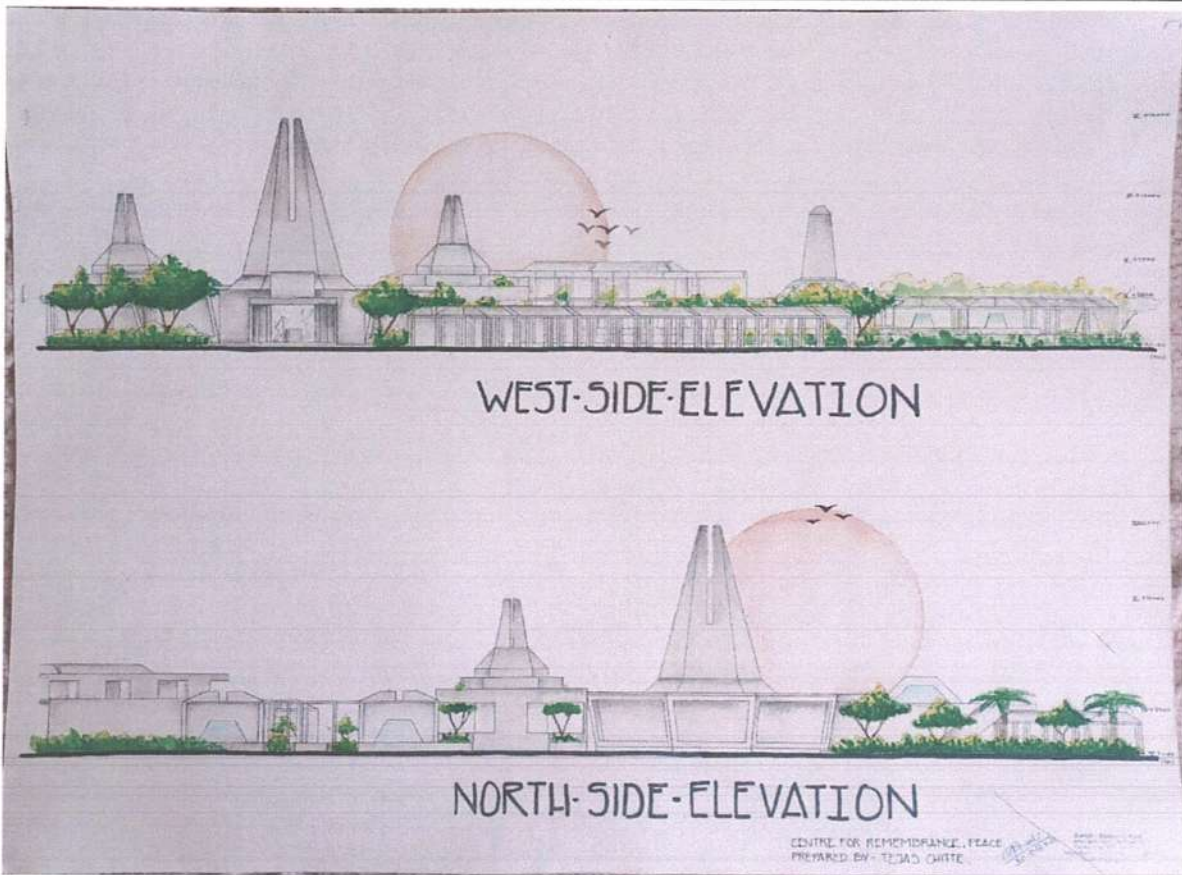
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Second Year Tour feedback 2023 - 24

Ahmedabad Tour

* Indicates required question

1. Did you participate in the Ahmedabad Tour? *

Mark only one oval.

- Yes
 No

2. Did you understand about the local culture and lifestyle? *

Mark only one oval.

- Yes
 No
 Maybe

3. How much did you learn about traditional wooden construction techniques? *

Mark only one oval.

- 1 2 3 4 5
Not Very much



4. How much did you interact with local community to understand their way of living ? *

Mark only one oval.

1 2 3 4 5

Not Very much

5. Could you adapt and learn from local construction style for your tourist information Centre design project? *

Mark only one oval.

Not at all
 Very much

6. Did the documentation work helped in your design thinking and detailing? *

Mark only one oval.

Yes
 No

7. Did the documentation work improved your graphical understanding and software skills? *

Mark only one oval.

1 2 3 4 5

Not Very Much



8. How much did the live case study visits to Sabarmati Ashram and Dandi Kutir Gandhinagar helped you for your museum / memorial design project ?

Mark only one oval.

1 2 3 4 5

Not Very Much

9. What new things you learnt in the process of documentation?

Check all that apply.

- Wooden Joinery details
- Carving details rasterizing
- Drafting softwares and tools
- Traditional building techniques and planning
- Total station survey methods
- Questionnaire survey methods

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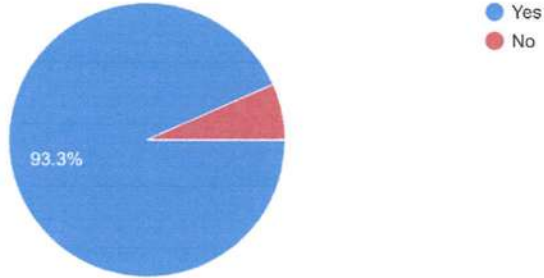
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Second Year Tour feedback 2023 - 24

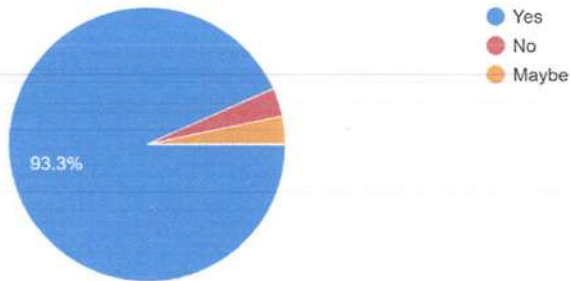
Did you participate in the Ahmedabad Tour?

30 responses



Did you understand about the local culture and lifestyle?

30 responses





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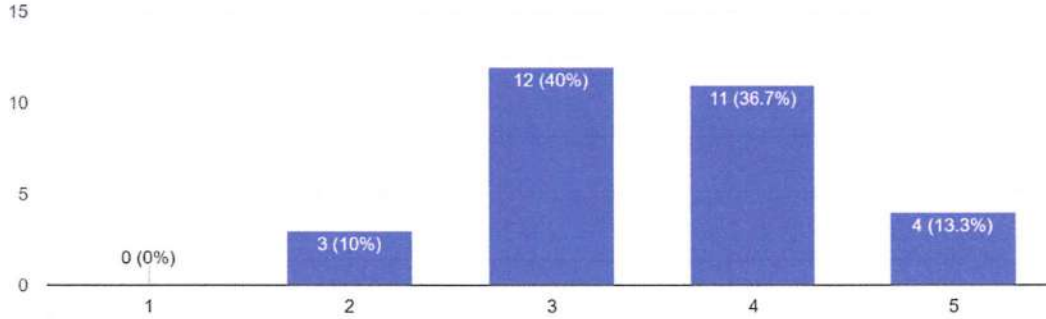
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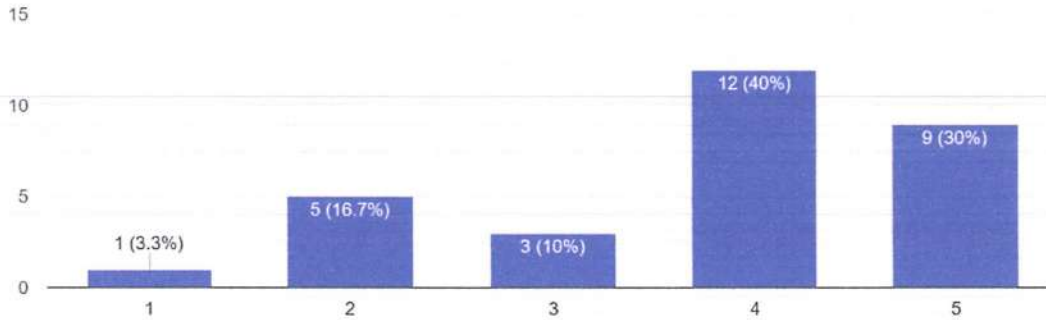
How much did you learn about traditional wooden construction techniques ?

30 responses



How much did you interact with local community to understand their way of living ?

30 responses



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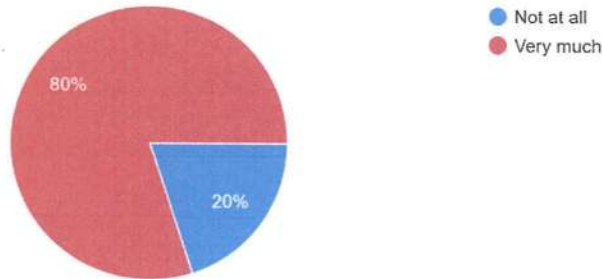
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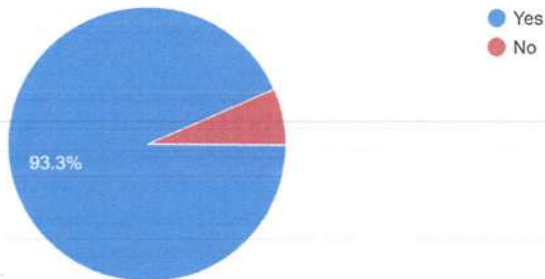
Could you adapt and learn from local construction style for your tourist information Centre design project?

30 responses



Did the documentation work helped in your design thinking and detailing?

30 responses





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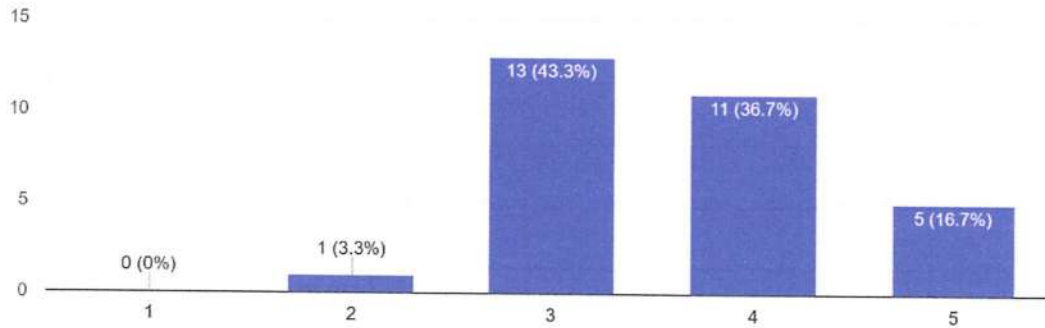
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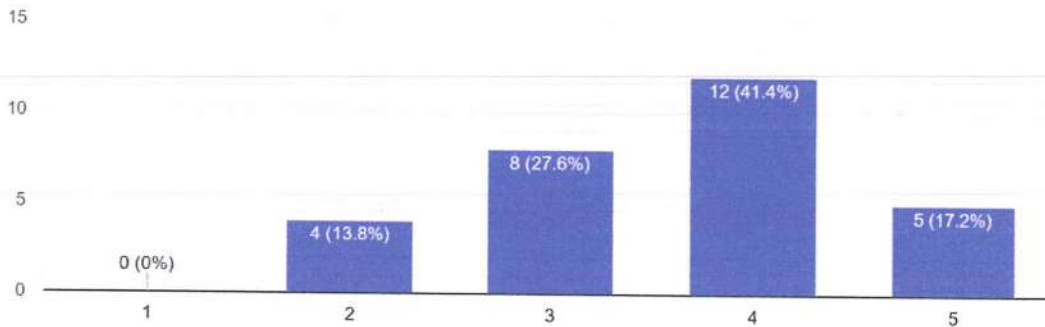
Did the documentation work improved your graphical understanding and software skills?

30 responses



How much did the live case study visits to Sabarmati Ashram and Dandi Kutir Gandhinagar helped you for your museum / memorial design project ?

29 responses



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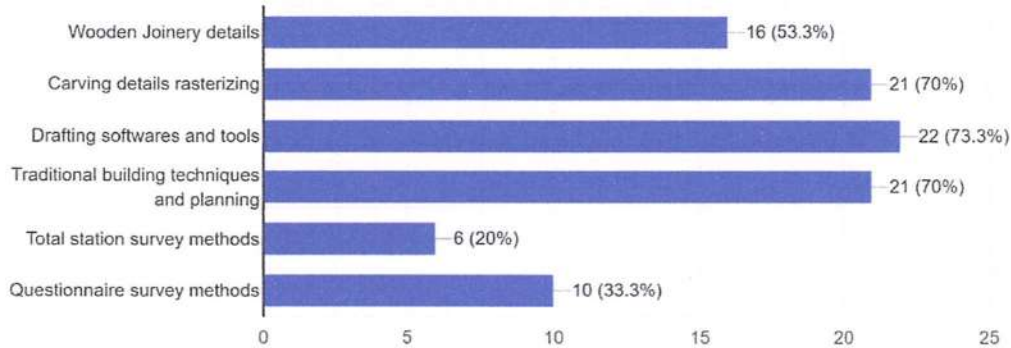
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What new things you learnt in the process of documentation?

30 responses



Most of the class (93%) participated in the Ahmedabad tour. The understanding of local culture and lifestyle was almost 93 % amongst students. Partial understanding (40%) of the local construction techniques and material, specifically wooden joinery was observed amongst students. Spending time in the settlement is an experiential way of learning which inspired students (80%) to apply their knowledge in their tourist information centre design project after coming back. The case study visits also oriented the students (58%) better to apply their spatial experience to the main design project of museum and memorial design. Apart from traditional knowledge systems, students also learn skills like graphical understanding and representation, technical drawings, measurements on site. Almost 70 % students could hone their software and drafting skills with digital documentation approach that we have adopted.



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Ahmedabad Study Tour Report

Academic Year: 2023-24

Case study visits

Semester: V

Organised By	MVPS's S.P.College of Architecture,Nashik.
Objectives	To study/understand the various building services and the architectural requirements for their accommodation in buildings.
Resource Person Post and Organization	Design team – Third year Architecture, MVPs S.P. College Of Architecture, Nashik
Date and Time	15/01/2024 - 19/01/2024
Venue	Ahmedabad in Gujarat region
Program In-Charge	Prof Arpita Bhatt
Student attended	T.Y.B. Arch. 80 nos. (Div A + Div B)
Program Approved by	Principal Dr. P.B. Baste.
Supporting Staff Member	Prof. Radhika Bhattad , Prof. Sayali Gogate,Prof.Tejaswini Marode, Prof. Megha Butte,
Photograph/Video	Photographs
Brief about the (Activity/Event)	<p>A study tour was arranged at Ahmedabad, a city which has a unique blend of historical, cultural, and contemporary architectural marvels, offering invaluable insights into the evolution of architecture in the Indian context.</p> <p>The aim of the study tour was to study the various aspect w.r.t. high-rise structures which includes;</p> <ul style="list-style-type: none">● Building management systems● Energy generation, distribution and supply● Escalators and lifts● Facade engineering● Fire safety, detection and protection● Heating, ventilation and air conditioning (HVAC)● Information and communications technology (ICT) networks● Lighting and Lightning protection● Security and alarm systems● Water, drainage and plumbing



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	<p>To study the high-rise structures students visited the following structures:</p> <p>Rajyash Uniza, which is a meticulously crafted commercial project featuring a distinctive European façade which seamlessly blends modern aesthetics with practicality.</p> <p>At Rajyashrise</p> <p>Mondeal Heights is one of the Ahmedabad's most iconic twin towers a multifunctional high-end ensemble for business and leisure.</p> <p>Lemon tree hotel which is the midscale business and leisure hotel provided the opportunity to study the students about the services and architectural spaces w.r.t. hotel industry.</p> <p>Students also visited Privilon, a business centre. It is an architectural landmark that fosters interactive utility of space for businesses.</p> <p>Students explored the spaces and their association with architectural character at Mahatma Gandhi Labour Institute designed by Ar.B.V.Doshi. and Sabarmati Ashram, Ahmedabad designed by Ar.Charles Correa</p>
Remarks	<p>The visited sites, including traditional and contemporary buildings, provided a broad overview of architecture in order to support the undergraduate architecture curriculum and inspire design excellence.</p>

Program in-charge
Prof.Arpita Bhatt

Committee Chairperson
Dr. Prajakta Baste

Approved by
ADC



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A report on problem Solving for Architectural Design V

Academic Year: 2023-24

Semester : VI

Year	Third Year B.Arch.
Subject Name	Architectural Design V
Subject Code	3201944 (SV) + 3201945 (P)
Teaching Methodology Adopted	Problem Solving
Name of the Faculty	Prof. Arpita Bhatt, Prof. Geetanjali Patil, Prof. Megha Butte, Prof. Tejaswini Marode, Prof. Sayali Gogte, Prof. Radhika Bhattad, Prof. Rajesh Gaikwad, Prof. Vivek Vibhute
Objective	<ul style="list-style-type: none">● Socio-Cultural Aspects: To introduce students to socio-cultural aspects like lifestyle, culture, traditions, and their effect on architectural design etc.● Aesthetics: To understand the Aesthetic aspects of Design (visual and experiential) along with spatial attributes (scale and proportions, volume, texture, light and shadows, etc.) and formal characteristics. (Profile, base, corner, termination).● Anthropometry & Function: To address functional aspects of design (activity, use of space, adequacy and efficiency of space for a particular activity, essential adjacencies of spaces, ease and efficiency of circulation, light, ventilation, user-space relationship, vertical connections)● Climate: To understand the Climatic aspects those have a bearing on architectural design and address climatic concerns like adequate light, ventilation, protection from rain, insulation, shading, heat gain, through passive strategies.● Building Material and Construction Technology: To study relevance of various building materials to a

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	<p>project, to get introduced to various expressions of a building material, to introduce a student to the construction technologies relevant to the building materials chosen, to understand the scope and limitations of a building technique to achieve the desired form and space.</p> <ul style="list-style-type: none">● Building Services: To understand the spatial and structural implications of basic services involved in building design.● Site : To understand the site and its context, both immediate and wider, in order to enable students to make decisions of zoning, circulation within site, distribution of built and open spaces, activity relationships and adjacencies, and views.● Universal Design: To understand the concept and principles of universal design.● Precedent Studies: To introduce the students to learn from case, referral, live studies - process of observation, analysis, documentation and deriving inferences.
Date & Duration of Activity	26/12/2023- 25/05/2024
Venue	MVPS's SP College of Architecture, Nashik
No of Students Present	Div A – 38 & Div B – 37
Photograph/Video Available	Student Work attached

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Brief about the Program (Activity/Event)

The design brief for Architectural Design V (AY 23-24) is formulated on the study conducted of various commercial buildings in the city of Ahmedabad.

The Indian cities are undergoing a transition. Business opportunities and encouragement to the new /innovative entrepreneurial practices are the buzzwords of the emerging socio economic trends. Thus the need of a flexible and self supporting model for architectural spaces are generated.

Multifunctional Business Centers are places where enterprises and companies are able to rent offices, meeting rooms, accommodations, community spaces to hold events etc. to run their business.

Business centers are becoming one of the most important architectural components of modern cities; the need for such centers became a demand due to the concentration of a high number of businesses and international business within big cities, which created the demand for an architectural cluster of business centers that facilitates running business between different enterprises.

BUSINESS CENTERS: CLASSIFICATIONS, MAIN PROPERTIES AND REQUIREMENTS).

The builders and developers are responding to the trend of the business centers as service providers for the business world in terms of the provision of office infrastructure, commercial centers to make them viable and accommodation facilities within reach. It is like a package offering to new entrepreneurs all facilities in one place.

The prime location within the city fabric also calls for the involvement of the people from the city as users of the commercial facilities and enjoy the urbane experience created by the built form.

The students are required to fulfill the above mentioned requirements and blend them together as multifunctional single owner buildings. The challenge of planning is the fusion of three different functions of commercial space, offices and a hotel and the multiple users together. The

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	<p>service core for this set up is of prime concern as a planner. The context of the city architecture plays as a backdrop for this new business center.</p> <p>The sites proposed for these centers are selected in various parts of India, each one belonging to different climatic zones and with a different socio economic and cultural fabric: Gurugram, Chennai, Hyderabad, Raipur.</p>
Remarks	Students work attached

Faculty in-charge

**Approved by
(IQAC)**

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STUDENTS WORK:

1. Name of the student : Tejraj Bhandari

Site Location

The site is located at Hyderabad, Telangana and in medium density zone with the soothing proximity of Hussain Sagar Lake. site occupies 9130 sqm. of land. The neighbourhood context is highly populated residential area.

Architectural Evolution

Before:
The City Exhibited the rich heritage of Islamic and Mughal Architecture.

After:
Contemporary development have modern design with Skyscrapers and Tech Parks.

The site has access from main roads and from South and one from West
Surgeon East to West through South.
Wind Direction: South-East

Proposed Site

Police Training Centre

Metro Station

Climate

Hot and Dry Climate
Annual mean temperature is 36 degree Celsius
Annual Rainfall is 281 mm
Humidity is 30%

Accessibility

- 10 km from Metro Station
- 17 km from Police Station
- 07 km from Bus Stop
- 10 km from Airport

Strength

- Accessible from the main road and near to the junction.
- Good place to serve severe functions for neighbourhood.
- Lake enhances the quality view of the site.

Weakness

- Poor pedestrian ways. Also the road is shady at the night time.
- Site is not isolated from the busy main road.

Opportunity

- Developing a space for citizens along the riverfront.
- To design a mixed use development in the developing zone.

Threats

- Heavy traffic leads to the air and noise pollution.

SITE ANALYSIS

ARCHITECTURAL DESIGN V | TEJRAJ M. BHANDARI | 09 | DIV-A

FORM DEVELOPMENT

Initially treating a square floor plate according to the requirements.

Adding a glass to facade for the maximum light and considering the view of Hussain Sagar lake.

In accordance with the climate instead of giving a glass window, adding a balcony which will act as wind and sun shield to the building.

To maximize the view, giving a different angles to the building.

FACADE STRATEGIES

SOUTH FACADE
South facade receives the most solar radiation. While this is very problematic during summer, it is extremely advantageous during winter to naturally heat the spaces. The south facade projection of each building has angle 100° with upper levels.

WEST FACADE
Wooden panels used predominantly throughout the structure. To counter the unfavourability of the harsh solar radiation in these directions.

ZONING

- PUBLIC ZONE**
- PRIVATE ZONE**
- MAIN CORES**
- FIRE STAIRCASE**

CONCEPT & ZONING

ARCHITECTURAL DESIGN V | TEJRAJ M. BHANDARI | 09 | DIV-A

LEGEND

- 1 ENTRY
- 2 EXIT
- 3 SERVICE ENTRY/EXIT
- 4 BASEMENT ENTRY
- 5 BASEMENT EXIT
- 6 SECURITY CAMERA
- 7 TERRACE PARKING

SCALE: 1:200 MASTER PLAN

ARCHITECTURAL DESIGN V | TEJRAJ M. BHANDARI | 09 | DIV-A

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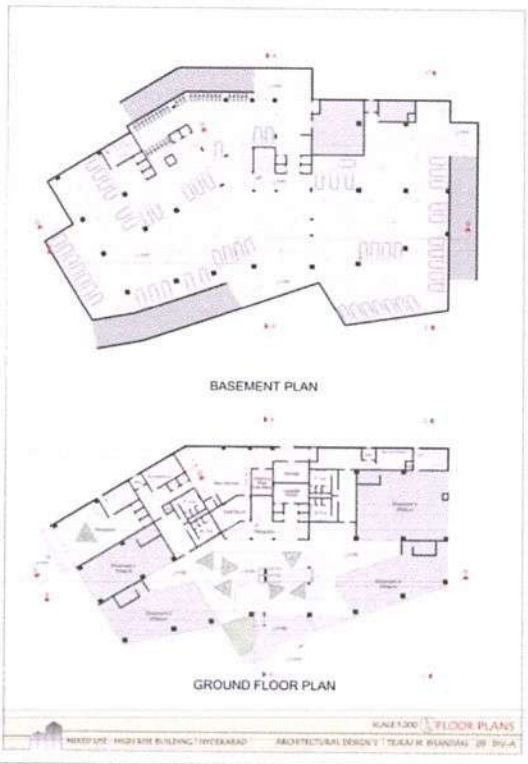




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BASEMENT PLAN

GROUND FLOOR PLAN

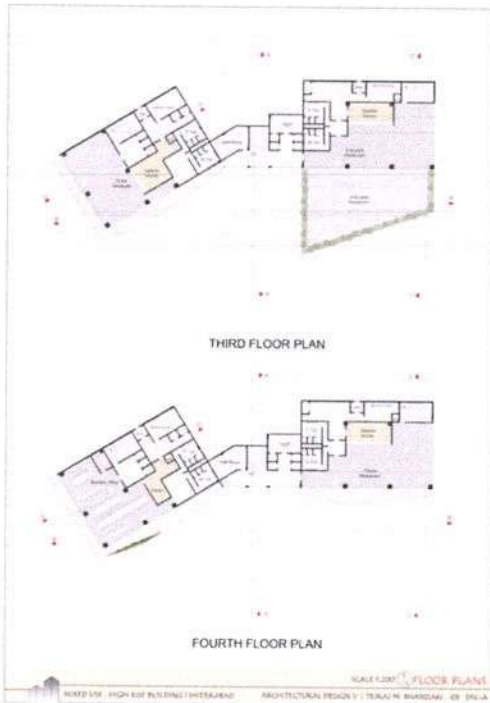
SCALE 1:200 FLOOR PLANS
MVP'S - HIGH RISE BUILDING (HYDERABAD) ARCHITECTURAL DESIGN - TEJAS M. BHANDARI - 2019-A



FIRST FLOOR PLAN

SECOND FLOOR PLAN

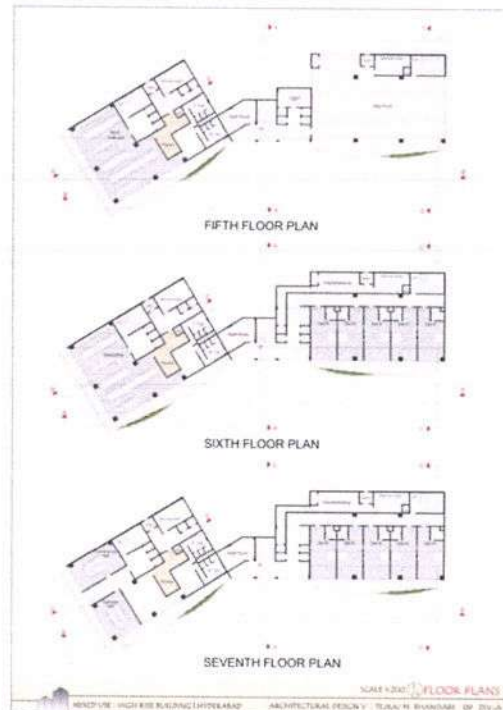
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THIRD FLOOR PLAN

FOURTH FLOOR PLAN

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FIFTH FLOOR PLAN

SIXTH FLOOR PLAN

SEVENTH FLOOR PLAN

SCALE 1:200 FLOOR PLANS
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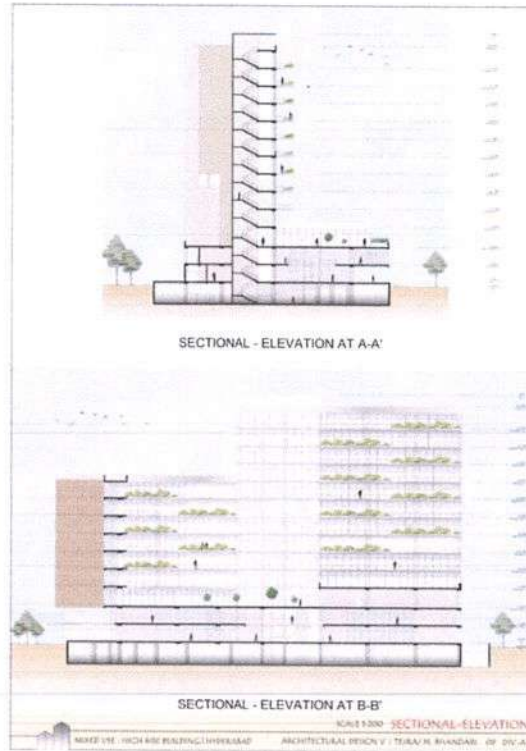
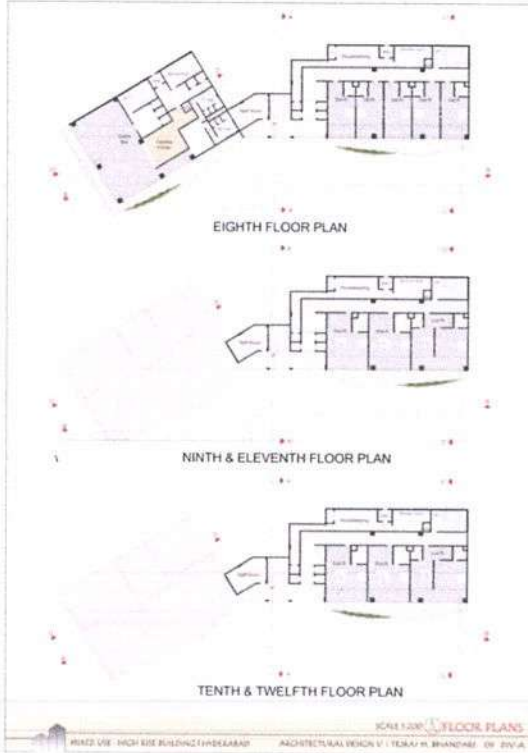




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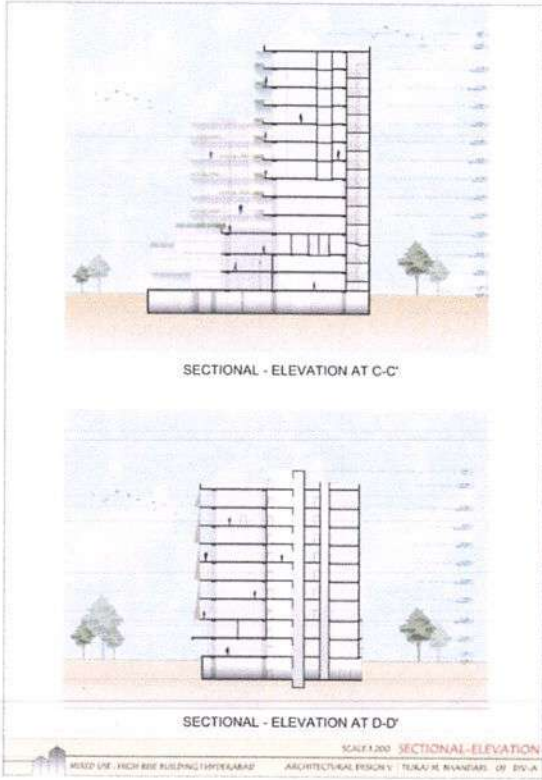




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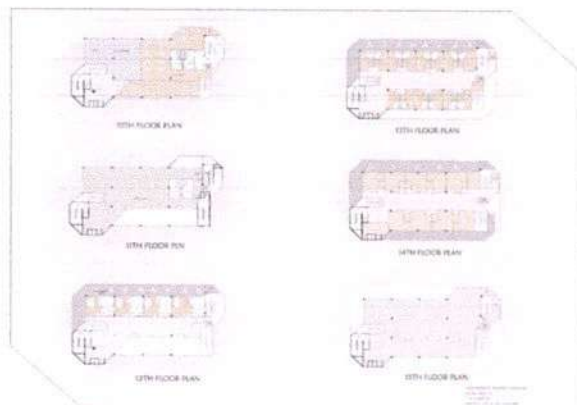
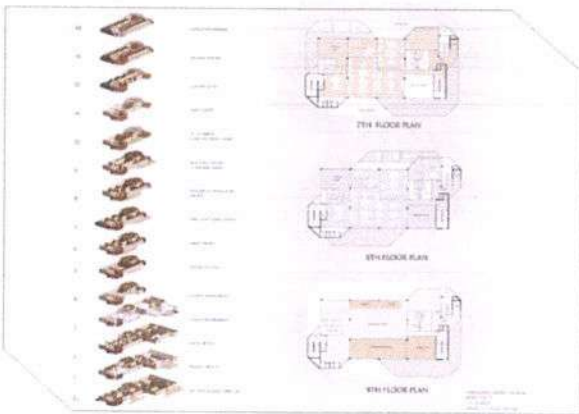
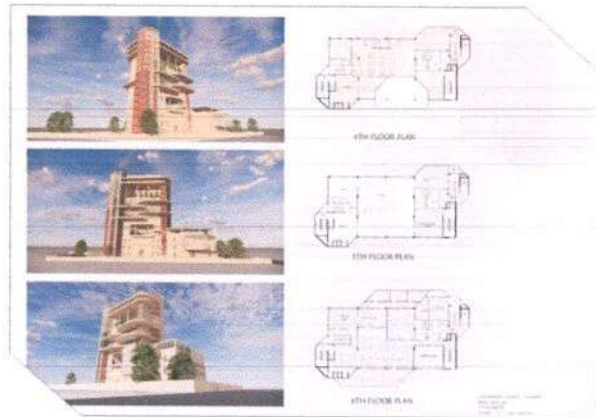
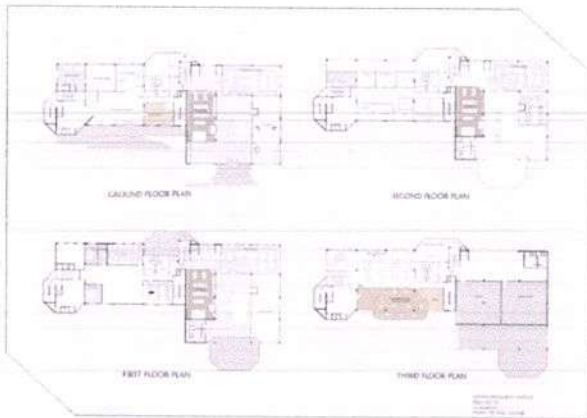
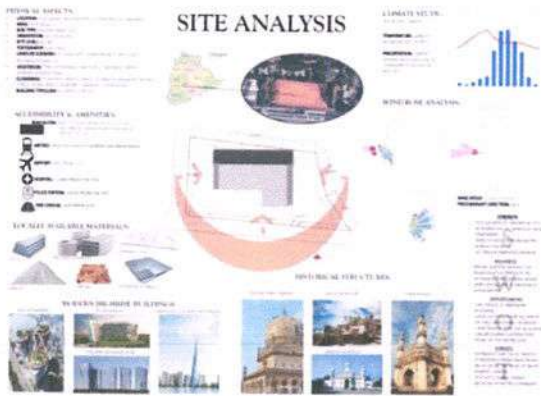
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2. Name of the student : Aishwarya Kalwar



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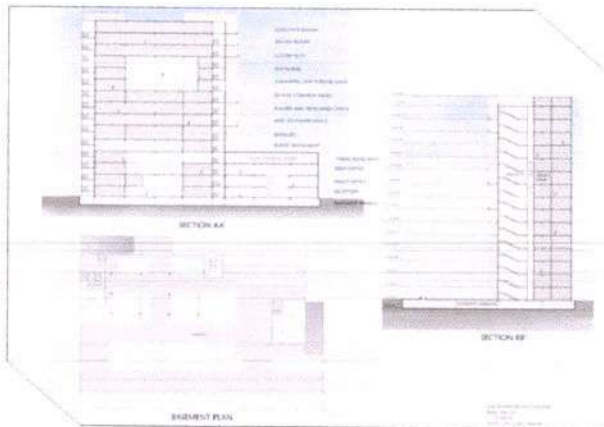
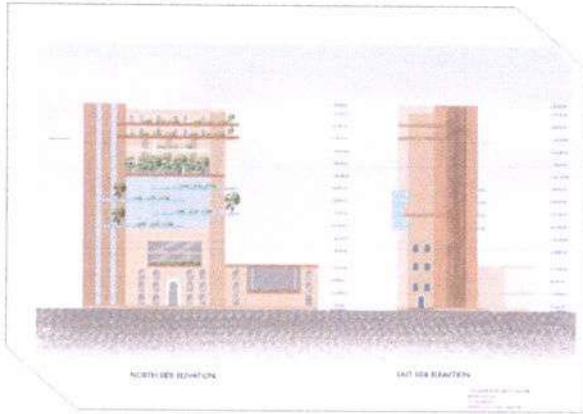




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Third Year Tour feedback 2023 - 24

Ahmedabad Tour

* Indicates required question

1. Did you participate in the Ahmedabad Tour? *

Mark only one oval.

Yes

No

2. Could you gauge the scale of the projects visited from designing perspective? *

Mark only one oval.

Yes

No

Partially

3. Did the physical visit to identified case study projects help you understand the design concerns to be considered better? *

Mark only one oval.

Yes

No

Partially



4. How much could you interact with the users of the buildings visited to understand their experience? *

Mark only one oval.

1 2 3 4 5

Not Very much

5. Could you understand the importance of services and structural detailing in high rise projects? *

Mark only one oval.

Not at all
 Very much

6. Did the case study analysis guide you in overall design approach and decision making ? *

Mark only one oval.

Yes
 No
 Partially

7. Did the case study presentation works improved your presentation and software skills? *

Mark only one oval.

1 2 3 4 5

Not Very Much



8. How much did the live case study visits to various sites helped you for your design project ?

Mark only one oval.

1 2 3 4 5

Not Very Much

9. What new things you learnt in the process of on site analysis ?

Check all that apply.

- Observation techniques
- Mapping tools
- Collating data collected from various sources
- Reading the building in various layers
- Questionnaire survey methods

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Third Year Tour feedback 2023 - 24

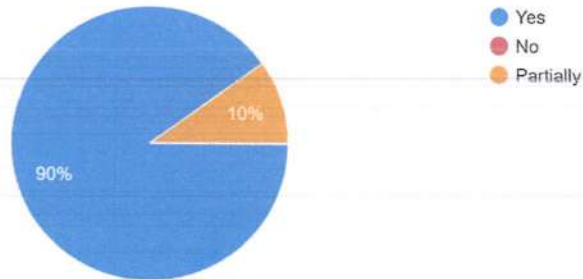
Did you participate in the Ahmedabad Tour?

30 responses



Could you gauge the scale of the projects visited from designing perspective?

30 responses





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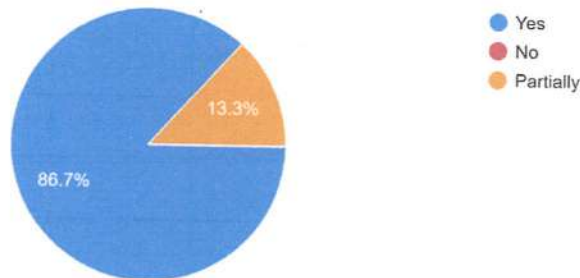
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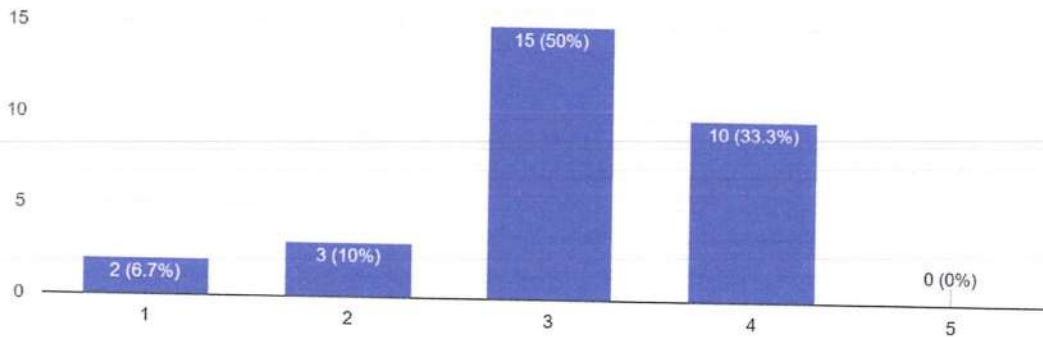
Did the physical visit to identified case study projects help you understand the design concerns to be considered better?

30 responses



How much could you interact with the users of the buildings visited to understand their experience?

30 responses





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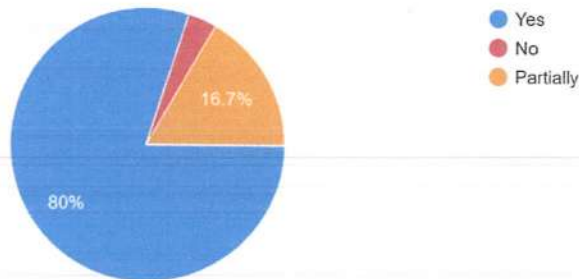
Could you understand the importance of services and structural detailing in high rise projects?

30 responses



Did the case study analysis guide you in overall design approach and decision making ?

30 responses





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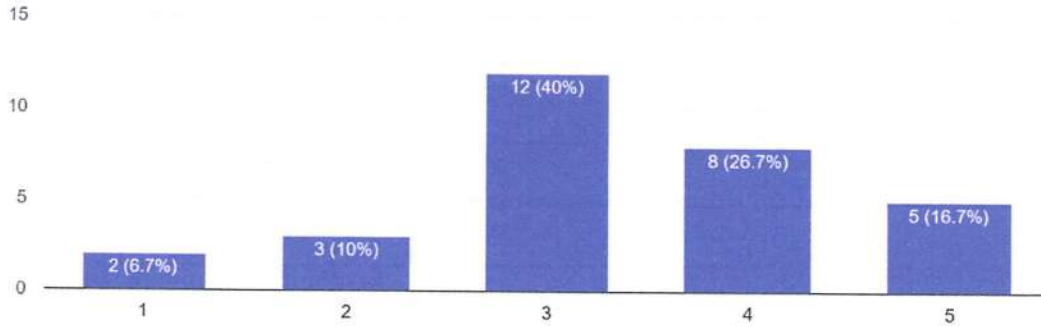
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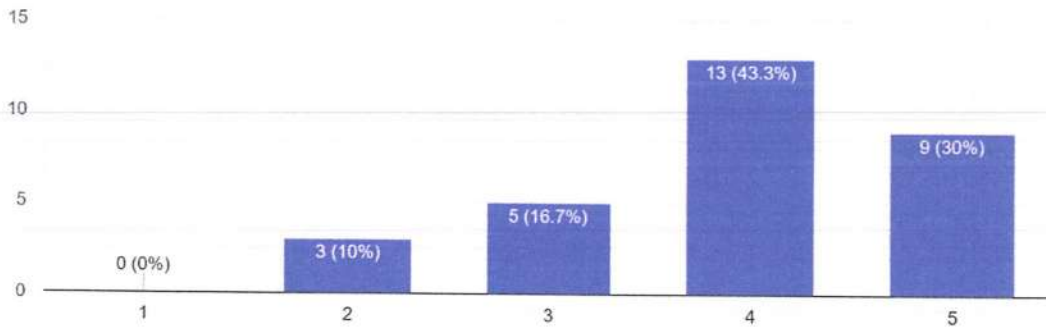
Did the case study presentation works improved your presentation and software skills?

30 responses



How much did the live case study visits to various sites helped you for your design project ?

30 responses



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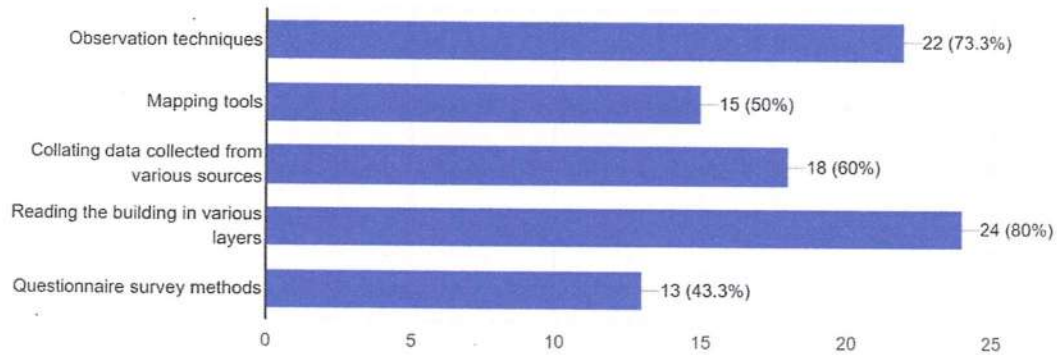
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What new things you learnt in the process of on site analysis ?

30 responses





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Urban Issues identification at Ahmedabad city

Academic Year : 2023-24

Semester : VIII

Year	Fourth Year B.Arch.
Subject Name	Urban Studies II
Subject Code	4201962
Teaching Methodology Adopted	Experiential
Name of the Faculty	Arpita Bhat, Purva Shah, Radhika Bhattad, Niketa Katake, Sagar Sonawane, Rajesh Gaikwad
Objective	To make students explore an urban area on their own, observe, note and analyse the potential of the area and current issues faced by the local people To make students identify urban issues of the city of Ahmedabad they visited on study tour. To analyse the larger area under consideration for a design project and realise the impact of the intended urban insert.
Date & Duration of Activity	4 Weeks From January 2024
Venue	MVPS's SP College of Architecture, Nashik
No of Students Present	Div A - 38 & Div B - 39
Photograph/Video Available	No





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Brief about the Program (Activity/Event)	<p>Students did background study before visiting ahmedabad. This gave them better orientation while navigating on site. They had a set of points as guidelines to observe and analyse the sites in consideration.</p> <p>Students spent 2 days in the neighbourhood, recorded the data, spoke to people, observed the activity patterns to identify issues faced by locals. The data gathered was discussed on day 1 evening and site specific instructions were given for the second day visit.</p> <p>The entire data was collated and presented after coming back supported with possible interventions to improve the identified issues. The impact of the proposed urban insert was also investigated and amended to suit the site conditions.</p>
Remarks	<p>Personal experience through the site visits and the surrounding urban area puts responsibility onto students to provide sensitive design solutions. Flexibility in choosing a design programme after intensive site analysis could help more.</p>

Purva Shah

Faculty in-charge

**Approved by
(IQAC)**





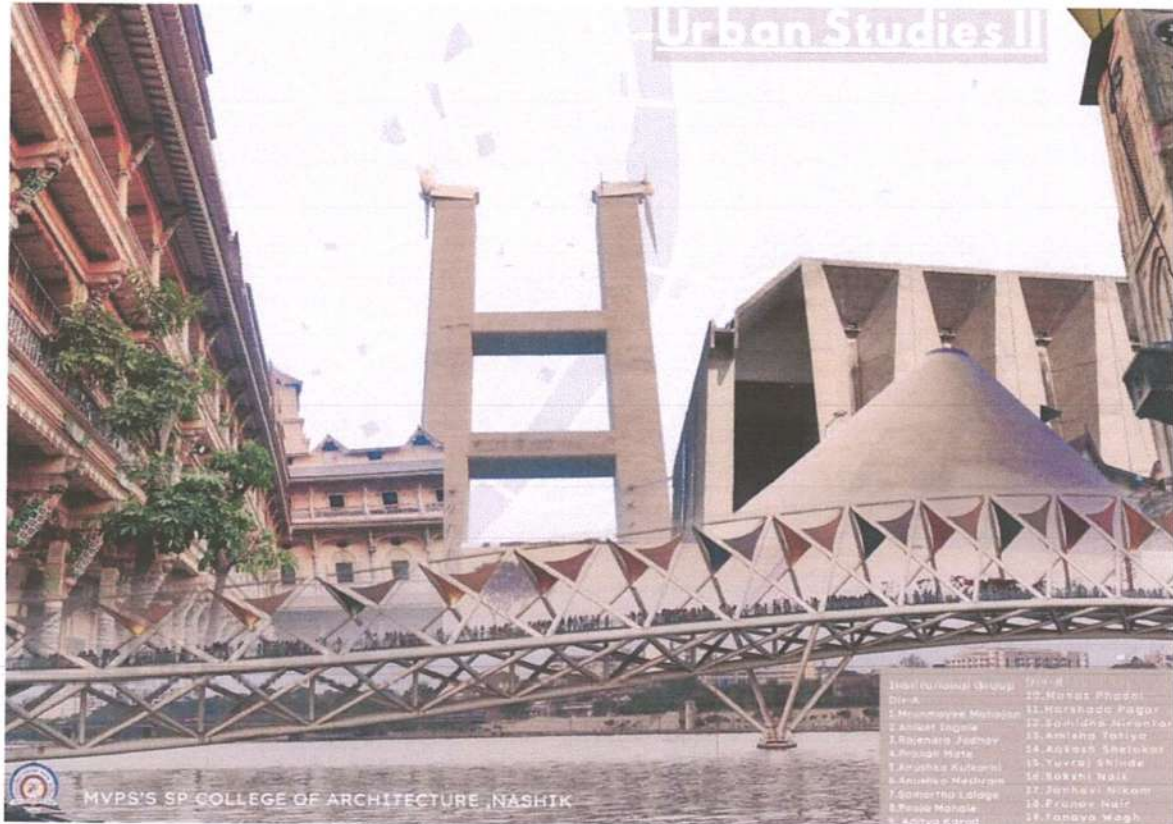
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STUDENTS WORK:



Name of Student : Harshada Pagar and group





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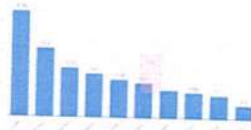


Site Profile

Ahmedabad
Ahmedabad has a **hot semi-arid climate** with marginal soil not required for a tropical savanna climate. There are **three main seasons**: summer, monsoon, and winter. The weather **is hot from March to June**, the average summer maximum is 42°C (108°F) and the average minimum is 24°C (75°F). **From November to February cold**. The average maximum temperature is 31°C (88°F) and the average minimum is 17°C (63°F). **The rainfall monsoon brings a humid climate** from the southwest monsoon is about 1000 millimetres.

Demography

India: the sex ratio (class in 2011) in million inhabitants



The current estimate population of Ahmedabad city in 2014 is 7,922,000, while Ahmedabad metro population is estimated at 9,041,000. In education sector, total literates in Ahmedabad city are 4,376,393 of which 2,402,320 are males while 1,974,073 are females. Average literacy rate of Ahmedabad city is 88.29 percent of which male and female literacy are 92.33 and 83.85 percent. The sex ratio of Ahmedabad city is 939 per 1000 males. Child sex ratio is 948 per 1000 boys.



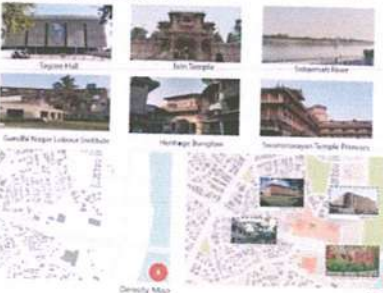
Road Infrastructure



- Since this is a prime location of Ahmedabad the road are well paved with pedestrian zone, green pockets, traffic signals.
- Proper distribution of traffic movements were taken care of through traffic studies and traffic signals.
- We observed that there is no socially correct, currently which increases the safety risk.



The main objectives of housing an urban design project are to improve quality, provide sustainable, improve connectivity and encourage community engagement through the current site we could spot the potential area which could serve the above factors.



Existing Road Section

Key considerations included in this road are to communicating various modes of transportation, management of traffic, low pedestrian safety, bicycle lanes, and public transit stop to facilitate the smooth movement of people and goods while promoting accessibility and equity.



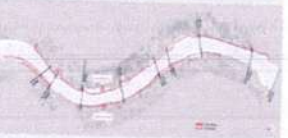
Riverfront

In May 1997, the Ahmedabad Municipal Corporation launched a Special Purpose Vehicle (SPV), the Suburban Riverfront Development Corporation Limited (SRFDCL) under Section 149(5) of the Indian Companies Act, 1956.

The project aims to provide Ahmedabad with a meaningful waterfront environment along the banks of the Sabarmati River and to redevelop the quality of Ahmedabad's ground floor. The project has connected the city with the river and has positively transformed the neglected aspects of the riverfront.

Nurturing the Environment
Urban form is a key tool used to increase the green cover in the city and enhance the livability in the neighbourhoods and to provide the city with much needed green spaces and results from the urban built environment.

A Paradise for Birds
Riverfront represents more than 100 species of native and migratory birds. Among them are one Bagul, seven owl, Partridge, Heron, Egrets, Kingfisher, Pheasant, Grey heron, Swallow, Purple Sandal, Kestrel, Sparrow, Cuckoo, Grey heron, Egrets, Kingfisher, Kingfisher, White Ibis, etc. Riverfront has become a new destination for bird lovers to visit.



Total no. of Bams in Ahmedabad city number 51,481 in which population of 200,667 resides. This is around 4.47% of total population of Ahmedabad city.

- Parks all around Ahmedabad Riverfront**
1. Chhatrapati Bhamburda Park
 2. Riverfront Flower Park
 3. Riverfront Children Park
 4. Riverfront Backwaters Park
 5. S. J. Park
 6. M. J. Park
 7. M. J. Park

- Amenities all around Ahmedabad Riverfront**
1. Chhatrapati Bhamburda Park
 2. Riverfront Flower Park
 3. Riverfront Children Park
 4. Riverfront Backwaters Park
 5. S. J. Park
 6. M. J. Park
 7. M. J. Park



Vegetation:

Trees: neem, mango, guava, flower tree, banyan, well, terminal, peepal, and acacia are some of the trees that are often found in the area.

Shrubs: many small and bushy shrubs are also found in the area, including papaya, the banyan, Jacaranda, mimosa, cactus, and agave.

Grasses: various types of grasses that grow with them and can be used for landscaping.

Flowering Plants: bougainvillea, marigold, and hibiscus are often used for their vibrant colors.



Soil Analysis

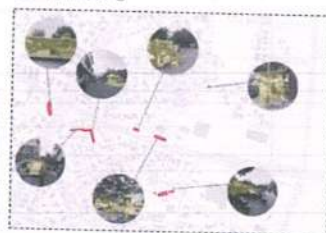
- Clayey Soil:** Clayey soil can have good water retention capacities but may pose drainage challenges.
- Sand:** in some areas, especially closer to the riverbank, sandy soil might be present.
- Mixed Soil:** Due to urban development and landscaping activities along the Sabarmati Riverfront.

Conclusion

Understanding the variation is crucial for construction purposes, while the clay soil offers stability, the presence of sand can influence soil drainage. Therefore, a thoughtful foundation design that considers the heterogeneous soil composition is essential.

Clayey soil	Sand	Mixed soil
<ul style="list-style-type: none"> • High water retention capacity • Poor drainage • Prone to shrinkage and swelling • Requires deep foundations 	<ul style="list-style-type: none"> • Low water retention capacity • Good drainage • Prone to erosion • Requires shallow foundations 	<ul style="list-style-type: none"> • Balanced water retention and drainage • Requires moderate foundations • Good stability
<ul style="list-style-type: none"> • Foundation design: Deep foundations (piles, caissons) • Soil stabilization: Lime or cement treatment • Erosion control: Retention walls, geotextiles 	<ul style="list-style-type: none"> • Foundation design: Shallow foundations (spread footings) • Erosion control: Riprap, geotextiles • Soil stabilization: Geotextiles, geogrids 	<ul style="list-style-type: none"> • Foundation design: Shallow foundations (spread footings) • Soil stabilization: Geotextiles, geogrids • Erosion control: Riprap, geotextiles

Activity Mapping



- Area for the formation of new public facilities like sports, recreation, and street art.
- Area for the Ahmedabad 100 digital park.
- Street vendors and entrepreneurs and the sidewalk with vendors.
- Initiative to create the street food for livelihood.
- Creating unimproved facilities, especially through the city.
- Services and repair shop, the street food, creating a market.
- Street food with diverse commercial activity.

Services



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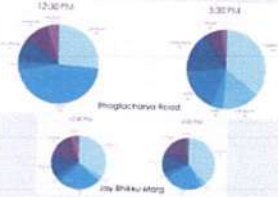
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Traffic Issue Identification



N/O Junction acts as a major role near the site since it is connected with the Sardar Bridge. After studying road density we could conclude that major pedestrian flow was observed from Jay Bhiku Mang to Phogacharvi road and major traffic flow from Jay Bhiku Mang towards Sardar Bridge.



In conclusion, this junction was observed as a potential issue which should be resolved since this junction has heavy traffic and pedestrian zones. Also was affected due to this.

Surrounding Issue Identification



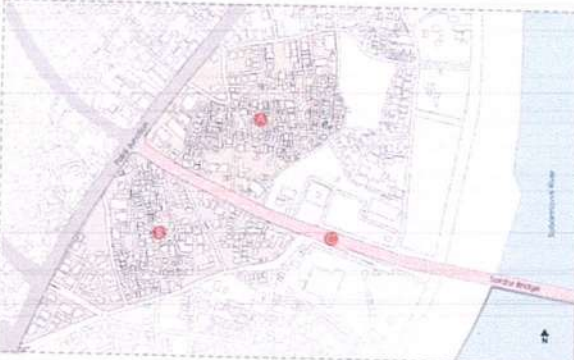
Paldi road to Sardar Bridge related issue

- A** Hawkers put their stall on footpaths which creates difficulty for pedestrians to use footpath.
- B** Bill boards and DC covers the footpath, bringing difficulty for pedestrians.
- C** Sum encroachment near road removes the footpath.
- D** Unauthorised bus stand creates clutter near the junction.
- E** Unplanned seating arrangements disturbs the pedestrian path.
- F** Encroachment of shops on footpath.



S STRENGTH	1 Site is surrounded by Government Buildings, Commercial Buildings and Residential Buildings. 2 The surrounding is fortified to prime needs of Amherst Nagar. 3 The site is easily accessible by a service road.
W WEAKNESSES	1 Encroachment of sum. 2 Surrounding is close to the main connecting landmark the traffic and the noise pollution is a major concern. 3 There is a Public Toilet located near the site causing foul smell.
O OPPORTUNITY	1 High school is a school and event ground located in the building. 2 The existing Vegetation in the surrounding can be preserved and used as they are quite good plantations. 3 All kind of Public Transport is available in the radius of the site.
T THREAT	1 The surrounding is unorthodox place and 2 The sum located on the north side of the site can cause safety and security issues. 3 All kind of Public Transport is available in the radius of the site of hawkers and auto-rickshaws.

Issues Identified on Site



- A. EWS**
Economically Weaker Section site determination based on the following urban issues:
1. Sum Residence: There are some informal settlements in this area.
2. Lack of Basic Services: Inadequate access to basic services.
3. Housing Conditions: EWS areas often have overcrowded housing conditions.
4. Social Vulnerability: Social vulnerability of the residents with lesser access to healthcare and education.
- B. LIG**
Low-income Group (based on urban issues):
1. Housing Affordability: Housing options are more affordable for those with low incomes compared to other parts of the city.
2. Basic Services: Access to the availability of essential services like water supply, sanitation facilities.
3. Access to Public Spaces: Poor availability and quality of public spaces in LIG areas. No Access to parks, playgrounds, community centers and recreational facilities can greatly contribute to the well-being of residents.



- C. STREET:**
 1. Improper pedestrian pathways: Inadequate or poorly designed pedestrian paths make it difficult and unsafe for pedestrians to navigate this area.
 2. Encroachment of vendors on the road: Vendors occupying road space contribute to traffic congestion by reducing available lanes for vehicles.
 3. Overcrowded bus stops spilling over on the road: The excessive crowding of bus stops extends onto the road, obstructing traffic flow and creating hazardous conditions for both pedestrians and drivers.



- D. OPEN SPACES**
In the dense sum or habitation area near the given site, the urban form revolves around the scarcity of open space. The high population density and limited land availability result in a lack of open areas for recreational activities, community gatherings, or simply for residents to enjoy fresh air and greenery. The deficiency in open spaces can lead to overcrowding, increased stress levels, and a decreased overall quality of life for the inhabitants.



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Existing Street Condition

Existing Road Issues



No dedicated pathway



Parking on existing footpaths



Lack of shading spaces



Lack of seating in bus stop



No dedicated space for rickshaws



Various issues



Parking on road, obstructing pedestrian flow, causing traffic and safety issues. It contributes to congestion & slow down traffic, and increases



Lack of pedestrian amenities



Various issues



Existing Road Plan



Existing Road Section A



Existing Road Plan



Existing Road Section B



Transforming the road edge of road edges with 'park space' can be transformed into safe pedestrian corridors, with recreational spaces and vegetation.



Providing and catering unshaded trees along road edges can seamlessly be integrated into pedestrian-friendly footpaths.



The absence of a proper foreground for commercial shops has led to chaotic and haphazard use of parking area for footpaths, highlighting the need for organized and designated spaces.

Proposed Street Interventions



Proposed Road Plan



Proposed Section at A



Proposed Plan A



Proposed Section at B



Proposed Plan B

Proposed Design Elements



1. The area and seating space for bus stop is proposed to facilitate a shelter, boarding and view, reduce congestion and to make the space more organized.



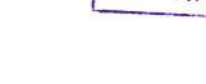
2. Due to the narrow road width, a 1.5m wide bench has been provided on both the sides.



3. Providing designated parking areas not only enhances traffic flow but also contributes to improved pedestrian safety and accessibility.



4. Creating an organized space for vendors can enhance pedestrian and vehicular flow on the road, improving the overall street experience. This can lead to a more organized and vibrant environment. A single unit of vending space measures 2.2m in height and 2.2m in width, making it a perfect space to utilize.



A case of Bellis Road, Mumbai

An organized space using the road for different activities will help to improve the character of the street as well as situation for pedestrian and vehicular movement.





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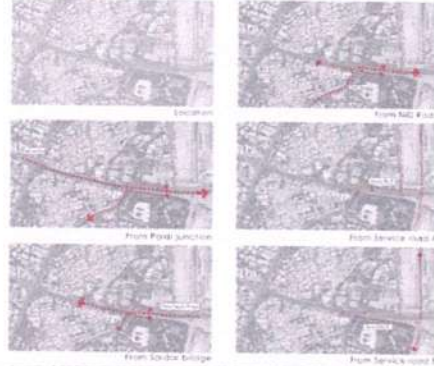
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Traffic Re-routing Intervention

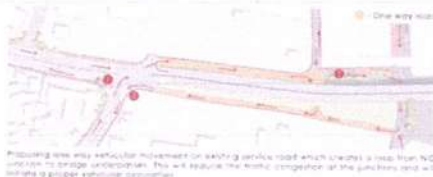
Existing vehicular circulation in Bhaghatkalyan Road. Two existing service roads add to the flow of the road and road connecting to the Bhaghatkalyan Road creating a T-junction for causing traffic at the junction. Hence the need for re-routing the vehicular traffic flow is necessary.



The heavy traffic flow from these major roads and two service roads contributes vehicle flow congested at the junction, causing significant vehicle congestion, even with the presence of traffic signs.



Reducing the size of the splitter island at the junction, ensuring efficient vehicle flow efficiency by providing a well-designed pedestrian crossing of the road, ensuring universal accessibility for efficient and vibrant pedestrian movement.



Issues In EWS & LIG



The existence of long dead end with brick wall does not only contribute to hygienic condition.

Blockages in narrow lanes and dead ends, which cause inconvenience for residents, also transform our spaces into vibrant areas.

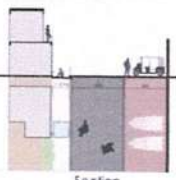
With a variety of unorganized parking, roadsides end up being cluttered, hazardous to left-side lanes.

Addressing the issue of unorganized parking, roadsides end up being cluttered, hazardous to left-side lanes.



The unorganized 'waste' treatment cause a significant issue in areas.

Addressing this issue requires comprehensive planning and strategic land development to ensure the proper collection, treatment, and disposal of waste in such communities.



The issue with unorganized community parking, the clutter in such locations may be the lack of planning and structure.

Proper planning and design can enhance the functionality of these spaces, fostering a sense of community, encouraging social interaction, and ensuring overall livability in such areas.

The solution for the urban form road development 'action' include is dedicated 3-meter-wide 'vertical' parking area, which addresses the issue of unorganized parking, thus creating a sense of order in the road.

Additionally, the proposed action addresses the problem of inadequate drainage for household utility spaces by installing these drains towards the road and implementing proper drainage systems, effectively preventing the overflow of wastewater onto the road.





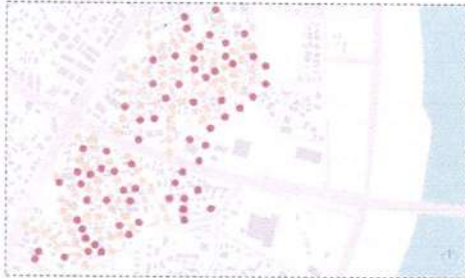
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Streetlights



EXISTING STREETLIGHTS
PROPOSED STREETLIGHTS



The reduced number of street lights in street does a significant safety concern at night. With inadequate illumination, these areas become susceptible to criminal activities and accidents. Improving the level of existing, proposed lighting infrastructure is crucial not only for ensuring public safety, but also for providing a sense of security and well-being within these communities. Addressing this issue requires concerted efforts from local authorities and stakeholders to prioritize the installation and maintenance of sufficient street lighting in neighborhoods.



The proposal to install additional streetlights in the area holds immense potential for improving societal well-being and safety. Enhanced illumination fosters a sense of security among residents, promoting a more vibrant and active community life, especially in urban areas. By illuminating previously dimly lit spaces, the proposed streetlights will facilitate safer navigation at night, encourage outdoor activities, and contribute to a more inclusive and enjoyable nightlife for residents. This initiative signifies a proactive step towards creating a more holistic and resilient urban environment, ultimately benefiting the entire community.

Dustbin



DUSTBIN



Poor solid waste management in slum areas not only poses a significant health and environmental risk, but also hampers the local economy. Accumulation of waste leads to unsanitary conditions, promoting the spread of diseases such as cholera, dengue, and respiratory infections among residents. Improper disposal practices, such as the clogging of drainage systems, increase the risk of flooding and waterborne diseases. Addressing this issue requires comprehensive strategies encompassing waste segregation, collection, recycling, disposal, and investment to promote sustainable practices and mitigate the adverse effects of poor waste management in slum areas.



The proposal to implement a systematic waste management system through the installation of dustbins holds immense promise in addressing the challenges posed by solid waste accumulation in slum areas. By strategically placing dustbins throughout the community, residents will have convenient access to proper waste disposal facilities, thereby reducing littering and promoting a cleaner environment. Regular collection and disposal of waste from these dustbins will not only prevent the spread of diseases but also mitigate environmental pollution by ensuring proper disposal of non-biodegradable waste materials.

Green space

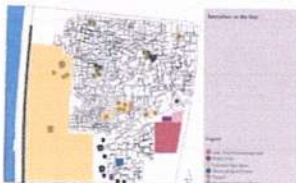


GREEN SPACE

The absence of green spaces in slum areas largely due to congested housing has profound implications for the well-being and quality of life of residents. The dense and overcrowded living conditions expose the community to environmental and social challenges, offering opportunities for recreation.



Case Study: Ahmedabad Slum



Hawker space



HAWKER SPACE

The presence of unregulated hawkers in areas without proper segregation and designated zones poses several challenges for residents and the community at large. The lack of organized hawking zones contributes to overcrowding, congestion, and safety concerns.

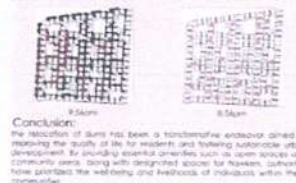


Community space

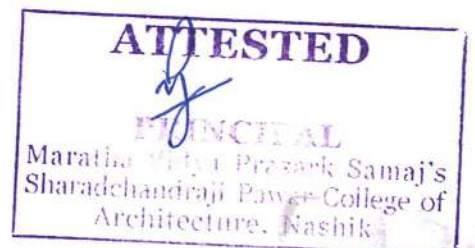


COMMUNITY SPACE

The absence of community spaces in slum and low-income areas poses a significant challenge, depriving residents of essential opportunities for social interaction, recreation, and skill development.



Conclusion:
The relocation of slums has been a transformative endeavor aimed at improving the quality of life for residents and fostering sustainable urban development. By providing essential amenities such as open spaces and community areas, along with designated zones for hawking, communities have prospered the well-being and livelihoods of individuals within these communities.





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Urban Redevelopment Sheet

Effective management of slums- Case study of Kalaburagi city, Karnataka, India



This study aims to contribute some suitable and viable methodologies for better execution of slum development programs to advance the living conditions of slum-dwellers. There are 40 slums that account for 11% of city's population. Due to the influx of rural population into urban areas in search of subsistence, slums are continuing to increase and the quality of

Issue :

In the selected site, unorganized slum habitation is characterized by haphazard construction of houses, resulting in the inefficient use of land. Due to this scattered construction, open spaces for community activities are severely lacking.



Before

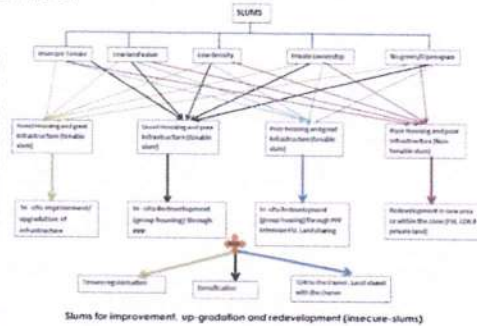


After

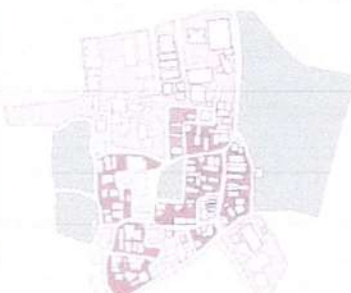
Solution :

Reorganizing households by stacking multiple floors on top of each other can indeed be a viable solution to address the lack of open spaces for community gathering. This approach optimizes land utilization while providing individual households with adequate living space and access to open areas.

Appropriate road infrastructure must be developed to facilitate access to these packed housing units, ensuring connectivity within the community and with the broader urban context. Design considerations should also prioritize maintaining the architectural language and aesthetic of the city or the specific area to preserve its cultural identity and heritage.



Slums for improvement, up-gradation and redevelopment (insecure-slums)



Scope of work Scope of work

Proposals :

In the present case, in situ development was recommended based on the open area available, land value, ownership, the density of the slum population and accessibility to basic facilities. Housing structure (such as whether single floor or double-story structures were needed) was decided in line with residents' needs.

Hence, there is a chance that proposed sites for affordable housing might be used for other residential activities.

Slum upgrading should be a process rooted in consultation, discussion and agreement with slum residents with regard to design, implementation schedules and the division of responsibilities between government agencies, residents and their community organizations and chosen consultants and agreed contractors.



Conclusion :

In the second phase of the development, a modular approach is applied to building blocks. These blocks are stacked vertically to optimize land use and create open spaces for every module, while ensuring adequate road width. The road network is planned to accommodate increased density, promoting smooth vehicular and pedestrian movement. Overall, the proposal aims to create a vibrant, sustainable urban community respectful of the area's heritage.



The slum ontology was developed to identify slums from very high-resolution data acquired from the stakeholders with the help of input by experts. The slum boundaries were created using a participatory approach. It suggests that the open areas which are present in the moderately attractive zone will be the zone of future slum occurrence.





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**INDIAN INSTITUTE OF TECHNOLOGY, GANDHINAGAR FOR
INSTITUTIONAL BUILDING PROJECT AT AHMEDABAD.**

Academic Year : 2023-24

Semester : VIII

Year	Fourth Year B.Arch.
Subject Name	ARCHITECTURAL DESIGN-VII
Subject Code	4201960 [SV]
Teaching Methodology Adopted	Experiential
Name of the Faculty	Suruchi Ranadive, Abhishek Nasikakar, Sanjay Mistry, Amol Chowdhary, Vijay Pawar, Sachin Waje, Nitin Nikam and Satish Pawar.
Objective	<ul style="list-style-type: none">• To develop architectural interventions as part of a process to understand complex issues of an urban context, generating design brief and taking design decisions based on the following aspects:• Site Context and Analysis: To understand and apply information about the site, its scale, location, topography, context- both, immediate and wider, and complexity of existing functions, and understand the potentials, challenges, and future requirements of the site to take decisions of design-brief development in terms of types of buildings in urban complexes, multiple functions, multifunctional space typologies, area requirements, as well as decisions about zoning, circulation, distribution of built and open spaces, activity relationships and adjacencies, and views.• Traffic and vehicular movement: To understand and apply ideas about networking, hierarchy of connectivity, pedestrian and vehicular movements within the master plan and the surrounding context of site.• Building Material and Construction Technology: To analyze and evaluate the relevance of various building materials and technologies to a project, various expressions of a building material and technology relevant to the building and to understand the scope and limitations of a building technique to achieve the desired





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	<p>form and space.</p> <ul style="list-style-type: none">• Building Services: To understand and apply the spatial and structural implications of basic and advanced services involved in building design.• Aesthetics: Along with the challenges of physical issues, students are also expected to create a spatial and visual language for their project.• Rules and Regulations: To understand and apply relevant legislative aspects governing building design with reference to the urban context and setting of the site (Building byelaws, GDCR, CRZ, EPA, ECBC, GRIHA etc.)
Date & Duration of Activity	19Th January 2024
Venue	IIT Gandhinagar, Gujarat
No of Students Present	78
Photograph/Video Available	Site visit photographs
Brief about the Program (Activity/Event)	<p>Site visit for students is planned to IIT Gandhinagar for experiential learning considering below outcomes:</p> <p>To design complex urban spaces and buildings (other than housing) in terms of area, function, specific community, typology, context etc, with emphasis on scale and / or complexity of the project.</p> <p>To analyse and understand the relationship between multiple (existing and/or proposed) buildings to establish continuity of form, construction, materials, design theme, climate, etc.</p> <p>To design buildings integrating functions, structural system, and services and their resultant effect on visual form / architectural character of building.</p>
Remarks	Students had visited the site and understood the requirements of the complex Design problem.


Prof. Sachin Waje
Faculty in-charge

Prof. Arpita Bhat
Approved by
(IQAC)





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SITE VISIT PHOTOGRAPHS:





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CIVIC CENTRE FOR AHEMADABAD MUNICIPAL CORPORATION AT AHEMADABAD.

Academic Year : 2023-24

Semester : VIII

Year	Fourth Year B.Arch.
Subject Name	ARCHITECTURAL DESIGN-VII
Subject Code	4201960 [SV]
Teaching Methodology Adopted	Experiential and Problem Solving
Name of the Faculty	Suruchi Ranadive, Abhishek Nasikakar, Sanjay Mistry, Amol Chowdhary, Vijay Pawar, Sachin Waje, Nitin Nikam and Satish Pawar.
Objective	<ul style="list-style-type: none">• To develop architectural interventions as part of a process to understand complex issues of an urban context, generating design brief and taking design decisions based on the following aspects:• Precedent Studies: To introduce the students to Urban spaces from cases, referral, live studies through the process of observation, survey and. documentation and evaluate them for gaining a design approach.• Socio-Cultural Aspects: To evaluate socio-cultural aspects like lifestyle, cultural beliefs and practices, traditions, and their effect on urban spaces and architectural design etc.• Site Context and Analysis: To understand and apply information about the site, its scale, location, topography, context- both, immediate and wider, and complexity of existing functions, and understand the potentials, challenges, and future requirements of the site to take decisions of design-brief development in terms of types of buildings in urban complexes, multiple functions, multifunctional space typologies, area requirements, as well as decisions about zoning, circulation, distribution of built and open spaces, activity relationships and





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	<p>adjacencies, and views.</p> <ul style="list-style-type: none">• Traffic and vehicular movement: To understand and apply ideas about networking, hierarchy of connectivity, pedestrian and vehicular movements within the master plan and the surrounding context of site.• Building Material and Construction Technology: To analyze and evaluate the relevance of various building materials and technologies to a project, various expressions of a building material and technology relevant to the building and to understand the scope and limitations of a building technique to achieve the desired form and space.• Building Services: To understand and apply the spatial and structural implications of basic and advanced services involved in building design.• Aesthetics: Along with the challenges of physical issues, students are also expected to create a spatial and visual language for their project.• Rules and Regulations: To understand and apply relevant legislative aspects governing building design with reference to the urban context and setting of the site (Building byelaws, GDCR, CRZ, EPA, ECBC, GRIHA etc.)
Date & Duration of Activity	26Th December 2023 to 4th May 2024
Venue	M.V.P.S's SP College of Architecture, Nashik
No of Students Present	78
Photograph/Video Available	Student Works

Four different design Briefs according to the different building typologies were given to the students offering them to design a complex building of their choice.

Attached herewith is a brief to illustrate the problem set and its solution.





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Brief about the Program (Activity/Event)

To design complex urban spaces and buildings (other than housing) in terms of area, function, specific community, typology, context etc, with emphasis on scale and / or complexity of the project.
To analyse and understand the relationship between multiple (existing and/or proposed) buildings to establish continuity of form, construction, materials, design theme, climate, etc.
To design buildings integrating functions, structural system, and services and their resultant effect on visual form / architectural character of building.

Design Requirements			
Sr. No	Requirement	Number	Area (Sq.M.)
	Considerations		
	Staff Members	500	
	Footfall Per Day	2500	
	Parking	Staff	Visitors
	2 Wheelers	250	100
	4 Wheelers	350	100
	Service Vehicles		5
1	Entrance & Admin		
	Reception		50
	Waiting Area		100
	Inward Outward / Enquiry / Suggestions / Complaints	15 people	120
	Store Room		80
	Total		350
2	VIP Complex		
	Mayor's Room with attached toilet		80
	Anti Chamber Room		50
	Reception		50
	PA Room		15
	Waiting Area		20
	Commissioner with attached toilet		50
	PA Room		15
	Waiting Area		20





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	Councillor's Office		35
	Executive Office		35
	Office Supritendent		35
	Council Hall		500
	Staff Room	8 people	40
	Store & Record Room		80
	Party Office		200
	Leader of Opposition Office		50
	PA Room		15
	Waiting Area		40
	Pantry		30
	Toilet Block		60
	Total		1420
3	Tax Department		
	Chief Officer with attched toilet		35
	PA Room		15
	Officer Cabin		40
	Waiting Area		40
	Staff Room	8 people	40
	Store Room		80
	Total		250
4	Engineering Dept		
	Chief Engineer with attched toilet		35
	PA Room		15
	Waiting Area		20
	Supritendent Engineer		30
	Executive Engineer		30
	Sub Divisional Officer		30
	Junior Engineers	8 people	40
	Draftsmen	4 people	50
	Store Room		80
	Total		330
5	Water Supply Department		
	Chief Officer with attched toilet		35



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	PA Room		15
	Waiting Area		20
	Officer Cabin	2 people	20
	Staff Room	8 people	40
	Store Room		80
	Total		210
6	Sewage / Drainage Department		
	Chief Officer with attched toilet		35
	PA Room		15
	Waiting Area		20
	Officer Cabin	4 people	40
	Staff Room	8 people	40
	Store Room		80
	Total		230
7	Roads Department		
	Chief Officer with attched toilet		35
	PA Room		15
	Waiting Area		20
	Officer Cabin	4 people	40
	Staff Room	8 people	40
	Store Room		80
	Total		230
8	Town Planning Department		
	District Town Planner with attched toilet		35
	PA Room		15
	Waiting Area		20
	Assistant director of town planning (ADTP) with attched toilet		20
	Town planners	3 people	25
	Assistant town planner	8 people	40
	Store Room		80
	Total		235
9	Land & Estate Department		
	Land Engineer with attched toilet		35
	PA Room		15
	Waiting Area		20





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	Land & License Assistants	6 people	30
	Land Inspectors	8 people	40
	Store Room		80
	Total		220
10	Enchroachment department		
	Department head with attched toilet		35
	PA Room		15
	Officer Cabin	2 people	20
	Junior Officer Cabin	2 people	20
	Staff Room	8 people	40
	Waiting Area		20
	Store Room		80
	Total		230
11	Building plan management system (BPMS)		
	Department head with attched toilet		35
	PA Room		15
	Waiting Area		20
	Executive Technician		30
	Assistant Technician		30
	Team of Technician	12 people	70
	Draftsmen	4 people	50
	Store Room		80
	Total		330
12	Health Department		
	Medical Officer with attched toilet		35
	PA Room		15
	Waiting Area		20
	Assistant Medical Officers	8 people	40
	Health Inspector		30
	Supervisors	4 people	20
	Store Room		80
	Total		240
13	Law Department		
	Chief Legal Advisor with attched toilet		35
	PA Room		15



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	Legal Advisors	8 people	40
	Waiting Area		20
	Store Room		80
	Total		190
14	Education Department		
	Education Officer with attached toilet		35
	PA Room		15
	Inspector of Schools	4 people	20
	Staff Room	8 people	40
	Waiting Area		20
	Store Room		80
	Total		210
15	Labour Welfare Department		
	Chief Labour Officer with attached toilet		35
	PA Room		15
	Waiting Area		20
	Executive Labour Officer		20
	Labour Inspectors	4 people	20
	Staff Room	8 people	40
	Store Room		80
	Total		230
16	Women & Child Welfare Department		
	Chief Officer (Women) with attached toilet		35
	PA Room		15
	Chief Officer (Children) with attached toilet		30
	PA Room		15
	Waiting Area		20
	Staff Room	8 people	40
	Women & Child Officers	4 people	20
	Women & Child Inspectors	4 people	20
	Store Room		80
	Total		275
17	Account Department		
	Senior Accounts Officer with attached toilet		35



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	PA Room		15
	Cash counter		100
	Waiting Area		20
	Section Officer		20
	Accountants Staff Room	4 people	40
	Clerks	6 people	60
	Store Room		80
	Total		370
18	City Surveillance Department		
	Chief Officer with attched toilet		35
	Surveillance Area		100
	Staff Room	8 people	40
	Store Room		80
	Electric Panel Room		20
	Total		275
19	Purchase and Store Department		
	Chief Officer with attched toilet		35
	PA Room		15
	Staff Room	8 people	40
	Store Room		150
	Total		240
20	Garden Department		
	Chief Officer with attched toilet		35
	PA Room		15
	Staff Room	8 people	40
	Store Room		80
	Total		170
21	Electrical Department		
	Chief Officer with attched toilet		35
	PA Room		15
	Junior Officer's Room	2 people	30
	Staff Room	8 people	40
	Store Room		80
	Total		200
22	Social welfare Department		
	Chief Officer with attched toilet		35
	PA Room		15





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	Junior Officer's Room	2 people	30
	Staff Room	8 people	40
	Store Room		80
	Total		200
23	IT Department		
	Chief Officer with attached toilet		35
	PA Room		15
	Staff Room	8 people	40
	Store Room		80
	Electric Panel Room		20
	Total		190
24	Audit Department		
	Chief Officer with attached toilet		35
	PA Room		15
	Staff Room	15 people	80
	Store Room		80
	Total		210
25	Main Records Room		
	Chief Officer with attached toilet		35
	PA Room		15
	Staff Room	10 people	50
	Store Room		500
	Total		600
26	Election / Census Department		
	Chief Officer with attached toilet		35
	PA Room		15
	Staff Room	15 people	80
	Store Room		80
	Total		210
27	Fire Department		
	Chief Officer with attached toilet		35
	PA Room		15
	Staff Room	15 people	80
	Store Room		80
	Total		210
28	Admin to Chief Officer		
	Chief Officer with attached toilet		35





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	PA Room		15
	Staff Room	8 people	40
	Store Room		80
	Total		170
29	Poverty Removal & Prime Minister Avas Yojana Department		
	Chief Officer with attached toilet		35
	PA Room		15
	Staff Room	8 people	40
	Store Room		80
	Total		170
30	Cultural Wing		
	Auditorium	1000 people	1500
	Prefunctional Lobby		80
	Green Room	2	40
	Toilets		50
	Pantry		100
	Store Room		50
	Projector Room		10
	Exhibition		500
	Total		2580
31	Resturant + Cafe + Toilet	500 People	1000
32	Supporting Services		
	Xerox & Stationery Shops		20
	ATM Machines		20
	Pantry on Each Floor		100
	Public Toilets (per floor)	As per req.	
	Surveillance Room		50
	Game Zone / Fitness Centre		50
	Firefighting Control Room		20
	Total		260
	Total carpet Area		12235
	Total Built Up Area (+30% circulation area)		15905
33	Allied services		
	STP		200
	Treated water tank		200000 lt





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Rain water harvesting			200
space for DG set			50
Space for Electric panel room			50
Firefighting system (outdoor tank)			200000 lt
Electric substation			
water tank capacity	135 LPCD		
Solar electricity generation area	40-50 KVA		
OHT	one day		30000 lt
UGT	Two day		30000 lt
Pump room			100

Drawing Requirements :

- Case study and site analysis
- Conceptual process and design consideration
- Site plan & site analysis –(scale 1:500)
- Master plan showing ground floor and site development.....(scale 1:200)
- Sectional Elevations min - 4nos or maximum explaining the design proposal.....(scale 1:200)
- Details plan, section and elevations showing interior layouts ... (scale 1:100)
- Architectural and landscape details (scale – as required)
- Birds eye view and part views explaining the type of development
- Service layout showing
 - o Electrical layout & Outdoor Lighting.....(Scale 1:200)
 - o Plumbing and sanitation, Fire fighting.....Scale 1:200)
- Horticulture (landscape) layout(scale 1:200)
- Progressive study models(scale 1:500)
- Final detail model(scale 1:200)




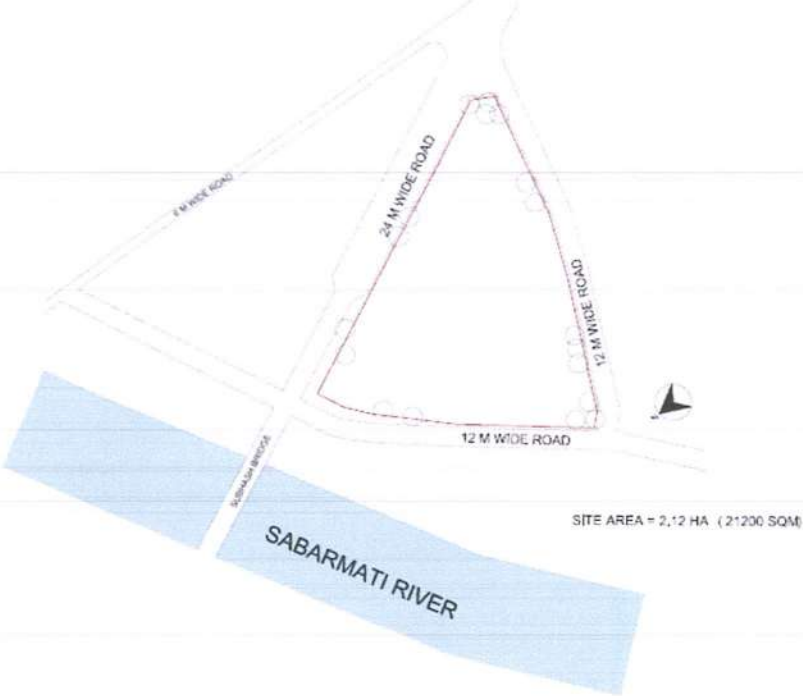


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<p>Remarks</p>	<p>Students had visited the proposed site and came up with satisfied solutions to the complex Design problem.</p>  
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Prof. Sachin Waje
Faculty in-charge

Prof. Arpita Bhat
Approved by
(IQAC)



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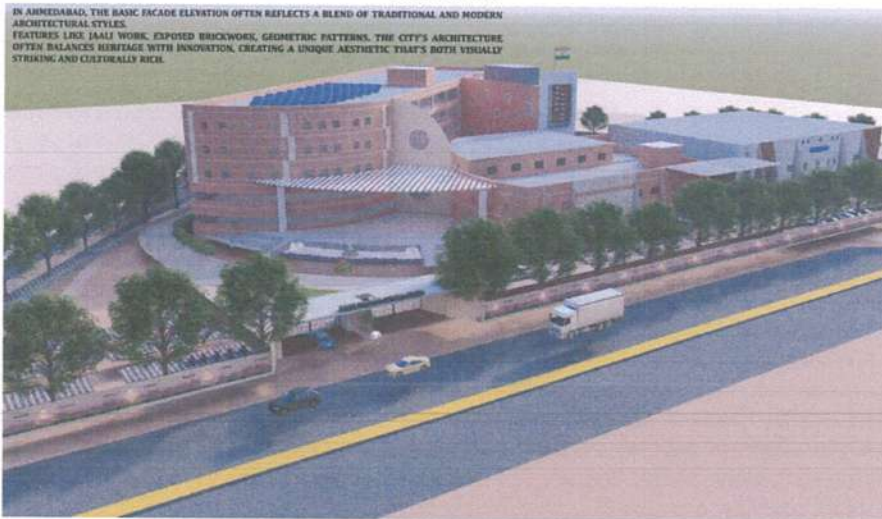


STUDENTS WORK:

1) Name of Student – Shraddha Navale

CIVIC CENTRE - AHMEDABAD

PAYING HOMAGE TO THE TRADITIONAL BRICKS AND CONCRETE...THE IDENTITY OF THE MASTERS WORK IN AHMEDABAD!





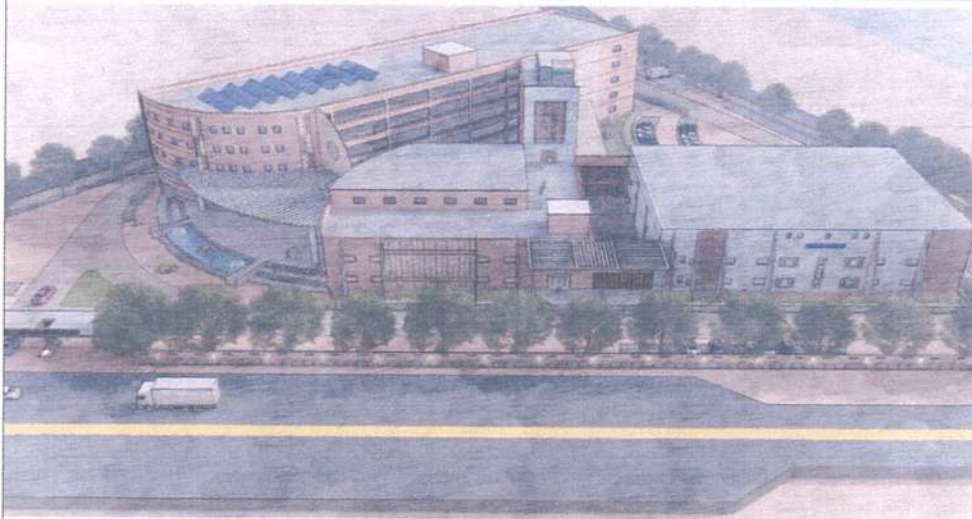
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ARCHITECTURAL DESIGN VII UNVEILING THE CIVIC BUILDING'S VISION



CIVIC CENTER

NESTLED WITHIN THE URBAN LANDSCAPE STANDS A CIVIC BUILDING DESIGNED WITH A FOCUS ON EXPOSED BACKWORK, SYMBOLIZING A CONNECTION TO TRADITION AND CRAFTSMANSHIP. THE STRUCTURE IS DIVIDED INTO DISTINCT BLOCKS HOUSING VARIOUS DEPARTMENTS, A VIP SECTION, AND AN AUDITORIUM, EACH SERVING ITS UNIQUE PURPOSE WHILE CONTRIBUTING TO THE BUILDING'S OVERALL FUNCTIONALITY.

TWO PARTS OF THE BUILDING ARE LINKED BY A BRIDGE, ENHANCING CONNECTIVITY AND FACILITATING MOVEMENT BETWEEN DIFFERENT AREAS. CENTRAL COURTYARDS PROVIDE OPEN SPACES FOR RELAXATION AND GATHERINGS, WITH THE MAIN BRIDGE OFFERING A DISTINCT VIEW OF THE SURROUNDING URBAN SCENERY.

EMPHASIS IS PLACED ON CREATING A WELL-VENTILATED ENVIRONMENT, ACHIEVED THROUGH THE INCORPORATION OF BALCONIES THAT NOT ONLY PROVIDE AMPLE NATURAL LIGHT BUT ALSO PROMOTE AIRFLOW THROUGHOUT THE BUILDING.



CIVIC CENTER

SHRADDHA AJI HAVALE
09876543210, 0253-2570822
MVP COLLEGE, NASHIK
2024



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Fourth Year Tour feedback 2023 - 24

Ahmedabad Tour

* Indicates required question

1. Did you participate in the Ahmedabad Tour? *

Mark only one oval.

Yes

No

2. Did you understand about the urban morphology of the city? *

Mark only one oval.

Yes

No

Maybe

3. Did the physical visit to designated site areas help you understand and identify urban scale and issues better? *

Mark only one oval.

Yes

No

Partially



4. How much did you interact with local community to understand their concerns ? *

Mark only one oval.

1 2 3 4 5

Not Very much

5. Could you adapt and respond to the urban issues concerns raised through design project? *

Mark only one oval.

Not at all
 Very much

6. Did the urban analysis work guide you in overall design approach and decision making ? *

Mark only one oval.

Yes
 No
 Partially

7. Did the urban analysis work improved your presentation and software skills? *

Mark only one oval.

1 2 3 4 5

Not Very Much



8. How much did the live case study visits to various sites helped you for your design project ?

Mark only one oval.

1 2 3 4 5

Not Very Much

9. What new things you learnt in the process of on site analysis ?

Check all that apply.

- Observation techniques
- Mapping tools
- Collating data collected from various sources
- Gauging the scale of the area through pedestrian scale
- Questionnaire survey methods

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Fourth Year Tour feedback 2023 - 24

Did you participate in the Ahmedabad Tour?

11 responses



Did you understand about the urban morphology of the city?

11 responses





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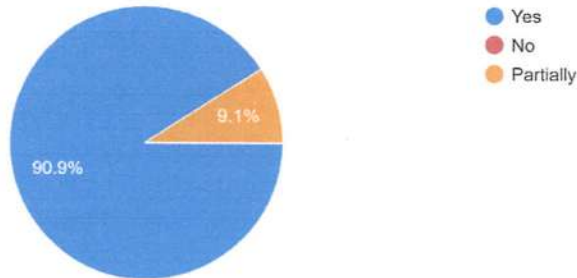
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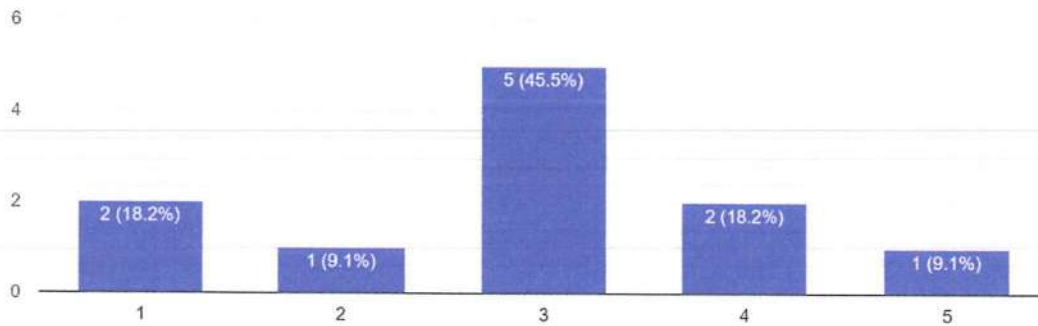
Did the physical visit to designated site areas help you understand and identify urban scale and issues better?

11 responses



How much did you interact with local community to understand their concerns ?

11 responses





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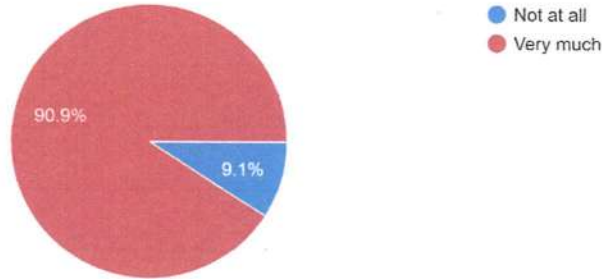
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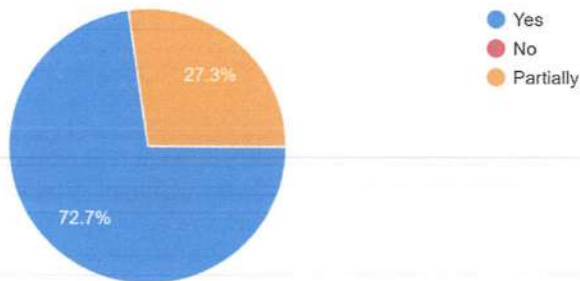
Could you adapt and respond to the urban issues concerns raised through design project?

11 responses



Did the urban analysis work guide you in overall design approach and decision making ?

11 responses





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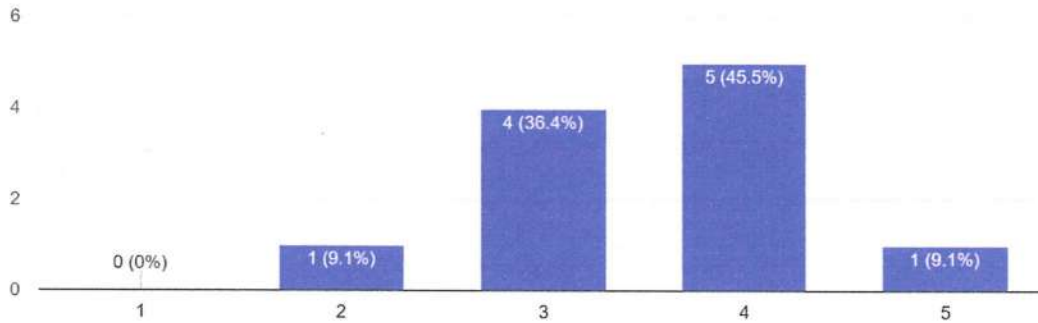
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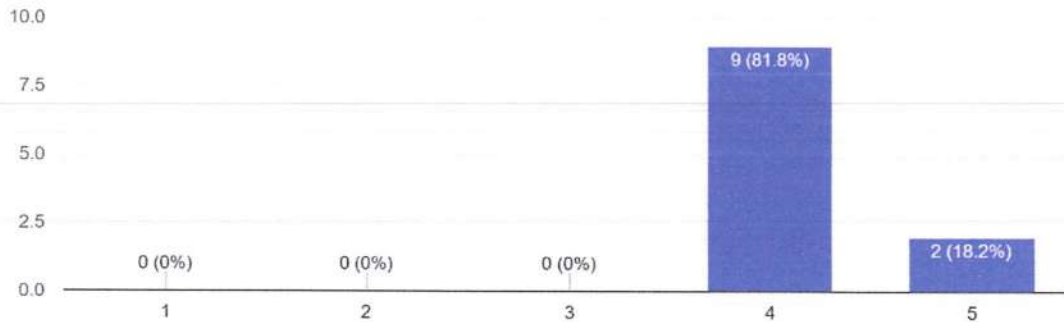
Did the urban analysis work improved your presentation and software skills?

11 responses



How much did the live case study visits to various sites helped you for your design project ?

11 responses



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What new things you learnt in the process of on site analysis ?

11 responses



Fourth year students could effectively understand the morphology of the city of Ahmedad. They could effectively (91%) map the designated areas to identify concerns of local people. They could partially interact with the local community, for the lack of availability of end users. However, their physical inspection of the site helped them in their design project. Other skills like on-site observation techniques, mapping tools, questionnaires, other survey tools of gathering data and softwares for presentation techniques could be honed by students for the tour work.





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Bachelor of Design



Criterion 7 – Institutional Values and Best Practices

Key Indicator - 7.3 – Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

A	Distinctive Practice- Study Tours			
	Bachelor of Design			
	Year	Class	Place	Date
	2023-24	Third Year B.des	Crafts and cultural Documentation Tour, Kolhapur	04/09/2023 - 06/09/2023
			Documentation work	
			Feedback	
		First Year B.Des	Environmental Perception tour, Sarwahara, Trimbakeshwar	03/12/2023 - 5/12/2023
			Documentation work	
			Feedback	



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Report on Craft & Cultural Documentation, Kolhapur

Academic Year : 2023-24

Semester : V

Year	3rd year B.Des
Subject Name	Craft & Cultural Documentation
Subject Code	PD-173565, ID- 173581,SD- 173600 , FD- 173620
Teaching Methodology Adopted	Experiential
Name of the Faculty	Prof. Priyansi Tambat, Shubham Aher, Zia Shaikh
Objective	<ol style="list-style-type: none">1. To establish an appreciation and understanding of our rich culture, heritage and vast vocabulary of craft techniques.2. To expose the students to the gamut of contextually responsive space design of a community,craft activity and the role of design thereof.3. To evaluate the possibility of extending the traditional material, construction techniques and craft techniques to contemporary application.4. To equip the students to undertake field research using suitable research tools wherein they directly interact with communities, artisans and skilled craftsmen to collect, analyze and record data.
Date & Duration of Activity	Entire Semester & On Field Documentation at Kolhapur - 4th, 5th & 6th September 2023
Venue	MVPS's Sharadchandraji Pawar College of Architecture, Nashik.

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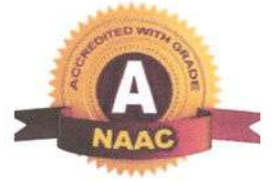




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No of Students Present	PD-15 , ID-15, SD-07, FD- 07 Total: 46 Students
Photograph/Video Available	Yes

Brief about the Program (Activity/Event)	<p>Focuses on an in-depth study, research and documentation of a particular context, craft community and craft : keeping in view various aspects such as the evolution of the craft, communities engaged in practicing the craft, socio-cultural economic influences on the craft, traditional methods of designing and production, use of indigenous materials and use of local technology, market linkages, external influences,etc.</p> <p>Day 1: Documenting process of traditional Kolhapuri chappal making process.</p> <p>Day 2: Heritage walk- Understanding the place in detail. Documentation of <i>akhada</i>, visit to traditional milking area, rankala talav.</p> <p>Day 3: Documentation of Kolhapuri jewellery to Hupari. Documenting wada and set of तुझ्यात जीव रंगला serial</p>
Remarks	<p>The students were able to develop an understanding and appreciation for India's rich cultural heritage. Students were able to draw inspiration and develop culturally relevant designs in a contemporary context.</p>


Faculty in-charge


Approved by

(ADC)

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Heritage Walk



Bhavani Mandap



Documenting Kolhapuri Chappal Making Process

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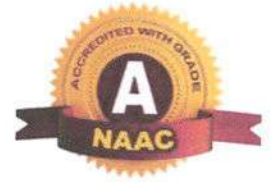




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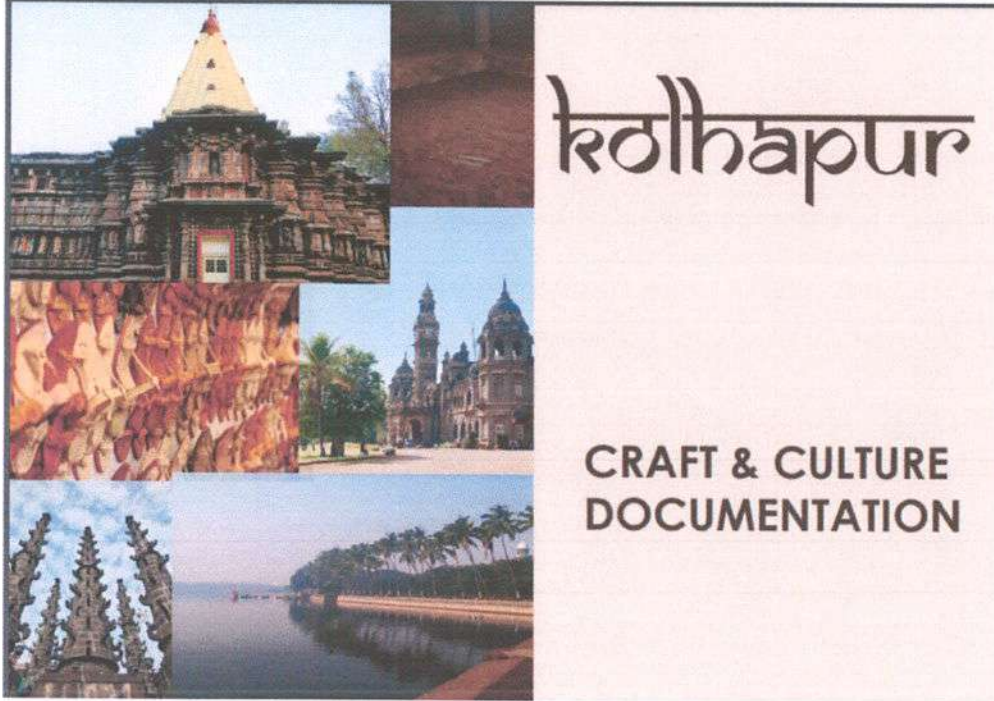
Wada and Furniture Documentation

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Students Work :
Final Compilation of the documentation.



ABOUT THE CRAFT

Kolhapuri chappals are Indian decorative hand-crafted and braided leather slippers that are locally tanned using vegetable dyes. Kolhapuri Chappals or Kolhapuris as they are commonly referred to are a style of open-toed, T-strap sandal, but also braided leather Mules or braided leather shoe type designs are also common.

A huge part of the city is based on making kolhapuri chappals and the industry involves a lot of artisans. Apart from the authentic Kolhapuri designs, some patterns are also taken from neighbouring states like Gujarat and Rajasthan. These designs are gaining popularity not only in Maharashtra but across the globe.

HISTORY

12th century
The origin of Kolhapuri Chappals dates back to 12th century when the King Bijala and his prime minister Basavanna encouraged Kolhapuri Chappal production to support local cobblers. According to historic records, Kolhapuris were first worn as early as the 13th century. Previously known as Kapashi, Paytan, Kachikadi, Bakkainoli, and Pukli, the name indicated the village where they were made. [1] Shahu I of Kolhapur (and his successor Rajaram III) encouraged Kolhapuri Chappal industry and 29 tanning centres were opened during his rule.

Early 19th century
Later in the 19th century, Kolhapuris were introduced in Mumbai by the saudagar family of Kolhapur, who created a thinner version of the chappal, they named it 'Konwali'. The chappal had a little decorative fur-like ball in the centre giving it a very royal and elaborate appeal.

The craft beautifully showcases the speciality of Indian craftsmanship.

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MAKING PROCESS

Originally made from buffalo-hide and thread, they weighed as much as 2.01 kilos because of the thickness of the sole, which made them durable despite the extreme heat and mountainous terrain found in the state of Maharashtra.

For making Kolhapuri Chappal various operations are done step by step like skiving, pattern making and cutting, attachment of upper and bottom heels, stitching, finishing, punching and Trimming, decoration and Polishing, and assembling. It can take up to six weeks to make a pair of Kolhapuris. Kolhapuri chappals are known to last a lifetime if maintained well and not used in rainy seasons.

Preparation of leather involves two major procedures-

1. PREPARATION OF LEATHER
2. MAKING OF CHAPPAL



PREPARATION OF LEATHER

Animal Skin Preparation:

Begin with the skin of a deceased animal. Skin is soaked in chemicals and water to remove hair, fat, and other impurities. Soaking can take around 2-3 days.



Lime Treatment:

After slaughtering the animal, the leather is soaked in lime for 2-3 days. Lime helps in automatically removing hair.

Flesh Removal :

Once the hair has fallen off due to lime treatment, the leather is removed from the lime. Peeling off the lower flesh of the leather. The Dhar people may use acacia bark dipped in water to assist in this process.

Bevatol Soaking:

Submerge the leather in Bevatol (details about Bevatol are unclear) for 5-6 days.

Rough Leather Formation: by using a press machine (Ektol) on the leather to create rough texture. This might involve the use of chemicals and mixing (Plain Cham).

PREPARATION OF LEATHER

Step 1: Leather Selection and Cutting

1. The artisans commence by selecting high-quality buffalo or goat leather.
2. They use a stencil/mold called Varval to precisely cut the leather into the desired sole shape.

Step 2: Shaping the Sole

1. The sole is shaped and trimmed using the Varval mold.
2. Stitching holes are carefully created along the sole's edge for later use.

Step 3: Stitching the Straps

1. Leather straps for the upper part of the chappal are expertly crafted.
2. The artisans securely stitch the straps to the sole using 'chambdi shilai,' a technique that involves using 'chambdi sail' (goat leather) as the thread, along with nylon.
3. They employ an 'Aari' tool for stitching and use 'Hashti' to fix the stitching in a process known as 'Takka.'

Step 4: Adding the Toe Loop

1. A loop of leather is thoughtfully attached to the front of the chappal for the toe hold.
2. The artisans stitch the toe loop securely to the sole using 'chambdi shilai.'

Step 5: Attaching the Heel Strap

1. They cut and prepare a leather strap for the heel.
2. A 'kanpa' is placed in between, followed by a 'bhar' in the middle, and at the base, the sole is firmly attached using 'soluchan' adhesive.
3. The heel strap is meticulously secured to the sole.

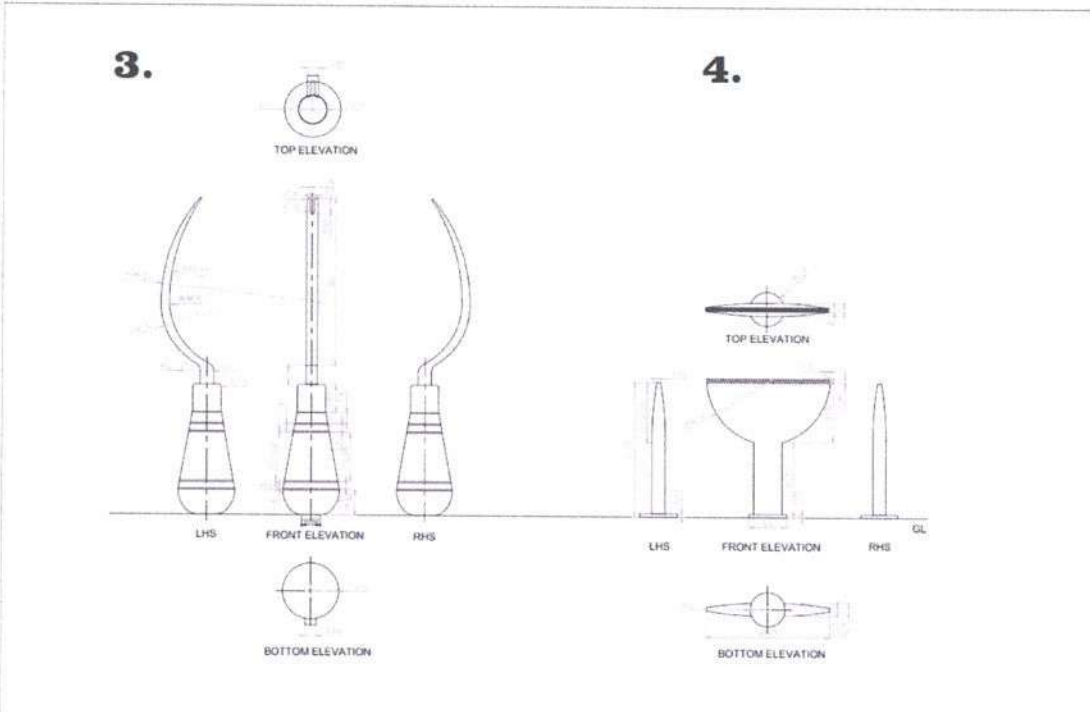


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BHAVANI MANDAP

कोल्हापूर

History

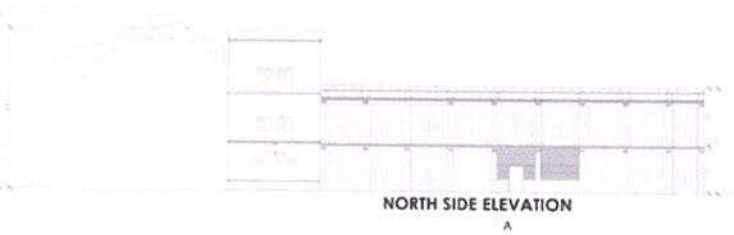
Located near the famous Mahalaxmi Temple, it is one of the popular places of heritage in Maharashtra, and among the top places to visit in Kolhapur.

Bhavani Mandap is one of the biggest and oldest structures in Kolhapur. It was built during the period 1785 to 1800 by then the ruler of Kolhapur, Shivaji Maharaj II. It's construction materials include Rankala Lake Stone, timber. Bhavani Mandap used to be the court and palace of Chhatrapati Maharaja in the yesteryears.

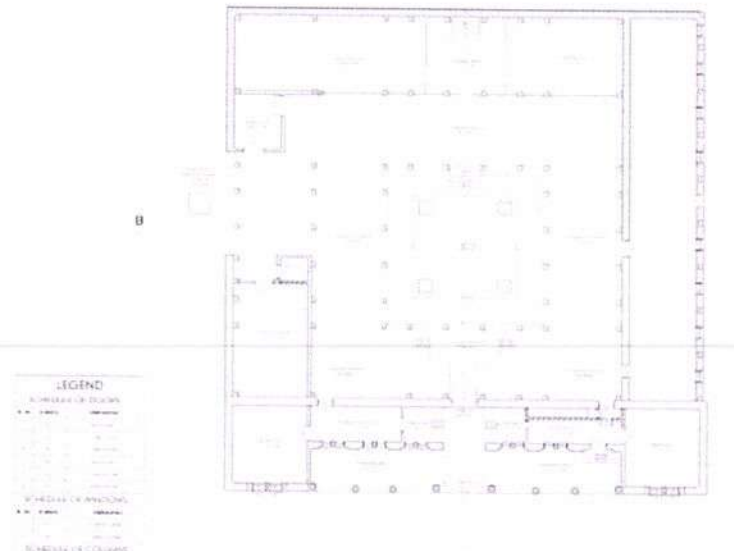
Bhavani Mandap has now been converted into a public monument and has a great historical significance. A life-size statue of Shahu Maharaj, the most loved king of Kolhapur is placed in the entrance hall of the Mandap. There are many interesting artifacts on display here, such as the stuffed animals like deer and panther hunted by the king.

At the center of the Mandap, there is the temple of Tulja Bhavani, who is considered to be the younger sister of Goddess Mahalakshmi and was invited as a guest to Kolhapur. Shri Chhatrapati built this temple for the members of his family.

Bhavani Mandap was an important meeting venue in yesteryears. On exhibit here is a modest wooden throne believed to have been used by Shivaji Maharaj on his visits to Kolhapur. The Bhavani Mandap housed the



NORTH SIDE ELEVATION



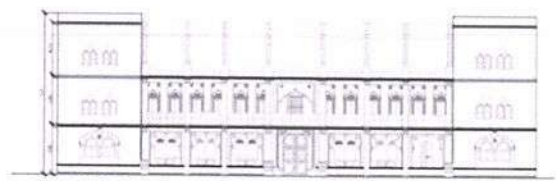
LEGEND

- NUMBER OF DOORS
- NUMBER OF WINDOWS
- NUMBER OF ARCHES
- NUMBER OF COLUMNS
- PITCHES

MANDAP 28 X 12 M



PLAN



WEST SIDE ELEVATION



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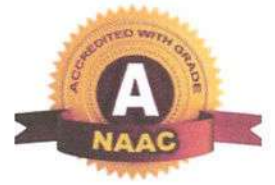




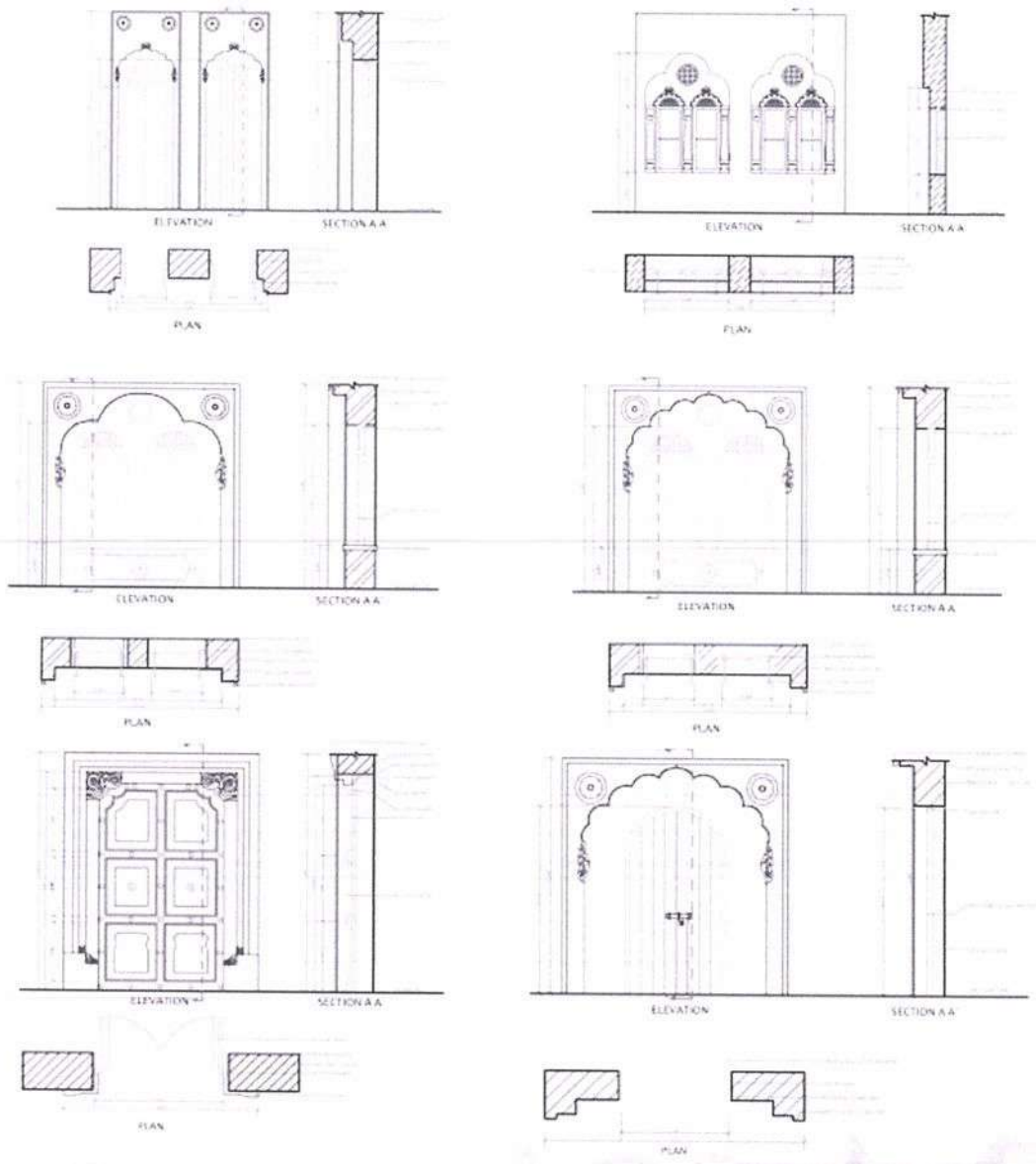
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कोल्हापूर DETAILED DRAWAINGS DOOR AND WINDOWS



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Craft & Cultural Documentation Tour feedback 2023 – 24 Kolhapur tour

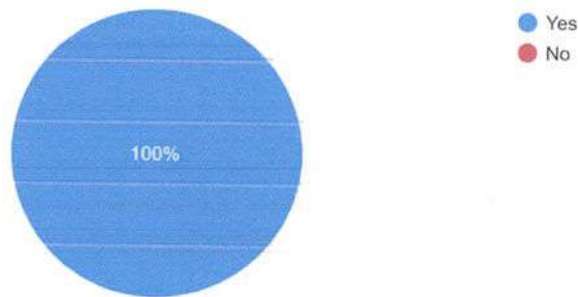
Did you participate in the Kolhapur Craft & Cultural Documentation Tour ?

41 responses



Did you understand about the local culture and lifestyle at Kolhapur?

41 responses



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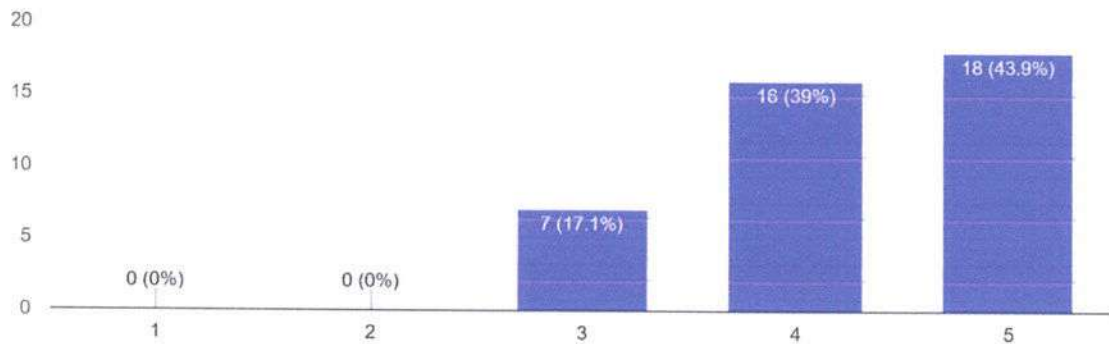
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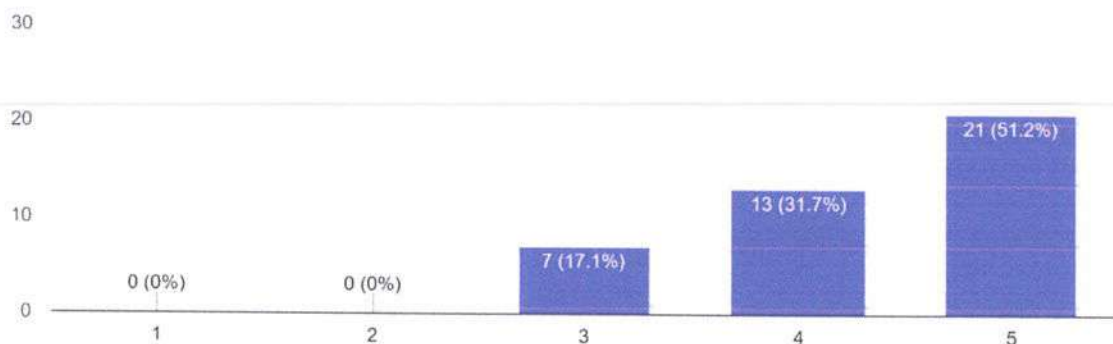
How much did you learn about Culture, Craft & Architecture of Kolhapur ?

41 responses



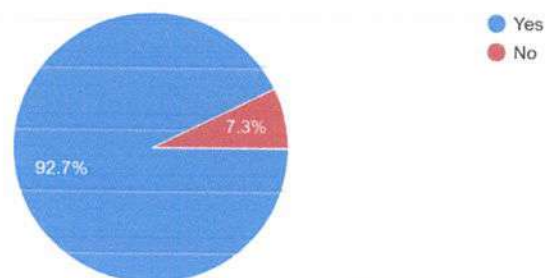
How much did you learn about the traditional craft making process and detail or traditional construct techniques?

41 responses



Did this documentation inspire you to take any action (e.g., learning the craft, supporting artisans, etc)?

41 responses



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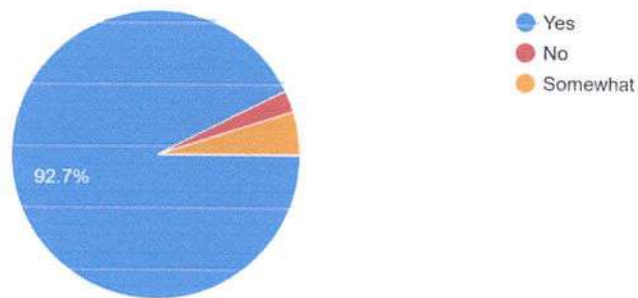
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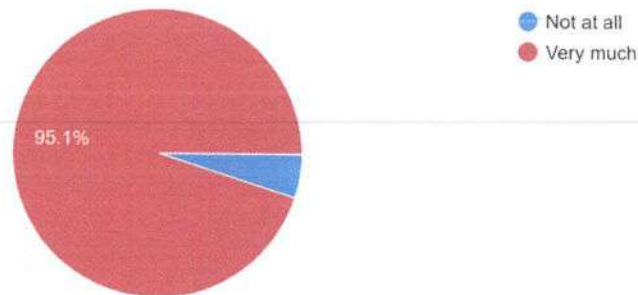
Did this documentation help you understand or appreciate the craft or culture better?

41 responses



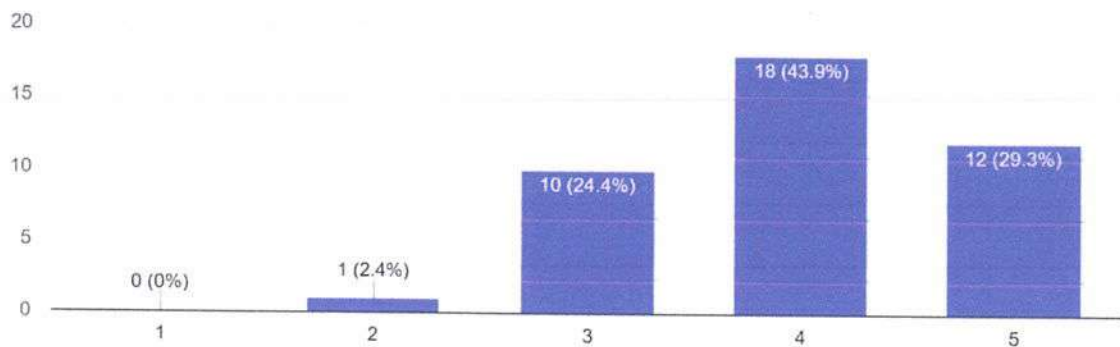
Could you get the implications to adapt and apply it in future for your Design projects?

41 responses



Did the exposure helped in your design thinking and detailing?

41 responses



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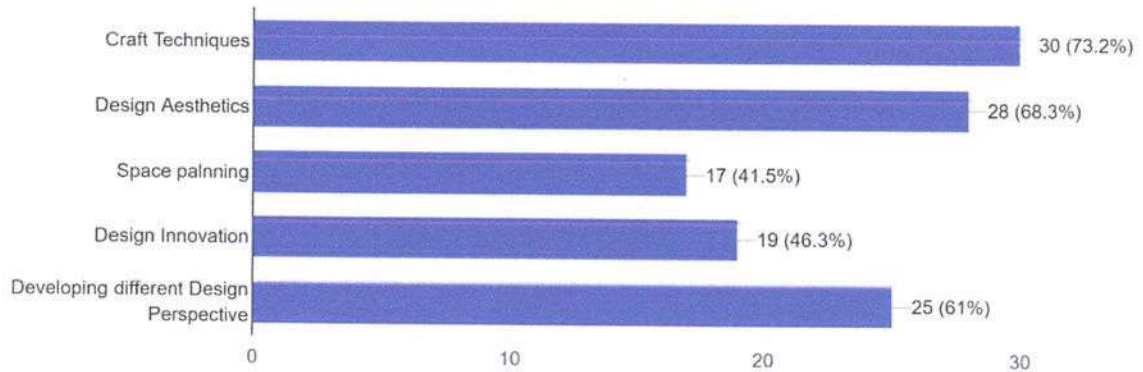
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What were the new things that you learnt in the CCD Tour?

41 responses



The Kolhapur Craft and Cultural Documentation tour saw 100% participation from students, all of whom gained insights into the local culture and lifestyle of Kolhapur. While 82% of students deeply understood the culture, craft, and architecture, 17% achieved a moderate understanding. Additionally, 34 students comprehensively learned about traditional craft-making processes and construction techniques, with 7 students gaining an approximate understanding. The tour inspired 92% of participants to support artisans through design, process innovations, or e-commerce. Around 92.7% of students reported that the experience enhanced their appreciation for Kolhapur's craft and culture, and 95.1% felt equipped to apply these learnings to future design projects. Furthermore, 72% highlighted that the exposure significantly improved their design thinking and detailing. Specific takeaways included learning craft techniques (73%), gaining knowledge of design aesthetics (68.3%), developing diverse design perspectives (61%), fostering design innovation (46.3%), and understanding space planning (41%).

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Academic Visit : Environmental Perception

Academic Year : 2023-24

Semester : II

Year	First Year B. Des.
Subject Name	Environmental perception
Subject Code	12023015
Teaching Methodology Adopted	Experiential
Resource Person	Mr.Nitin Paranjape, Abhivyakti Media for Development
Name of the Faculty	Prof. Shubham Aher
Objective	Understanding space and culture through the study of people and place in village/ city/ town. To expose students to the environments which are diverse and essentially different from the environments that they reside in. This is to develop their observation skills, independent thinking, Sense of responsibility, etc.
Date & Duration of Activity	3/12/2023 to 5/12/2023 (3 Days)
Venue	Sarwahara Foundation, Trambakeshwar, Nashik.
No of Students Present	38
Photograph/Video Available	Yes

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Brief about the Program (Activity)	<p>Visit to villages in groups and explore village life, its culture, products, interact with villagers, dialogue with them, develop relationships, visit their homes, work with them, etc</p> <p>Experience, Study and Productive Action.</p> <p>1) Experience - Visit to villages in groups, interact with villagers, join them at work, get involved in physical labour and build relationships, observe how the village life is organised, look at their products, tools, culture, home interiors, materials, relationship with nature and animals, etc.</p> <p>2) Study: based on your experience, get involved in further study by reading, discussions, analysis, making notes, reflections, dialogue, etc</p>
Remarks	<p>The visit helped students gain and understanding of awareness, or feelings about, the environment, and as the act of apprehending the environment by the senses. experience, and get involved in further study by reading, discussions, analysis, making notes, reflections, dialogue</p>

**Faculty in-charge
Prof. Shubham Aher**

**Approved by
(ADC)**

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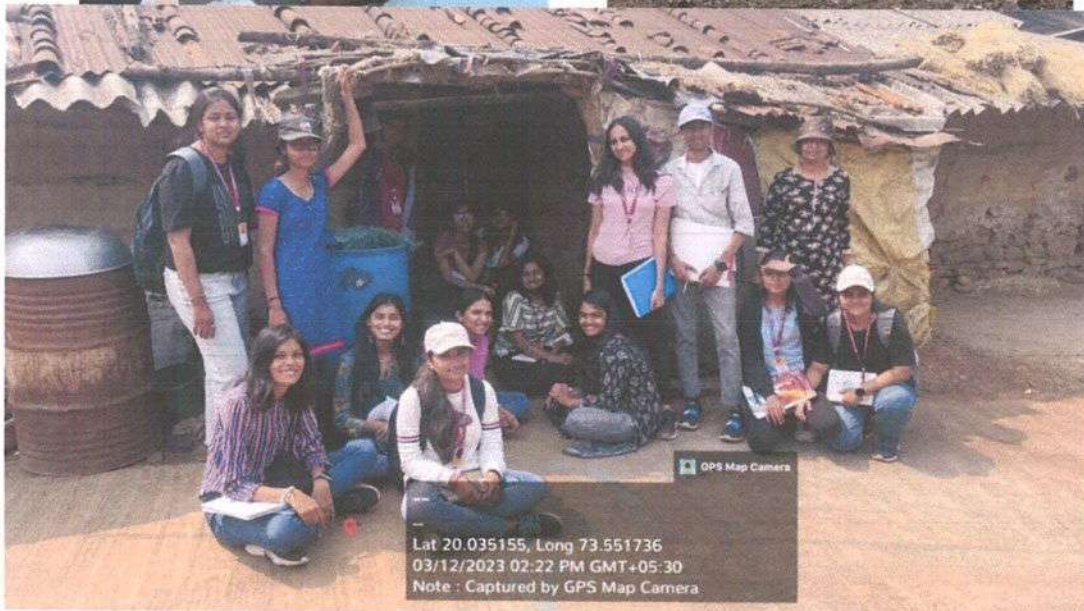
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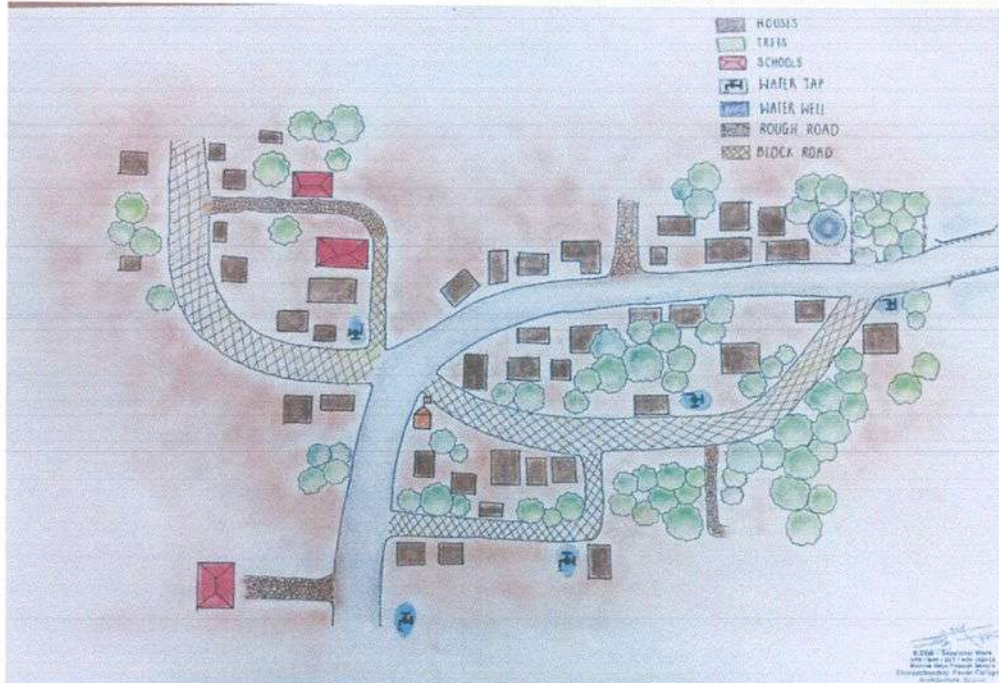
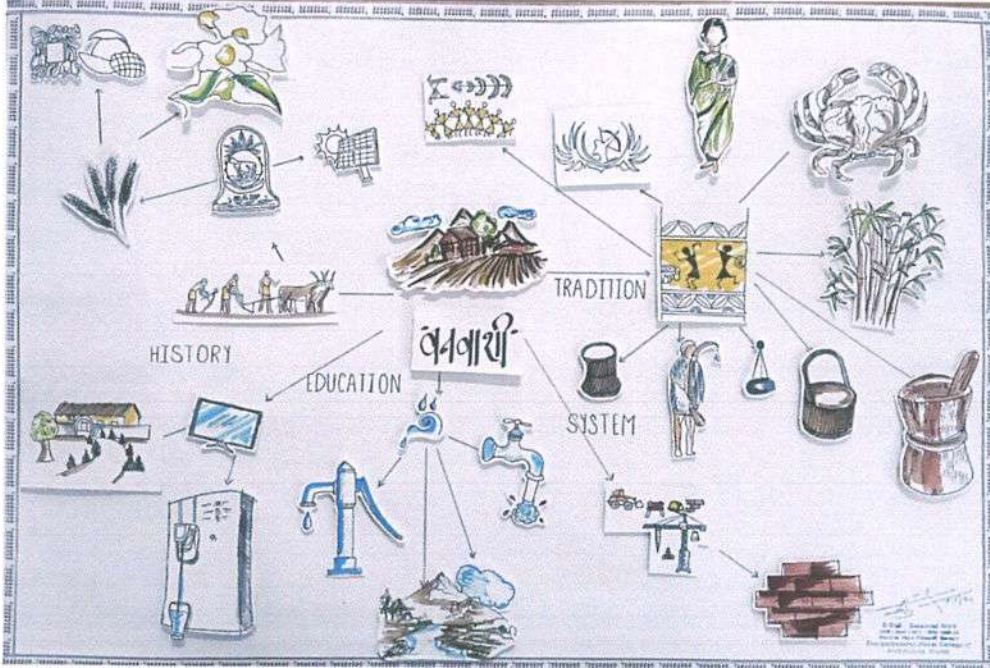


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Students Work:



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WALL THICKNESS IS 230

	WINDOW
	DOOR

SCHOOL
5000 x 5000

ALL DIMENSION ARE IN MM
SCALE 1:30

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SCALE AND PROPORTION

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TARPAN तरपण

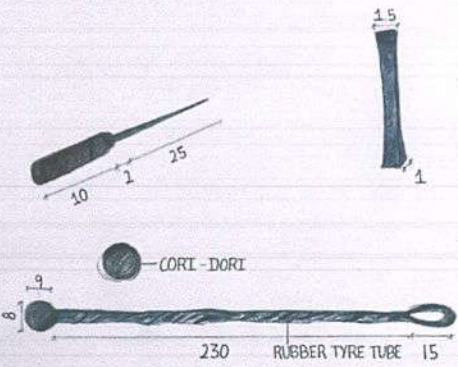



TARPA IS A TRIBAL INSTRUMENT ORIGINATING FROM WESTERN INDIA USED BY WARLI TRIBALS IN THEIR FESTIVE DANCES. IT IS A WIND INSTRUMENT, PLAYED BY BLOWING INTO RESERVOIR CHAMBER THAT IS CONNECTED TO TWO BAMBOO PIPES WHICH ARE ATTACHED TO A RESONATING CHAMBER IN ITS CONSTRUCTION. THE TARPA IS A SINGLE-REED INSTRUMENT WITH TWO PIPES POSSESSING FREE-BEATING REEDS. THE STRUCTURE OF THE INSTRUMENT CAN BE DIVIDED INTO 3 PARTS - THE RESERVOIR CHAMBER ON WIND CHEST WITH A MOUTH-BLOWING HOLE, THE BAMBOO PIPES WITH HOLES.





B.DSG - Seasonal Work
 APR / MAY / OCT / NOV 2023-24
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CORI-DORI

RUBBER TYRE TUBE

PATA CHAKKI
CONVEYOR BELT

PATA पटा

- MADE OF RUBBER TYRE TUBE AND CORI-DORI BENEATH.
- HAS HOOK TO HANG THE POT ON THE BELT AROUND THE WAIST.
- 6 NO. OF TUBES ARE REQUIRED ARE IN A SPAN OF 3 MONTHS.

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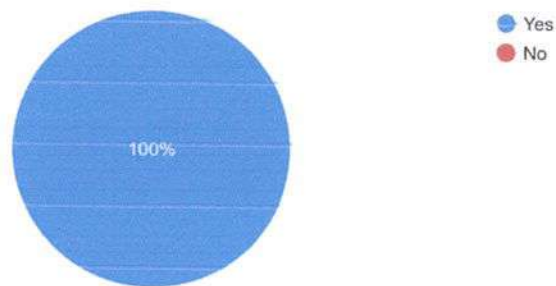
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Environmental Perception Tour feedback 2023 – 24 Jawhar Village

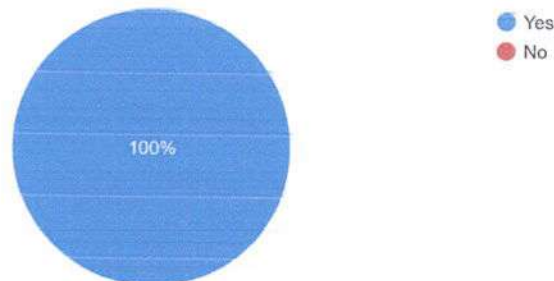
Did you participate in the EP Tour at Jawhar ?

30 responses



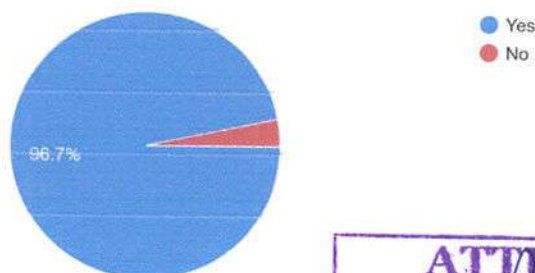
Did the tour help you understand diverse cultural systems, social systems, and lifestyles?

30 responses



Were you able to observe and analyze traditional learning systems, infrastructure, and governance?

30 responses



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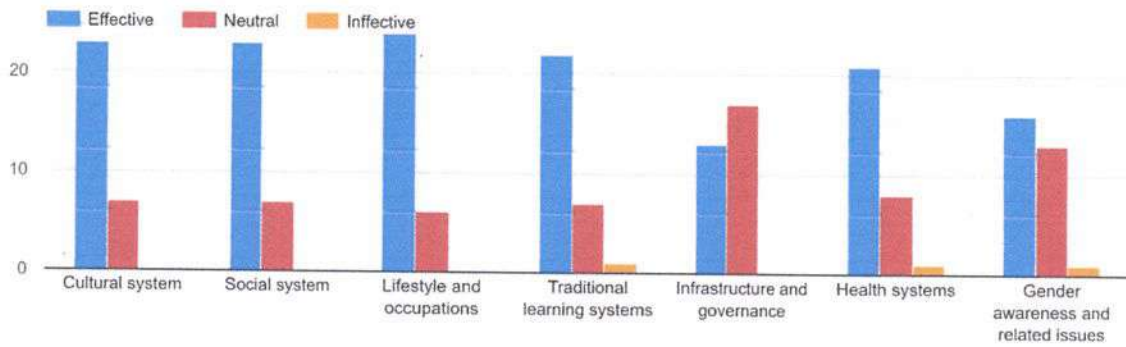
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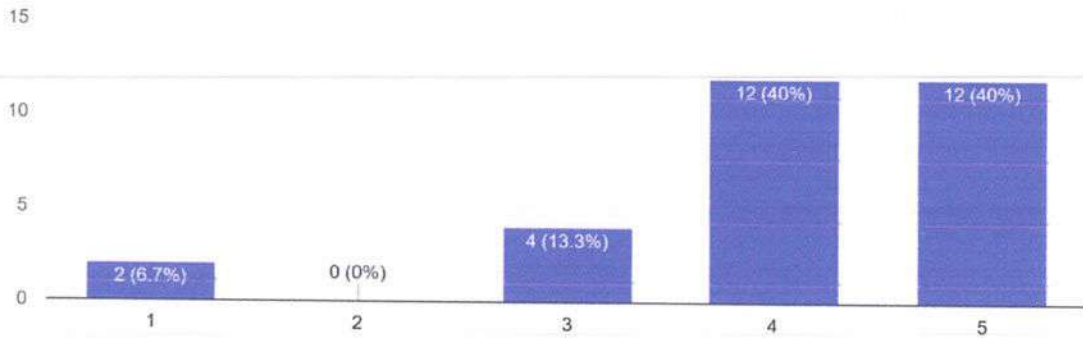


How effectively were you able to observe and understand the following aspects during the tour?



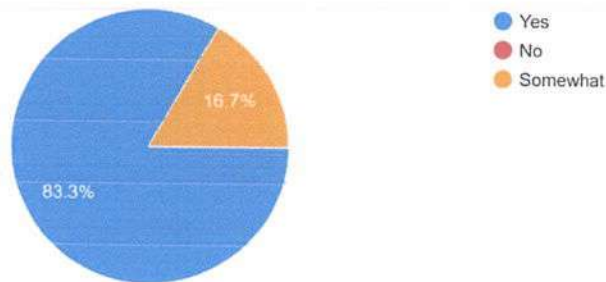
How much did you interact with the local community to understand their various issues such as health systems, traditional products, gender awareness, and education system?

30 responses



Did this documentation help you understand or appreciate the diverse and essentially different environments in that people reside in rural or semi-rural areas ?

30 responses



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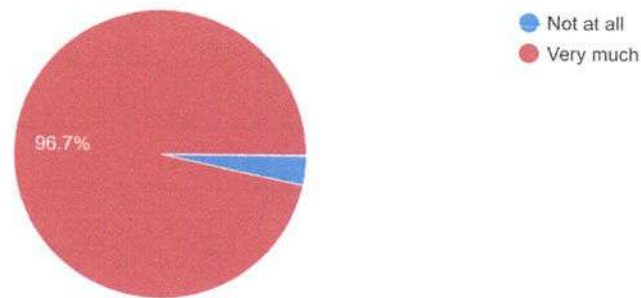
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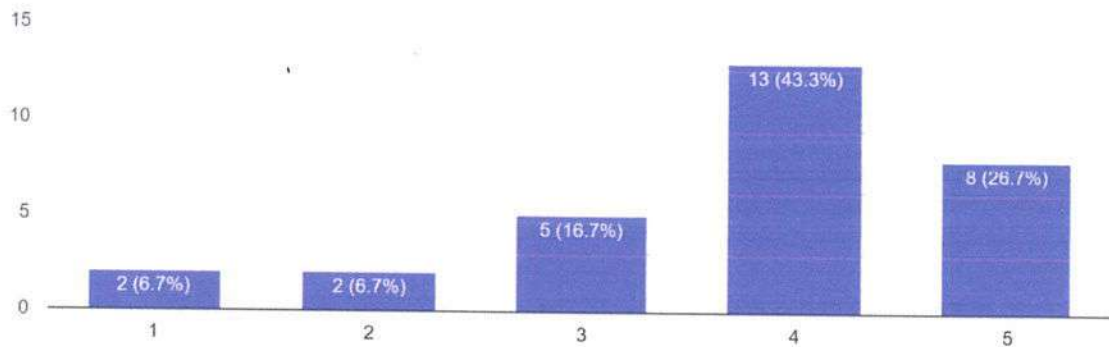
Could you get the implications to adapt and apply it in future for your Design projects?

30 responses



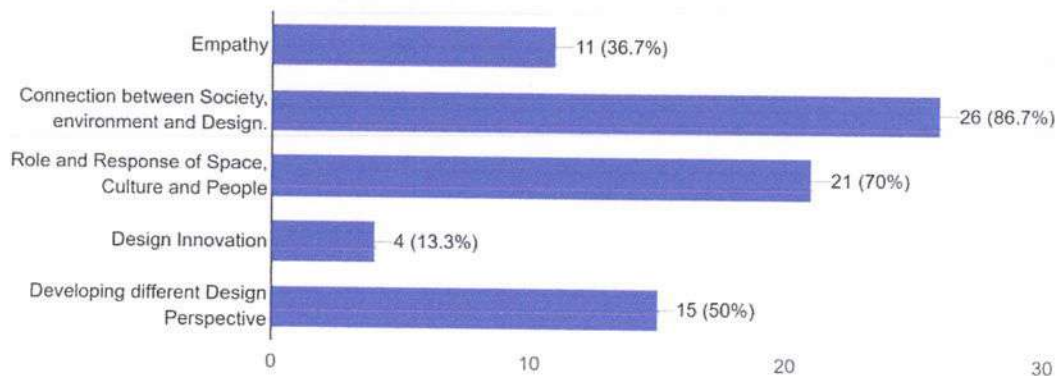
Did the exposure helped in your design thinking and detailing?

30 responses



What were the new things that you learnt in the EP Tour?

30 responses



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The Environmental Perception Tour was attended by all first-year B.Des students, providing them with an opportunity to understand the diverse cultural systems, social structures, and lifestyles of the people in Jawahar village. An impressive 96.7% of students observed and analyzed the village's traditional systems, infrastructure, and governance. Around 80% effectively engaged with aspects such as cultural and social systems, lifestyle and occupation, traditional learning systems, infrastructure, governance, health systems, and gender awareness. They also interacted with the local community to understand their challenges.

Additionally, 83.3% of students appreciated the unique and diverse environment experienced during the tour. The knowledge gained inspired 96.7% of them to adapt and apply their learnings to future design projects. The exposure significantly enhanced their design thinking and detailing skills, as agreed by 69% of participants. Furthermore, 36.7% of students developed a deeper sense of empathy, 86.7% established connections between society, environment, and design, and 70% gained insights into the role and interaction of space, culture, and people. Lastly, 50% of students cultivated new perspectives in design through this enriching experience.

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