



Mahatma Education Society's

**PILLAI HOC COLLEGE OF ARCHITECTURE**

Pillai HOCL Educational Campus, HOC Colony, Rasayani, Via Panvel, Dist- Raigad, Pin: 410207

Tel: 02192- 669002

Web: [www.phcoa.ac.in](http://www.phcoa.ac.in)

mail: [phcoaadmin@mes.ac.in](mailto:phcoaadmin@mes.ac.in)

Approved by COA, Government of Maharashtra and Affiliated to University of Mumbai

Inst. Code- AR3427

## Criterion 1- Curricular Aspects

### 1.3 - Curriculum Enrichment

#### 1.3.1





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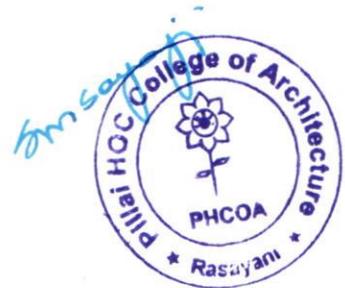
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## 1.3.1

**Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum**

**(A.Y. 2022- A.Y. 2023)**





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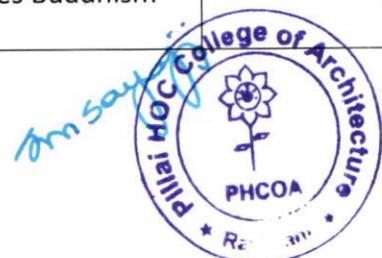
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**1.3 Curriculum Enrichment**

**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum**

Year	Class / Semester	Subject Code	Subject Name	Course summary	Cross Cutting Issues Professional Ethics, Gender, Human Values, Environment and Sustainability
A.Y. 2018 -A.Y.2019 To  A.Y.2022 -A.Y.2023	F.Y.B. Arch (Sem 1)	BARC 101	Architectural Design Studio 1	Human body, activities and their relation with spaces. Exposure to Architecture.	Human values.
		BARC 105	Humanities 1	Understanding World history , History of culture, human cultural development, products and sociology Chronology India and the world Gender,	Human Values, Environment and Sustainability
		BARC 106	Environmental Studies 1	Understand relationship between Natural and Built environment, natural resources of all kind, CONCEPTS of Environment, Ecology, bio diversity, building Types & Lifestyles in different geographic zones and climatic zones.	Environment and Sustainability
		BARC 121	Elective 1	Understand the basics of human centric design with respect to the appearance of the space	Human values.
	F.Y.B. Arch (Sem 2)	BARC 201	Architectural Design Studio 2	Designing of space for small groups and minor activities with reference to climate, site conditions, and user requirements. Architecture as environment	Human Values, Environment and Sustainability
		BARC 205	Humanities 2	History of art culture & aesthetics, Architecture Prehistory, ancient Cultures, Civilizations, Kingship in India, Hellenistic influences Buddhism and Jainism	Professional Ethics, Gender, Human Values





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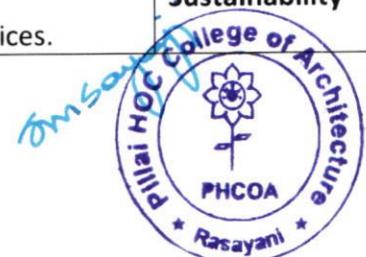
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	BARC 206	Environmental Studies 2	Intent of the subject is to study effects of development on natural resources, Concepts of sustainable development, Renewable resources, Water cycle and its management Conservation and generation of energy.	<b>Environment and Sustainability.</b>
S.Y.B. Arch (Sem 3)	BARC 301	Architectural Design Studio 3	Understanding and designing indoor and outdoor spaces for multiple activities created by built forms as per functionality, building materials and methods of construction for small and large group of people	<b>Human Values, Environment and Sustainability</b>
	BARC 305	Humanities 3	The study of the socio-cultural circumstances, the art and the architecture of various culture, religion, civilizations in the world. Industrial revolution and modern Architecture.	<b>Human Values</b>
	BARC 306	Environmental Studies 3	To study and understand passive methods of environmental control Climatology and Building Sciences	<b>Environment and Sustainability</b>
S.Y.B. Arch (Sem4)	BARC 401	Architectural Design Studio 4	To do survey, research, case study for community spaces in rural and semi urban areas, to design built and unbuilt spaces for cluster and communities by studying design, construction, technology, with life style, natural surroundings, climatic conditions, social fabric, infra-structure, local materials and methods of construction.	<b>Human Values, Environment and Sustainability</b>
T.Y.B. Arch (Sem 5)	BARC 501	Architectural Design Studio 5	Understanding design in urban areas to study potential and optimization of spaces, incorporate in different typology of buildings Architectural functions and forms, infrastructure and services.	<b>Professional Ethics, Gender, Human Values, Environment and Sustainability</b>





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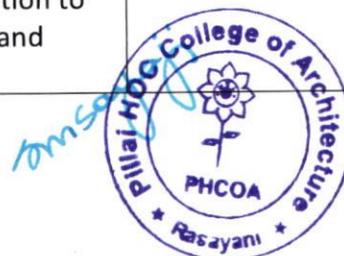
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			Designing public spaces for large group of people.	
	BARC 502	Allied Design Studio 5 (Landscape Architecture)	Understanding landscape based site analysis & various elements of landscape design & application of knowledge of plants materials & principals of design in small scale public project	<b>Environment and Sustainability.</b>
	BARC 505	Humanities 5	Modern movements in Art and Architecture, evolution, postmodern Architecture, deconstruction, Architectural trends in India.	<b>Human Values, Environment and Sustainability</b>
T.Y.B. Arch (Sem 6)	BARC 601	Architectural Design Studio 6	Understanding nature, context and character of urban institutions along with activity spaces, form. Relate Architecture for enhancement of institutional character. Simultaneously dealing with building systems, infrastructure.	<b>Human values, Environment and Sustainability.</b>
	BARC 602	Allied Design Studio 6 (Landscape Architecture)	Application of site analysis & user analysis, vegetation typology, civil details, in large scale commercial or public projects.	<b>Human Values, Environment and Sustainability.</b>
	BARC 605	Humanities 6	Understanding Architecture with reference to social issues related to Urbanisation particularly in Indian context. Further study of Urban issues with special reference to Mumbai Metropolitan region.	<b>Gender, Human Values, Environment and Sustainability.</b>
	Fourth. Year. B.Arch (Sem 7)	BARC 701	Architectural Design Studio 7	HOUSING- Students are expected to do background study of housing typology, aspects of mass housing, design housing scheme in urban area, along with necessary infrastructure, services, and amenities. Consideration to be given to user analysis and affordability.





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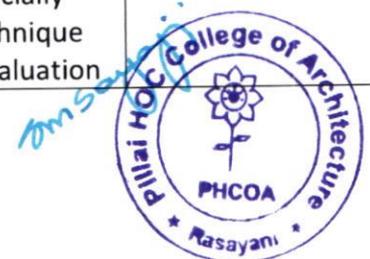
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	BARC 702	Allied Design 7 (Town Planning)	Understand the Fundamentals of town planning, regional context, and the development plans of a city or town by Conducting different surveys. Data Collection & Application of user analysis.	<b>Human values, Gender, Environment and Sustainability.</b>
	BARC 710	Professional Practice 1	Introduction to Architectural profession, code of conduct, duties, set up and administration, Tender and contract management for project.	<b>Professional ethics</b>
Fourth. Year. B.Arch (Sem 8)	BARC 810	Professional Practice 2	Students to undergo Professional training in Architectural practices so as to be able improve Knowledge work and watch organisation	<b>Professional ethics</b>
Fifth. Year. B.Arch (Sem 9)	BARC 901	Architectural Design Studio 8	Architectural design for Urban activities for masses with respect to functions, form, composition, infrastructure, services and spaces around building. Outcome to be based on data collection, analysis, socio economic, technical, traffic, climatic factors.	<b>Professional Ethics, Human Values, Environment and Sustainability</b>
	BARC 902	Allied Design 8	Understand the principles of Urban Design, Activities, Issues & Design proposals for human centric design	<b>Human values, Gender, Environment and Sustainability.</b>
	BARC 907	Environmental Studies 4	Evaluate and apply sustainable building strategies over design. 1. Post occupancy evaluation of case studies of student's thesis work. 2. Urban sustainability 3. Impacts of built environment on its surroundings	<b>Environment and Sustainability.</b>
	BARC 910	Professional Practice 2	Acquisition General principles of land acquisition with reference to norms of compensation. Purpose of acquisition Valuation Elements of valuation- market value methods of valuation specially income capitalization technique and physical method of valuation	<b>Professional ethics</b>





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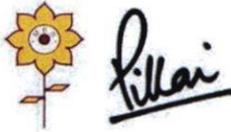
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Fifth. Year. B.Arch (Sem 10)	BARC 911	Design Dissertation 1	Students are required to choose a topic and conduct research under the guidance of internal teachers. They are required to submit a report to in the given format. The report should include Title and description of the topic Justification for Architectural intervention in context.	<b>Human values, Gender, Environment and Sustainability.</b>
	BARC 1006	Environment al Studies 5	Evaluate and apply sustainable building strategies over design.	<b>Environment and Sustainability.</b>
	BARC 1010	Professional Practice 2	Professional and legal responsibilities of Architects. All Acts related to non-agricultural lands in relation to Building activities related to regions such as M.R.T.P, M.H.A.D.A and M.M.R.D.A. acts Environmental policy and laws related to protection of environment.	<b>Professional ethics</b>
	BARC 1011	Design Dissertation 2	Students are required to develop the design as per the design objectives and design brief submitted in the report. Drawings should include location plan, site plan, detailed floor plans, elevations, views and large scale sections.	<b>Human values, Gender, Environment and Sustainability.</b>





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**Name of Program: Bachelor of Architecture**

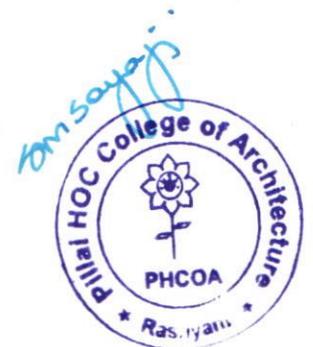
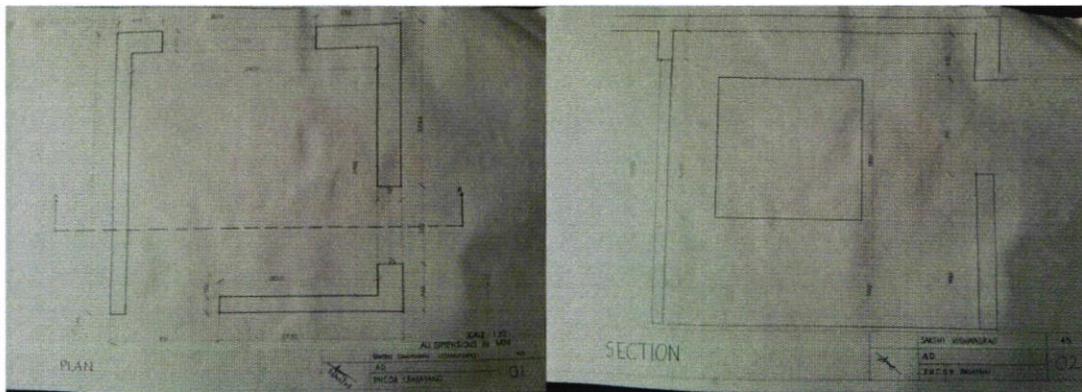
**Academic Year: 2022-2023**

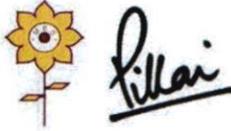
**Year: F.Y.B.Arch. (Sem 1)**

**Name of Course: Architectural Design (BARC 101)**

**Title of Assignment: My Space**

**Name of the Faculty: Prof. Amrut Deshpande, Prof. Jinson A., Prof. Abhay C.**





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**Name of Program: Bachelor of Architecture**

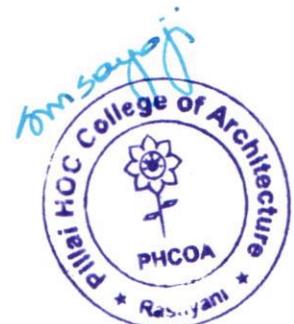
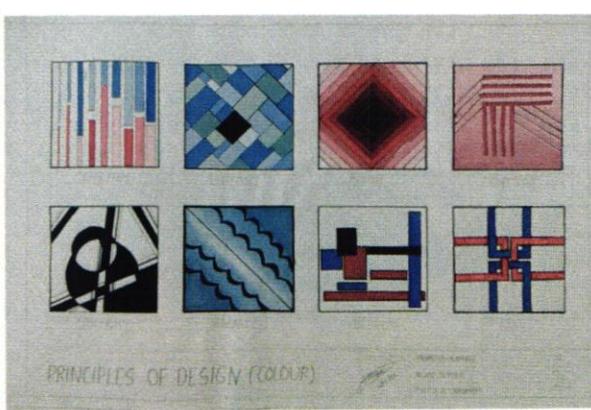
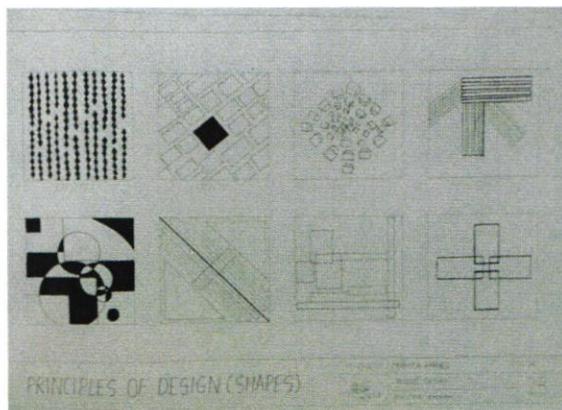
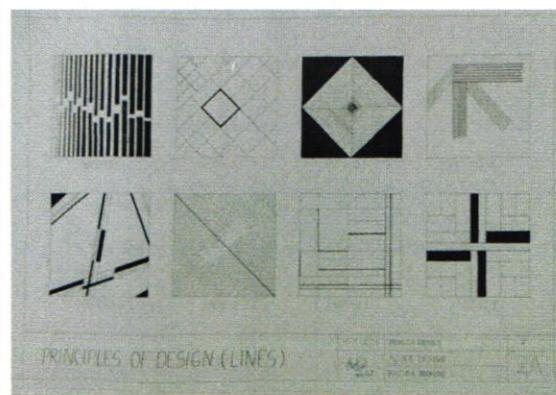
**Academic Year: 2022-2023**

**Year: First Year B.Arch. (Sem 1)**

**Name of Course: Allied Design (Basic Design) (BARC 102)**

**Title of Assignment: Abstraction, Shades Shadow & 3D Composition**

**Name of the Faculty: Prof. Amrut Deshpande**





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**WRITE UP:-**

PAPER CUT AND FOLDING IS A SIMPLE ACTIVITY THAT REQUIRES PLANNING AND IMAGINATION THESE MODELS ARE CREATED OUT OF AN SINGLE PIECE OF PAPER THE ONLY METHOD USED TO MAKE THE SE - CUTTING, FOLDING AND INTERLOCKING TO FORM A STANDING STRUCTURE THESE 20 MODELS SHOWS BALANCE AND PROPORTION AS AN MEASURE ELEMENT

- IN THE FIRST TWO IMAGES THE PAPER IS CUT AND INTERLOCKED TO FORM A SMALL STRUCTURE IN THE THIRD IMAGE SQUARES ARE CUTTED OUT FROM BOTH LEFT AND RIGHT SIDE AND INTERLOCKED BY BETWEEN IN FOURTH AND FIFTH MODEL IS REFERRED TO BUILDING STRUCTURE SHOWING STAIR, DOOR AND ARCHES.

CUT AND FOLD [PART A]

07-05-2023	PRANITA - KAMBLE	16
	ALLIED DESIGN	4.1
	PHCOA RASAYANI	

**WRITE UP:-**

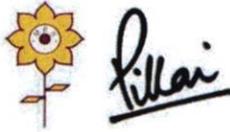
THIS CUT AND FOLD MODEL IS MADE OUT OF FILE CARD THE REASON TO CHOOSE THIS MODEL WAS ITS STRUCTURE ELEMENT AND THE WAY IT INTERLOCKED TO MAKE THE STRUCTURE STAND FREELY ON ITS OWN. ALSO THE DESIGN OF THE STRUCTURE LOOKS BALANCED AND GRIPPING.

THE WHOLE DESIGN SIMPLIFIED IN JUST ONLY TWO SHAPE - SQUARE AND CIRCLE. THE ACTIVITY ON THE FILE CARD WAS LITTLE INVOLVED AND COMPLEX IN TERMS OF CUTTING AND ARRANGING THE STRUCTURE IT NEED PATIENCE AND CONCENTRATION THE END RESULT WAS SATISFYING...

CUT AND FOLD [PART B]

07-05-2023	PRANITA - KAMBLE	16
	ALLIED DESIGN	4.8
	PHCOA RASAYANI	





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**Name of Program: Bachelor of Architecture**

**Academic Year: 2022-2023**

**Year: F.Y.B.Arch. (Sem 1)**

**Name of Course: Humanities**

**Title of Assignment: Stone Age.**

**Name of the Faculty: Prof Meghana Sawant.**

**Q. GIVE THREE PERIODS OF STONE AGE ALSO LIST DOWN STAGES OF HUMAN EVOLUTION.**

ANS: THE STONE AGE IS DIVIDED INTO THREE SEPARATED PERIODS, NAMED THE PALEOLITHIC (OLD STONE AGE), AND MIDDLE STONE AGE, AND NEOLITHIC (NEW STONE AGE). EACH PERIOD IS BASED ON THE LEVEL OF SOCIO-ECONOMIC GROWTH BY HUMAN TO PROTECT AND USE STONE TOOLS.

STAGES IN HUMAN EVOLUTION:

- ANTHROPOLOGICAL (HOMINIDS) - JUDAHMAN'S LEVI'S SPECIES**  
Discovery Date - 1974  
WHERE LIVED - EASTERN AFRICA (ETHIOPIA, KENYA)  
WHEN LIVED - BETWEEN ABOUT 3-5 AND 5-10 MILLION YEARS AGO  
HEIGHTS - Males - AVERAGE 165 CM (5 FT 5 IN)  
WEIGHTS - Males - AVERAGE 65 KG (143 LB)  
FEMALES - AVERAGE 50 KG (110 LB)
- AUSTRALOPITHECUS - HUMANOIDAL AN EXTINCT SPECIES OF AUSTRALOPITHECUS WHICH LIVED FROM ABOUT 3-4-2 MILLION YEARS AGO AND CONTINUED TO LIVE IN EARLY AFRICA. THE FIRST FOSSILS WERE DISCOVERED IN THE 1930s. BUT THEIR EXACT EVOLUTION SHOULD NOT TAKE PLACE UNTIL THE 1970s.**
- HOMO HABILIS**  
NICKNAME - HANDY MAN.  
DISCOVERY DATE - 1960  
WHERE LIVED - EASTERN AND SOUTHERN AFRICA  
WHEN LIVED - 2.4 MILLION TO 1.4 MILLION YEARS AGO

HEIGHT - AVERAGE 5'11" (181 CM) (M)  
WEIGHT - AVERAGE 100 LB (45 KG)

**HOMO HABILIS, CALLED "HANDY MAN" OR "HANDY MAN"** EXTRACT SPECIES OF HUMAN. THE MOST ANCIENT REPRESENTATIVE OF THE HUMAN GENUS. HOMO HABILIS MANUFACTURED TOOLS OF ONE-SIDED POINTED STONE TOOLS ROUGHLY 2-4 TO 3 MILLION YEARS AGO (1974)

- HOMO ERECTUS**  
DISCOVERY DATE - 1869  
WHERE LIVED - NORTHERN, EASTERN AND SOUTHERN AFRICA, EAST ASIA  
WHEN LIVED - BETWEEN ABOUT 1.8 MILLION AND 10,000 YEARS AGO  
HEIGHT - RANGES FROM 4'7" (140 CM) - 6'1" (185 CM)  
WEIGHT - RANGES FROM 88 - 150 LBS (40-68 KG)

HOMO ERECTUS IS AN EXTINCT SPECIES OF ANCHAEIC HUMAN FROM THE PLEISTOCENE, WITH ITS EARLIEST OCCURRENCE OCCURRING ABOUT 2 MYA.

- HOMO HEIDELBERGENSIS**  
DISCOVERY DATE - 1908  
WHERE LIVED - EUROPE, CHINA, AFRICA  
WHEN LIVED - ABOUT 600,000 TO 250,000 YA

ANCIENT - Males - AVERAGE 5'7" (170 CM)  
FEMALES - AVERAGE 5'1" (155 CM)

WEIGHT - Males - AVERAGE 155 LB (70 KG)  
FEMALES - AVERAGE 110 LB (50 KG)

HOMO AND DELIA SEEMED AS AN EXTINCT SPECIES FOR SUSPECTS OF ANCHAEIC HUMAN WHICH EXISTED DURING THE MIDDLE PLEISTOCENE

- HOMO SAPIENS**  
WHERE LIVED - EUROPEAN, AFRICA, AND MIDDLE EAST  
WHEN LIVED - ABOUT 60,000 YEARS AGO TO PRESENT

HOMINIDS (HOMO SAPIENS) ARE THE MOST ABUNDANT AND ADVANCED SPECIES OF PRIMATE CHARACTERIZED BY DEVELOPED AND EXCEPTIONAL COGNITIVE SKILLS DUE TO A LARGE AND COMPLEX BRAIN

**Q. WRITE MAJOR EVENTS IN PALEOLITHIC PERIOD IN BRIEF.**

ANS: PALEOLITHIC PERIOD, ALSO CALLED OLD STONE AGE, ANCIENT CULTURAL STAGE OR LEVEL OF HUMAN DEVELOPMENT CHARACTERIZED BY THE USE OF PRIMITIVE CHIPPED STONE TOOLS.

THREE PHASES OF THE PALEOLITHIC AGE:

- LOWER PALEOLITHIC PERIOD
- MIDDLE PALEOLITHIC PERIOD
- UPPER PALEOLITHIC PERIOD

LOWER PALEOLITHIC PERIOD IS THE FIRST OF THESE PERIODS TO BE SHAPED BY THE USE OF STONE TOOLS FOR THE FIRST TIME.

CHIPPED AND SCRAPPED ARE THE ONLY TWO MAIN TYPES OF STONE TOOLS USED DURING THIS PERIOD.

TOOLS - ADVANCED HUMANOIDAL AND CLEANER ARE PREVIOUSLY STONE TOOLS (BUT UNDERGOING THE MOST HUMANOIDAL OF THE WAY WERE SCRAPERS RATHER THAN)

CHOPPER - DORRIS ANGLEWORTH

- MIDDLE PALEOLITHIC**  
"THE MIDDLE STONE AGE, WHICH IS ESPECIALLY CONNECTED WITH TECHNOLOGICAL STAGE FOR EARLY FORMS OF HUMAN WHO LIVED BETWEEN 100,000 AND 10,000 YA, BELONGS TO THE MIDDLE PALEOLITHIC."  
TOOLS - SHARP - EGGED HUNTS WERE UNDOUBTEDLY USED BY HOMOINIDS AT DORRIS, AND THEY WERE EVEN MODIFIED FOR SPECIALIZED ACTIVITIES.

CHOPPER - MORTON AND A WOODEN

- UPPER PALEOLITHIC**  
"THE WORLD WAS IN A STATE OF TURMOIL THROUGHOUT THE UPPER PALEOLITHIC BY 35,000 YA. THE NEANDERTHALS IN EUROPE HAD BEEN PURGED OUT AND HAD NOT REPRODUCED, AND MODERN HUMANS HAD THE GROUND TO THEMSELVES."  
TOOLS - THE UPPER PALEOLITHIC STONE TOOLS WERE PREDOMINANTLY BLADE - THICK TECHNOLOGY. BLADES ARE SIMILAR OBJECTS THAT ARE THICK AS LONG AS THEY ARE WIDE, WITH PARALLEL SIDES IN MOST CASES.

CHOPPER - MORTON AND A WOODEN

**Q. EXPLAIN IN DETAIL LOWER, MIDDLE AND UPPER PALEOLITHIC / ERA OF HOMO - NEANDERTHALENSIS.**

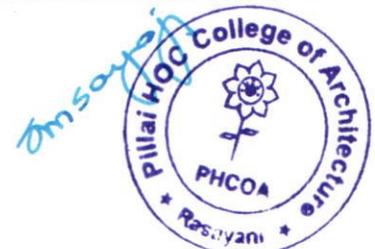
ANS:

- LOWER PALEOLITHIC**  
"THE LOWER PALEOLITHIC IS THE EARLIEST SUBDIVISION OF THE PALEOLITHIC OR OLD STONE AGE. IT SPANS THE TIME FROM ABOUT 3 MILLION YA. WHEN THE FIRST EVIDENCE FOR STONE TOOLS PRODUCTION AND USE BY HOMOINIDS APPEARS IN THE CURRENT AFRICAN CLIMATE RECORD, UNTIL ABOUT 300,000 YA, SPANNING THE OLD WORLD (MIDDLE) AND AFRICA (MIDDLE) TOOLS INDUSTRIES."  
CHOPPER, HAND AX, CLEVER
- MIDDLE PALEOLITHIC**  
"IT IS THE SECOND SUBDIVISION OF THE PALEOLITHIC OR OLD STONE AGE AS IT IS UNDERSTOOD IN EUROPE, AFRICA, AND ASIA. THE TERM MIDDLE STONE AGE IS USED AS AN EQUIVALENT OR A SYNONYM FOR THE MIDDLE PALEOLITHIC IN AFRICA AND EUROPE. THE MIDDLE PALEOLITHIC BROADLY SPANNED FROM 300,000 TO 50,000 YA. THE MIDDLE PALEOLITHIC SUBDIVISION WHICH FIRST BEGAN BETWEEN 30,000 AND 40,000 YA, BEING 100,000 YA AND BEGAN TO REPLACE EARLIER PRE-EXISTENT HOMO SAPIENS SUCH AS THE NEANDERTHALS AND HOMO ERECTUS."  
CHOPPER

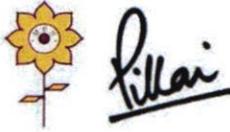
- UPPER PALEOLITHIC**  
"IT IS THE THIRD AND LAST SUBDIVISION OF THE PALEOLITHIC OR OLD STONE AGE, VERY RECENT. IT SPANS TO BETWEEN 50,000 AND 12,000 YA (THE BEGINNING OF THE HADZILLI). ACCORDING TO SOME THEORIES CHARACTERIZED WITH THE APPEARANCE OF BEHAVIORAL MODERNITY IN EARLY MODERN HUMANS, UNTIL THE ADVENT OF THE NEOLITHIC EVOLUTION AND AGRICULTURE."  
HAND AX, CLEVER, POINTED

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

- UPPER PALEOLITHIC ART FORM, CULTURAL BELIEFS RELATED**  
AND-UPPER PALEOLITHIC IS CHARACTERIZED BY THE USE OF STONE TOOLS, ALTHOUGH BY THE TIME HUMANS ALSO USED WOOD AND BONE TOOLS.
- CAVE PAINTING (CAN BE GROUPED INTO THREE MAIN CATEGORIES - ANIMALS, HUMAN FIGURES AND ABSTRACT SHAPES. THE MOST SPECTACULAR EXAMPLES OF CAVE PAINTING ARE IN SOUTHERN FRANCE AND NORTHERN SPAIN)**
- CULTURAL ARTS, SUCH AS MUSIC, ART, DANCE, CREATIVITY, WRITING, PHOTOGRAPHY AND DANCE, ART TOOLS THAT HELP DEVELOP THE MIND AND BODY, RESINE PEELING AND THOUGHTS AND USEFUL AND REPRESENTED OUR CULTURE AND VALUES AS A SOCIETY.**







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mail: phcoaadmin@mes.ac.in

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Inst. Code- AR3427

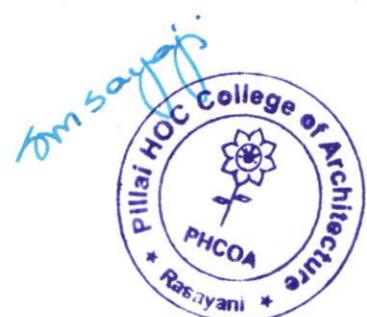
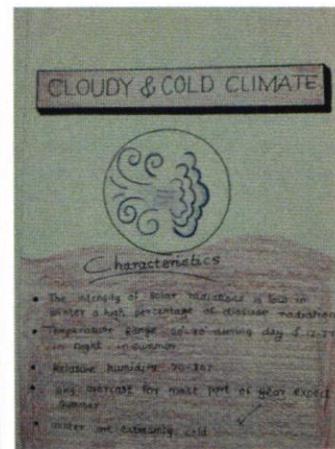
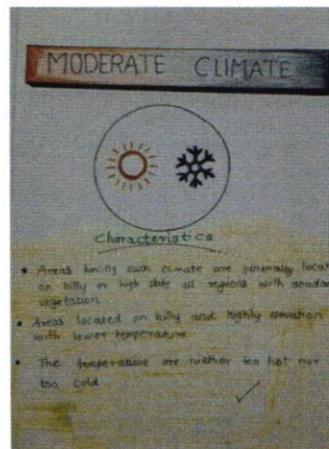
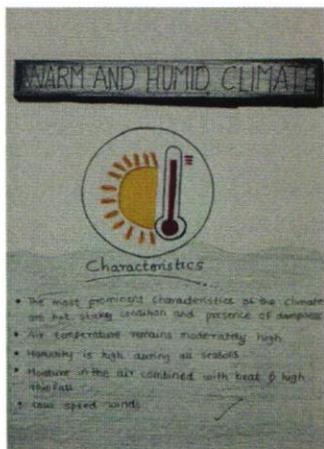
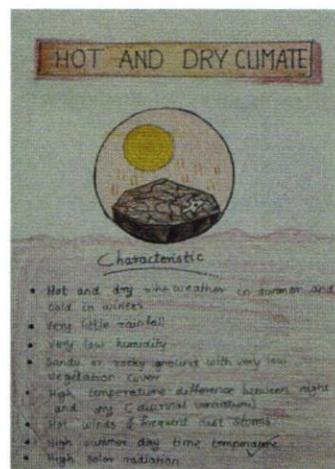
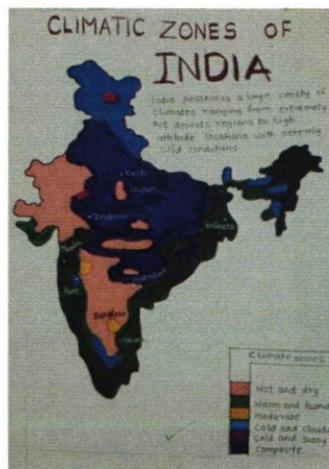
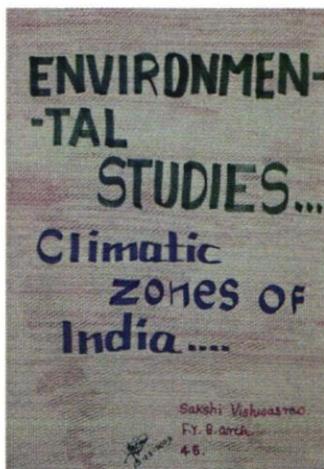
**Name of Program: Bachelor of Architecture**

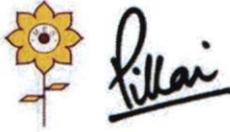
**Academic Year: 2022-2023**

**Year: F.Y.B.Arch. (Sem 1)**

**Name of Course: Environmental Studies (BARC 106)**

**Name of the Faculty: Prof. Priyam Kandpile.**





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**Name of Program: Bachelor of Architecture**

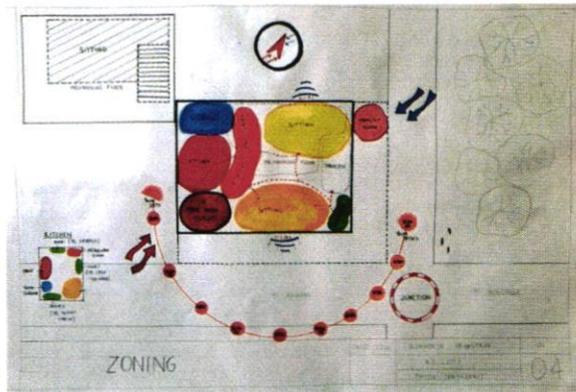
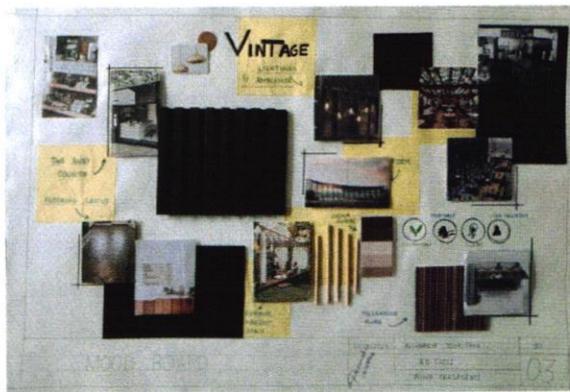
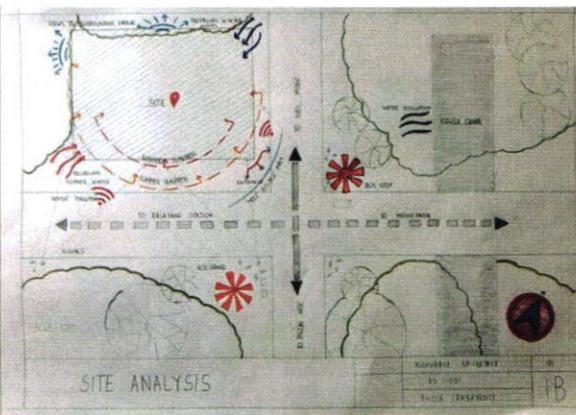
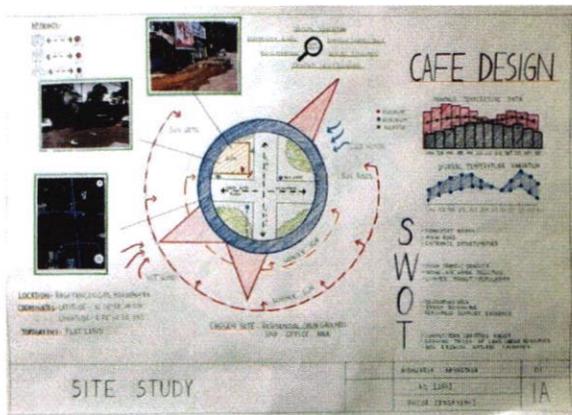
**Academic Year: 2022-2023**

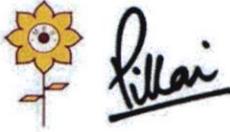
**Year: First Year B.Arch. (Sem 2)**

**Name of Course: Architectural Design (BARC 201)**

**Title of Assignment: Cafe Design at Rasayani**

**Name of the Faculty: Prof. Amrut Deshpande, Prof. Renuka W.**





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Inst. Code- AR3427

**Name of Program: Bachelor of Architecture**

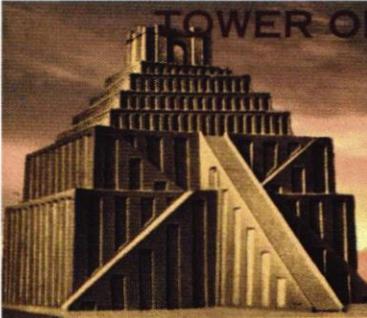
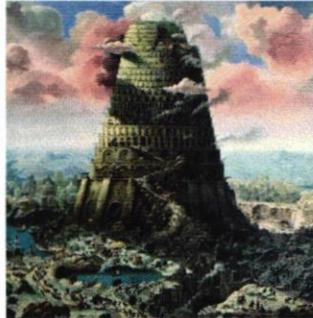
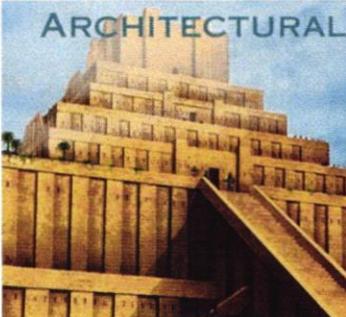
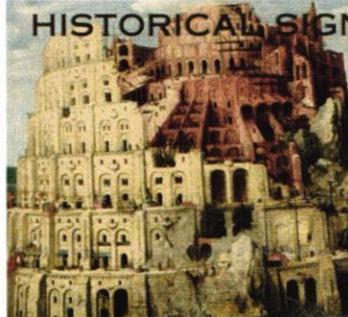
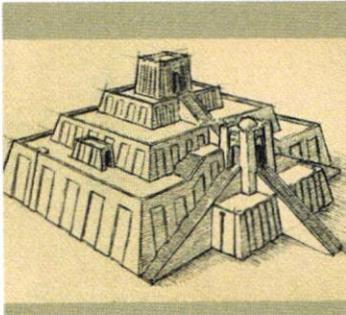
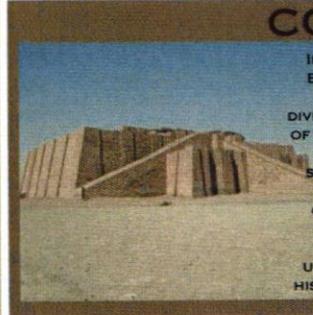
**Academic Year: 2022-2023**

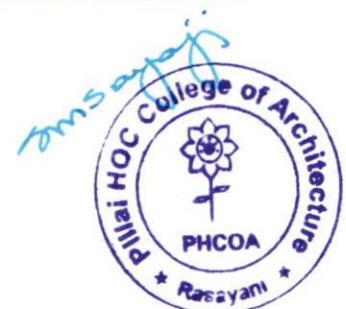
**Year: First Year B.Arch. (Sem 2)**

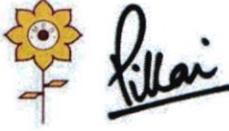
**Name of Course: Humanities**

**Title of Assignment: Civilization**

**Name of the Faculty: Prof Meghana Sawant.**

|   |   |  |   |
|---|---|--|---|
|   | <h3>TOWER OF BABEL</h3> <p>UNRAVELING THE TOWER OF BABEL: EXPLORING THE ARCHITECTURE AND HISTORICAL SIGNIFICANCE</p>  |   | <p>THE TOWER OF BABEL ORIGINATED IN ANCIENT MESOPOTAMIA. IT WAS A MASSIVE ZIGGURAT CONSTRUCTED TO REACH THE HEAVENS. THE BIBLICAL STORY IN GENESIS DESCRIBES HOW THE TOWER WAS AN ATTEMPT TO CHALLENGE GOD'S AUTHORITY. IT IS A SYMBOL OF HUMAN AMBITION AND DIVINE PUNISHMENT.</p>   |
|  | <h3>ARCHITECTURAL FEATURES</h3> <p>THE TOWER OF BABEL WAS CHARACTERIZED BY ITS IMPOSING HEIGHT AND STEPPED STRUCTURE. EACH LEVEL WAS DEDICATED TO A DIFFERENT DEITY, SHOWCASING THE RELIGIOUS DIVERSITY OF THE REGION. THE USE OF BAKED BRICK AND BITUMEN AS CONSTRUCTION MATERIALS ALLOWED FOR DURABILITY AND STABILITY.</p> |  | <h3>HISTORICAL SIGNIFICANCE</h3> <p>THE TOWER OF BABEL HOLDS GREAT HISTORICAL SIGNIFICANCE AS IT REPRESENTS THE TRANSITION FROM A UNIFIED LANGUAGE TO THE DIVERSIFICATION OF LANGUAGES. THE BIBLICAL NARRATIVE EXPLAINS HOW GOD CONFUSED THE LANGUAGES OF THE PEOPLE, LEADING TO THE DISPERSAL OF HUMANITY ACROSS THE WORLD. THIS EVENT SHAPED HUMAN HISTORY AND INFLUENCED THE DEVELOPMENT OF CIVILIZATIONS.</p>         |
|  | <p>THE TOWER OF BABEL HAS LEFT A LASTING LEGACY IN LITERATURE, ART, AND ARCHITECTURE. IT HAS INSPIRED NUMEROUS ARTISTIC INTERPRETATIONS AND HAS BEEN REFERENCED IN VARIOUS LITERARY WORKS. THE CONCEPT OF THE TOWER SERVES AS A CAUTIONARY TALE AGAINST HUMAN PRIDE AND THE CONSEQUENCES OF CHALLENGING DIVINE AUTHORITY.</p> |  | <h3>CONCLUSIO</h3> <p>IN CONCLUSION, THE TOWER OF BABEL STANDS AS A SYMBOL OF HUMAN AMBITION, RELIGIOUS DIVERSITY, AND THE DIVERSIFICATION OF LANGUAGES. ITS ARCHITECTURAL FEATURES AND HISTORICAL SIGNIFICANCE HAVE INFLUENCED VARIOUS ASPECTS OF HUMAN CULTURE. BY UNRAVELING THE MYSTERIES SURROUNDING THE TOWER, WE GAIN A DEEPER UNDERSTANDING OF OUR SHARED HISTORY AND THE COMPLEXITIES OF HUMAN CIVILIZATION.</p> |





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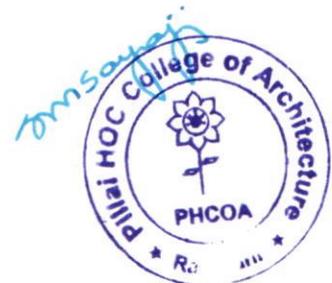
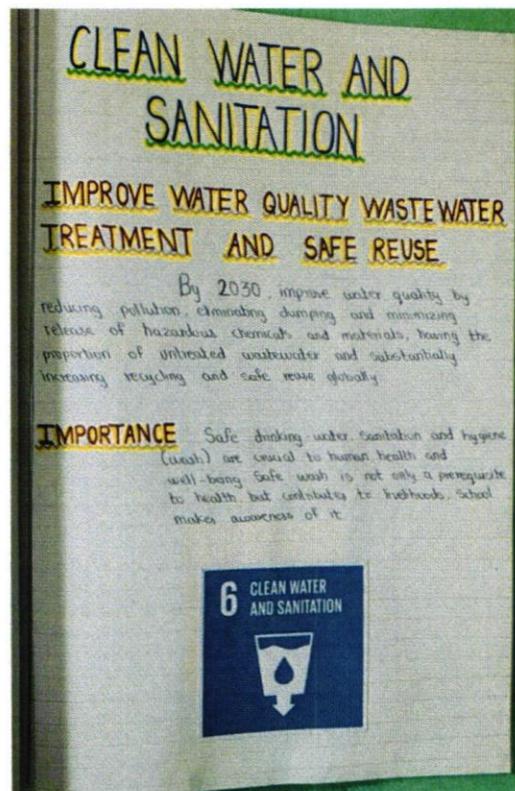
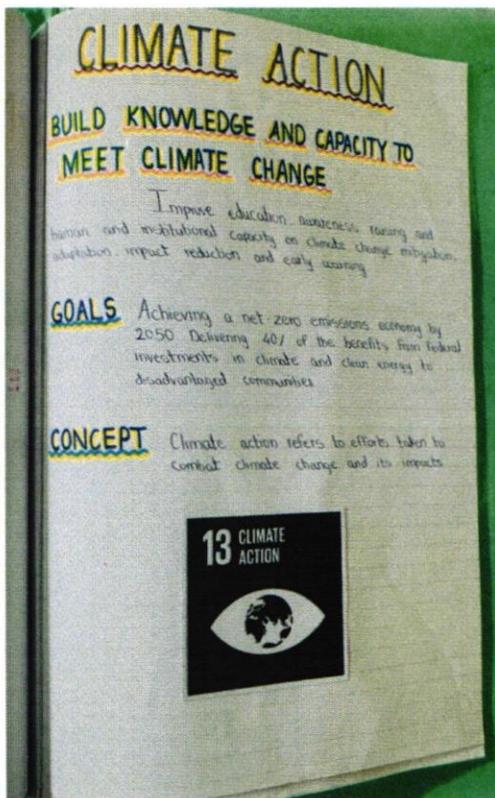
**Name of Program: Bachelor of Architecture**

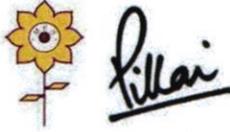
**Academic Year: 2022-2023**

**Year: First Year B.Arch. (Sem 2)**

**Name of Course: Environmental Studies (BARC 206)**

**Name of the Faculty: Prof. Priyam Kandpile**





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**Name of Program: Bachelor of Architecture**

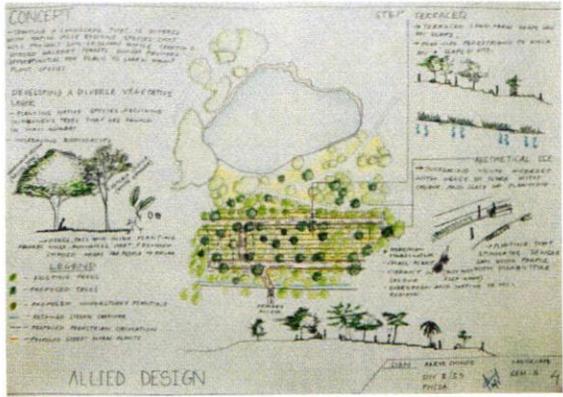
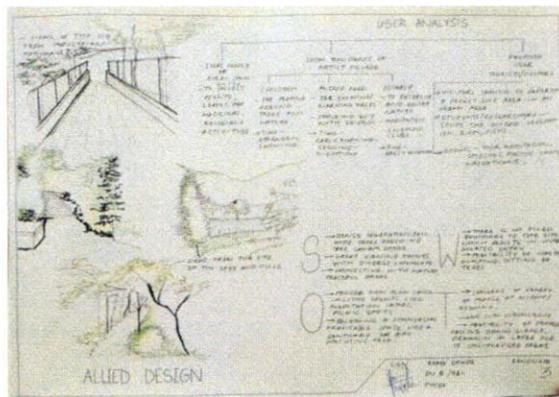
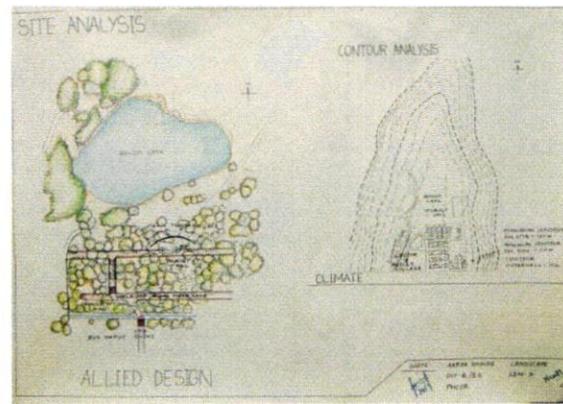
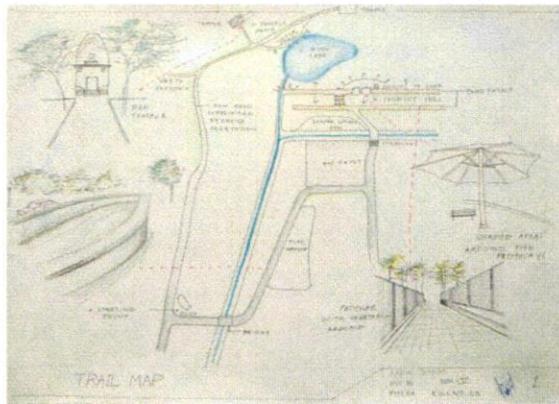
**Academic Year: 2022-2023**

**Year: Third Year B.Arch. (Sem 5)**

**Name of Course: Allied Design (Landscape Architecture) (BARC 502)**

**Title of Assignment: Temple Precinct Redevelopment at Parsik Hill.**

**Name of the Faculty: Prof. Abhishek Chakraborty Prof. Akanksha, Prof. Sanjana, Prof. Aswathy, Prof. Gunjan, Prof. Rajanigandha.**





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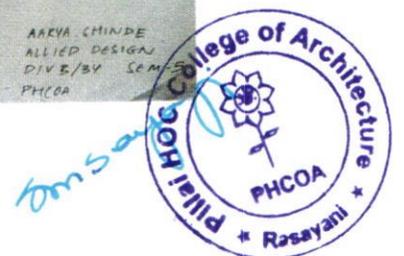
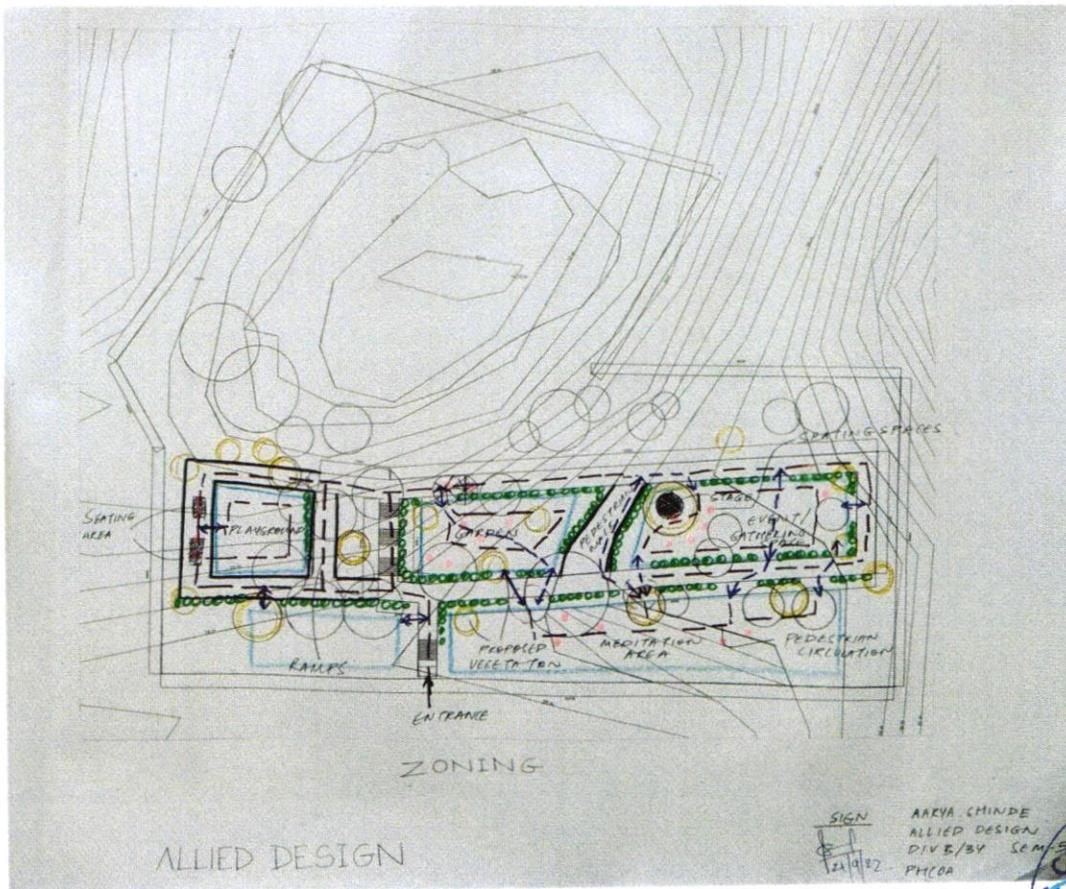
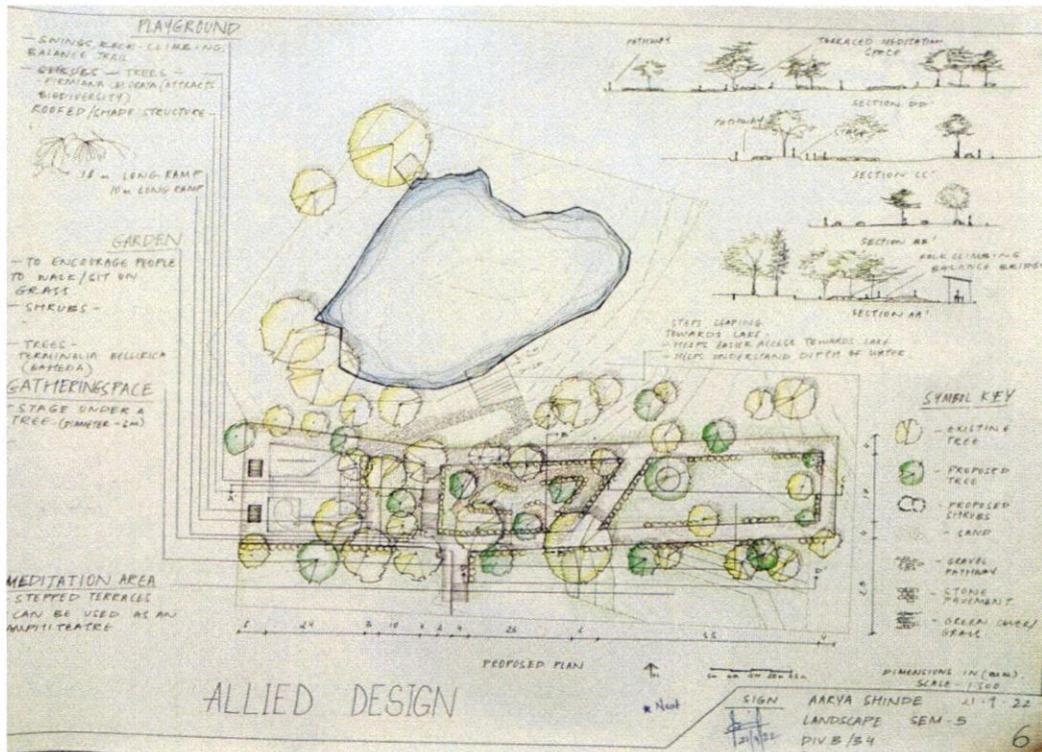
Tel: 02192- 669002

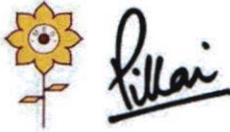
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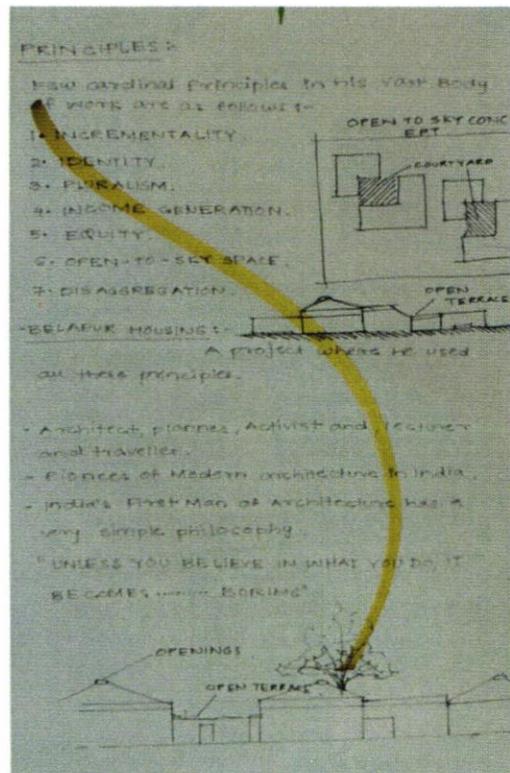
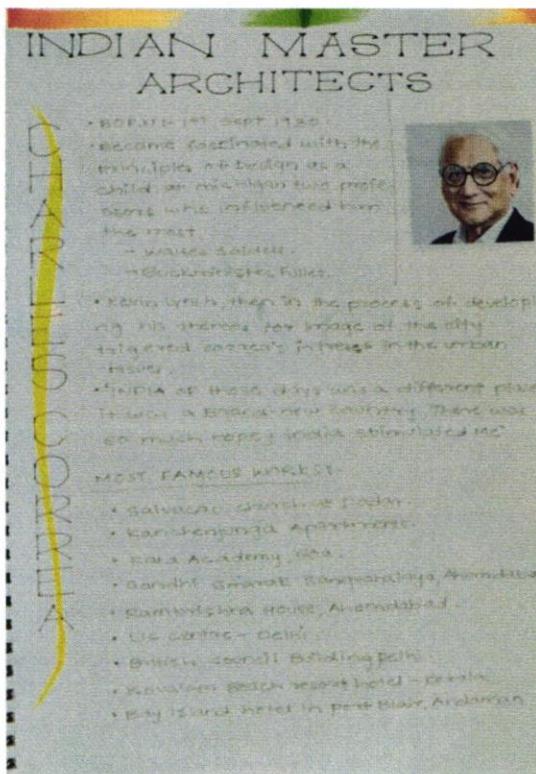
**Name of Program: Bachelor of Architecture**

**Academic Year: 2022-2023**

**Year: Third Year .B.Arch. (Sem 5)**

**Name of Course: Humanities**

**Name of the Faculty: Prof. Sanjana Bodas**





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**Name of Program: Bachelor of Architecture**

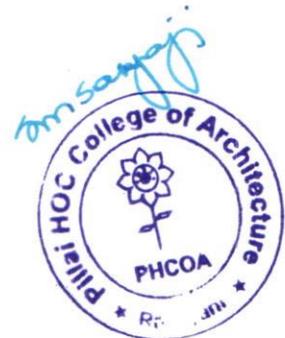
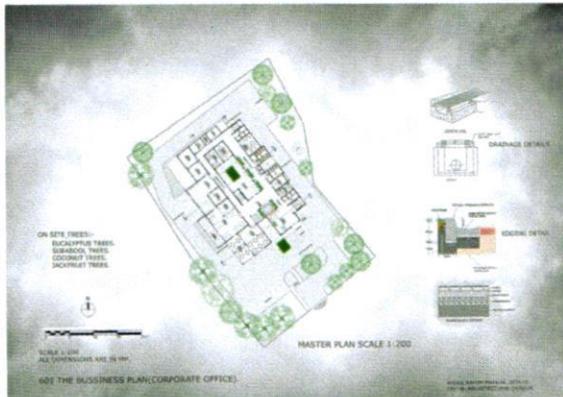
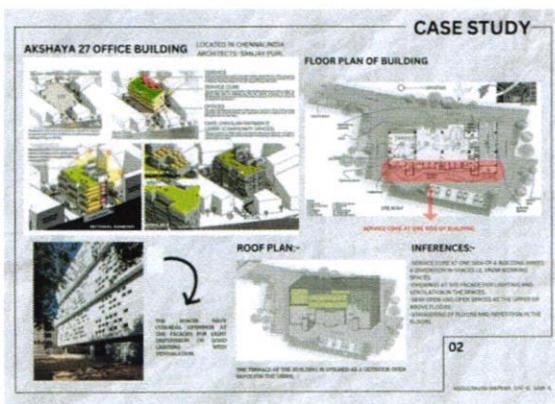
**Academic Year: 2022-2023**

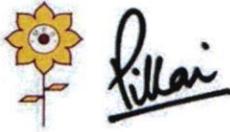
**Year: Third Year B.Arch. (Sem 6)**

**Name of Course: Architectural Design (BARC 601)**

**Title of Assignment: We Work Space**

**Name of the Faculty: Prof. Abhishek Chakraborty, Prof. Akanksha, Prof. Sanjana, Prof. Aswathy, Prof. Ajinkya, Prof. Rajanigandha.**





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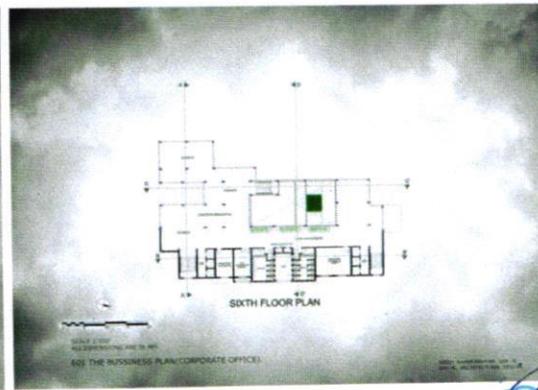
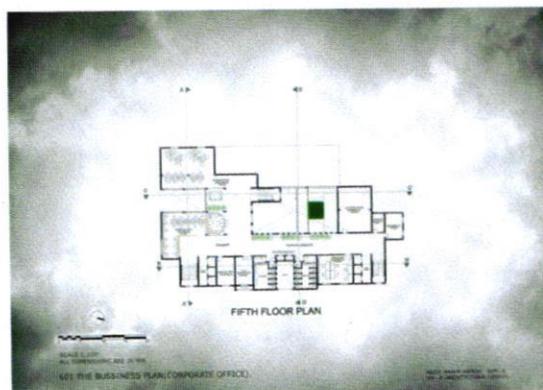
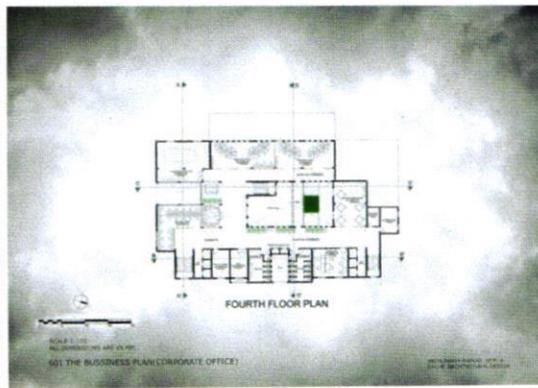
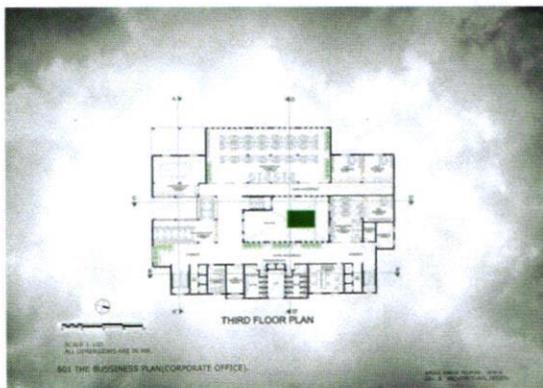
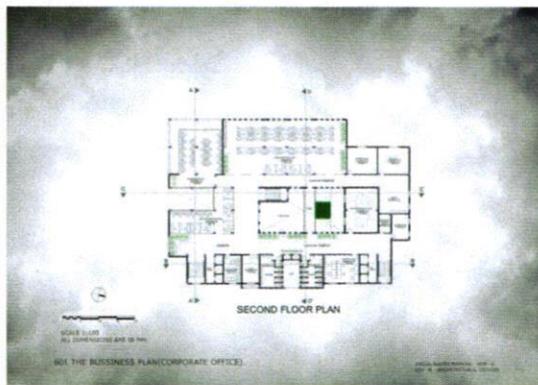
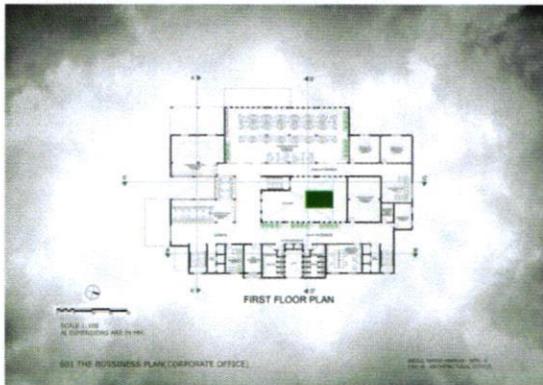
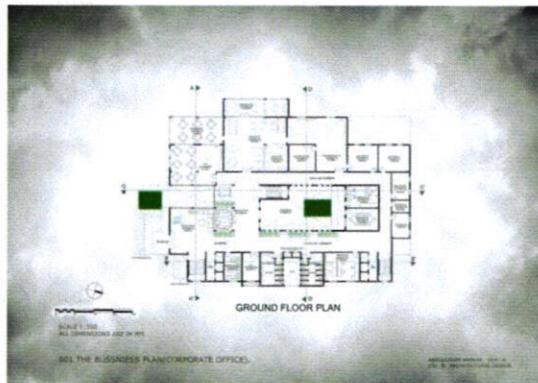
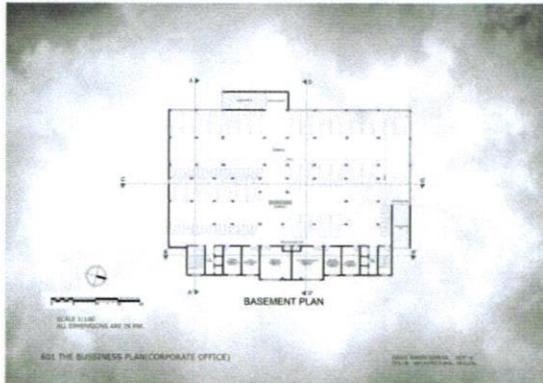
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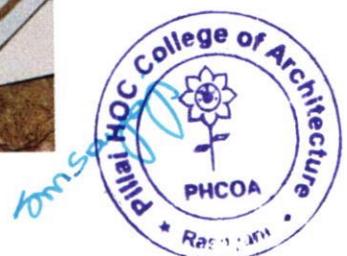
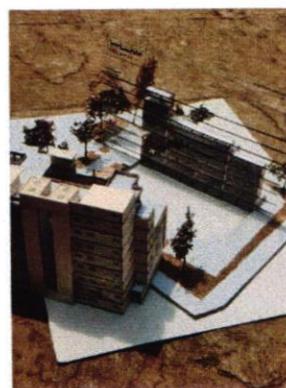
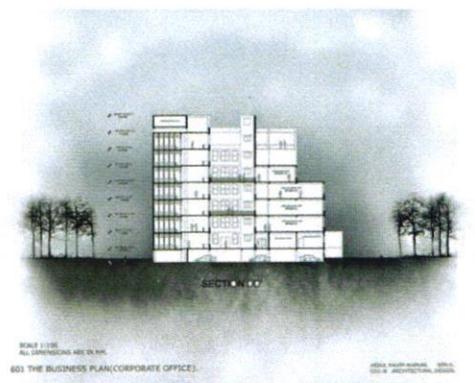
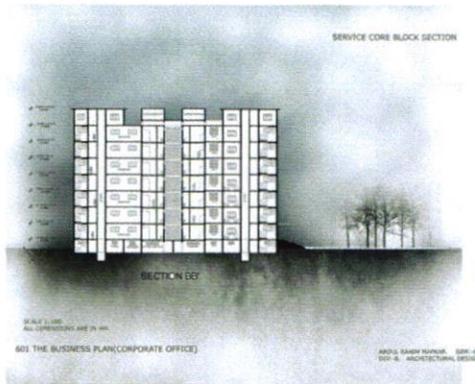
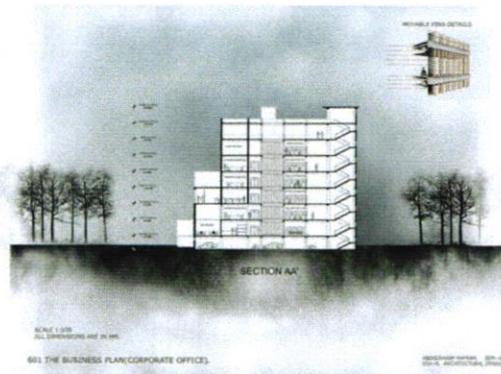
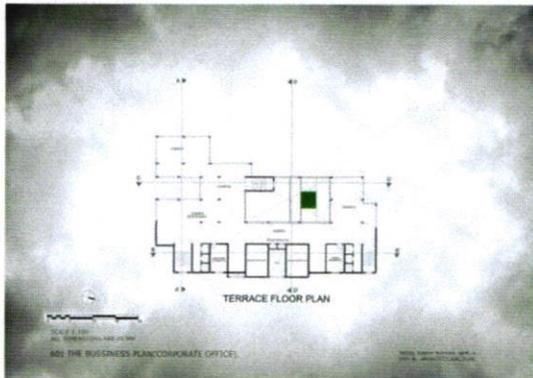
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**Name of Program: Bachelor of Architecture**

**Academic Year: 2022-2023**

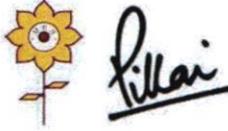
**Year: Third Year B.Arch. (Sem 6)**

**Name of Course: Allied Design (Landscape Architecture) (BARC 602)**

**Title of Assignment: Landscape Development of Interpretation centre Musakaji Jetty, Ratnagiri**

**Name of the Faculty: Prof. Abhishek Chakraborty, Prof. Akanksha, Prof. Sanjana, Prof. Aswathy, Prof. Ajinkya, Prof. Rajanigandha.**





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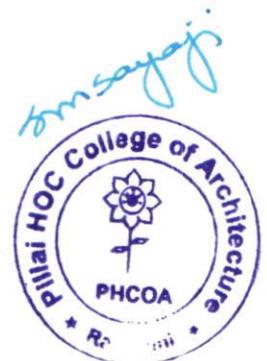
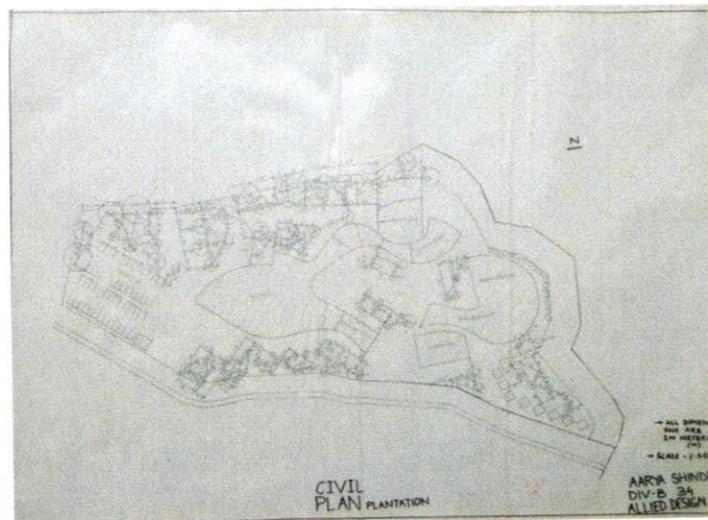
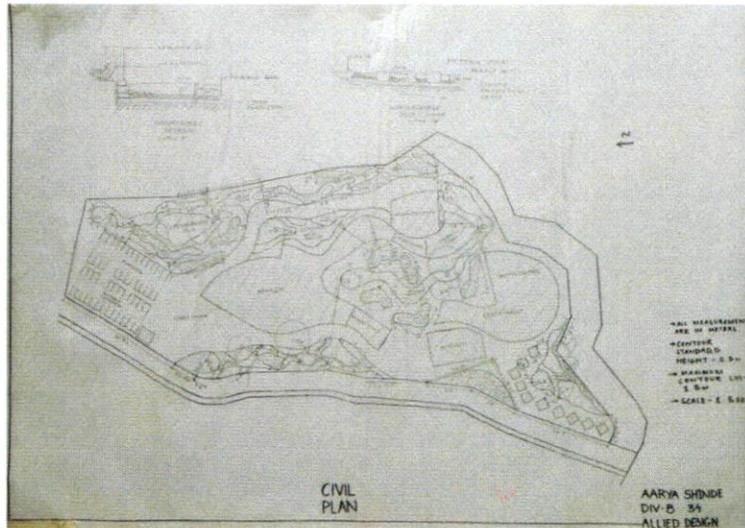
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Inst. Code- AR3427

**Name of Program: Bachelor of Architecture**

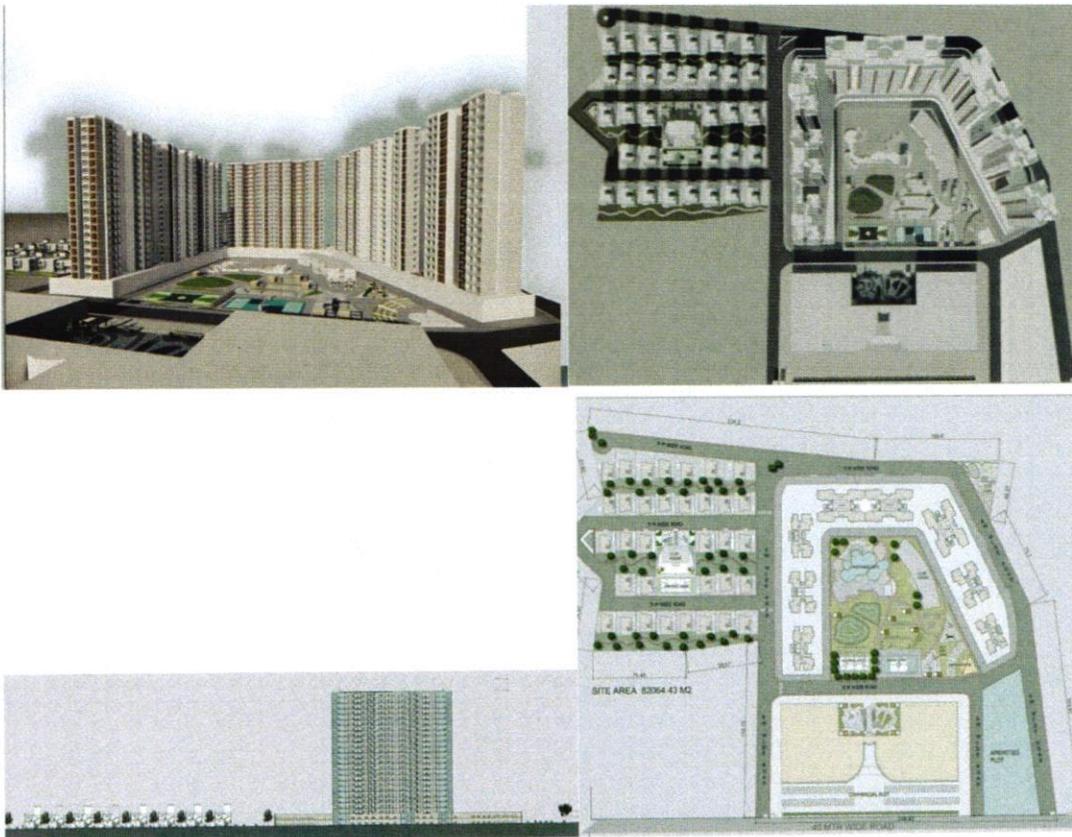
**Academic Year: 2022-2023**

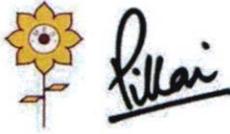
**Year: Fourth Year B.Arch. (Sem 7)**

**Name of Course: Architectural Design (BARC 701)**

**Title of Assignment: Housing**

**Name of the Faculty: Prof. Amit M, Prof. Poonam G, Prof. Rajanigandha C.**





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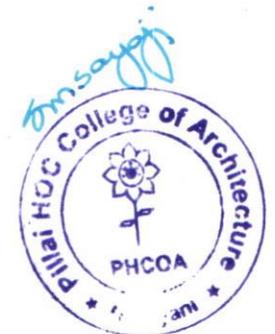
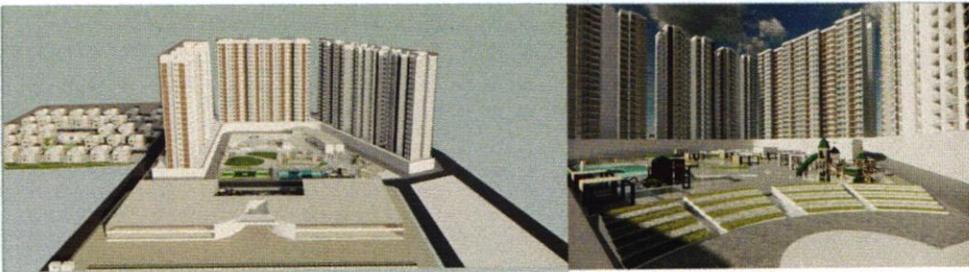
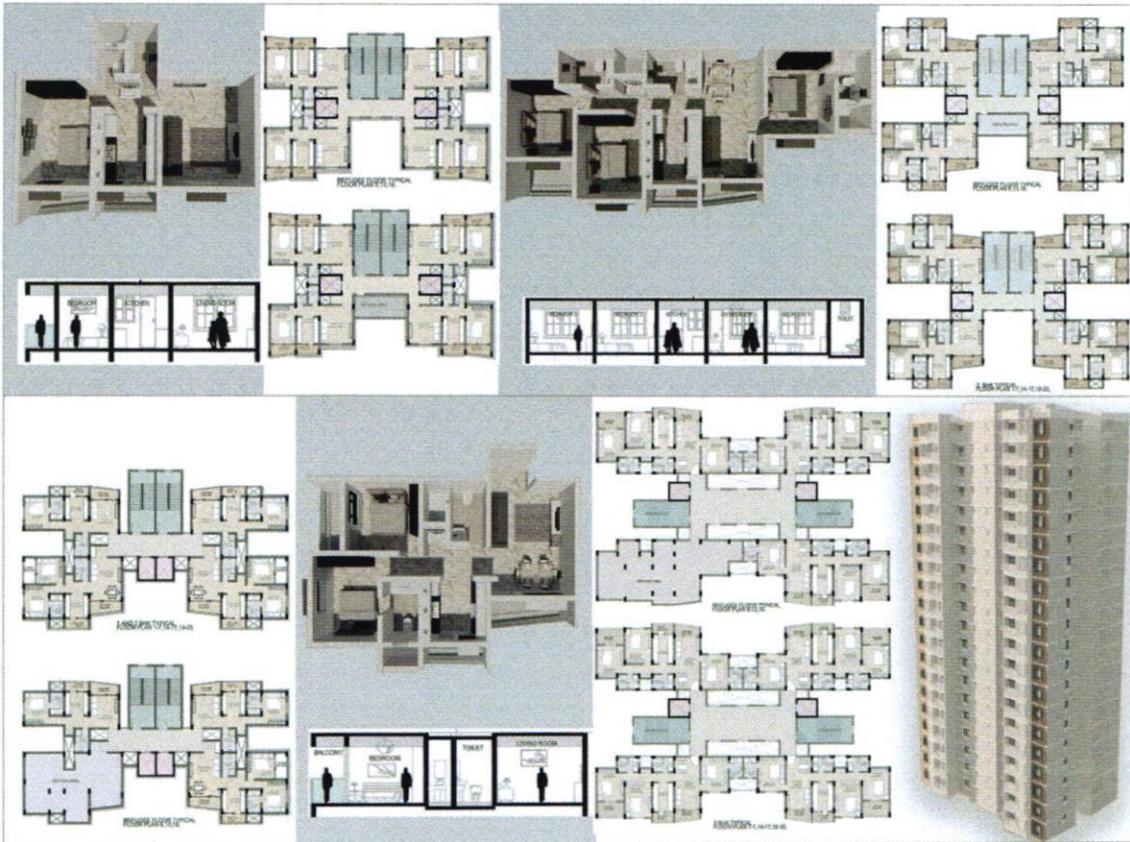
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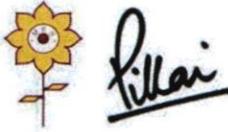
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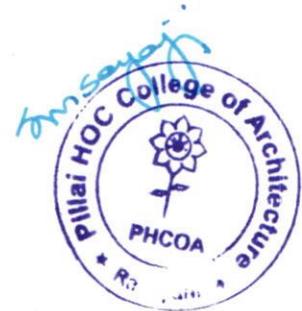
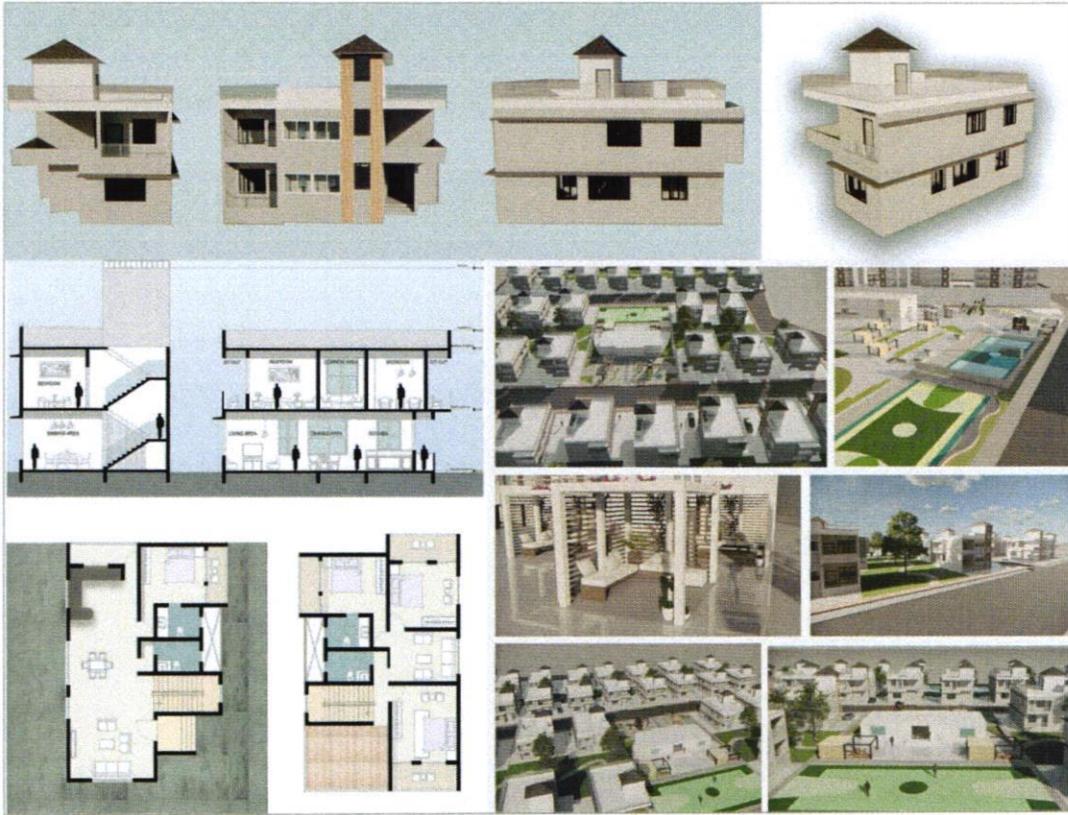
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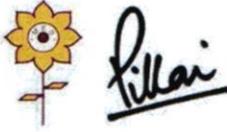
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**Name of Program: Bachelor of Architecture**

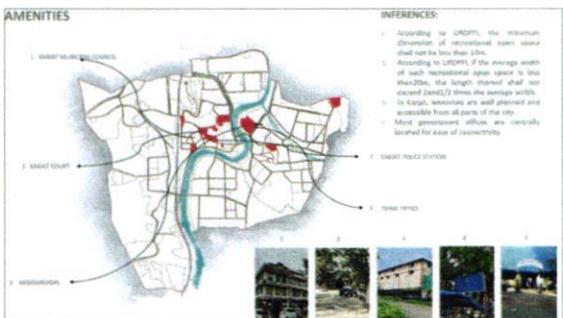
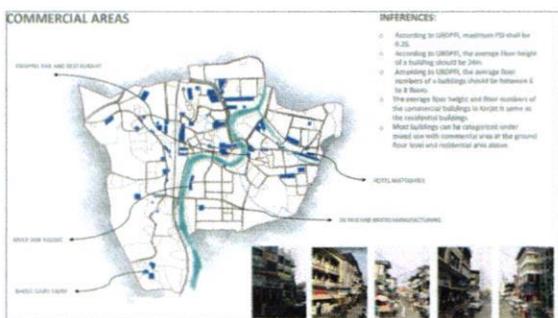
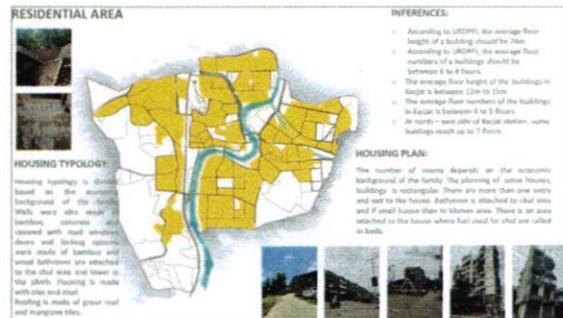
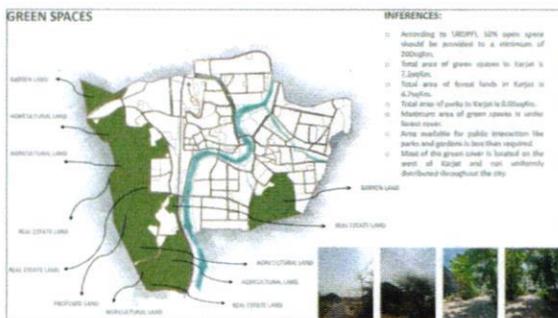
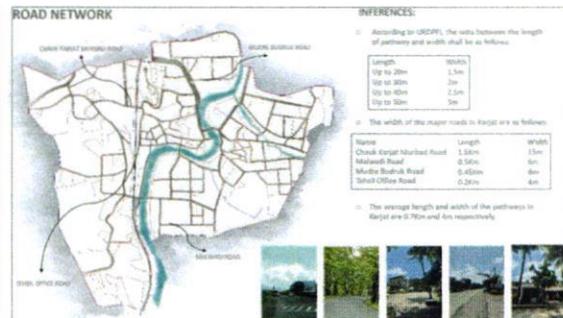
**Academic Year: 2022-2023**

**Year: Fourth Year B.Arch. (Sem 7)**

**Name of Course: Allied Design (Town Planning)**

**Title of Assignment: Karjat City Documentation**

**Name of the Faculty: Prof. Poonam Giri, Prof. Pooja Hiremath**





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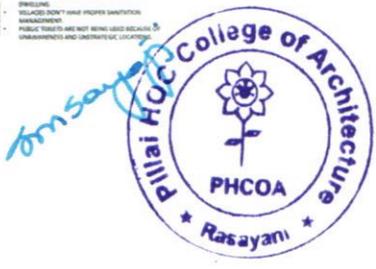
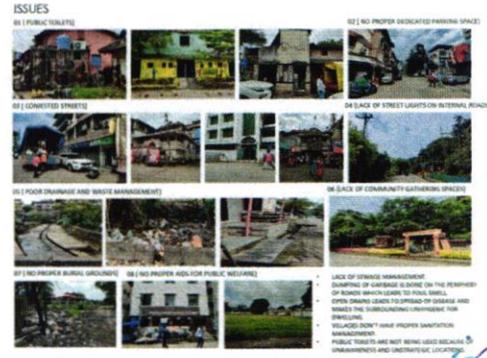
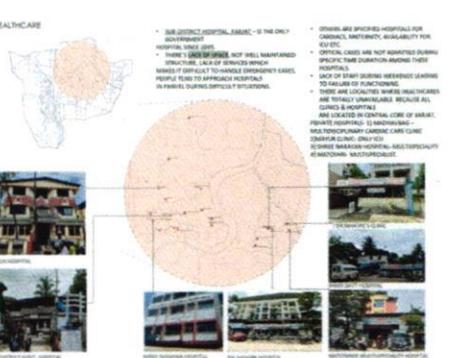
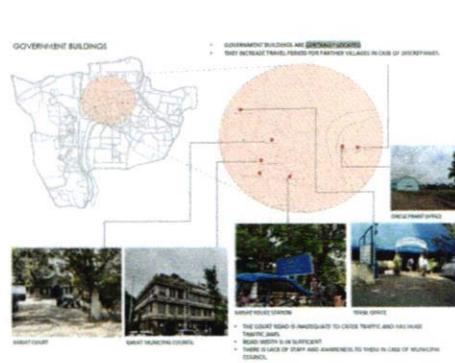
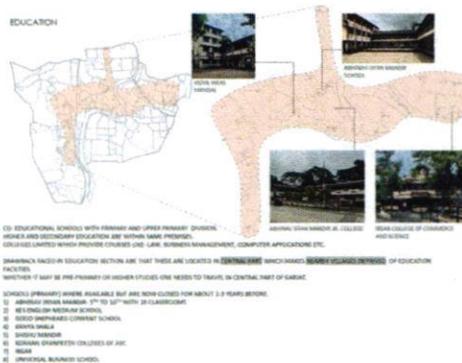
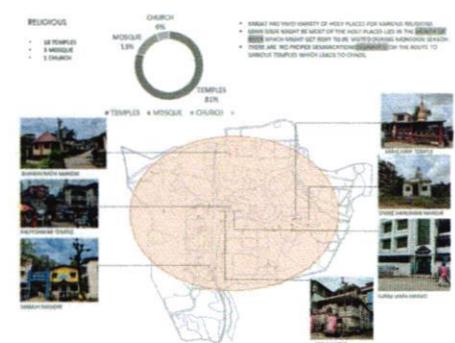
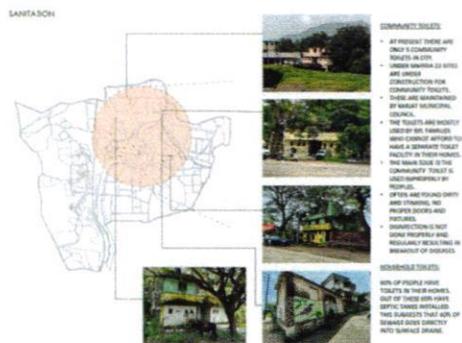
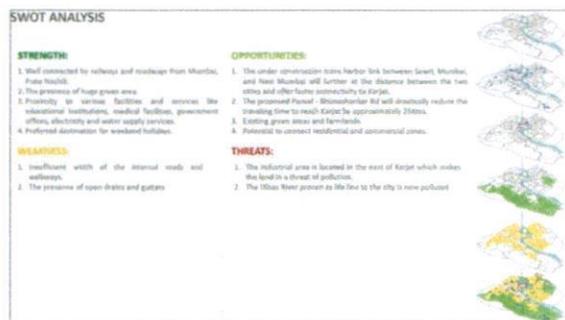
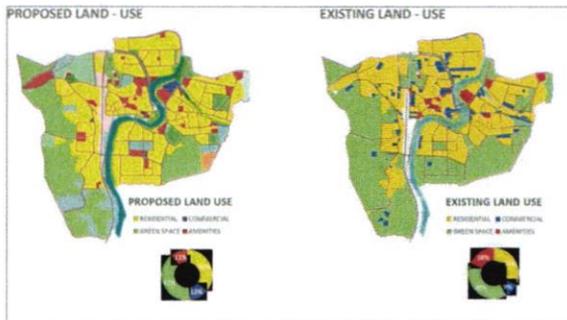
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Name of Program: Bachelor of Architecture

Academic Year: 2022-2023

Year: Fourth Year B.Arch. (Sem 7)

Name of Course: College Projects (BARC 720)

Title of Assignment: Unearthing the Transcendence Mystical Heritage of Chamba.

Name of the Faculty: Prof. Sandhya M, Prof. Meghana S, Prof. Amit K, Prof. Pooja H.

**CHAMBA (SHIMADH) PRADESH**

THE STATE OF HIMACHAL PRADESH IS A MOUNTAINOUS, PLAIN AND HILLS REGION. IT IS BORN OF THE GREAT HIMALAYAN RANGE. THE STATE IS BORN OF THE GREAT HIMALAYAN RANGE. THE STATE IS BORN OF THE GREAT HIMALAYAN RANGE.

**AREA AND SUBDIVISION:**

|            |   |
|------------|---|
| Area       | 70,000 sq km                                    |
| Population | 6,00,00,000                                     |
| Capital    | Chandigarh                                      |
| Language   | Hindi, English                                  |
| Religion   | Hinduism, Sikhism, Islam, Christianity, Jainism |

**CLIMATE AND SUBDIVISION:**

The climate of Himachal Pradesh is highly variable. It ranges from a cold winter to a hot summer. The state is divided into several regions based on climate and topography.

**SIGNIFICANCE OF LOCATION:**

CHAMBA IS A HISTORIC CITY IN THE STATE OF HIMACHAL PRADESH. IT IS A CITY OF GREAT IMPORTANCE. IT IS A CITY OF GREAT IMPORTANCE.

**CLIMATE CONDITIONS:**

The climate of Chamba is highly variable. It ranges from a cold winter to a hot summer. The state is divided into several regions based on climate and topography.

**CLIMATE AND SUBDIVISION:**

The climate of Chamba is highly variable. It ranges from a cold winter to a hot summer. The state is divided into several regions based on climate and topography.

**ART, CULTURE AND RELIGION:**

CHAMBA IS A CITY OF GREAT IMPORTANCE. IT IS A CITY OF GREAT IMPORTANCE. IT IS A CITY OF GREAT IMPORTANCE.

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**FLORA AND FAUNA:**

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**ARCHITECTURAL STORY:**

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### CONSTRUCTION TECHNIQUES

The study on traditional construction techniques is the study of the way in which buildings were constructed in the past. It is a study of the materials, methods, and tools used in the construction of buildings. It is a study of the way in which buildings were constructed in the past. It is a study of the materials, methods, and tools used in the construction of buildings.

**MAHARASHTRA**

**TRADITIONAL CONSTRUCTION TECHNIQUES OF MAHARASHTRA**

- 1. Use of local materials like mud, brick, and stone.
- 2. Use of traditional construction techniques like mud plaster, brickwork, and stone masonry.
- 3. Use of traditional construction techniques like mud plaster, brickwork, and stone masonry.

### LAXMI NARAYAN TEMPLE, CHAMBA

The temple is a fine example of traditional architecture. It is a study of the materials, methods, and tools used in the construction of buildings. It is a study of the way in which buildings were constructed in the past. It is a study of the materials, methods, and tools used in the construction of buildings.

**CONCEPT OF A TEMPLE**

- 1. A place of worship.
- 2. A place of prayer.
- 3. A place of devotion.
- 4. A place of meditation.
- 5. A place of contemplation.

### LAXMI NARAYAN TEMPLE, CHAMBA

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**ARCHITECTURE**

- 1. Use of local materials like mud, brick, and stone.
- 2. Use of traditional construction techniques like mud plaster, brickwork, and stone masonry.
- 3. Use of traditional construction techniques like mud plaster, brickwork, and stone masonry.

### BLIMPSE OF DOCUMENTATION

The temple is a fine example of traditional architecture. It is a study of the materials, methods, and tools used in the construction of buildings. It is a study of the way in which buildings were constructed in the past. It is a study of the materials, methods, and tools used in the construction of buildings.

## CHAMBA - INTRODUCTION

### LOCATION

The Chambe District is situated in Himachal Pradesh between north latitude 30° 1' 30" and 30° 13' 6" and east longitude 75° 49' and 77° 5' 30", with an estimated area of 6522 square kilometers.

### BOUNDARY

The territory is encircled on all sides by lofty hills ranging from 2000 to 21000 feet. Chambe, situated at the land of Ind Shiva is bounded on the north-west by Jammu and Kashmir, on the north-east and east by Lakhaur area of Jammu and Kashmir state and Lahaul and Spiti area of Himachal Pradesh, on the south-east and south by the District Kangra of Himachal Pradesh and Guntapur District of Punjab.

### SITE CONTEXT

Chambeal 826m above sea level, is perched on a ledge overlooking the Rai River. True to its reputation it's a beautiful town. On one side of the river is a meadow (open ground) which is the focus of most recreational, cultural, or commercial activities in the village. On the opposite bank on slightly raised ground, are temples, palaces, public buildings, and a tourist bungalow. A long narrow stretch of land on the ridge has wooden buildings in a style rarely seen on the plains. The entrance to the town has an interesting building which has rounded pillars in a whimsical style. It houses the office of the police department.

The large palace in the 18th century by Raja Umed Singh and was situated in the 18th century. Since the king was a vassal of the Mughals, the construction shows a definite Islamic style. At present, it houses a school and other public facilities. The courtyard is used as a recreational area. Chambe is noted for the stone temples, built in a style that was used by the Pratihara dynasty during the 9-10th century.

### CLIMATE

The summer season in Chambe starts from the middle of April and lasts till the last week of June. Even in summers, when the plains are boiling with high temperatures, the weather remains quite pleasing. Days are a little warm, but nights are cool. Rains in Chambe start in the month of July, when the monsoon arrives, and continue till late August or mid September. This is the time when the weather is misty and cloudy. During this time, the entire valley is covered in a hat of light green, with newly washed leaves shining in the glory of afternoon sunshades. The winter season in Chambe starts in the month of December and lasts till the month of February. During this season, Chambe generally remains cool and dry, but snowfall does occur at higher elevations, during these months. In the winter season, the temperature might drop to freezing point in the lower region too and snowfall may happen.

MASTER PLAN (1:200)

### CULTURE

The native people of this small hamlet have yet not been much influenced by modernization and are stuck to their traditional culture and customs. The nomadic shepherds of this region are known as Gaddhis and Shramour is the center of the culture of the people. People of various religions inhabit the region, though most of them belong to the religions of Hinduism and Buddhism. The Muslim tribes from the central Asia have also moved to the higher mountain ranges in Chambe. The major languages to be spoken here are Hindi, Punjabi and Himachali. Chambe is a colorful land of a wide array of fairs and festivals. Some of the other famous festivals of the region are: Sul Meha, Pathron, Libho and Navala. All these fairs and festivals are celebrated with great pomp and show by the people of the region and reflect the multi-faceted culture of Himachal Pradesh. In Chambe, Chambe is famous for chhai, a spicy red chili sauce that contains green and red peppers, chili, lime, juice and mustard oil. The basic Himachali cuisine includes various vegetarian and non-vegetarian varieties with all kinds of meat, corns, rotis, rotels and lentils.

*Am Saugji*





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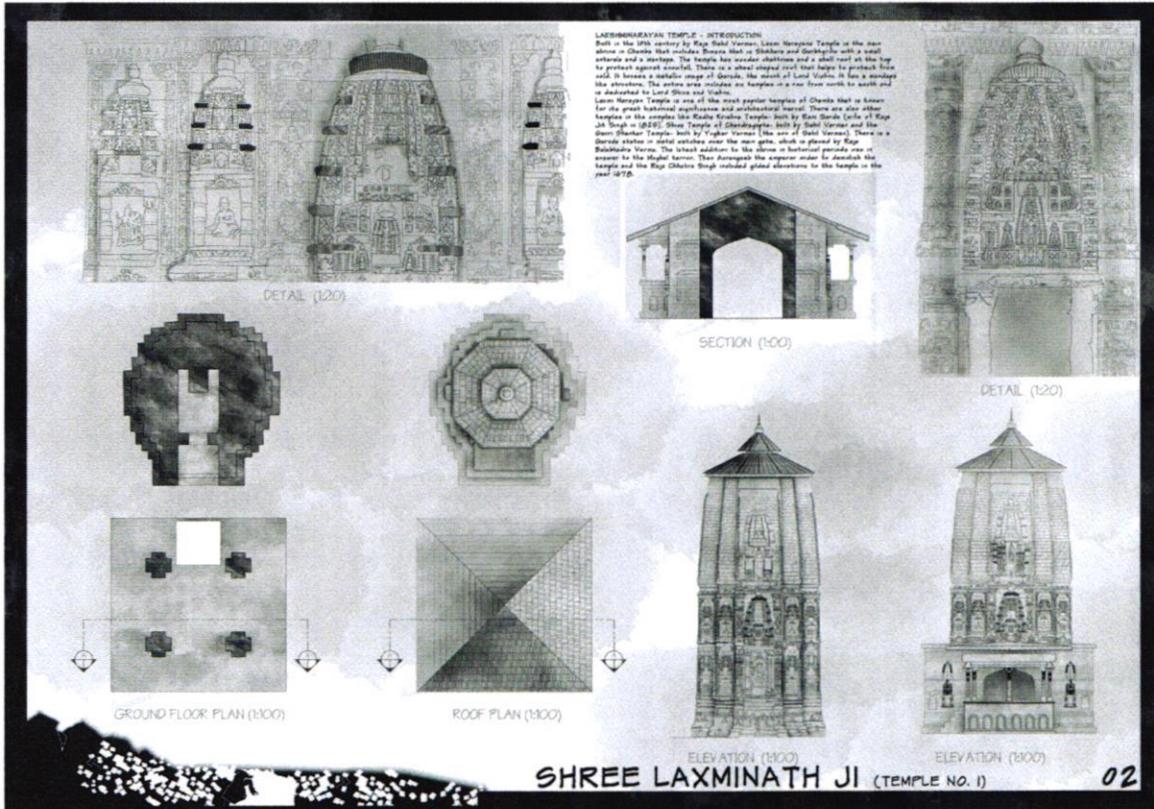
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*AmSanyaji*





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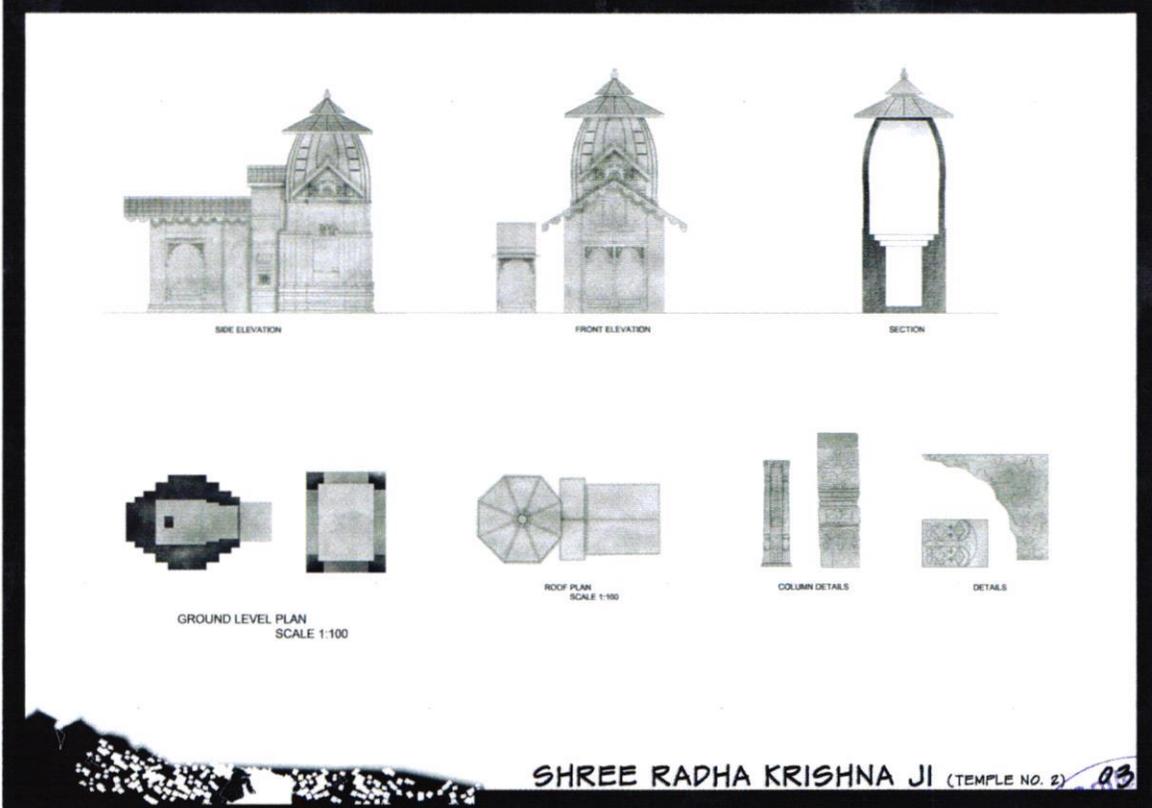
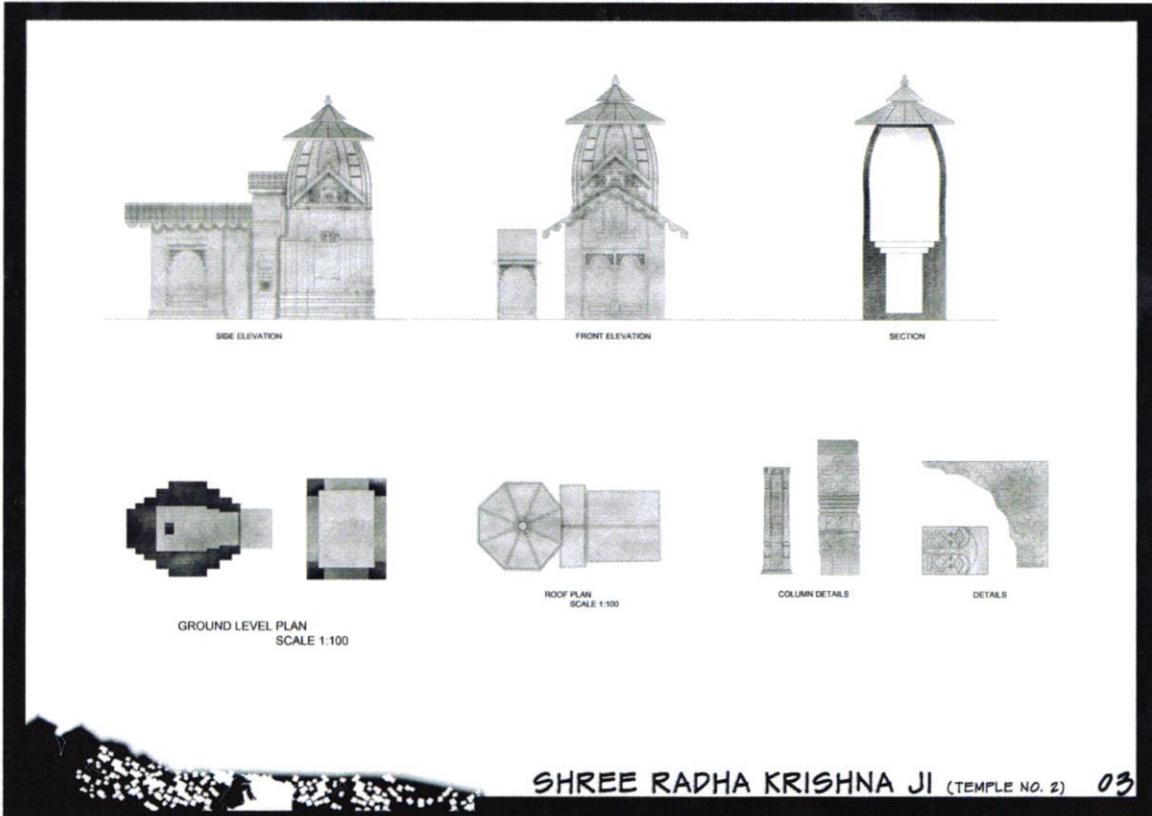
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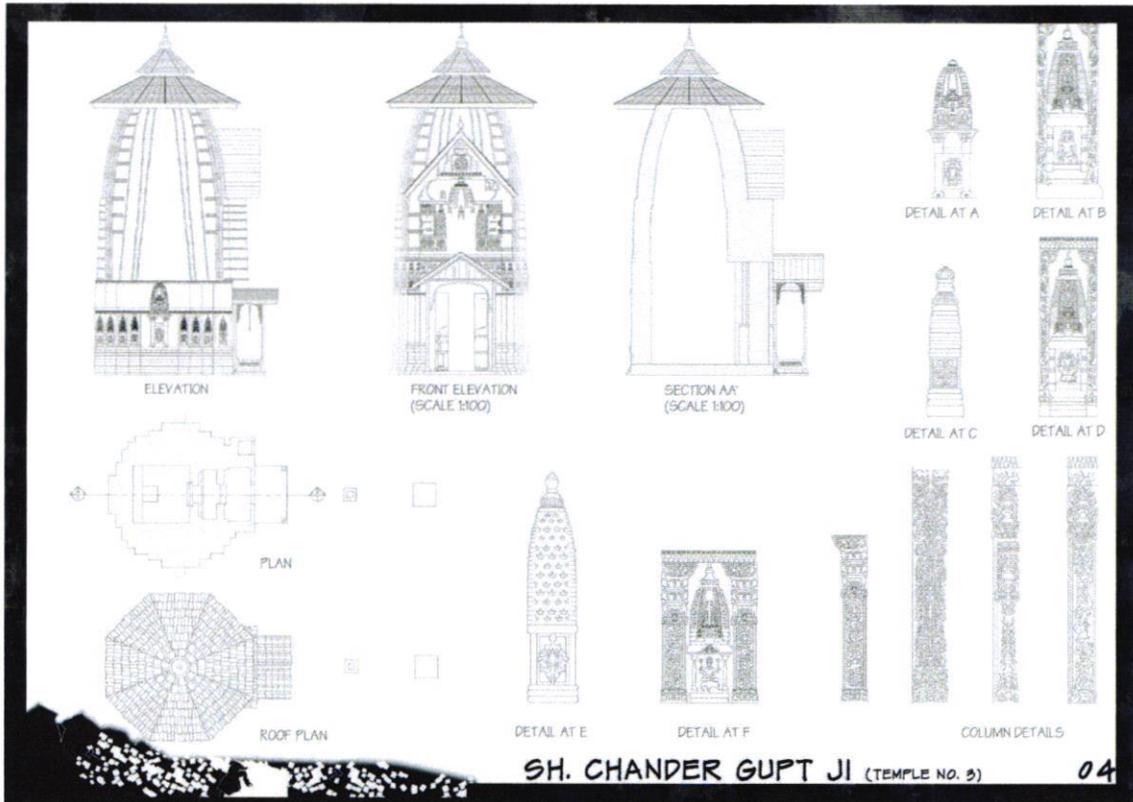
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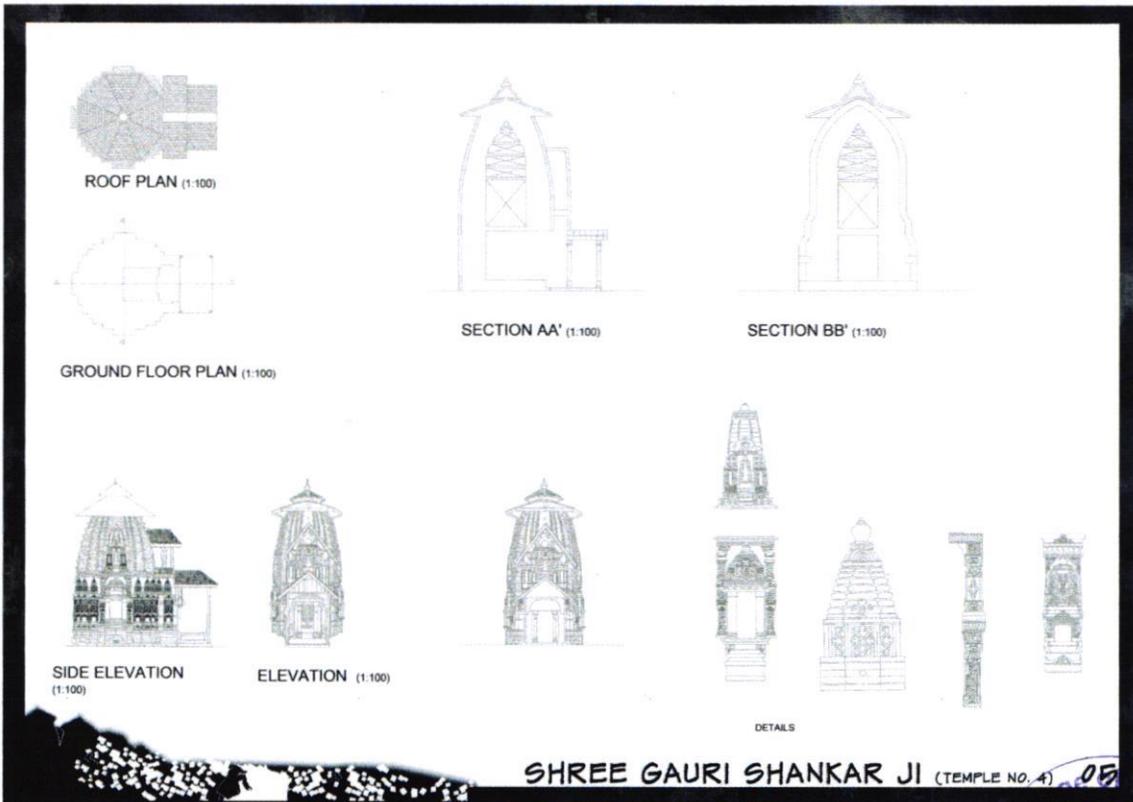
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SH. CHANDER GUPT JI (TEMPLE NO. 3)

04



SHREE GAURI SHANKAR JI (TEMPLE NO. 4)

05





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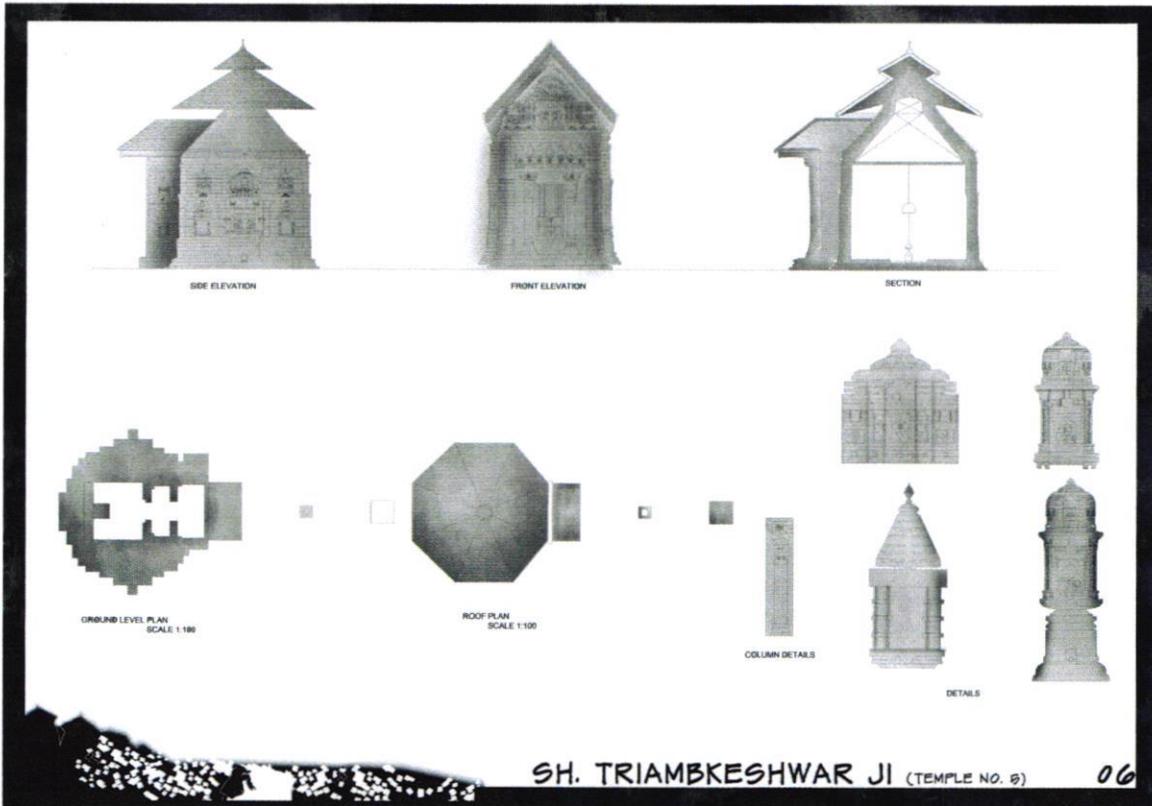
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**SIGNIFICANCE**

The remoteness and inaccessibility of the Ravi River valley secured Chamba from successful invasions for around 1000 years. Since Raja Sahi Varman, the dynasty ruled without a successful invasion for around a millennium, until the British gained power. The isolation of the town and its rugged hilly terrain is believed to have been a contributing factor to this unusual state of security. Later, Mughal emperors, Akbar and Aurangzeb did attempt to annex Chamba but were unsuccessful in subjugating this territory into their kingdoms. Raja Prithvi Singh (1641-1664 AD), who was on amicable terms with Emperor Shahjahan was instrumental in introducing the court lifestyles of the Mughals.

**PLANNING**

Laxmi Narayan Temple is the most famous temple of Chamba. It is both an architectural marvel as well as a place of great historical significance. Built by Raja Sahi Varman in the Shikhara style, it was first erected in the 10th Century.

Wooden Chhatras or umbrella-like structures are built to keep the snowfall off the roofs. There is also a wheel-shaped roof that scares off the cold. Every following ruler of Chamba added to the temple. A Raisha-Krishnan temple was built by Rani Sarda, the wife of Raja Jit Singh in 1825.

A Shiva Temple in the temple complex was built by Sahi Varman and the Gauri-Shankar Temple is said to have been made by his son Yugal Varman. A Garuda (the mythical eagle) statue in metal watches over the main gate, placed there by Raja Balabhadra Verma.

The latest addition to the temple in historic times was in answer to the Mughal threat. Apparently Aurangzeb the Emperor ordered that the temple be demolished and Raja Chhatra Singh, to prove that he wasn't afraid, added gilded pinnacles to the temple in 1679. There were also some shrines built in the temple complex. All of which you will see when you visit this most revered temple in what is known as Himachal's Holy Valley.

The 'gambhira' or the innermost shrine houses a mandapa (altar) that is prohibited to the public. It also has a shrine of several other deities. The entire complex consists of six temples in a row from the north to south direction. They are mostly dedicated to Lord Shiva or Vishnu. The other important ones here are of the Gauri-Shankar Temple, Shiva Temple of Chandragupta and the temple of Raisha and Lord Krishna. Divine symbols and images of deities adorn the outer walls of these temples. The sheli roofs on the umbrella-like structures made of wood was built keeping in mind the climate of the place. Snowfall is inevitable in this part of the state. The wooden Chhatras, the sheli roof, atop the temple were in response to the local climatic conditions as a protection against snowfall.

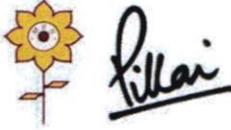
**SUMMARY OF STYLES**

Chamba valley is renowned for its Shikhara-style temples, prime examples of which can be found in Chamba town. The temple precincts are situated to the west of the palace. The shikharashikharas visible in a single file from the entrance are one of the six temples dedicated to Lakshmi Narayana, Radha Krishna, Chandra Gupta Mahadeva, Gauri Shankarashankara, Triyambakeshwara and Lakshmi Damodara. A characteristic style feature of these temples is the 'sojage ha' style wooden roofs, an indigenous design that allowed to protect the temples, given the easy availability of wood. The wall surface has carvings and panels carved with mythological scenes.

The last temple in the row is dedicated to Damodara, which is another name for Krishna. It has a small symmetrical temple with a porch. The octagonal roof harmonizes with the rest of the edifice. A disc-like stone amalaka on the roof gives the temple a two-tiered appearance. Since slate is abundant in the area, it is used as roofing for houses and temples.

**DETAILS**





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Tel: 02192- 669002

Web: www.phcoa.ac.in

mail: phcoadmin@mes.ac.in

Approved by COA, Government of Maharashtra and Affiliated to University of Mumbai

Inst. Code- AR3427

**Name of Program: Bachelor of Architecture**

**Academic Year: 2022-2023**

**Year: Fifth Year. B. Arch. (Sem 9)**

**Name of Course: Architectural Design (BARC 901)**

**Title of Assignment: Convention Centre at Nerul, Navi Mumbai.**

**Name of the Faculty: Prof. Renuka W, Prof. Meghana S, Prof. Jayant S, Prof. Pooja H,  
Prof. Gunjan J.**







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mail: [phcoaadmin@mes.ac.in](mailto:phcoaadmin@mes.ac.in)

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Inst. Code- AR3427

**Name of Program: Bachelor of Architecture**

**Name of Course: Allied Design (Urban Design)**

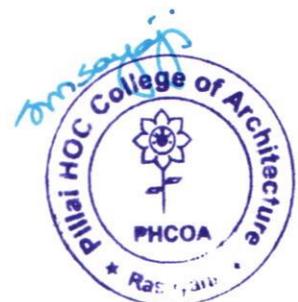
**Academic Year: 2022-2023**

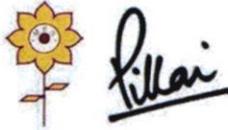
**Year: Fifth Year B. Arch. (Sem 9)**

**Title of Assignment: Urban Interventions.**

**Name of the Faculty: Prof. Akanksha, Prof. Yugantara, Prof. Pooja, Prof. Ashwathy,**

**Prof. Rajanigandha, Prof. Ajinkya.**





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Inst. Code- AR3427

**Name of Program: Bachelor of Architecture**

**Academic Year: 2022-2023**

**Year: Fifth Year .B.Arch. (Sem 9)**

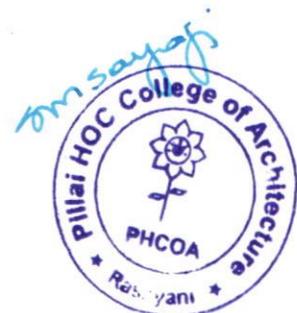
**Name of Course: Environmental Studies (BARC 906)**

**Title of Assignment: Comparative Analysis between IGBC & GRIHA Certified Building Case Study**

**Name of the Faculty: Prof. Abhishek Chakraborty, Prof. Priyam Kandpile**

| GRIHA RATING  | IGBC RATING  |
|---|--|
| Green rated integrated habitat Assessment.  | Indian green building council.   |
| Criteria and weightage -  | Criteria and weightage -   |
|   |  |
| <b>Total Points-</b><br>Total 50+ 2 bonus   | <b>Total Points-</b><br>Existing Schools(ES)-100<br>New Schools(NS)-110  |
| <b>Credit system -</b><br>Energy Management -12<br>Co 2 emission<br>Operation and maintenance<br>Efficient outdoor lighting<br>On site renewable energy<br>Occupant health and comfort - 8<br>Visual comfort<br>Thermal comfort<br>Acoustic comfort<br>Air quality - 5<br>Indoor air<br>No. of trees<br>Water management - 8<br>Annual water consumption<br>Rainwater harvesting<br>Solid waste management-7<br>Waste segregation<br>Recycling organic and inorganic waste<br>Well-being and social aspect- 9<br>Health and hygiene<br>Social initiative<br>Bonus-2<br>Total - 50+2 | <b>Credit system -</b><br>Site selection & planning(SSP) - 13<br>Sustainable water practices(SWP) -16<br>Conserving and harvesting energy(CHE)-15<br>Eco-friendly school material (ESM)- 5<br>(ES)&11(NS)<br>Indoor environmental quality(IEQ)<br>-21(ES) & 25(NS)<br>Health & Hygiene (HH)-15<br>Green Education(GE) -10<br>Innovative Practices(IP)- 5<br>Total- 100 (ES) 102 (NS) |

| Category -School Building   |  |
|---|--|
| IIM KOZHIKADE CAMPUS  | CHITKARA INTERNATIONAL SCHOOL  |
|   |  |
| <b>Location -</b><br>Kozhikode ,Kerala  | <b>Location-</b><br>Panchkula, Haryana   |
| <b>Site Area -</b><br>1, 02,210 sq.m.   | <b>Site Area -</b><br>14,771 sq.m.   |
| <b>Built -Up Area -</b><br>29599.412 sq.m.  |  |
| <b>Energy Consumption reduction -</b><br>66.11 % reduction in energy consumption  | Addresses eco education, Health-hygiene besides infrastructure, Energy efficiency, water conservation and waste management.  |
| <b>GRIHA RATING -</b><br>5 Star Rating  | <b>IGBC RATING -</b><br>Platinum Rating - Global leadership Rating- 89 points  |
| <b>Site Planning -</b><br>-Out of 119 existing mature tree<br>-107 trees were cut<br>-585 new trees were planted<br>-Air pollution control measures such as site barricading<br>-Wheel washing facility   | -Wet and Dry waste segregation<br><b>52 Parameters -</b><br><b>Site selection and planning -</b><br><b>Local building regulations</b><br>-Top-soil preservation.<br>-Eco-friendly commuting practices.<br>-Parking |
| <b>Water Management-</b><br>-Reduction of 59.26 % from the GRIHA base Case has been demonstrated in the building water demand by installing water efficient fixtures.<br>-Reduction of 76.77 % from the GRIHA base case has been demonstrated in the landscape water demand<br>-Use of Hessian cloth for curing column. | <br>-Minimise Heat Exposure roof and non-roof.<br>-Herbal & Organic gardens.   |





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|   |   |
|---|---|
| <p>-Ponding technique for curing of slabs.</p> <p>-Water demand 100 % through reuse of treated water and collected rainwater.</p>   | <p>Universal design.</p>    |
| <p><b>Waste and water -</b></p> <p>-Reduction of 50.16 % from the SVAGRIHA base case has been demonstrated in building water demand by installing water efficient fixtures.</p>                     |   |
| <p>-Reduction of 53.44 % from SVAGRIHA base case has been demonstrated in the landscape water demand.</p> <p>-Rainwater recharge pit of 1, 14,290 litres capacity has been constructed on site.</p> | <p><b>Conserving &amp; harvesting Energy-</b></p> <p>Solar panels.</p>  |
| <p><b>Energy Optimization and Occupant Comfort-</b></p>   |   |
| <p>-Digital timer control provided for 100% of the outdoor lighting</p>   |   |
| <p>-EPI reduction of 66.11 % from GRIHA benchmark.</p>  | <p>-Organic waste management.</p>   |
| <p>-52.3 % of habitable spaces are day-lit and meet the daylight factors as prescribed by NBC code,2005</p>   | <p><b>Indoor Environmental Quality-</b><br/>         -Fresh Air Ventilation.</p>  |
| <p>-50 kWp solar PV panels have been installed on site.</p>   | <p><b>Sustainable water practices-</b><br/>         -Rain water management.</p>   |
| <p>-Solar hot water system of the total 16,000 LPD capacity was installed in the project.</p>   | <p>-Rain water harvesting.</p>  |
| <p><b>Sustainable Building materials -</b></p>  | <p>-Herbal &amp; Organic gardens.</p>   |
| <p>-Fly-ash bricks and AAC blocks have been used for walling</p>  | <p>-Solar panels.</p>   |
| <p>-Pozzolana Portland cement with 34.4 % fly-ash content by weight has been used in plaster a masonry mortar.</p>  | <p>-Paper recycling.</p>  |
| <p>-70 % material used for internal partitions/panelling/false ceiling/in-built furniture are low-energy</p>  | <p>-Vertical gardening.</p>   |
| <p><b>Waste Management-</b></p>   | <p>-Paper Recycling Project.</p>  |
|   | <p>-Eco club.</p>   |
|   | <p><b>Conserving &amp; Harvesting Energy-</b></p>   |

|  |   |
|--|---|
| <p>-Multi coloured bins have been provided at every floor to collect and segregate waste at source</p> | <p><b>Eco-friendly refrigerant</b></p>  |
| <p>-A dedicated place has been provided at every floor to collect and segregate waste at source.</p>   | <p><b>Eco - Friendly School Material</b></p>  |
| <p>-A dedicated pace has been provided on site to store segregated waste prior to disposal.</p>        | <p><b>Indoor Environmental Quality-</b><br/> <b>Tobacco smoke control</b></p>                 |
| <p><b>Integrated Design Team -</b></p>   | <p><b>Minimum Day lighting -40 %</b></p>  |
| <p>-Principal Architect</p>  | <p><b>Fresh air ventilation.</b></p>  |
| <p>-Landscape Architect</p>  | <p><b>Health &amp; Hygiene -</b><br/>         Toilet<br/>         Drinking water facility</p> |
| <p>-Structural Consultant</p>  | <p><b>Eco friendly school material -</b><br/> <b>Waste segregation-</b></p>                   |
| <p>-Electrical Consultant</p>  |           |
| <p>-Green Building Design and Certification.</p>   |   |





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**Name of Program: Bachelor of Architecture**

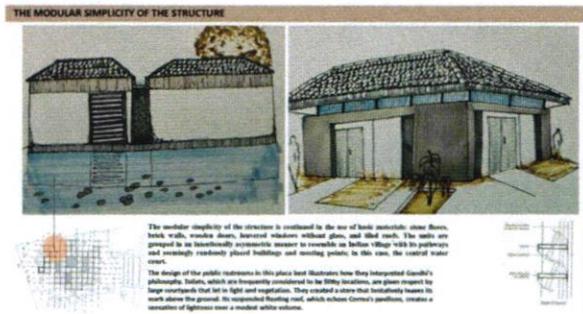
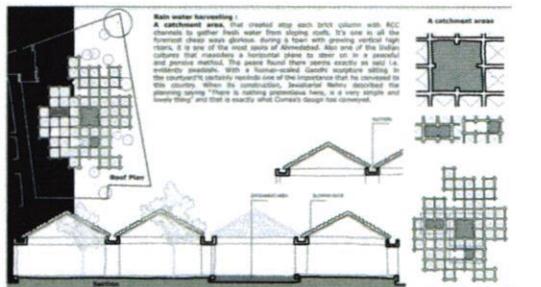
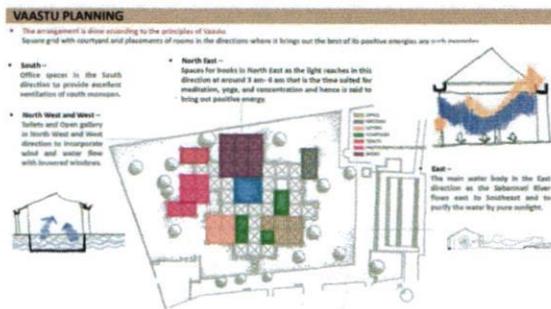
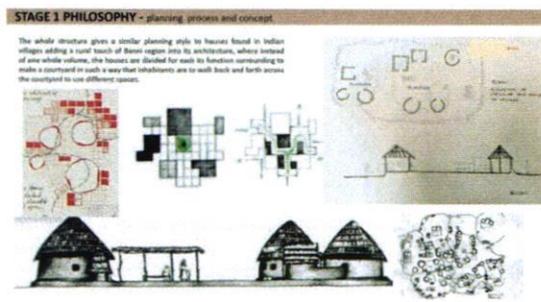
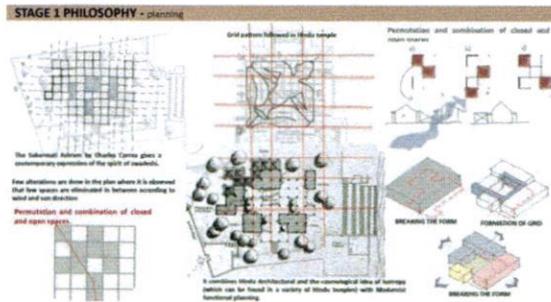
**Academic Year: 2022-2023**

**Year: Fifth Year .B.Arch. (Sem 10)**

**Name of Course: Environmental Studies (BARC 1006)**

**Title of Assignment: Passive Design Strategies Case Study**

**Name of the Faculty: Prof. Sandhya Mhatre, Prof. Priyam Kandpile**





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**CONSTRUCTION**

- The site is flat and the plot isn't raised high up nor sunk in ground. Which need more materials and labor. The Roosting plot is an 110m in contact with ground as possible, hence leaving it unexcavated. This shows non - violence towards the site.
- That every room of the old buildings has a sense of extending further - to the trees and birds.
- The Foundation is concrete and is raised about feet the ground.
- the green structure are steel - light and windows being smooth by separate aesthetic issues.
- Load bearing brick columns support the concrete roof and other structure.
- All columns used when on all levels and horizontal structure for which general additional construction to be outdoor fabric.
- Single level detail study detailed grid and house structure.

**CLIMATE ANALYSIS**

The high heat capacity of Saharwati water bodies a "thermostat effect", which in turn creates a cooling effect around surface water bodies like ponds, lakes and rivers. Also, high evaporation produces a noticeable "wash effect" around water bodies, decreasing nearby surface and air temperatures.

**CROSS VENTILATION**

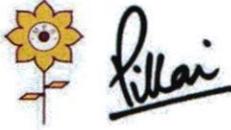
**CENTRAL COURTYARD - TO MINIMISE THE HEAT**

**CENTRAL COURTYARD - TO MINIMISE THE HEAT**

**FUTURE CONSIDERATION**

Today, the road next to the Ashram serves as a busy commercial thoroughfare. In a city full of vertical high-rises, it's a welcome relief to find a meandering horizontal plane to walk on, aimlessly and meditatively. A group of architects proposed a few years ago that walking be made an integral part of the Ashram area. The area could be pedestrianized by diverting traffic from a specific stretch of Ashram road. Because few visitors - and the Ashram receives a large number of visitors - are aware that its activities are not limited to the confines of its current walls.





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Inst. Code- AR3427

**Name of Program: Bachelor of Architecture**

**Academic Year: 2022-2023**

**Year: Fifth Year B.Arch. (SemIØ)**

**Name of Course: Design Dissertation 2 (BARC 1011)**

**Title of Assignment: Education Centre for Blind and Visually Impaired.**

**Name of the Faculty: Prof. Abhishek Chakraborty**





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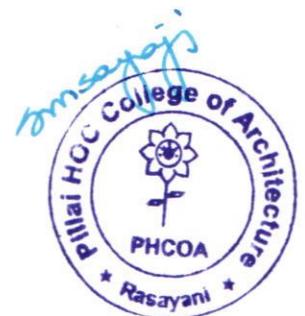
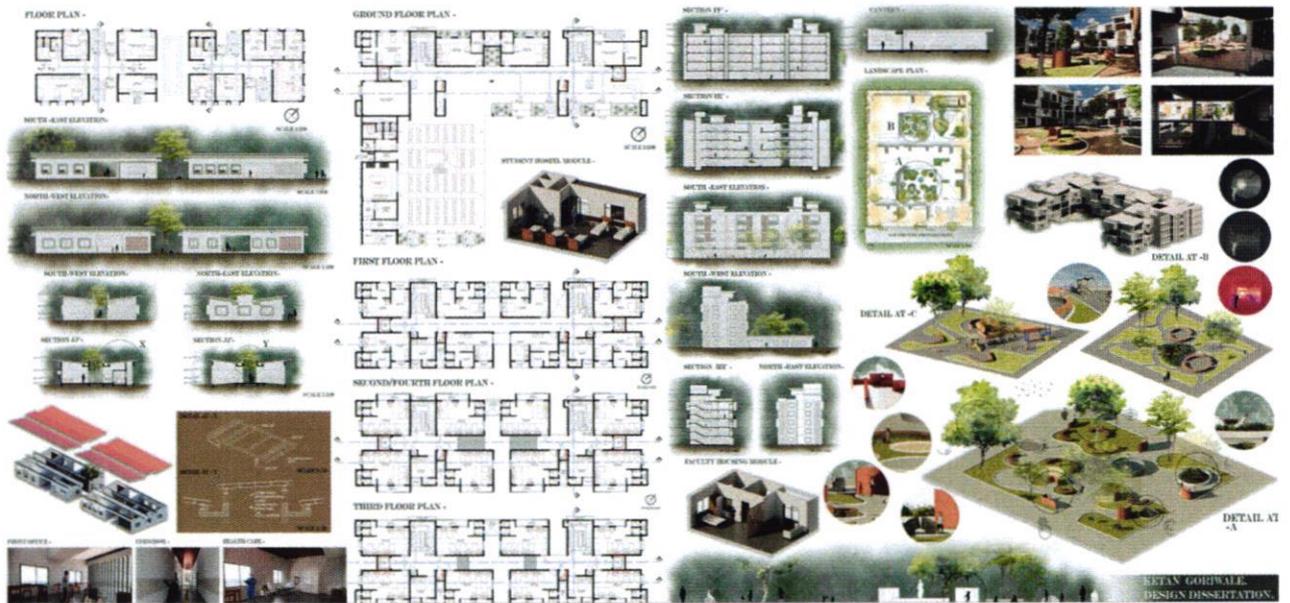
Tel: 02192- 669002

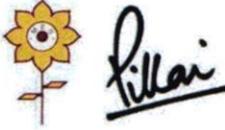
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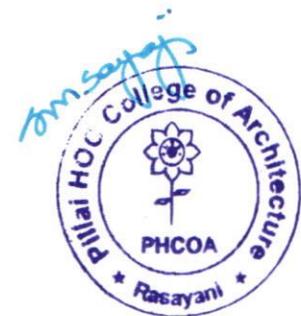
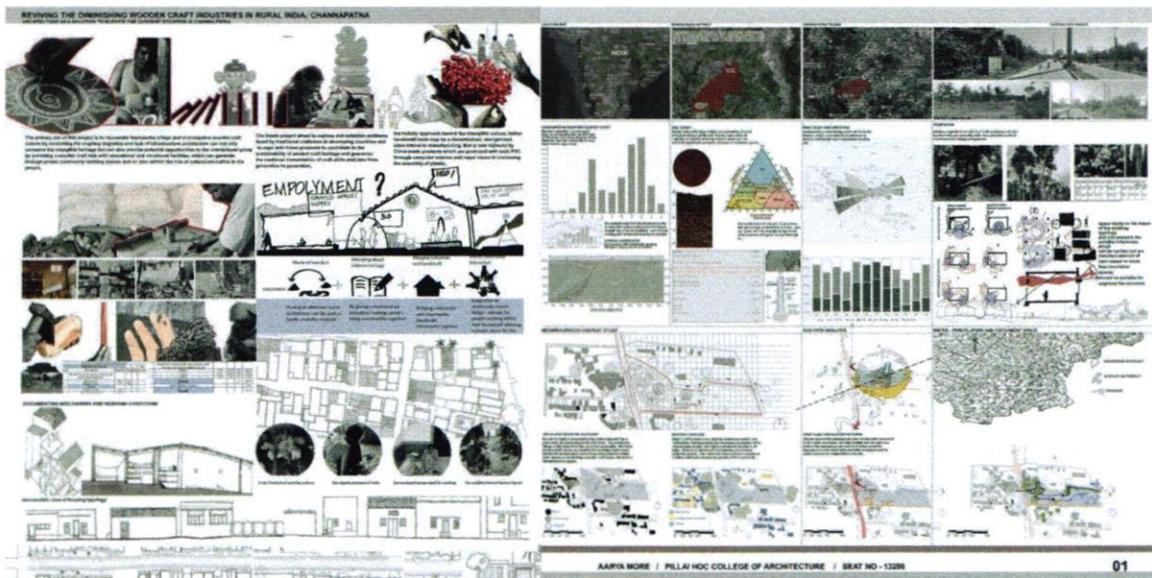
**Academic Year: 2022-2023**

**Year: Fifth Year B.Arch. (SemI@)**

**Name of Course: Design Dissertation 2 (BARC 1011)**

**Title of Assignment: Reviving the diminishing wooden craft industries in rural India:  
Channapatna**

**Name of the Faculty: Prof. Sandhya Mhatre**



**REVIVING THE DIMINISHING WOODEN CRAFT INDUSTRIES IN RURAL INDIA: CHANNAPATNA**  
 ARCHITECTURE AS A SOLUTION TO ELEVATE THE CURRENT SITUATION IN CHANNA PATNA

**SANSKRITI KENDRA, DELHI**

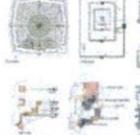
AREA - 4.7 ACRES - 1800' SQM



**Zoning** - The basic movement pattern with the entry points is defined with the activity zoning to formulate the location of buildings and other structures with respect to functions, the buildings are "OBJECT IN SPACE" and separated by a variety of spaces. All development on the site is largely

**NATIONAL CRAFT MUSEUM**

TOTAL AREA - 6000' SQM



**Circulation** - the walk through the museum leads one through a series of open, semi open and closed spaces. The whole museum is divided into small galleries which reduces the problem of circulation.

**KHAMR CRAFT CENTER**

TOTAL AREA - 2053.7 SQM



**Circulation and aesthetic** - In low rise cluster campus, the overall architecture of each a complex programme is bundled by the land surrounding it. As a necessary simple modular orthogonal plan.

**YUSUF MEHRALLY CENTER, KARNATA**

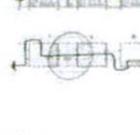
BUILD-UP AREA - 1981 SQM



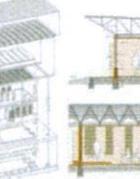
this case study is similar to the other low block ventilation is away from each other and a huge open space acts as an interactive space between the modules.

**GANDO PRIMARY SCHOOL**

AREA - 310 SQM

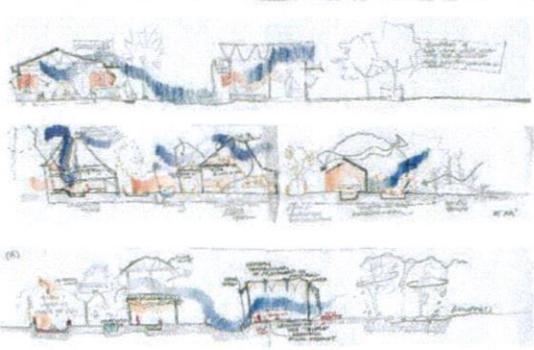
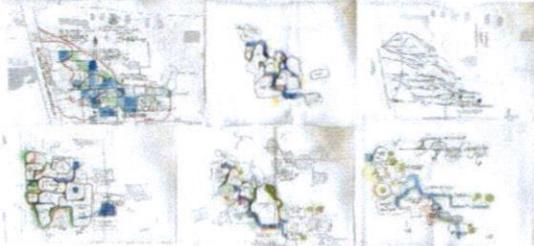


**Circulation** - The plan is simple in terms of spatial planning as the brief does not demand spaces of spaces. The circulation pathways on the raised paths surrounds each classroom. Giving users the freedom to move around the space, without any restriction.



**Building form** - The building form consists one 3 classroom blocks placed axially under a raised up roof.

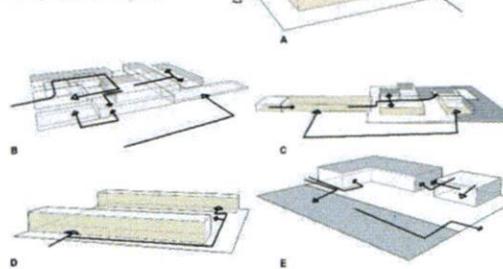
**ZONING**



**PROCESS MODELS DEFINING SPACES BASED ON THE CONCEPT BLOCK PATTERN**  
 the purpose of models is to see how the space can align with each other simple grid and block pattern is used where the space is necessary.



**BLOCK ZONING**  
 block conceptual models to analyse the working geometry of the space, which area will get more light according adding a ventilation in that particular space, the space pattern is a major concept throughout building block



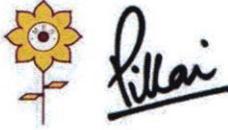
**IDENTIFYING USER GROUP**

- Space 1 exhibit and workshop**  
 30 people per workshop public use
- Space 2 admin**  
 admin space for regular management users plus the one from the industrial zone - 50
- Space 3 Canteen**  
 canteen space includes both public as well as private space users
- Space 3 shops**  
 the shops in regular used space for the workers these people can bring there small scale needs and can work in the shops

**STRUCTURAL BRIEF**

| NO. | DESCRIPTION | UNIT | QTY | UNIT PRICE | TOTAL PRICE | REMARKS |
|-----|-------------|------|-----|------------|-------------|---------|
| 1   | ...         | ...  | ... | ...        | ...         | ...     |
| 2   | ...         | ...  | ... | ...        | ...         | ...     |
| 3   | ...         | ...  | ... | ...        | ...         | ...     |
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| 47  | ...         | ...  | ... | ...        | ...         | ...     |
| 48  | ...         | ...  | ... | ...        | ...         | ...     |
| 49  | ...         | ...  | ... | ...        | ...         | ...     |
| 50  | ...         | ...  | ... | ...        | ...         | ...     |





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# PILLAI HOC COLLEGE OF ARCHITECTURE

Pillai HOCL Educational Campus, HOC Colony, Rasayani, Via Panvel, Dist- Raigad, Pin: 410207

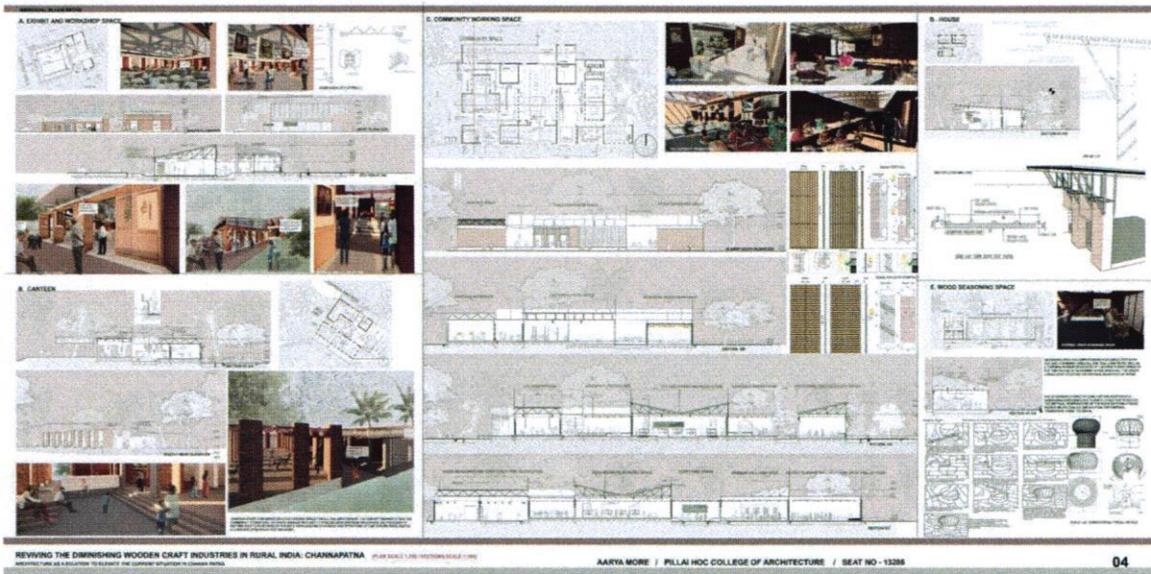
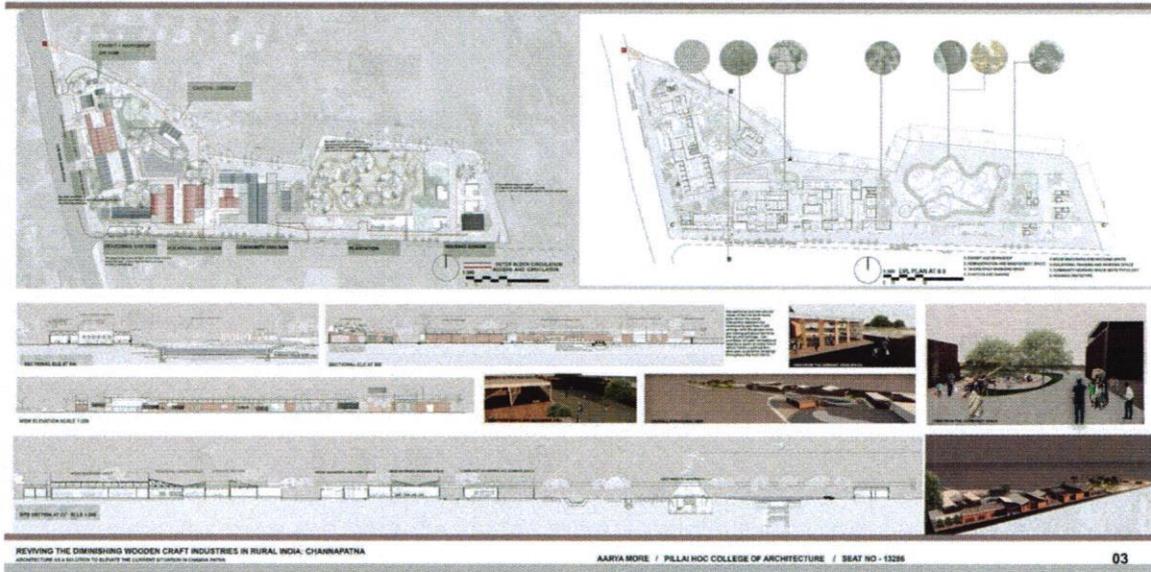
Tel: 02192- 669002

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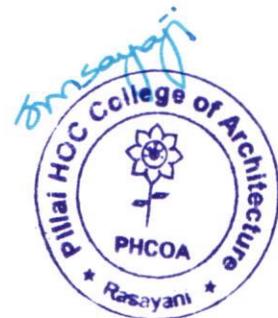
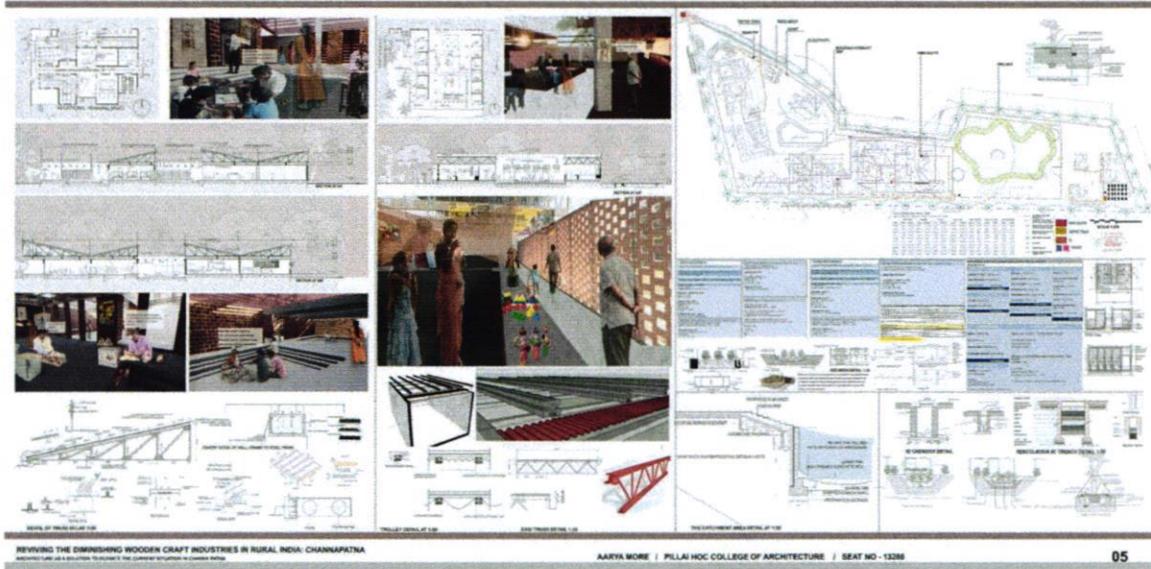
Tel: 02192- 669002

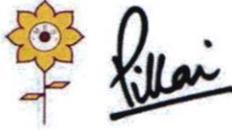
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**Name of Program: Bachelor of Architecture**

**Academic Year: 2022-2023**

**Year: Fifth Year B.Arch. (Sem10)**

**Name of Course: Design Dissertation 2 (BARC 1011)**

**Title of Assignment: Women empowerment & skill development centre**

**Name of the Faculty: Prof. Sandhya Mhatre**

