

NATIONAL INSTITUTE OF DESIGN

A THESIS

Submitted in partial fulfillment of the requirements for the award of
Bachelor of Architecture degree

By

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DEPARTMENT OF ARCHITECTURE
SCHOOL OF BUILDING AND ENVIRONMENT

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY) Accredited

With Grade “A” by NAAC

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CHENNAI - 600 119

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This is to certify that Thesis Report is the bonafide work of **P. SUJITHA (39210092)** who carried out the Thesis entitled "**NATIONAL INSTITUTE OF DESIGN**" under our supervision from December 2023 to May 2024.

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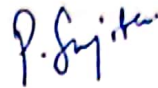
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DECLARATION

I, P. SUJITHA hereby declare that the Thesis Report entitled "National Institute Of Design" done by me under the guidance of Ar. V Evelyn Jeny (Internal Guide), Ar.Sarath C Kanth (Internal Review Member) and Ar.Pramod Balakrishnan (External Guide) Sathyabama Institute of Science and Technology is submitted in partial fulfillment of the requirements for the award of Bachelor of Architecture Degree.

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P. SUJITHA

THESIS SYNOPSIS

The National Institute of Design, known for its creative approaches to design education and practice, is an appropriate site for this inquiry. This thesis uses a variety of qualitative research approaches, such as observational studies, interviews, and design interventions, to better understand the existing perception and use of transition spaces inside NID. Furthermore, it seeks to discover the features and qualities that lead to the formation of contemplative settings inside these venues.

Transition spaces in architectural design frequently function as connectors between various sections, allowing movement and fluidity within a built environment. However, these spaces have the potential to be turned into surroundings that invite meditation, pause, and contemplation in addition to their functional purpose. This thesis will investigate the concept of transition spaces at the National Institute of Design (NID), with an emphasis on changing them into settings that promote pause and introspection.

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CHAPTER 1

INTRODUCTION

1.1 GENERAL

1.1.1 NID'S VISION

The goal of NID is to become a torchbearer and a global leader in design education and research. Students get the opportunity to practice design as they study with NID's Outreach and Integrated Design Services.

1.1.2 HISTORY OF NID

The well-known married designers Charles and Ray Eames served as the inspiration for the establishment of formal design education in India. the 1950s. The Indian government became aware of the poor quality and design of consumer goods. The well-known American industrial designer Charles Eames and his wife Ray were invited to India to create a curriculum that would educate industrial design and visual communication to the Indians. in accordance with the recommendations of Charles and Ray's report. In 1961, the National Institute of Design was founded.

1.1.3 ABOUT NID

A physical and social setting should be included in the learning environment to provide both individual privacy and interaction during the learning process. New surroundings are needed for new modes of learning and working. For both official and casual activities, as well as for learning and work that is done both individually and in groups. A creative area can be created by merging many societal domains, including research, teaching, and practice.

**"Imagination is more important than knowledge. Knowledge is limited.
Imagination encircles the world."**

--Albert Einstein

1.1.4 WHAT IS DESIGN?

A product's USP and competitive advantage come from its design, which is a strategic tool of intervention and input. Indian design has a long tradition of high quality. India is home to one of the world's seven wonders, which speaks volumes about the grandeur of Indian architecture and design. However, it is only a few decades old as a vocation. A profession's fundamental quality is that society expects it to be practiced. Thus, theoretical knowledge is taught simultaneously with experience under supervision in professional education. A curriculum for professional education in design must adapt to the shifting demands of the industry. An interdisciplinary institute is able to meet this kind of need.

1.2 REQUIREMENTS IN NID

- **Administration** - Reception, office cabins, account's department, board rooms, executive Director's room, Deans room, toilets, pantry
- **Resource Centre** - Library wing and exhibition space
- **Departments** - All departments will consist of classrooms, design studios, workshops, computer labs, seminar halls, faculty rooms, meeting rooms, toilets.
- **Auditorium** - Adequate seating space, green room, and toilets
- **Hostel block** - Boys and Girls hostels with combined dining space.
- **Recreational spaces** - outdoor play area, informal spaces within academic block
- **Canteen/Restaurant** - Canteen & coffee shop
- **Parking**
- **OAT**

1.3 AIM

- To create an atmosphere that fosters creativity and highlights the multidisciplinary aspect of the design process.

1.4 OBJECTIVE

- To provide a creative environment that would encourage positive interactions between different design disciplines and aid in the creative process itself.
- To establish a setting that inspires individuals to learn.
- Since the institute will be recognized on a global scale, it must be structured to reflect current trends.
- To establish a dynamic atmosphere that develops from the institute's general structure and form, which are influenced by the cutting-edge fashion and design trends.
- To depart from the formal environment typical of other institutions.
- To make each department's workplace distinct from the others.

1.5 SCOPE

The creation of the campus master plan, as well as the layout of the academic, administrative, research and development, and dorm buildings, are the only areas covered in this thesis.

The lost cultures and artistic forms are resurfacing, much like there is currently a rebirth of fields that are diminishing. As a result, there is currently a considerable need for such initiatives. In addition, the university can make ends meet by holding programs, seminars, and exhibitions in addition to its academic offerings.

The following are included in the project's scope:

- Creating the NID campus layout and including all necessary amenities.
- Well-defined, intricately designed open spaces
- imaginative room design for interaction.
- Design with the interrelationships between areas in mind.

1.6 NEED OF THE PROJECT

The emergence of multinational corporations in India has opened up a global market for Indian goods. In the modern setting, a designer must address both the technological problems and India's heterogeneous surroundings in order to develop an integrated strategy. Institutes that highlight the multidisciplinary aspect of design work are therefore necessary.

The dearth of appropriate educational institutions in our nation that provide programs that take into account the most recent developments in the design industry also makes it difficult for them to meet the rising demand for qualified workers.

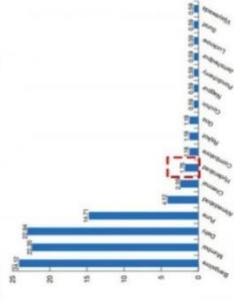
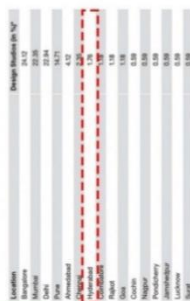
OUTLINE OF THE PROJECT:

The National Institute of Design (NID) is an iconic institution in the field of design education, renowned for producing leading designers, innovators, and creative thinkers. Established to foster design excellence in India, NID has played a pivotal role in shaping the design industry. However, amidst the rapidly changing landscape of design and the ever-evolving global design economy, NID faces challenges in ensuring its continued relevance and leadership. These challenges include adapting to new design trends, embracing technology, sustainability, and the expanding scope of design beyond traditional boundaries.

WHY NID

NID institute is planning to open its fourth campus in Hyderabad there are few articles to support which was published by times of india, India express and GOI document

NID's role is not only to teach design but also to foster innovation and creativity. This involves embracing new technologies and interdisciplinary approaches. NID's reputation as a leading design institution depends on its ability to prepare students for international design markets and challenges.



WHY HYDERABAD

The design education in telangana is quite developed and it is more active west hyderabad region but there is a need of certain prime institute to develop the design education in telangana which will become the center of design in telangana state.



The National Institute of Design (NID) will soon be declared a Centre of Excellence through an Act of



The National Institute of Design (NID) will soon be declared a Centre of Excellence through an Act of Parliament, bringing it on par with the Indian Institutes of Technology (IITs).



THRUST AREA:

ELEVATE YOUR LEARNING EXPERIENCE. WHERE TRANSITION SPACES
MAKES A WAY FOR COLLABORATION, CREATIVITY, AND ACADEMIC
EXCELLENCE.

In an educational institution transition space takes a major role, these spaces are architectural component it stimulates user to pause and have a formal or informal activity, interactive activities with it owns flexible environment.

The various extra activity zones are exposed. The transitional zone that connects the activities to the spaces that allow students to learn allows them to imagine their own ideal of attachment places based on the users, the design starts initially with the void and then only solid spaces.



RELAXING AREA

the area outside of classrooms where students proactively engage on various activities to expand their knowledge. This makes it clear that public spaces in educational institutions are just as crucial for social interaction as the actual classes themselves. The idea of transition spaces in institutional building has recently been established as a container for social interaction and informal learning.

NATIONAL INSTITUTE OF DESIGN

INTRODUCTION

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Land Plotted for National Institute of Design (NID) Campus in Hyderabad



Adopting and leveraging emerging technologies to enrich the design education and to prepare students for the digital era. Preparing students for international design markets and fostering a global perspective in design education. Integrating sustainability principles into design education and practice, reflecting the growing importance of eco-conscious design.

TELANGANA

[illegible]

WAITING AREA

RECREATION AREA

RECREATION AREA

- CLASSIFICATION OF TRANSITION SPACES.
ENTRY TRANSITION SPACES
CIRCULATION/FUNCTIONAL TRANSITION SPACES
ENCLOSED TRANSITION SPACES
OPEN TRANSITION SPACES
TRANSITION ZONES IN LANDSCAPE

INFORMAL LEARNING

- FUNCTIONALITY
- ACCESSIBILITY

- SIGNIFICANT ASPECTS OF
TRANSITION SPACE**
- FUNCTIONALITY
 - ACCESSIBILITY
 - INCLUSIVITY
 - VISIBILITY
 - FLEXIBILITY
 - CONNECTIVITY

1.7 SITE SELECTION

Types of buildings: Institutional structures

Ministry of Commerce and Industry is the client/owner.

Zone: Semipublic - Public

Location: 25 acres Near TIFR

Site Access: Wipro circle road

1.7.1 Why in Hyderabad?

Hyderabad is one of India's six metropolises and one of the fastest-growing cities. It has excellent rail, road, and aviation connections to every region of the nation. In Hyderabad, all infrastructure amenities are accessible.

1.7.2 Why near to Gachibowli

About 20 kilometers separate Hyderabad's cyber city from the city proper, where it is virtually free from all urban problems. Gachibowli is home to Hyderabad University, the National Institute of Fashion Technology, as well as other educational institutions and IT firms. The Hyderabad university campus is fairly close to the proposed NID location.

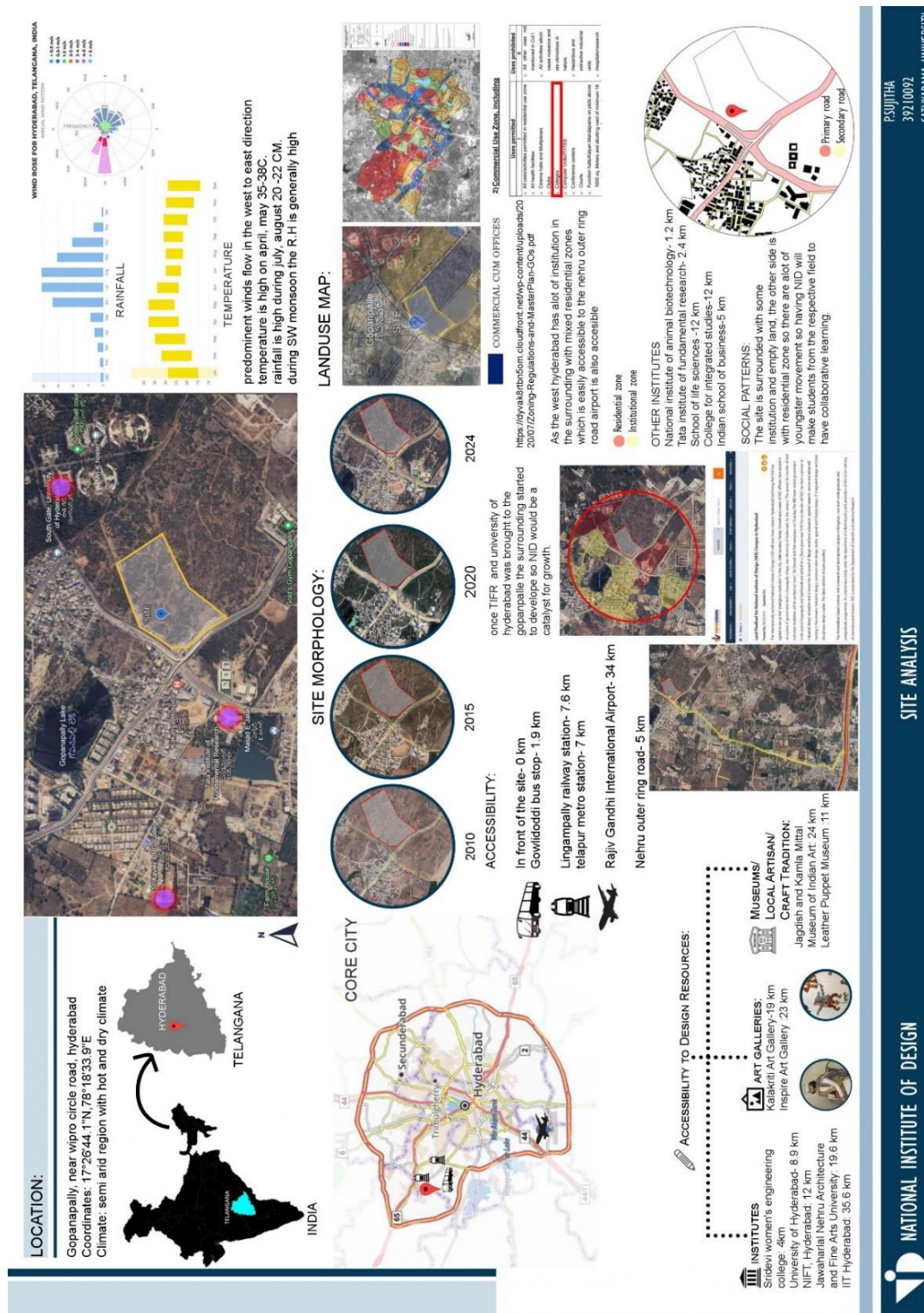
1.7.3 Design foot print:

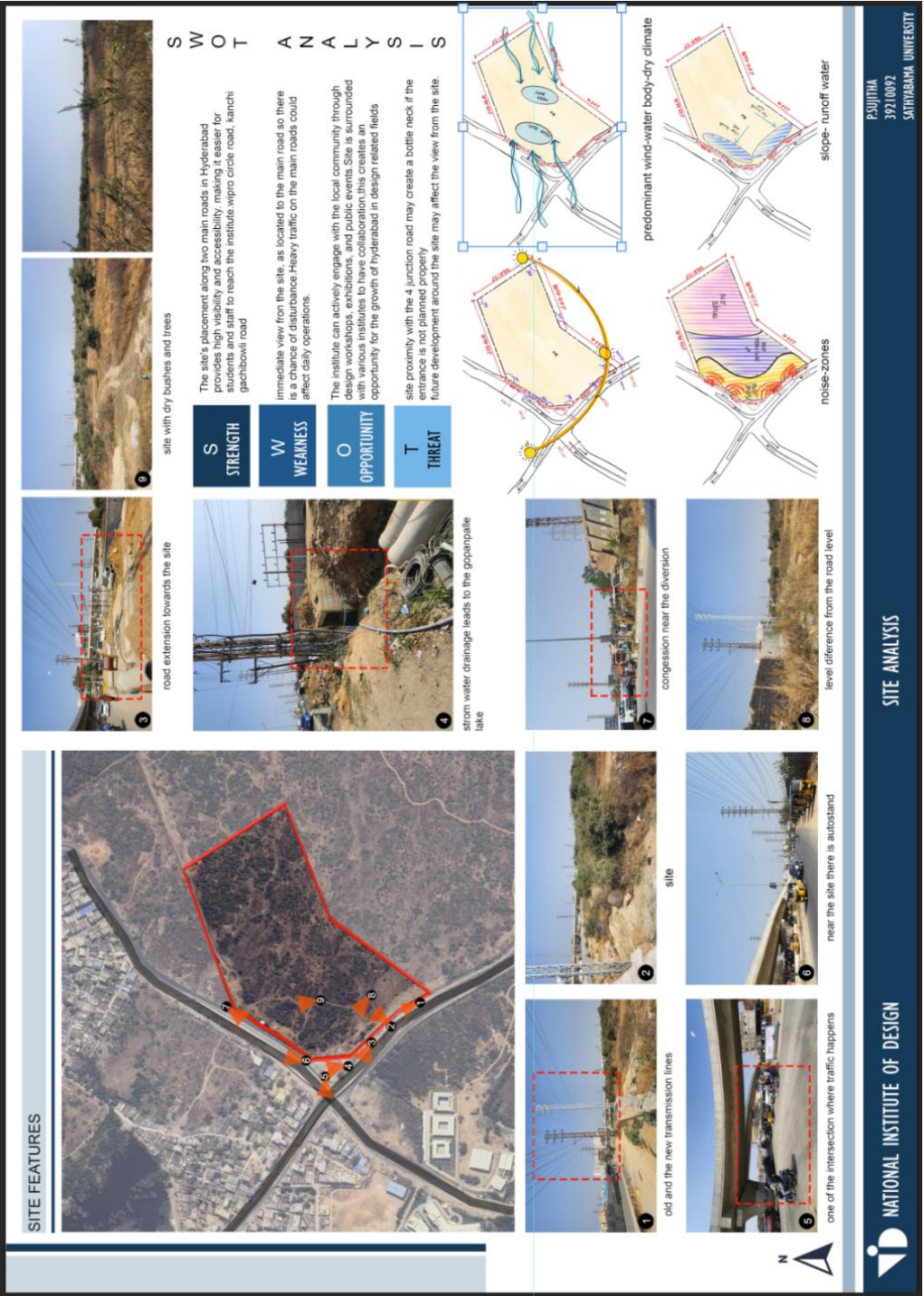
At an estimated cost of Rs. 155 crore, the NID, which is being built on 30 acres of land on the University of Hyderabad campus, will house 500 students for undergraduate and graduate studies in 2015–16.

Because of the site's characteristics, the construction can be made more noticeable. The location is ideal for NID because all types of infrastructure are readily available nearby.



Plate 02 Study On NID





CHAPTER 2

LITERATURE REVIEW

2.1 CAMPUS PLANNING

The physical manifestation of the shared goals of those who reside and learn on college and university campuses is called a campus. Since it is an educational institution, there is an innate connection between their environments. The institution must adapt as the surroundings do. The atmosphere on campus actually plays a big part in how well an institution can carry out its educational mandate.

A well-maintained campus draws in excellent faculty, and the ambience of on-campus events is influenced by external organizations and the physical surroundings. It is likened to a tiny metropolis that meets the majority of the demands of the campus community.

A campus needs to be a cohesive group of buildings with small, open pedestrian areas that offer a special place to live and learn. To put it succinctly, the campus should be a location where everyone is forced to face the reality of coexisting and working with others in a setting that offers a multitude of opportunities for the best kinds of connections, so establishing the foundation for the students' mainstream lives.

Proper contact will help the campus as well as the surrounding community. If planned effectively, the area between the buildings offers places where students can assemble in large groups to observe or engage in sports and other physical activities, or they can meet informally for discussions and rest in between sessions. Any type of social contact is encouraged on a campus that is suitable.

2.1.1 Design of buildings

Any educational institution is made up of four components: academic programs, physical facilities, faculty, and students.

The caliber of each of these four components and how they combine determines how well an institution can hamper education.

2.1.2 Size of the campus

The need of the institution, the location of the campus, the kind of the research being conducted, and individual circumstances all influence the appropriate size of a campus.

The walking distance is one of the main determining factors. Walking from Inang Place to the classrooms takes no more than ten minutes, as per the guidelines. Ideally, these five minutes

Convenience, comfort, and efficiency are threatened by growth, so it is advisable to consider creating a distinct campus. Dober asserts that in order to preserve the center campus's compactness, higher density facilities are required. The price of the more densely populated facilities, the availability of shared services, and the needs for libraries, equipment requirements, the significance of comprehending human demands, and the cautious application of design issues in order to meet those needs

No matter the size of the campus, living quarters and classrooms should be connected for the comfort of pedestrian residents and closely aligned with the attributes of the surrounding natural environment. A campus must be built to measure man himself, his response and impulses, and it must also satisfy man's intellect, inclinations, and desires because it is for human use.

2.1.3 Form and approach

Concerned with the way the architectural solution is expressed, as well as its appropriateness and consistency, is the design approach or style. Form refers to a building's or other element's real physical shape and how it interacts with the location and other structures.

The site's characteristics, local technology, accessible materials, and climate all have an impact on shape.

The final form that evolves can be strongly attracted to or considerably influenced by the character of the location and its surroundings.

A location near a lake, river, forest, or seaside range gives the area a distinct identity. It can also help define the boundaries of the campus and give visitors a sense of where they are coming from. These locations can also make a positive statement and give the institution's supporters a positive impression of themselves.

Therefore, in order to provide the best possible campus atmosphere, the essential living quarters, offices, and classrooms should be as close as possible to the natural features already there.

Dober offers two brand classifications.

Homogenous style:

It is a mannerism designed to be recognized in a sort of geometric pattern that uses the same material and form all the way through.

Heterogeneous style:

They are composed of separately built structures that are unique entities that are not necessarily harmonious with one another or have a compelling enough historical backdrop to unite them into a cohesive whole.

2.2 DEVELOPMENT AND CHANGE:

A campus's capacity for development and transformation is another crucial feature. A college or university campus can never "complete" in terms of development since these changes—which are inevitable—come from growth and adaptation to shifting societal and academic demands. Campus design needs to take likely development and change into account as much as possible. For designers, granting flexibility and indeterminacy presents one of the biggest challenges. Change and growth have three main facets. Growing enrollment is the reason for the general expansion or increase of the facilities.

The diverse growth that takes place on campus in different areas, in addition to the general expansion, with certain aspects growing more quickly, more slowly, or even staying the same.

2.2.1 Growth Pattern

2.2.1.1 Growth pattern that is concentrated

Selective expansion is prevented by consecutive rings of development that close in on the central region, or campus core.

2.2.1.2 Growth pattern zonal

It's a standard American layout, with zones designated for academic, residential, and recreational purposes that make it difficult to integrate disability-related activities on campus.

2.2.1.3 Growth pattern of molecules

Growth is achieved by the addition of independent molecules or units, each of which is a microcosm of the total. The campus is finished at every stage of development, albeit it is more of a center campus than a centralized one.

2.2.1.4 Growth pattern that is linear

As the campus grows, the center core can be extended at either end. The circular pattern never closes in as the existing elements grow outward and independently of one another, while new elements are added to the expansions of the core.

2.3 DESIGN TRENDS FOR CAMPUSES

Buildings are essential components of a campus. This ranking is due to the fact that the buildings are the main campus design factors. The interior building spaces, which are sheltered

learning and living units created specifically for specific purposes, support the major institutional functions and allow for the simultaneous occurrence of a wide variety of learning activities.

2.3.1 Outdoor areas

The way the land is used for construction matters; frequently, the outside areas for access and mobility or what's left following buildings that were overlooked. Play fields are one example of an external space used for teaching in good campus design. However, these spaces are not more significant to the overall campus design than other exterior spaces, which are all just links or extensions of the interior spaces.

2.3.2 Services and circulation of site elements

The pedestrian circulation system may be allowed to establish the basic framework of the campus, since student movements are a primary consideration. Although vehicular and sanitary circulation as well as service systems (such as electricity, water, and sewage) are secondary considerations, they are nonetheless properly designed as an integral part of the total fabric of the campus and not later superimposed on a framework that initially ignored them, as is often the case in some cases. functional prerequisite.

The campus is composed of quantifiable, observable physical systems that directly represent and sustain measurable, observable psychological and unseen systems of interaction.

The visible parts include the building framework, different utility systems, pedestrian math, open areas, and vehicles.

2.4 NATURAL ENTITY

A campus needs some sort of hierarchy, just like any other organic thing. The structure of a building is its structural system. the pedestrian and vehicular pathways and the circulation system's muscle-ordered succession of inked areas. The brainstem of administrative buildings should be conveniently and easily identifiable from the entrance.

The focal point of concentrated activity, which serves as the foundation for the growth and operation of the entire campus, is typically an outdoor gathering area, a quiet pool, or another significant feature.

Tightening up academic regions surrounding the core to provide strangers with a clearer definition, together with housing and other activities, appears to be the tendency. expanding beyond it.

Placing multipurpose facilities like student centers, cultural centers, auditorium lecture halls, etc. makes sense. In the center or closely associated with.

2.4.1 Organizations of space

Because terrain and vegetation massing dictate a space's size and, in large part, quality, they are responsible for the arrangement of physical open space on a given site. These features are sometimes referred to as spatial deterrents.

Documenting a landscape's spatial layout can yield information that can then be transferred to a site drawing.

2.4.1.1 The landscape's spatial organization

Once the spatial organization of a particular landscape has been established, features of the individual spaces is extremely important in locating activities that are impacted by visual elements, such as pathways for walking and hiking, visitor centers, and roads.

2.4.1.2 Features of space

Their problems typically determine a landscape's spatial features.

They're as follows:

- Dimensions of the areas
- Level of visual confinement
- Visual attribute

2.4.1.3 Characteristics of the visual

When interpreting a location's visual qualities, it's important to consider the innate visual image that the area presents. For example, a certain space may have a dense background of conifers and a prominent view of distant mountains.

The landscape as a whole may inspire a waterscape space major image, such as a lake and its surrounding water, or a subordinate image, such as a dense conifer forest view of a distant mountain, if the lake is positioned in the center.

2.5 The Plan's Objectives

By using a participatory planning process, a campus plan will identify and make good use of site realities like topography, climate, infrastructure, site aesthetics, boundary conditions, and the surrounding area in order to provide a physical setting for supporting and advancing the campus mission and existence as a unique institution of higher education.

Establish the ideal dimensions and form of the campus property, as well as the suitable patterns of campus land use.

- As certain as possible and enable the best possible use of the suggested and current tangible assets.
- Encourage interaction, communication, and camaraderie amongst the many campus constituents and guests by arranging the buildings, outdoor spaces, transit hubs, and circulation systems to support institutional objectives and encourage involvement in campus life.
- Create a campus development concept that is energy-efficient, ecologically sound, safe for people to access, and safe for people psychologically and physically.
- Specify steps to minimize deterioration, blight, obsolescence, and deferred maintenance.
- Provide a functional and programmatic justification for the new construction's location, both practically and artistically.
- Establish a plan of action for maintaining, enhancing, and expanding the campus landscapes.
- Honor the history of the school, its built and natural structures, and its grounds by identifying and incorporating important historic elements into the campus layout.
- Organize, incorporate, and divide capital expenditures so that every project advances the overarching idea of campus design.
- Encourage positive growth within the organization and the environs.
- Depict and document comprehensive and aspiring view of future development.

2.5.1 Fundamental elements

- *DIRECTIONAL*-scholarly
- *LIBRARY*: reading area, service area, and storage for books.
- *Investigate*
- *Staff and students' housing*
- *EXTRA CIRCULAR FACILITIES*: cafeteria, auditorium, open-air theaters, student centers, facility clubs, etc.
- *SPORTS*: fields for indoor and outdoor play
- *SERVICES & UTILITIES*: banks, post office, computer center, gym, health center, telegraph office, electrical, mechanical, drainage, pump room, water tanks, etc.

2.5.2 Issues facing today's universities

- *issues with a diverse campus.*
- *issues with unequal growth—a feeling of direction and location.*
- *Interaction with people*
- *Level of activity.*
- *shared amenities.*
- *Campus location in relation to the city center.*

- *Pattern of dispersion and network mobility.*
- *limitations based on culture and finances (urban campuses).*
- *Campus and its link to the city*
- *Considering the environment.*
- *psychological issues affecting the student body.*

2.5.2.1 Present issues and opportunities in campus design

To encapsulate the current status of campus design, multiple conjectures can be formulated. First, from a historical perspective, there are two kinds of design challenges: structural problems and, to use an analogy, "skeleton and flesh" problems. Structure is the finishing touch to a well-thought-out design that includes shape, substance, and a suitable style choice. There have been times in the past when both design considerations were sufficiently addressed in campus plans.

Second, the eclectic architecture's incapacity to adapt to shifting conceptual frameworks in education aided in the progressive adoption of modern architecture. The upheaval in attitudes regarding style followed rather than preceded improvements in higher education. Starting in the previous 20 years, there were a few minor but noteworthy signs that college architecture would gladly depart from historicism.

Physical plans need to cover the campus and its surroundings as well as specific building sites, be both general and specific, address both immediate needs and long-term concerns, and implement current educational goals while simultaneously encouraging, if possible, rather than impeding, the pursuit of new ones. Plans should represent the intuition's viewpoints on hand- use development and include the greatest variety of options to reasonable alternatives, serving as a tool for the campus administration to make wise judgments. Plans should help the architect finish his contract successfully and provide architectural form for the complete campus that serves as a sign of the friends' and alumni's financial and emotional support. Plans ought to be both creative and realistic.

2.6 CAMPUS PLANS TYPES

Four components work together to help differentiate one campus plan zone type from another.

- The length of time that the plan indicated.
- the actual area that the plan covers.
- The program's accuracy.
- The qualities of the design.

The characteristics of the design:

Up to the final design, the most challenging definition still exists. Two distinctions may be made right away: programming comes first, followed by design, and design is a planning activity that is

the second of two connected and overlapping occurrences.

It is possible to classify design activities into at least three subcategories using observation.

Table: 2.1: The characteristics of the design

DESIGN INVENTION	DESIGN CRITICS	DESIGN REFINEMENT
Originate	Analyze	Reorder
Concoct	Evaluate	Amaigamate
Devise	Judge	Clarify

2.7 INSTRUCTIONAL FACILITIES:

- Libraries and museums
- Research
- Centres of extra- curricular life
- Institutional services
- Housing
- Sports, recreation and physical education
- Circulation and parking utilities

2.7.1 The planning module defined

- in the sense that they are both physically formed and have an institutional purpose. When listing the components of the campus, there are three levels of significance:
- Building
- An outdoor space can serve as an addition to a building or as a stand-alone program function.
- Supporting features of the site, like circulation and utilities.
- A planning module is a program need that has been dimensioned and integrated.
- Defining the goals of the organization for every broad category of activities that will be maintained on campus.
- Figuring up a space standard (student facility and other) for each person that works for that learning goal.
- An estimate of the total number of users the planning module will assist during

the designated time frame.

More areas for self-study will be built, including alcoves. These could be built into the dorms or found in the library or other designated study spaces.

- Seminar rooms: If "team" teaching methods are implemented, there will be more of them. With large sections meeting for lectures and breaking off for discussion, recitation, and deliberation, the benefits of smaller group meetings and the economics of large classes are combined.
- Classrooms that are interchangeable: banks of rooms can be reserved for lectures and discussions on subjects that don't require specific equipment. There will be different seating arrangements in these rooms. It will be simple to convert big spaces into smaller ones with flexible dividers with excellent acoustics.
- lecture halls and demonstration spaces These are designed for demonstration purposes, but they resemble the replaceable classrooms.
- Classrooms with specific uses and laboratories These facilities will include areas for teaching, recitation, demonstration, and laboratory work in particular disciplines of knowledge, primarily those that need for specialist installations and equipment.
- Multipurpose classroom laboratories: these are comparable to the above-mentioned laboratories, but they can be utilized interchangeably for multiple topic areas due to their less complicated interior equipment needs.
- This category includes specific purpose spaces like graduate student laboratories and home economics laboratories, as well as particular instructional spaces like music and art studios.

Buildings are growing larger in order to accommodate the increasing range of areas and new educational approaches. This pattern has changed in part to guarantee maximum space per dollar invested in utilities, stairwells, elevators, and corridors; in addition, the consolidation of several disciplines into a single, purpose-built center of learning is replacing the division of knowledge into numerous, independent departments. This center could consist of a single building or a collection of structures.

2.8 COURSES

2.8.1 FACULTY OF INDUSTRIAL DESIGN

2.8.1.1 *PRODUCT DESIGN*

The course is associated with evaluating Ideas and making them tangible through three dimensional products.

2.8.1.2 *FURNITURE AND INTERIOR DESIGN*

The course involves designing furniture systems in living, commercial, lifestyle and public spaces.

2.8.1.3 *CERAMIC AND GLASS DESIGN*

The course nurtures students to pursue their career in the area of tableware, tile, sanitary ware and glassware industry

2.8.2 FACULTY OF COMMUNICATION DESIGN

2.8.2.1 *GRAPHIC DESIGN*

The course prepares students to pursue a wide range of career in the area of branding, publication houses and communication design firms.

2.8.2.2 *ANIMATION FILM DESIGN*

The course enables students to use animation design as an approach or creative medium to find solutions in the fields of communication design.

2.8.2.3 *FILM & VIDEO COMMUNICATION*

Students learn basics of communication design, aspects of social theory, language, grammar and technology of film and videos. The course moulds students into a technically and creatively sound filmmaker.

2.8.3 FACULTY OF TEXTILE, APPAREL & LIFESTYLE DESIGN

2.8.3.1 *TEXTILE DESIGN*

The course is about design of textiles (emphasis on printed and woven surfaces) for various applications like apparel, garment, interiors etc.

The college also offers 2- 2 1/2-year postgraduate programmes (PGDPD) in 17 areas of specialization under 5 faculty streams.

The course includes

- Product design
- Transport and automobile design
- Furniture and interior design
- Ceramic and glass design
- Textile design
- Graphics design
- Animation design
- Film and video communication design
- Photography design

2.9 THE LIBRARY IN THE CAMPUS PLAN

Libraries within an institution will differ based on academic programs and the quality of education provided. different enrollment figures. The amount of money available for reader acquisition and maintenance, the number of students living on campus, and the accessibility of library resources in the surrounding area will all have an impact on how the library operates.

The projected size of the library and its required location are the two most crucial factors to take into account when handling libraries as part of the campus design for physical planning purposes. Even with all of the variables listed, the fundamental elements of each library are comparable enough to allow for shared standards for creating planning modules. The reading areas and book storage spaces comprise the library's component elements. and service space

2.9.1 SPACES FOR BOOKS

Although it is hard to forecast how the library collections will expand, one may get a reasonable idea by looking at the current growth rates and extrapolating them into the future. This will provide a baseline amount suitable for general planning needs.

2.9.2 SERVICE SPACE

The kind of activities the library will support will determine how much room is required for services.

All libraries perform several basic duties in common, such as processing and controlling circulation, providing equipment for reproduction, processing and cataloging, storage, and restrooms. By adding the reading and book spaces and multiplying the result by 20%, you may calculate the realistic planning figure.

2.9.3 SPACE STANDARDS:

Following based on the IFLA standards

Population served allowance per 1000 population 10000 to 20000
42 sq.m of total floor area. 20000 to 35000

39 sq.m of total floor area. 35000 to 65000

35 sq.m of total floor area. 65000 to 100000

31 sq.m of total floor area. Over 1000

TABLE: 2.2: SPACE STANDARDS

Allocation	%of total area
Adult lending	27(70-40 in small units)
Reference	20
Children	13 (max. at 150 sq.m.)
Circulation	40 (about hall for staff)

Service in small libraries children's % area should increase and reference decrease.

TABLE: 2.3: ADULT LENDING

Population served	Total volume	Floor area in sq.m.
300	4000	100
5000	4000	100
10000	6000	100
20000	12000	180
40000	24000	360
60000	24000	360
60000	36000	540
80000	44000	660
100000	50000	750

Over spaces 15 sq. m per 1000 volume (but min at 100 sq. m) includes local circulation, catalogues,

ffs counters. Informal seats for browsing 1/1000 population.

2.9.4 Reference

10 sq. m/ 1000 population, 1 study space of 2.32 sq. m per 1000 population

2.9.5 Guide area

Card index book shelves / computer print outs books located or enquiry. Enroute to all dept, served, also close to catalogue work area.

If card index allow say 12 sq.m. Covering 3600 vol.

2.9.6 Book stacks

Optimum length of shelving 6 units (5400) to max 8 units (7200) but 4 units (3600) where accessible only for 1 end.

2.10 STUDIOS AND WORKSHOPS:

There are multiple studios equipped with various tools, machinery, and equipment. Students learn to work with materials including wood, metal, and polymers to create products they design or as directed by special classroom exercises, where work of professional quality can be completed. Prototype and model preparation is taught to them as part of their education. The ND training programs are heavily featured at the studios listed here.

2.10.1 CERAMICS

Students are taught to work with plaster, clay and glasses and to develop designs for ceramic ware of many kinds.

2.10.2 WOOD

All the tools required to work with wood are included in this spacious studio. This place can be used to create both big and little objects, including dividers, windows, doors, wooden objects, and furniture. The properties of different gauges—which can be mixed, sculpted, and processed to create desired forms—are taught to students.

2.10.3 PRINTING

The printing studio is equipped to handle all types of composition and printing work. The photocomposing unit, automatic letterpress machines, offset machine, and processing unit are among the faculty members present. It is required to be exposed to printing procedures and methods. Print orders for customers and unique projects that need printing are completed here.

2.10.4 VTR STUDIO

Students have the chance to learn how to shoot and edit video films at the VTR studio. Not only do they receive practical education on the institution's facilities, but they also obtain it outside.

2.10.5 PHOTOGRAPHY

Here are all the standard amenities that may be found in any picture studio. The studio is set up for large-scale preparation. All professional photographic tasks, such as creating illustrated pamphlets, folders, and exhibition documentation, are completed using this invaluable professional tool.

2.10.6 APPAREL

This studio was established to instruct students in the design of theatrical and motion picture costumes as well as specialist clothing. The course covers clothing design from the drawing board to the final product.

2.10.7 MATERIAL & SCIENCE LAB

This lab serves as a repository for novel material samples of all kinds. These are typically the results of scientific study conducted outside the institute, in India, or in other locations where such data is easily accessible. When it comes to the materials that are accessible for usage, students can upgrade their knowledge and use new technologies when necessary for their design work.

2.11 AUDITORIUM

About 175 people may fit in the auditorium at NID, which can screen wide-screen, 35mm, and 16mm movies in addition to many side shows that can be projected using computer programming. It has audio-visual studios attached, which are fully furnished for high-quality audio-visual recording, editing, and mixing.

2.12 STANDARDS AND DATA COLLECTION

Table 2.4: Number of toilet accessories for male and female occupants in Institutional building

FILAMENTS	BOARDING INSTITUTION		NORMAL INSTITUTION	
	BOYS	GIRLS	BOYS	GIRLS
WC	1 for 8	1 for 6	1 for 40	1 for 25
ABLUTION TAPS	1 in each WC	1 in each WC	1 in each WC	1 in each WC
URINALS	1/25	-	1/20	-
WASH BASIN	1/8	1/8	1/40	1/40
BATHS	1 for every 8	1/6	-	-
DRINKING WATER FOUNTAIN	1/50	1/50	1/50	1/50
CLEANER'S SINK	1/floor min	1/floor min	1/floor min	1/floor min

these are the three main streams that are gonna be followed in the NID campus hyderabad

FACULTY OF INDUSTRIAL DESIGN
product design, furniture & interior design, ceramic & glass
design

FACULTY OF COMMUNICATION DESIGN
graphic design, animation film design, film & video
communication, exhibition design

FACULTY OF TEXTILE, APPAREL & LIFESTYLE DESIGN
accessory design, textile design

NID - HYDERABAD

Film and video communication - 15 Seats
Exhibition design - 15 Seats
Animation film design - 20 Seats
Graphic design - 20 Seats
Foundation programme - 125 Seats
Ceramic and glass design - 15 Seats
Furniture and interior design - 15 Seats
Product design - 15 Seats
Textile design - 15 Seats
Total - 253



Film and video communication- 20 Seats
 Graphic design- 20 Seats
 Animation film design - 20 Seats
 Ceramic and glass design - 15 Seats
 Furniture and interior design- 20 Seats
 Product design- 20 Seats
 Textile design- 20 Seats
 Total-126



STUDENTS FOOTFALL: 378
FACULTIES FOOTFALL: 50



PROGRAMME AND AREA STATEMENT

P.SUJITHA
39210092
SATHYABAMA UNIVERSITY

	NATIONAL INSTITUTE OF DESIGN					Total is equal	8755
				P.SUJITHA 392 10092 SATHYABAMA UNIVERSITY			
				PROGRAMME AND AREA STATEMENT			

CHAPTER-3

CASE STUDIES

3.1 NID AHMEDABAD

Location: property is beside the Sabarmati River

Created in 1961 by Ar. Gautham Sarabhai

Site Area: 12.5 acres

Built-up area: 24281.13 square meters

The main building is made rawer by the exposed appearance of the raw brickwork, concrete, and jalis. Essentially, it is a stilt with floors. There aren't many concrete walls on the ground floor, which allows for combined user movement.

3.1.1 ZONING

All of the administrative offices, galleries, gift shops, galleries, and artisan stores are located at the entryway. The educational zone comes next, with its main building housing a variety of courses housed in one structure. The third section is a residential zone with a view of the Sabarmathi River and hostels for students and faculty.;

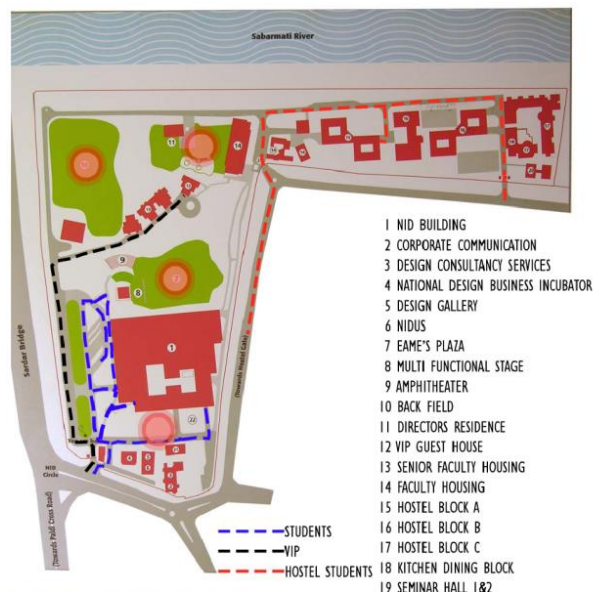


Fig 1 Site Plan

3.1.2 LIBRARY

The information management center occupies a large portion of the first floor with two OTS around the library and a transition area outside for studies

3.1.3. GROUND FLOOR

There is a level difference from the main tunnel, and the spaces were designed to appear to be floating on the water. In the current scenario, stones have taken the place of water. The ground's stilt made it feasible to see connect.



Fig 2 Ground floor

3.1.4 WORKSHOPS

The two main workshops, one for metal and one for wood, are encircled by courtyards that face north and south. There is double height clearance in both workshops. There are full-height sliding panels so that the courtyard's natural lighting blends in. To lessen common and noise, the two workshops are divided.

3.1.5 STUDIO

Every studio is built based on the specifications of the course; for example, it might have glass walls and a machine or drawing boards for good lighting.



Fig 3 textile

3.1.6 DESIGN

Interior design, product design, furniture design, animation, film and video communication, and photography. These are the only courses that have studio and supporting areas on the first floor. The first story appears vaster than the ground floor. This building is for introverts.

3.1.7 COURTYARDS

There are two main courtyards: The smaller one has vertical transition areas connecting to other floors, while the larger one has a water feature. Since other department also use these common areas, the prototype exhibition areas are all zoned around the courtyard's, making them dynamic as well.



Fig 4 Lawn

3.1.8 LIBRARY

The information management center occupies a large portion of the first floor with two OTS around the library and a transition area outside for studies.



Fig 5 seatings

N I D A H M E D A B A D

Site is located on Jay Bhikku Marg, Ahmedabad.
The site is located along the sabarmathi river.
Designed by Ar. Gautham Sarabhai in 1961
Site area: 12.5 acres
Built up area: 24281, 13 sq.m

SITE CIRCULATION:



ZONING:

On the entrance all the admin, other souvenir shops, gallery, offices, design gallery and craft shops are placed. Next is educational zone which has the main block with combination of various courses within a single building. The third portion is residential zone which contains hostel, stay for students and faculties with Sabarmathi river view.

BUILT FORM:



The exposed look of raw concrete and brickwork and jallis add rawness to the main building. It is basically a stilt plus floors not much of concrete wall are found in the ground floor level which creates a combination movement of all the users.

TRANSITION SPACES:



On site level there are few transition spaces that leads to the building which are active during the day time students have an interactive learning with their peer fellow students and at night times they even have celebrations in the eame's plaza



Other than the primary and secondary passages there are few spaces used by faculties during tea break and even students work space, resting zones interactions with different year, course students also.



DESIGN STREET:

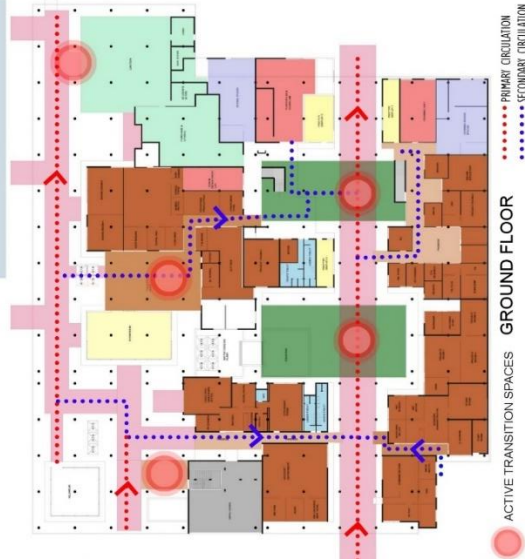
This is one of the major primary passage which is treated as a display area which is also a horizontal transition space, all the other branches design work is also displayed here as this is the main campus of NID. Exhibition is also conducted occasionally, all there prototype is also displayed.



PUBLIC ZONE:



In education, applied research, service and advanced training in five faculty streams,



ACTIVE TRANSITION SPACES



GROUND FLOOR:

Ground floor had a theme as the spaces should look floating on the water so there is a level difference from the primary passage. In current scenario water has been replaced by pebbles. Visual connect was possible due to slit in ground.

- LEGEND:**
- PRIMARY PASSAGE
 - SECONDARY PASSAGE
 - VERTICAL TRANSITION SPACES
 - STUDIOS & SUPPORTING SPACES
 - LABS
 - DISPLAYS
 - OFFICES AND STAFF AREAS
 - STORES
 - TOILETS
 - WORKSHOPS
 - SERVICES
 - OPEN TO SKY
 - LIBRARY



3.2 NID GANDHI NAGAR

Location: Gandhi Nagar, Gujarat's Info city,

Architect: Ar. Sen Kapadia

Area total of site: 15 ACRES / 60705 SQ.M.

Capacity: 2,86 acres/11,600 Square meters

3.2.1 GROUND FLOOR

Ground floor is planned around the atrium with primary passage offices, service area, workshops, classrooms, seminar room and with pockets of courtyard's, faculty lounge and display area are the 2-transition space around the large courtyard which is connected with the primary passage all the classroom wall area connected with the courtyard for the daylight and proper ventilation.



Fig 6 Ground floor



Fig 7 First floor

3.2.2 ZONING

As this is the extension of the Ahmedabad campus with PG Courses, students from Ahmedabad campus will be also stay in this campus accommodations are provided in the hostel block. First portion is vehicle parking which leads to the academic block with a lot of design exhibition presentation, shop and auditorium in the transition zones.

All the hostel and stay are zoned at the end of the site with separate entry/gate.



Fig 8 Multipurpose

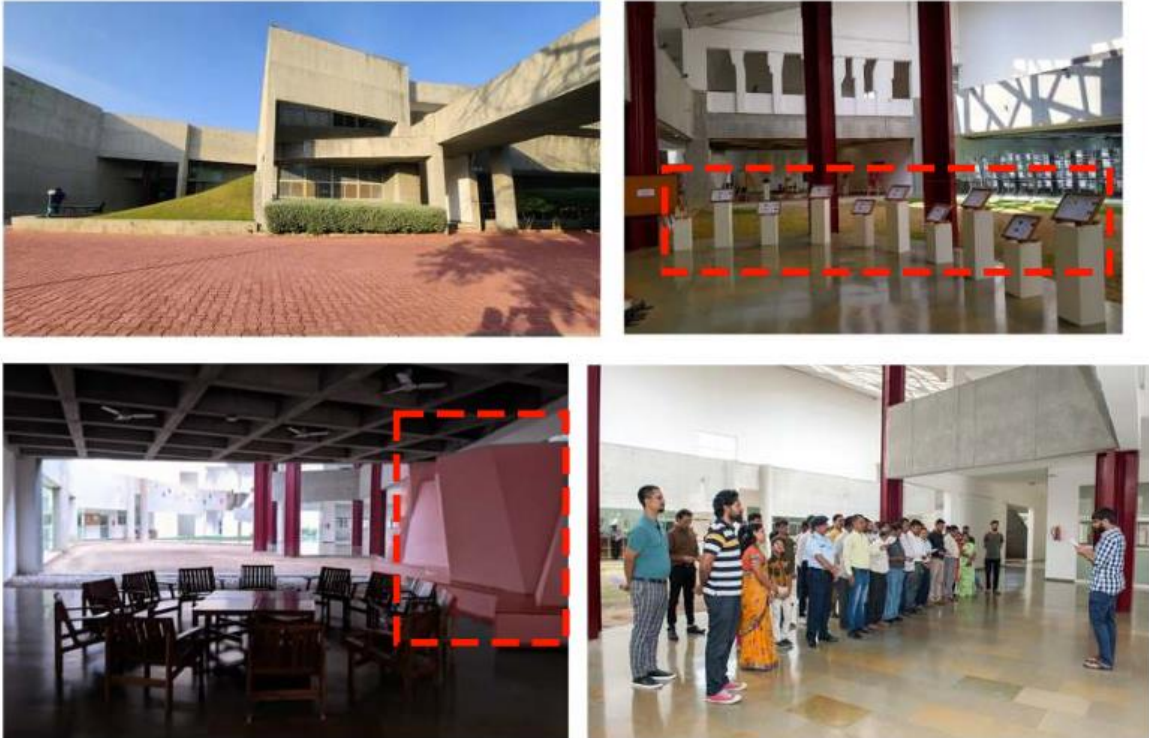
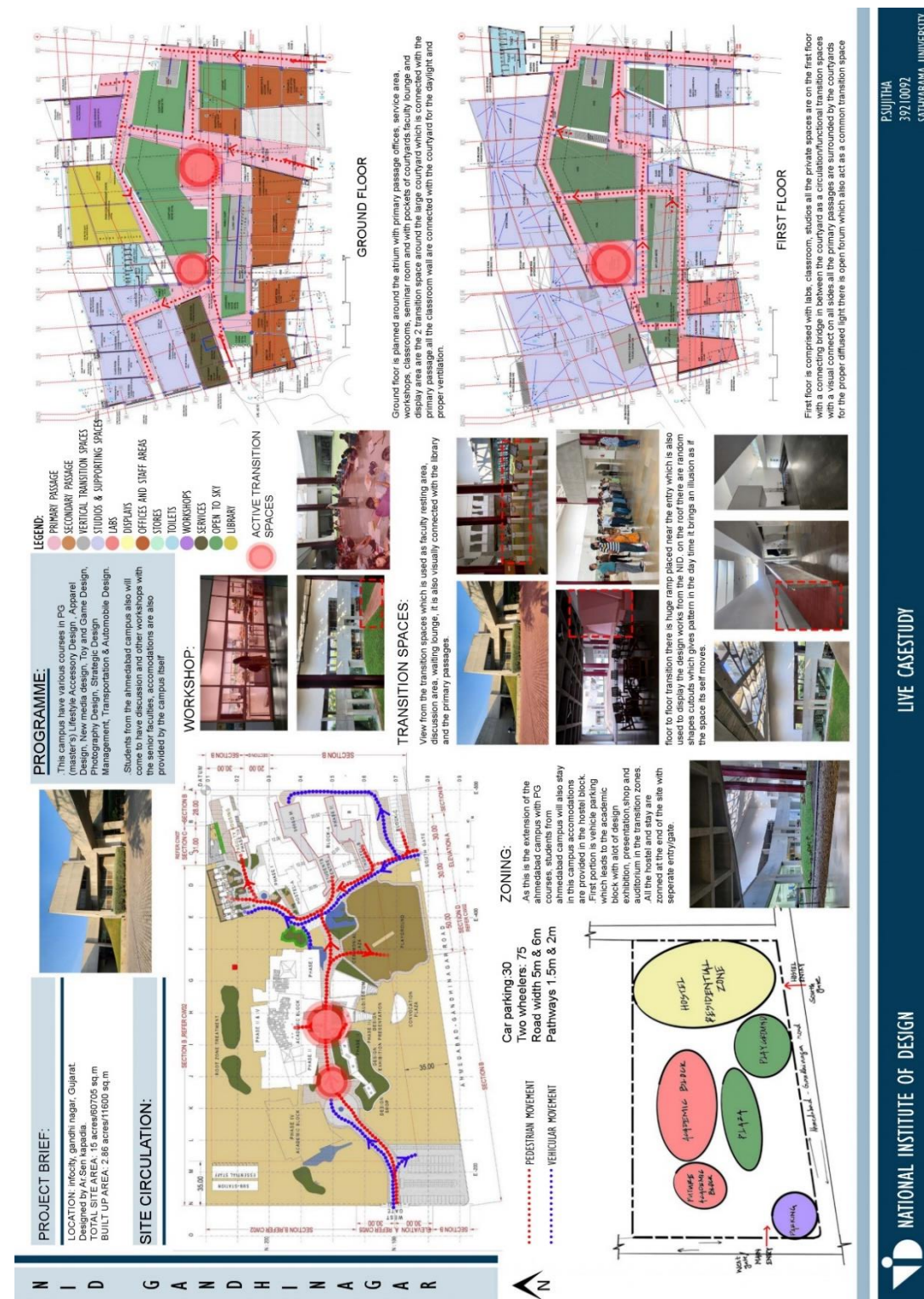


Fig 9 Displays



Fig 10 vertical transition

Plate 9 NID Gandhinagar



3.3 NIFT, CHENNAI

Location: Rajiv Gandhi salai, Chennai

Climate: Hot and humid

Site area 5.5 acres/22257 7sq.m

Built-up area: 3.45 acres/13961.65 sq.m

3.3.1 BUILT FORM:

According to Sanjay Mohe, a trainee brought in a toy Rubix cube that served as inspiration. When manipulated slightly, the white cube mysteriously transforms into multidimensional prismatic colored shapes before returning to its original state. The concept was implemented in the physical form by incorporating multifaceted triangle pockets that allowed passersby to view its colors. Additionally, these pockets channel the wind and act as a buffer for the interior area.



Fig 11 Built form

3.3.2 CIRCULATION WITHIN THE BUILDING:

Movement is throughout 2 networks that are interconnected

- Movement through covered spaces
- Movement through open to sky spaces

The primary spine of circulation is through the landscaped



Fig 12 NIFT

courts which are crossed by entrance, central square, rotunda playground and the hostel court.

The secondary circulation is through the covered corridors which leads to the classrooms, studios, and all the other supporting spaces

3.3.3 CLASSROOM:

Main entrance to the classroom is from secondary circulation but all the classrooms are visually connected with the courts: interactive learning takes a huge part in institutions that doesn't happen in the 4-sided walls area these kind of transition spaces like courts helps in educate students with their fellow students all the works of the students are also displayed in the open space



Fig 13 Floor plans



Fig 14 views



3.4 CEPT UNIVERSITY

Location: Kasturba Lalbhai Campus Ahmedabad

Climate: Semi-arid and hot.

Site area: 50585.71 square meters (12.5 acres)

Built-up area: 6 acres, or 24281.13 square meters:

Topography; mildly sloping toward the northwest.

There are five schools operating under the CEPT, including Hussein-DOSHI GUFA. It is a common area where people congregate, and art exhibitions are conducted there specifically to showcase the works of artists Hussain.

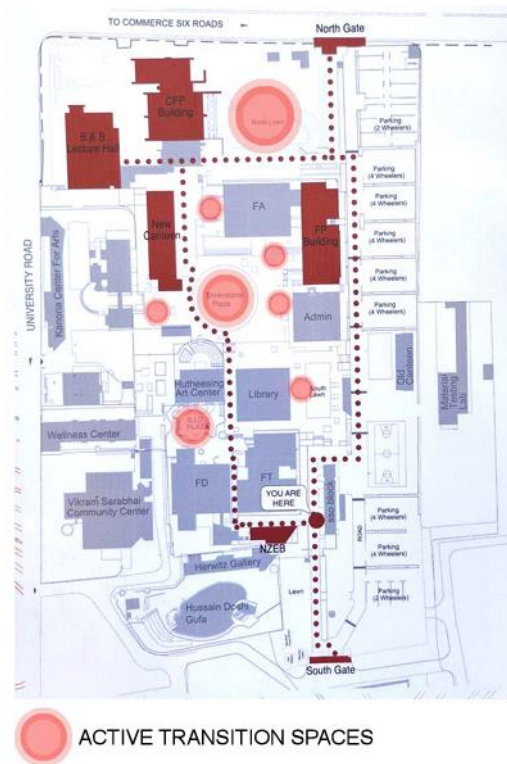


Fig 15 Site Plan

3.4.1 ZONING

The site's perimeter is zoned with public areas. A central plaza is encircled by the educational building, and the majority of the areas are even rented out to the general public. Green lawns and seating places can be found between each block. The layout of the campus allows students from different departments to work together and facilitates information sharing and interactions. The site's core is strengthened by its interconnectedness.

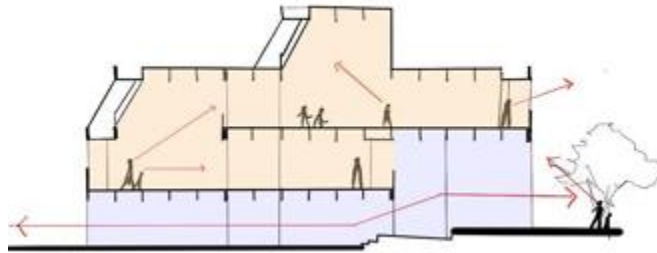


Fig 16 Architecture Block

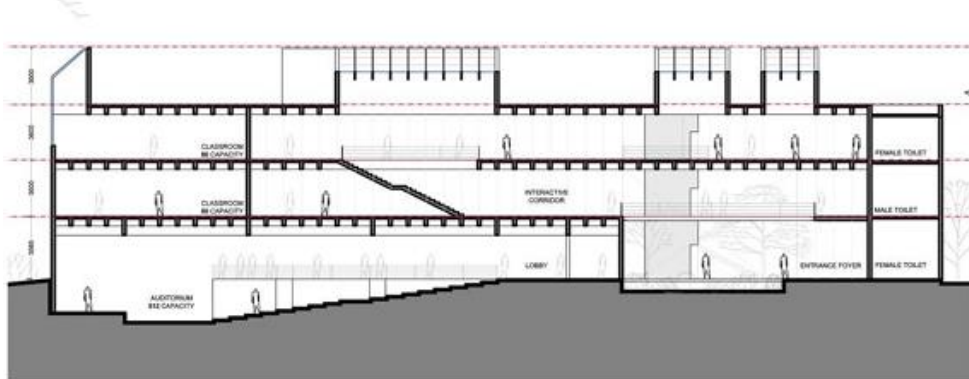


Fig 17 Section

The CEPT workshop is a recently constructed block located off campus. Students from different universities rent this space, which is frequently used by the general public. All the outdoor seating are created in front of the block or adjacent to it, a lot of recessions created on the building block near the window which also act as a seating and gathering space. This center plaza is also used as an exhibition, display areas:

3.4.2 FLEXIBLE USE OF SPACE

The architecture block practically ground floor is covered with walls which will have glass for visual connect other half is an open space which is used for various purposes like display.



Fig 18 Pause Points

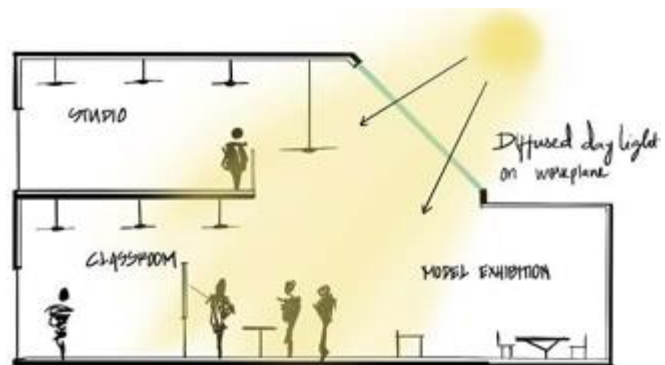


Fig 19 Section



Fig 20 Level Differences



Plate 11 CEPT Ahmedabad

Plate 12 CEPT Ahmedabad



3.5 IIM, BANGALORE

Architect: B.V. Doshi.

The site spans 102 acres

Built up total: 22.9 acres

3.5.1 TRANSITION SPACES:

The spatial changes are heightened by frequent changes of the scale and occasional breaking of form of the corridor the allowance of the landscape with the intersperse with the built form enables to softly and loosely defined edges. There is huge transition space which connects the three floor the volume in the ground floor gradually decreases, having a proper visual connect it may be connect public area between classroom and corridor>

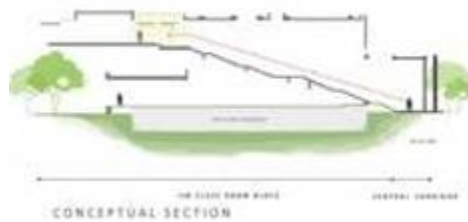


Fig 21 Section

3.5.2 THE GROUND FLOOR:

is barrier-free since it is designed to be an extension of the campus's common SPORTS recreational areas.

block complex. Stone is used as cladding on the ground level columns to link it.

using the current campus. A large crowd of more than eight hundred students can move easily around the bottom floor thanks to the steps, open space on the higher levels, and exposed concrete surfaces.

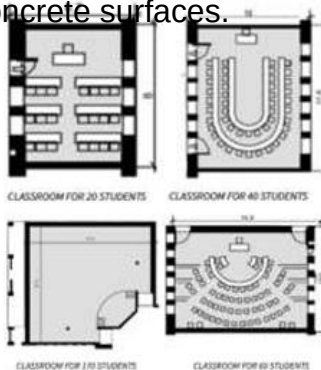


Fig 22 Old Classroom



Fig 23 New Classroom



3.6 PEARL ACADEMY, JAIPUR

Location: Kukas Industrial Area on the outskirts of Jaipur.

Climate: a typical hot, arid desert

Site size: 12,140.6 square meters (3 acres)

Built-up area: 11745 square meters

Architect: morphogenesis

3.6.1 JALLI AND THE TWO-WALL

As a heat barrier between the structure and its surroundings, the double skin The outer skin sits 4 feet away from the building, allowing for diffused daylight to enter while preventing direct heat from entering again. The density of the perforated outer skin has been determined using computational shadow analysis based on orientation. The three function filters—air, light, and privacy—are served by the jaali.



Fig 24 Seatings

Excavating was done to a depth of four meters, and above the emptiness are two levels of offices, studios, and classrooms placed on pilots. Open pathways with glass walls around these curved blocks, defining the entrances to the lower level.



Fig 25 Basement Transition Points

3.6.2 ACTIVE TRANSITION SPACE:

The traditional courtyards take on amorphous shapes within the regulated form of the cloister like periphery the resultant scooped out shaded underbelly forms a natural thermal sink by way of a water body this step well is reminiscent of the traditional baolis that are scattered all through the hot and dry region. This scooped out “underbelly” with a large pool acts like a natural thermal sink and serves as a large recreation and exhibition zone.



Fig 26 Section

3.6.3 MATERIALS:

Materials such as local stone, mosaic flooring with steel, glass and concrete help meet the climatic needs of the region while retaining the progressive design intent, keeping in line with the aims of the institute. While it has become a successful model for cost-effective passive architecture in desert regions. The water body is fed by the recycled water from the sewage treatment plant and helps in the creation

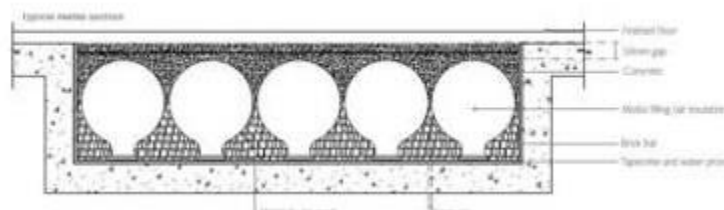
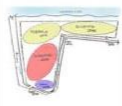
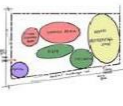
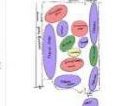
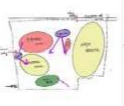
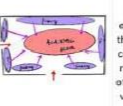
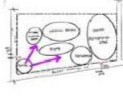
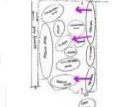
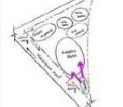
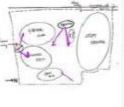
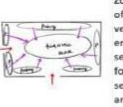


Fig 27 Section

Plate 14 Pearl Academy

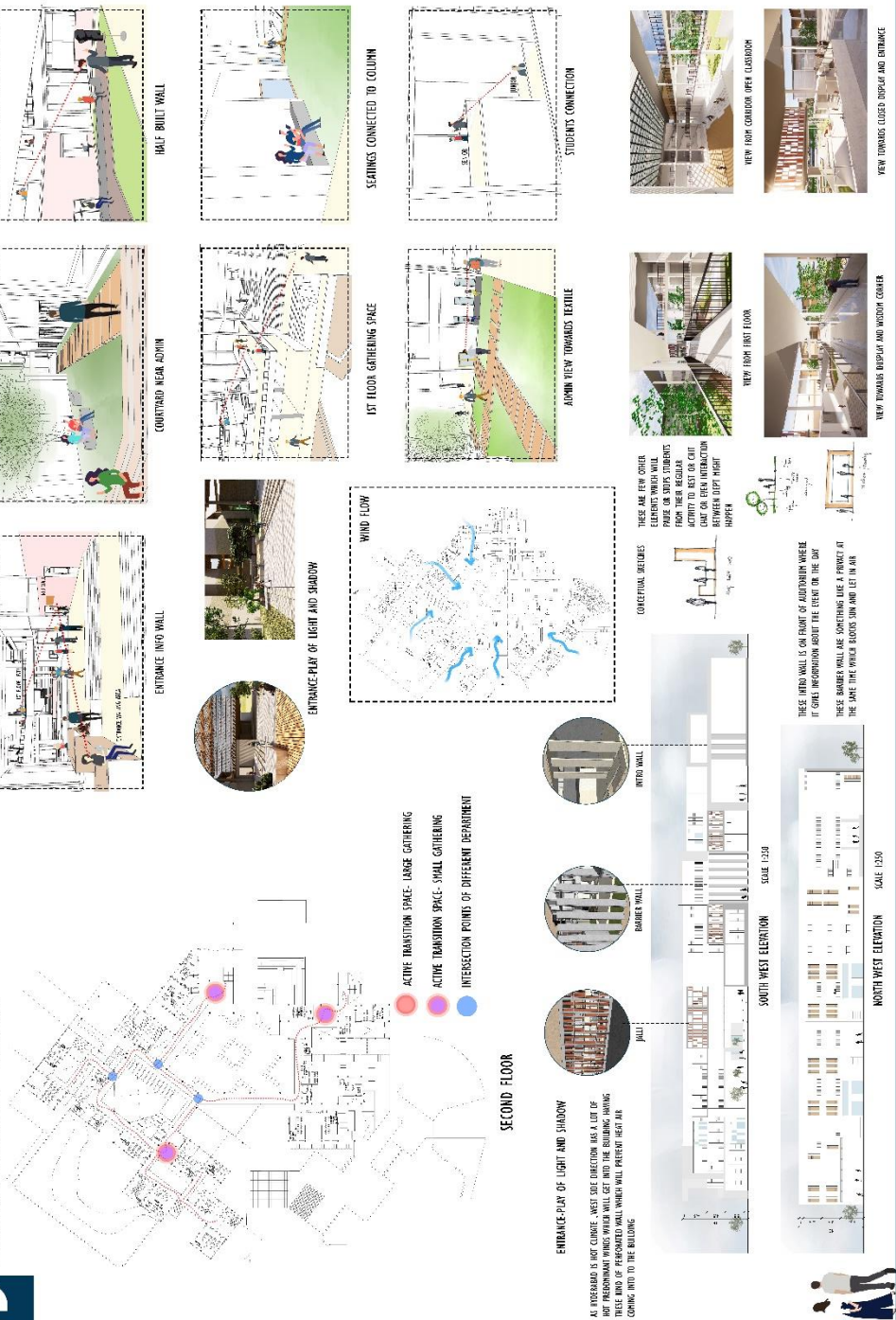


sno	parameters	NID, Ahmedabad	LIVE CASESTUDY NID, Gandhi nagar	CEPT, Ahmedabad	NIFT, Chennai	LITERATURE CASESTUDY IIM, Bangalore	pearl academy, jaipur	Inference
1	Location	jay bhikku marg, ahmedabad, gujarat.	gandhi nagar, gujarat.	kasturba lalbhai campus road, gujarat.	Rajiv gandhi sala, chennai, tamilnadu.	Bannerghatta rd, Bangalore, karnataka.	Kukas, Jaipur, rajasthan.	NA
2	Architect	Ar. Gautham sarabhai	Ar. Sen kapadia	Ar. B.V doshi	Ar. sanjay mohe	Ar. B.V doshi	morphogenesis	NA
3	Site area	20 acres 63848 sq.m	15 acres 60705 sq.m	12.5 acres 59585.71 sq.m	5.5 acres 22257.7sq.m	102 acres 412779 sq.m	3 acres 12140.6 sq.m	NA
4	Built up	6.79 acres 27478.15 sq.m	2.86 acres 11000 sq.m	6 acres 24281.13 sq.m	3.45 acres 18901.05 sq.m	22.9 acres 92078.01 sq.m	2.9 acres 11735.88 sq.m	NA
5	Massing							NA
6	Site zoning							public zone near the entrance works properly than zoning in sides are center and placing all the residential blocks to end of the site giving it privacy works well in circulation
7	Entry	3 entrances main entrance staff hostel entry students hostel entry	2 entrances main entrance students hostel entry	2 entrances main entrance	2 entrances main entrance service entry	2 entrances main entrance service entry	2 entrances main entrance	2 entrances works well for main entrance and one for service entrance
8	Ideas	ground floor spaces looks like floating in water, with the level differences, all the dept are incorporated in single block	spaces are connected with a single courtyard with	play of levels incorporated with informal spaces	built form with rubix cube, 2 different circulation covered corridors and landscape courts	various block connected using large pergola, visual connect through various floor in transition space	creating a underbelly with water, as it is a dry climate, creating interesting circulations with the waterbody and landscapes.	creating a ground floor which with new elements it may be a landscape or green covers makes the ground floor more active.
9	Classroom	majority of the classrooms are surrounded with ats	one of the wall is covered with the glass and have a constant visual connect to outside	space is divided as display, modal making and teaching with mezzanine floor	spaces are connected with internal courtyards are to the outside.	classrooms have a separate discussion area which comes protruded to the transition space with visual connect	it is a single loaded corridor where it has classrooms on one side other side to the central space / court	classroom well connected with courtyard than in a single loaded corridors works well with daylight and also as an interactive spaces
10	Workshops	1st floor had 2 huge workshops with double height space	workshops spaces are give next to the classrooms	there is a separate block for workshop which is also used by other students	workshops spaces are give next to the classrooms	workshops are conducted inside the classroom	workshops are conducted in the central space which has glass on 4 sides	workshops with double height works well than a single storey ht zoning it near classrooms makes it easy accessible keeping it on ground floor will help in storing and transferring materials
11	Circulation	they have a primary passage connected with a secondary passage	it is a single loaded corridor with courtyards	departments are spreaded on the site	2 different circulation covered corridors and landscape courts within the block	a huge staircase all the landings are connected with the corridors for floor wise circulation	a single loop which leads to the spaces	having two kind of circulations makes it more interesting
12	Connectivity	rectangular connectivity	diagonal connectivity	various level connected linearly	linear connectivity	Diagonal and linear connectivity	organic and linear connectivity	playing with levels and diagonal connectivity makes the spaces more interactive
13	Planning	corridor less plan	introverted planning	every floor behaves like multi levels	linear planning with courtyards and corridors	spreadout planning	rectangular planning	introverted planning have visual connect and physical connect within the building which makes the students more connected
14	Corridors	not much of corridors	wide corridors	corridor with less space	wide corridors	huge and wide corridors	wide corridors	wide corridors works with few display and exhibition spaces included with it
15	Parking							Zoning parking to one side of the site all so helps in vehicular free environment, giving 2 separate parkings for campus and hostel separates the dayscholars and hostel students which helps in free movement
16	Lanscaping	large lawn space in and around the building block	central courtyards	contour landscaping	courtyards	building blended with nature	ground floor is with a huge water body and green lawns	having the ground floor with landscape helps in interaction among the students.
17	Material	earthy materials brick rcc	earthy materials brick rcc	earthy materials brick rcc	rcc, brick, primary colors	exposed concrete grey stones	rcc, brick, makhas	rcc and brick makes more raw finish on the exteriors



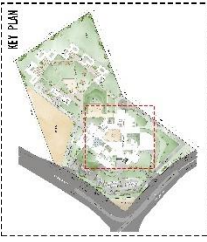
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TRANSITION SPACES AND ELEVATION





NATIONAL INSTITUTE OF DESIGN, HYDERABAD.
ACADEMIC BLOCK FLOOR PLANS



GROUND FLOOR AREA: 12688.6 Sq.m

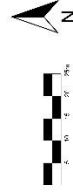
FIRST FLOOR AREA: 8123.74 Sq.m

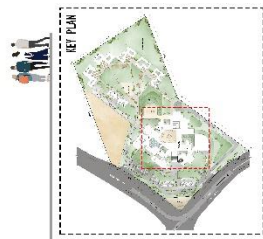
SECOND FLOOR AREA: 4952 Sq.m

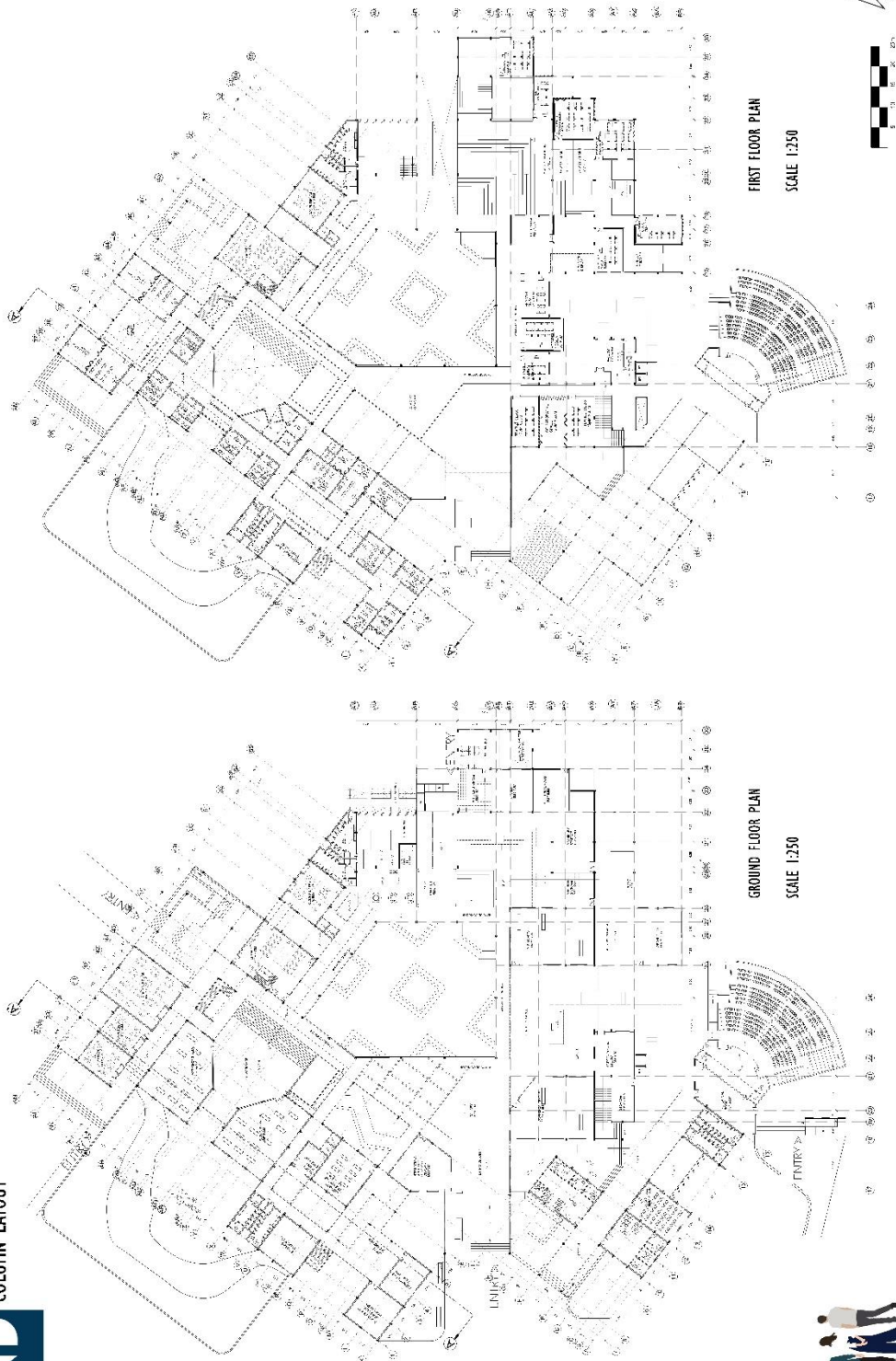
ACADEMIC BLOCK TOTAL BUILT UP AREA:
25744.38 S.m



- LEGEND
- CORRIDOR
 - COURTYARDS
 - LIBRARY
 - CAFE
 - CANTEEN AND DINING
 - STORAGE AND STORES
 - HOSTEL DEPARTMENT
 - COMMUNICATION DEPARTMENT
 - TEXTILE DEPARTMENT







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