AGNIVEER SKILL ENHANCEMENT CENTRE

Submitted in partial fulfilment of the

requirements of the degree of

Bachelor of Architecture

by

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2019PA0075

Guide:

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2019-2024

Thesis Approval for B.Arch.

This dissertation
entitled_____

_____

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Examiners

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2.--

Date:

Place:

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MAHATMA EDUCATION SOCIETY'S

PILLAI COLLEGE OF ARCHITECTURE

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C e r t i f i c a t e

This is to certify that the project entitled

"AGNIVEER

SKILL ENHANCEMENT

CENTRE"

is the bona-fide work of

"JAISWAR SHAILESH CHHOTELAL" 2019PA0075

Of the Semester IX of

Pillai's College of Architecture

and was carried out in the college under my guidance

during academic year 2023-24.

Signature of Guide:

Name of Guide: PROF SHUBHANGI BHIDE

Date: 31th Oct, 2023

Dr. Sudnya Mahimkar

Principal

Declaration

I declare that this written submission represents my ideas in my own words and where others' ideas or words have been included, I have adequately cited and referenced the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/fact/source in my submission. I have read and know the meaning of plagiarism and I understand that any violation of the above will be cause for disciplinary action by the Institute and can also evoke penal action from the sources which have thus not been properly cited or from whom proper permission has not been taken when needed.

(Signature)

Jaiswar Shailesh
2019PA0075

Date: 20th OCT 2023

Acknowledgement

The work presented in this thesis would not have been possible without my close association with many people. I take this opportunity to extend my sincere gratitude and appreciation to all those who made this thesis possible.

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ABSTRACT

When soldiers leave active duty earlier than expected, it brings about a set of challenges and opportunities for them. This research takes a close look at how these veterans can develop new skills after retiring from the military at a young age. I have studied various aspects of this transition, including how veterans adjust to civilian life, how they transfer their leadership abilities, and how they learn new things.

I have talked to retired soldiers, conducted surveys, and gathered stories of successful transitions to get a well-rounded view. This helped us identify the important skills that matter most after leaving the military, like adapting to civilian life, making the most of leadership experience, and picking up new abilities.

To support veterans during this transition, we've put together a plan that includes specialized training, mentorship programs, and access to resources that make moving into civilian careers smoother. This framework aims to empower veterans and help them become valuable contributors in various fields.

I have also looked into the emotional and social factors that play a role in skill development after leaving the military. Things like mental well-being, fitting into civilian communities, and using military connections for support are all important. We've provided practical suggestions for putting this plan into action within existing support systems, creating an environment that supports ongoing skill growth and personal fulfilment.

The results of this research go beyond theory. They offer real-world insights and practical strategies for policymakers, military leaders, and organizations that support veterans. By recognizing and addressing the unique skill development needs of early-retired soldiers, society can tap into a valuable pool of experienced, adaptable, and resilient individuals ready to make meaningful contributions. This research is a valuable resource for those committed to helping early-retired military personnel succeed in civilian life.

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1.1 INTRODUCTION

The Skill Development Centre serves as a ray of hope and opportunity in response to the special difficulties faced by troops who leave the military early. By providing early-retired troops with a wide range of skills, this groundbreaking initiative, launched by the Foundation, hopes to enable them to easily transition into civilian life and start a new chapter of personal and professional growth.

The Skill Development Centre values the wisdom, discipline, and commitment that retired soldiers bring to the table. We work to harness and enhance these strengths, guiding them into paths that promise sustainable livelihoods and a revitalized sense of purpose through a carefully designed curriculum and cutting-edge facilities.

The Centre strongly emphasizes holistic development since it understands that success in the civilian workforce goes beyond technical competence. To ensure that students have a well-rounded and flexible skill set, soft skills like effective communication, teamwork, time management, and flexibility are incorporated into the curriculum.

1.2 AIM:-

The aim of this architectural thesis is to design a cutting-edge Skill Development Centre for Agniveers, dedicated to the empowerment and reintegration of early retired soldiers. This Centre will serve as a dynamic platform for honing a diverse range of skills, fostering personal growth, and facilitating a seamless transition into civilian life.

1.3 OBJECTIVE: -

1. To provide a diverse array of vocational, technical, and leadership skills training to facilitate a smooth and effective transition from military service to civilian life by equipping participants with the skills, knowledge, and confidence needed to excel in various professional fields

2. To empower participants with the tools and resources necessary for sustainable livelihoods, fostering a sense of self-sufficiency and independence.

3. To design a physical environment that promotes mental, emotional, and physical well-being, ensuring a conducive space for learning, personal growth, and camaraderie.
4. To ensure that the Centre is designed with accessibility features that cater to diverse abilities, ensuring that all participants can benefit from the programs offered.
5. To incorporate sustainable architectural and operational practices, minimizing environmental impact and promoting a culture of eco-consciousness.

1.4 NEED FOR PROJECT: -

1. Early retired soldiers often face unique challenges in transitioning to civilian life, including the need for new skill sets and career paths. A dedicated Centre addresses this need directly.
2. Early retired soldiers possess a wealth of experience, discipline, and leadership skills. Equipping them with additional skills expands their potential contributions to the civilian workforce.
3. Reintegration into civilian life can be a complex process. The Centre provides a structured environment where participants can build a new professional network and establish a sense of belonging
4. to harness the potential of this disciplined/ well-trained manpower by their continued gainful utilization in the "Nation Building."
5. The Centre encourages a culture of continuous learning and self-improvement, reinforcing the idea that education and skill development are lifelong pursuits.

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1.5 Limitation: -

- The availability of financial resources, infrastructure, and trained personnel may impose limitations on the scale and scope of the Centre, potentially affecting the number of participants it can accommodate:

- Limited Capacity and Space: The centre may have constraints in terms of the number of participants it can accommodate at any given time. This limitation could potentially hinder its ability to cater to a larger population of early age retired soldiers.

- Financial Constraints Funding and resources may be limited, impacting the range and quality of programs and facilities offered. This could result in a restricted curriculum and limit the purchase of state-of-the-art equipment or materials.

- Accessibility Issues Depending on its location, the centre may face challenges in terms of accessibility for participants, especially those who do not have their own means of transportation. This can potentially limit the reach and inclusivity of the program.

- Lack of Specialized Instructors The availability of experienced and skilled instructors or trainers in specific fields may be a limitation. This could affect the comprehensiveness and effectiveness of the training programs offered.

- Duration of Programs The length of training programs may be limited due to various factors such as budget constraints or the availability of participants. This could impact the depth of skills acquired by the retired soldiers.

1.6 SCOPE

The Agniveer Skill Development Centre is dedicated to fostering personal and professional growth by offering a diverse range of skills, from technical and vocational to digital and leadership. Catering to a broad demographic, including students, professionals, and entrepreneurs, the center provides customized programs tailored to individual needs and industry demands. Utilizing innovative teaching methods and cutting-edge technology, it emphasizes hands-on training, real-world projects, and internships for practical application. Recognized certifications, mentorship, and career guidance are integral components, along with a focus on soft skills development and entrepreneurship. Industry collaborations ensure curriculum relevance and facilitate placements, while continuous learning opportunities and community outreach initiatives extend skill development to underserved communities. Rigorous assessment mechanisms track progress, and research initiatives keep the center abreast of emerging trends, contributing to positive social impact and empowerment in terms of improved livelihoods and socio-economic well-being.

1.7 METHODOLOGY: -

ORIGIN OF THOUGHT
Understanding present
case scenario

BACKGROUND STUDY
User study and space

CASE STUDY

SITE SELECTION
Identification
Laws
Climate study

DESIGN PROPOSAL

1.8 KEYWORDS TO RESEARCH

AGNIPATH
AGNIVEER

EMPLOYMENT
MENTORSHIP
EDUCATION
COURSES
CAREER
COUNDELING
ADAPTATION
VETERANS
SKILL
SOCIAL
INTERGRATION

TEAMWORK
DISCIPLINE
FITNESS
LOYALTY
LEADERSHIP
75%

DIRECTOR GENERAL
RESETTLEMENT
PREMATURE RETIREMENT
EX SERVICEMEN
VOCATIONAL TRAINING
LEGACY AND TRADITION
MENTAL HEALTH
SKILL DEVELOPMENT

2022

Figure 2 KEYWORDS GRAPHIC SOURCE: AUTHOR

CHAPTER 2: BACKGROUND STUDY

Background Study

Figure 3 SOURCE :AUTHOR

2.1 INDIAN DEFENCE FORCES

The Indian Défense Forces constitute the entire military apparatus of India and are responsible for maintaining the country's sovereignty, territorial integrity and security. It consists of her three major branches: Indian Army, Indian Navy and Indian Air Force. Here we will introduce the Indian Army.
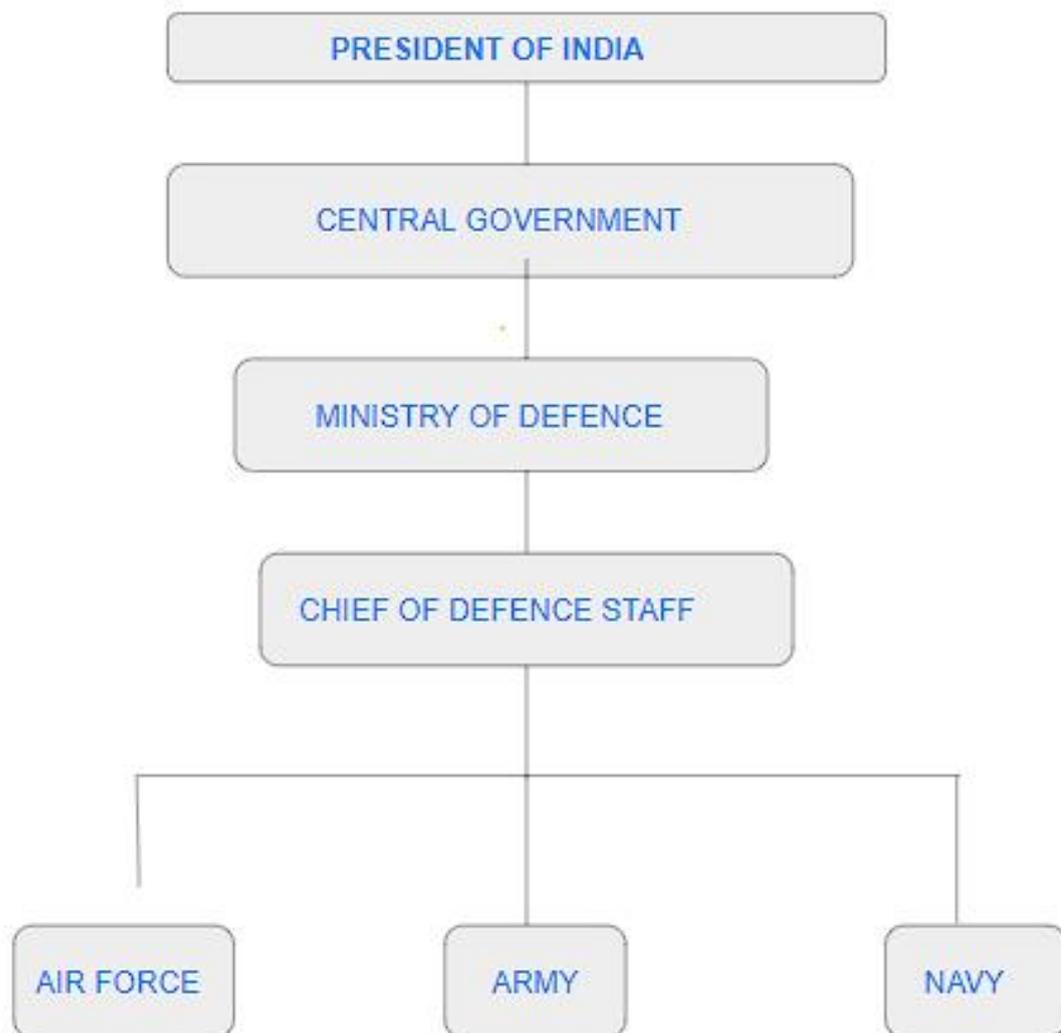

| Figure 4 AIR FORCE | Figure 5 INDIAN ARMY | Figure 6 INDIAN NAVY |

2.1.1 INDIAN ARMY

The Indian Army is a land force and the largest component of the Indian defence Forces. Its main missions include border defence, conducting military operations on the ground, including counterinsurgency operations, and providing assistance during natural disasters. The Army is divided into various commands, divisions, and regiments, each with specific roles and responsibilities

Figure 7 INDIAN DEFENCE FORCES

History

The Indian military has a rich history dating back to the British Indian Army, which was established during the British colonial period. After India's independence in 1947, the Indian Army was reorganized and became a national institution.

Role and Mission

The primary mission of the Indian Army is to protect the country from external attacks, maintain territorial integrity, and help maintain internal security.

Size and Structure:

The Indian Army is one of the largest standing armies in the world. It is divided into several commands, each responsible for a specific geographical area. Active-duty personnel 1,237,117 people Reserve personnel 960,000 people

Equipment and Technology:

The Indian Army is equipped with a variety of modern weaponry and equipment, including tanks, artillery, infantry weapons, and communication systems. It has made efforts to modernize and upgrade its capabilities over the years

Training and Recruitment:

The Indian Army recruits personnel through various entry schemes, including the National Defence Academy (NDA), Combined Defence Services (CDS), and direct recruitment rallies. Training is rigorous and includes both physical fitness and professional military education

Deployment:

The Indian Army is deployed along India's borders to ensure national security. It plays a crucial role in safeguarding the Line of Control (LoC) with Pakistan, the Line of Actual Control (LAC) with China, and other sensitive areas

RANKS IN INDIAN ARMED FORCES

Figure 8 RANKS IN INDIAN ARMY SOURCE: WORDPRESS .COM

ROLES OF NON COMMISSIONED OFFICERS

Havaldar

Role:

A Havaldar is a senior non-commissioned officer in the Indian Army. They hold a position of responsibility and authority within their units.

Responsibilities:

Supervise and lead a group of soldiers.

Assist officers in planning and executing missions.

Provide guidance and mentorship to junior soldiers.

Handle administrative and logistical tasks.

Naik

Role:

A Naik is a junior non-commissioned officer in the Indian Army. They are a step below the Havaldar in terms of rank.

Responsibilities:

Assist Havaldars in the execution of their duties.

Lead smaller groups of soldiers in specific tasks.

Help maintain discipline and order within the unit.

Sipahi (Sepoy)

Role

A Sipahi, commonly known as Sepoy, is the lowest enlisted rank in the Indian Army.

Responsibilities:

Carry out orders given by superiors effectively and promptly.

Maintain personal and equipment readiness for assigned duties.

Undergo training to acquire basic military skills.

Lance Naik

Role:

A Lance Naik is the next rank below Naik. They are junior enlisted personnel.

Responsibilities:

Follow the orders of higher-ranking NCOs and officers.

Perform assigned tasks and duties efficiently.

Learn and develop skills required for more advanced roles.

2.1.2 INDIAN NAVY

The Indian Navy is a balanced, cohesive, three-dimensional force capable of operating above, above and below the sea to effectively protect national interests.

The Chief of Naval Staff (CNS) exercises operational and administrative control over the Indian Navy from the Joint Headquarters of the Ministry of Defense (Navy). He is assisted by the Vice Chief of Naval Staff (VCNS) and three other key staff members: the Deputy Chief of Naval Staff (DCNS), the Chief of Personnel (COP), and the Chief of Materiel (COM).

The Navy has three commands, each with a commander under the Flag Commander:

Western Naval Headquarters (Headquarters in Mumbai).

Eastern Naval Headquarters (Headquarters in Visakhapatnam)

Southern Naval Base (Headquarters Kochi)

Western Naval Command and Eastern Naval Command are ``operational commands,'' commanding operations in the Arabian Sea and Bay of Bengal, respectively. The Southern Corps is a training corps.

The apex of the Indian Navy is the two fleets, the Western Fleet based in Mumbai and the Eastern Fleet based in Visakhapatnam. In addition to the fleet, there are fleets based at Mumbai, Visakhapatnam and Port Blair (A and N Islands) providing local naval defense in their respective regions.

Naval vessels are also stationed at other ports and islands along India's east and

west coasts, ensuring continued naval presence in areas of national interest. In addition, each command has various Officers in Charge of Naval Affairs (NOICs), each responsible for the local naval defense of the ports within their area of responsibility. The defense of the Andaman and Nicobar Islands is a joint responsibility of all three services and is coordinated by the Andaman and Nicobar Command in Port Blair. It is the only tri-service headquarters in the Indian Army and is commanded by a Commander-in-Chief appointed by three divisions on a rotating basis. Local naval defense of Lakshadweep Islands is the responsibility of the Naval Officer-in-Charge of Lakshadweep Islands.

2.1.3 INDIAN AIR FORCE

Established on October 8, 1932, the Indian Air Force (IAF) is a testament to India's air combat capabilities and commitment to safeguarding the country's sovereignty. Over the decades, the IAF has evolved into a formidable air force characterized by cutting-edge technology, strategic expertise, and a proud legacy of brave service. Since its humble beginnings with a few aircraft, the IAF has grown to become one of the most capable and respected air forces in the world, playing a key role in India's defense and security architecture.

With its mission to secure airspace and provide air support to the Indian Army and Navy, the IAF's responsibilities go far beyond territorial boundaries. Its capabilities span a wide range of operations, including air superiority, strategic airlift, reconnaissance, air defense, humanitarian assistance and disaster relief. The IAF's versatility is a testament to its adaptability to meet a variety of modern security challenges.

This study addresses various aspects of the Indian Air Force, examining its historical development, operational principles, technological advances, strategic importance, and central role in safeguarding India's national interests. The objective of this study is to highlight the IAF's contribution to India's defense infrastructure and its role in the regional and global security paradigm through a comprehensive analysis.

The IAF's journey from its inception to its current technological development is a story of continuous growth, adaptation, and innovation. Not only does the force have state-of-the-art aircraft and equipment, but it has also developed a cadre of highly qualified and dedicated personnel. The film attempts to explore the human element within the IAF, highlighting the discipline, dedication and courage displayed by the men and women in uniform.

Additionally, the IAF has established itself as a trusted partner on the world stage through its contributions to international cooperation, joint training, and peacekeeping operations. This study examines the role of her IAF in promoting international cooperation and the impact of her IAF on India's diplomatic and strategic relations.

Essentially, this study aims to provide a comprehensive overview of the Indian Air Force and critically analyze its operational effectiveness and potential areas for further growth while evaluating its achievements. doing. This study aims to provide a nuanced understanding of the military's central role in India's security architecture by exploring the rich tapestry of IAF's history, capabilities, and future aspirations.

Figure 9 RANKS IN INDIAN AIR FORCE

2.2 AGNIPATH AND AGNIVEERS

The Union Cabinet on June 14 approved India's youth military recruitment program. Troops. This program is called AGNEEPATH and the selected youth will be announced under this program

As Agniveer. Agnivia receives an attractive bespoke monthly package in addition to risks and risks.

Hardship allowance if applicable to three services. According to Government AGNEEPATH

This program was developed to enable a youthful profile for the military. will provide

an opportunity

By attracting more talented young people from society, we will encourage young people who are interested in wearing a uniform.

Act according to current technological trends and act skilfully, disciplined and motivated.

Labor power to society.

According to the government, AGNEEPATH scheme has been designed to enable a youthful profile of the Armed Forces. It will provide an opportunity to the youth who may be keen to don the uniform by attracting young talent from the society who are more in tune with contemporary technological trends and plough back skilled, disciplined and motivated manpower into the society. AGNEEPATH allows patriotic and motivated youth to serve in the Armed Forces for a period of four years. The Union Cabinet on 14 June had approved a recruitment scheme for Indian youth to serve in the Armed Forces. The scheme is called AGNEEPATH and the youth selected under this scheme will be known as Agniveers. Agniveers, on completion of the four-year tenure in the prime of their youth, will be mature and self-disciplined with the realisation to become better version of himself/herself both professionally as also personally.

- 45000-50000 candidates can apply every year.
- Selected people will serve 4 year of service in army.
- 25% will gets selected for another 15 year of service.
- Age limit 17.5 -23.
- After selection 6 month of training and 3.5 year of service

QUALITIES OF AGNIVEERS

- Team Work
- Fitness
- Discipline

TRAINING PROCESS

Intellectual and physical qualification

16 weeks of basic training and 2 weeks of sea ,16 weeks professional training.
Basic training like electrician and mechanic will be given

WHAT ABOUT THE 75 % AGNIVEERS
WHICH WILL BE RELEASED AFTER THE 4 YEARS OF THE SERVICE
GNOU OPEN COURSES

Both Technical and Non-Technical
Subjects Like Languages and Mathematics
Communication Skill in English
BA , BCOM ,BA Vocational Tourism And Management.

Skill development for entrepreneurship and jobs*Skill India and the ministry of skill development and entrepreneurship (MSDE) will work collaboratively with the forces to train the students in additional skills to make them better suited for civilian jobs.

Agniveers will get Skill India certification while in service, which will enable them to pursue many diverse opportunities in entrepreneurship and job roles that are being created in our economy after completion of their tenure.

Skill India organisations such as Directorate General of Training (DGT), National Skill Development Corporation (NSDC), etc will be connected with this exercise

SALARY STRUCTURE OF AGNIVEERS

Year	Customised Package {Monthly}	In Hand (70%)	Contribution to *Agniveer* Corpus Fund (30%)	Contribution to corpus fund by GoI
	All figures in Rs (Monthly Contribution)			
1st Year	30000	21000	9000	9000
2nd Year	33000	23100	9900	9900
3rd Year	36500	25580	10950	10950
4th Year	40000	28000	12000	12000
Total contribution in *Agniveer* Corpus Fund after four years			Rs 5.02 Lakh	Rs 5.02 Lakh
Exit After 4 Year	Rs 11.71 Lakh as Seva Nidhi Package (Including, interest accumulated on the above amount as per the applicable interest rates would also be paid)			

Figure 10 SALARY STRUCTURE OF AGNIVEERS SOURCE: SSB CRACK EXAM

RANKS FOR WHICH AGNIVEERS WILL BE GET SELECTED

- **HAVALDAR**
- **NAIK**
- **LANCE NAIK**
- **SIPAHI**

Figure 11 SOURCES : RANKS OF AGNIVEERS

2.3 WHY HAS GOVERNMENT PRAPOSED THIS SCHEME

- A transformative reform of recruitment policy of the Armed Forces.

- To maintain the youthful and dynamic profile of armed forces.

- To reduce the overall defence expenditure from pension

- To reduce the average age of the armed forces

- To have the balance between the experience and young soldiers

- Adequate re-employment opportunities for those returning to society and who could emerge as role models for the youth.

- Each 'Agniveer' will get an amount of Rs 11.71 lakh as the 'Seva Nidhi Package' and it will be exempted from the income tax.The Agnipath scheme is expected to reduce the armed forces' bills as there will be no gratuity entitlement and no pension benefits for the recruits under the scheme.

STATEMENT GIVEN BY FAMOUS PERSONALITY

Centre Announces 10% Reservation For Ex-Agniveers In BSF, Exemption From 'Physical Efficiency Test
The central government has declared a 10 percent reservation for ex-Agniveers in vacancies within BSF. According to an official notification from the Ministry of Home Affairs, the government has also relaxed the upper age-limit norms depending on whether they are part of the first batch or subsequent batches

Figure 12 SOURCE: TWITTER

Figure 13 SOURCE: TIMES OF INDIA

2.4 WHAT ARE THE CONCERNS OF AGNIVEERS

Difficult to Find Another Job:

The 'Agnipath' scheme opens the way for recruitment of about 45,000 soldiers into Army, Navy and Air Force in the first year but on a short-term contract of four years. After the completion of the contract, 25% of them will be retained and the rest will leave the forces.
Our four years of service will mean other jobs will be out of reach after that, and we will be left behind our peers.

No Pension Benefit:

Those hired under the 'Agnipath' scheme will be given a one-time lump sum of a little more than Rs 11 lakh when they end their four-year tenure.
However, they do not receive any pension benefits. For most, seeking a second job is essential to support themselves and their families.

Training May Remain Unutilized:

Forces will lose experienced soldiers.
The jawans joining the Army, Navy and Air Force will be given technical training so that they are able to support the ongoing operations. But these men and women will leave after four years, which could create a void.

JOB AFTER RETIREMENT

Private Sector
The private sector offers a wide range of career options for retired army personnel. Their leadership abilities, decision-making skills, and experience in managing challenging situations are highly valued. They can work in industries such as security services, logistics, supply chain management, risk management, disaster management, and corporate security. Additionally, their physical fitness and discipline make them suitable for jobs in the fitness and wellness industry

Entrepreneurship

Many retired army personnel choose to become entrepreneurs and start their own businesses. Their experience in managing resources, organizational skills, and ability to work under pressure can be beneficial in setting up ventures in sectors like security consultancy, event management, adventure tourism, fitness centers, and logistics.

Academia and Training Institutes

Retired army personnel often have a wealth of knowledge and experience to share. They can pursue careers in academia by joining educational institutions as teachers, trainers, or mentors in subjects like defense studies, strategic management, leadership, and physical education. They can also contribute as guest lecturers or visiting faculty in various institutes

Consultancy Services

Retired army personnel can provide consultancy services in areas such as security, risk management, crisis management, and disaster preparedness. Their expertise and experience are sought after by organizations that require guidance in these areas.

2.5 WHAT IS DGR

The Directorate General of Resettlement (DGR) is an interdepartmental organization reporting to the Department of Ex-Servicemen Welfare (Ministry of Defence).

To maintain the military's youthful profile, approximately 60,000 service members retire or are discharged from the military at a relatively young age each year.

By the time they retire, most military personnel have many unfinished domestic responsibilities and are at an age where they have to take on second jobs. Focusing on the changing needs of business and industry, DGR supports ex-military personnel in training and acquiring additional skills, facilitating their reintegration into second careers.

Military personnel who have acquired certain competencies during their military careers must readjust their skills and attitudes for a second career after retirement/discharge.

DGR's goal is to provide service employees and ESMs with this pivot opportunity to enable a seamless transition to a second career.

DGR is committed to creating opportunities and encouraging out-of-work/entrepreneurship dreams to meet the expectations of the ESM community.

DGR Employment Seminars DGR has signed MoUs with CII and FICCI to organize employment seminars/job fairs across India in collaboration with the three services for implementing ESM in companies.

These job seminars/job fairs provide ESMs with a free opportunity to find suitable jobs.

DGR SPECIFICATION

THE MAIN AREAS OF RESPONSIBILITY ARE

Organize resettlement training for retired/veterans in government/semi-government/private institutions. Implement employment/self-employment second career policies/programs. Liaise with relevant authorities on all matters relating to relocation and welfare of ex-servicemen.

We will help active-duty officers, soldiers, sailors, airmen, ESMs and their dependents to make the most of the concessions and facilities given to them by the Central and State Governments. Interact with corporate/private sector and establish FICCI and CII for better employment opportunities.

Recognize that ESM has a wide range of disciplined and trained resources. Recognize labor market trends and industry expectations and improve your skills with ESM. Disseminate useful information on welfare and resettlement issues to her ESM/widows/care workers through print and electronic media and websites.

Enable ESM to benefit from various development activities and ensure that they receive the necessary support and grievance resolution. Monitoring the actual implementation of various resettlement, rehabilitation and welfare programs by various agencies including reservation policies of the Central/State Governments. To

forward the name of ESM regarding employment opportunities to Government of India ministries, organizations, corporates and private sector and employment programs sponsored by DGR.

Promoting and furthering the interests of the ESM and the objectives of the Ministry of Ex-Servicemen Welfare. Serves as an interface between veterans, families, and external resettlement/second career environments. Organize professional seminars on PAN India base in collaboration with CII/FICCI and three services.

The training programmes are so designed by identifying the industrial needs of mechanical, electrical, electronics and chemical sectors by our officers in consultation with industry experts and individuals through level structured training programme so that at the end all trainees will be competent enough with the skills acquired that are required for the wage and self-employment.

In our endeavour, the training needs of micro, small, medium and large enterprises both in Government and private sectors are continuously availing the benefits. Hence it is requested to go through the training calendar and explore the possibility of utilising our facility and services for further knowledge and skill enhancement of your workforce either through short term, long term or customised training for your esteemed organisations and be a party committed to Hon'ble Prime Minister`s vision of "Make in India" to popularise Indian products in global markets.

The short-term and long-term courses are conducted by the Institute, which has completed 60 glorious years in skill building for our nation. The technical know-how and expertise of this Institute have been utilized by many industrial establishments, institutions, and organizations to achieve higher qualitative production, and their existing workforce is continuously deputed for retraining and skill gap training.

Training programs are designed by employees in consultation with industry experts and individuals, identifying industry requirements in the mechanical, electrical, electronic, and chemical sectors.

The institute's training faculty comprises experts with extensive experience and trained in the latest technologies in their respective fields in India and abroad.

The training program consists of a step-by-step training program to ensure that all trainees acquire the skills they need for wages and self-employment.

DIRECTORATE RESETTLEMENT CENTRAL ZONE

1. Prior to 1973, the office of Directorate Resettlement Central Zone was known as Command Liaison Office. In 1973 the office was re-designated as Directorate Resettlement Central Zone. Subsequently in May 1999 this Directorate was renamed as Directorate Resettlement Zone (Central) to carry out duties of Welfare and Rehabilitation of Ex-Servicemen (ESM) of 07 major states of India (Uttar Pradesh, Bihar, Chhattisgarh, Madhya Pradesh, Jharkhand, Odisha and Uttarakhand).

2. However, owing to the large geographical expanse of the states under it's jurisdiction wef Jun 2018, the states of Odisha and Uttarakhand have now been put under the jurisdiction of other Directorate Resettlement Zones. Presently, Directorate Resettlement Zone (Central) is directly responsible for management, inspection and monitoring of DGR Schemes in Chhattisgarh, Bihar, Uttar Pradesh and Madhya Pradesh.
Located inside the main complex of Headquarters Central Command at Lucknow, Directorate Resettlement Zone (Central) functions under Directorate General Resettlement, New Delhi and is under the administrative control of Headquarters Central Command.

ROLE OF DIRECTORATE RESETTLEMENT CENTRAL ZONE

The Directorate Resettlement Zone (Central) functioning under the Directorate General Resettlement, New Delhi has a multifarious role, that are enumerated as follows :

-Act as a link between DGR and the environment in publicising, implementing and providing feedback of DGR Schemes and policies in the AOR of Central Zone ie Uttar Pradesh, Bihar, Chhattisgarh and Madhya Pradesh.

Complete management and allotment of guards to Security Agencies in the land of Chhattisgarh, Bihar and Madhya Pradesh.

Inspection and monitoring of Security Agencies for their functioning as per DGR guidelines and provide feedback in the states of Uttar Pradesh, Bihar, Chhattisgarh and Madhya Pradesh.

Liaise with PSUs and other Government/ Quasi-Government bodies for employing the services of DGR empanelled security agencies

DGR COURSES FOR ESM

The total number courses provided to ESM **is 74**

S.N.	Name of Courses	Duration	Maximum Fee
1.	Three Wheeler Driving	1 ½ months	2200/-
2.	Bank Recruitment Coaching lass	1 Month	1500/--
3.	Bee Keeping	1 months	1000
4.	Dairy	1 months	1000/-
5,	Handloom Products Trading and Gramudyog	2 months	1500/-
6.	House Wiring & Electrical Appliances	2 months	2000/-
7	Rexine & Leather Works	2 months	2000/
8.	Mushroom Cultivation	2 months	2000/
9.	Poultry Farming	1 ½ months	1500/-
10.	Soap Manufacturing	1 ½ months	1500/-
11.	Tailoring & Cutting	3 months	3000/-
12	B & W/CTV Technology	2 months	2000/

13.	Basic Course in Computer Science Application	3 months	5000/-
14.	Book Keeping & Accountancy using Tally package on Computer	3 months	3000/-
15.	Bakery Product	2 months	2000/-
16.	Box Making	1 month	1000/-
17.	Ceramics & porcelain decorative handicraft	3 months	3000/-
18.	Cycle repairing	1 month	750/-
19.	Composite farm training	1 ½ months	1500/-
20	Corp Production	2 months	2000/-
21.	Computer Hardware & Networking	3 months	4000/-
22.	Desk Top Publishing	3 months	4000/-
23.	Electroplating	1 ½ months	1500/-
24	Electronics & PCB fabrication	2 months	2000/-
25.	Entrepreneurship Development & Mgt of Small Business	3 months	6500/-
26.	Export/Import Mgt	3 months	3000/-
27	Heavy Vehicle Driving	2 months	3000/-
28.	Hosiery	3 months	2500/-
29.	Integrated training Programmed in Tractor Mechanic & farm Machinery	2 months	Fee as approved by State/Central Govt.
30.	Machine shop Practice	3 months	2500/-

31.	Marketing/Sales Mgmts.	3 months	2000/-
32 .	Cattle Mgt	2 months	2500/-
33.	Medical Transcription	1 month	3000/-
34 .	BPO Course	1 month	3000/-
35.	Manufacturing of Steel Pipe Furniture	1 ½	1500/-
36.	Making of Achar,Chatni, Sarbat Muraba & Food Preservation	1 1/2	1000/-
37.	Material Mgt	2 months	2000/-
38.	Oil Extraction	1 ½ months	1500/-
39.	Optical Lens & Prism Making	3 months	2500/-
40.	Photography	3 months	3000/-
41.	Pottery	3 months	2500
42.	Printing Technology & Book Binding	4 months	4500/-
43.	Plastic Processing	3 month	2500/-
44.	Rewinding & Repair of Automobiles (two wheelers & light four wheelers)	3 months	3000/-
45.	Repair of Diesel Engines & Agricultural Pumps	3 months	3000/-
46.	Secretarial Practice, Typing, Shorthand & Office Mgt	4 months	5000/-
47.	Milk Plant Operation	3 month	Fee as approved by Central/State Govt.

48.	Tourism & Travel Agency Mgt	2 months	2500/-
49.	Wool Knitting	3 months	3000/-
50.	Watch Repairing	2 months	2000/-
51.	Asstt Security & Sub Fire Officer	1 ½ months	2000/-
52.	Herbal Cultivation	1 ½ months	1500/-
53.	Bamboo Cultivation	1 ½ months	1500/-
54.	Vegetable Farming	1 ½	1500/-
55.	Floriculture	1 ½ months	1500/-
56.	Welding Engg	1 ½ months	1500/-
57.	Fish Farming	1 ½ months	1500/-
58.	Refrigeration & Air Conditioning	3 months	2500/-
59.	Maintenance of Office Eqpt	1 ½ months	1500/-
60.	Motor Vehicle Engg	3 months	2500/-
61.	Carpentry & Furniture Making	3 months	4000/-
62.	Hair Dressing	1 ½ months	1500/-
63.	Painting & Decoration	3 months	4000/-
64.	Organic Farming	1 ½ months	1500/-
65.	Canteen/ Super Mkt Acctg	2 months	2000/-
66.	Store/ Warehouse Mgt	2 months	2500/-
67.	Physical Education Instructor	4 months	5000/-

Overall, the importance of DGR is to ensure that military members have a successful and fulfilling retirement life and are able to continue to serve their country in various capacities while ensuring their well-being and growth in the national community. It's about being able to do it.

CHAPTER 3: GOVERNMENT SCHEMES TO HELP SKILL DEVLOPMENT

3.1: Programs of the Government for skill India

3.1.1 Ministry of Skills Development and Entrepreneurship:

This is accountable for coordinating the general ability improvement efforts throughout the country,
developing expert and technical schooling frameworks, ability upgrades, constructing new skills, and developing jobs now no longer only for present jobs. To assume of latest progressive thoughts as a way to require for the entrepreneurship improvement withinside the nation.

3.1.2 National Skill Development Corporation:

This is a unique conclusion of organizational development and entrepreneurship in PPP mode under SP Ministry. The aim is to foster skills development by establishing large-scale, well-paid training institutions across the country. NSDC acts as a catalyst for skills development by providing funding to skill training institutes, companies and organizations.

3.1.3 National Skill Development Agency:

NSDA is an autonomous agency under the Ministry of Skill Development and Entrepreneurship.
Guarantees the disadvantaged and SC, ST. OBC, ethnic minorities,
Women and people with various disabilities should be careful not to take it.

3.1.4 Pradhan Mantri Kaushal Vikas Yojana :

Pradhan Mantri Kaushal Kendra (PMKK) is an effort towards creation of state of the art infrastructure, for delivery of quality skill development training in every district / parliamentary constituency of India.
PMKK shall be a benchmark institution that demonstrates aspirational value for competency based skill development training. These centres will be exclusive, iconic and will be marketed as the best-in-class skill development centres.

3.1.5 Director General of Training and skill development:

The Government of India and the Ministry of Labor have jointly introduced Modular Employable Skills (MES) under the Skilled Development Initiative (SDI). Under this scheme, training should be provided for employment of school dropouts and existing workers, especially in the unorganized sector. scheme
has been in operation since 2007, but statistics show that many schools lack access to skills development. Improve your employability through a variety of vocational training and apprenticeship programs3.1.6 Ministry of Employment:

The main role of this Ministry is to protect the interests of the general population and the poor in rural and urban areas, as well as certain disadvantaged sections of society. The Mahatma Gandhi National Employment Guarantee Act guaranteed employment in rural areas by providing wage employment to unemployed rural workers. At least make unskilled people motivated to work
100 days for every family. NREGA has statutory employment provisions and employment programs are directly implemented by gram panchayat families.

3.1.7 Skill India Mission:

The Prime Minister has just launched the Skill India Mission, which aims to provide training in various skills to 40 million people over the next seven years through the National Skill Development Corporation. As part of the mandate, the Prime Minister has allocated Rs

1.5 billion to train only 2.4 million youth and authenticate them through portable 'skill cards' with instant response codes that can be scanned by potential employers. The aims. The loan program will provide professional loans to 3.4 million young people who are willing to participate in skills development programs. Skilled youth can help stimulate money flow and job creation in the economy through the creation of small and medium-sized enterprises. The Prime Minister's ambitious skills program is seen as complementary to the government's 'Make in India' mission to expand manufacturing. Currently, 11% of all jobs are created in China, which is less than 30%. Most workers learn business on the job or through informal education.

3.1.8 Conclusion

The pace of India's Skill India Mission is falling short of its target, making it difficult to achieve its 2022 target. The cost of vocational training is much lower than expected. Only 3% of India's workforce has formal skills training. There is an urgent need to deliver skills more efficiently to support the growth of India's ecosystem

JOB OPPORTUNITIES PROBLEM FACED BY OFFICERS

CASE 1

When Captain JAGVEER MALIK was 52, he applied for the post of junior lecturer in 2011, just before he retired from the army. First, he waited for two years for Haryana's education department to conduct an exam for the job. Then, he waited another two years for an interview.

When he did not get a letter for the post which was reserved for an ex-serviceman, even after six months of the interview, he met the director of the education department and asked him to intervene.

When he finally received an appointment letter, six years after he first applied, there were three months to go before he turned 58, the age of retirement for a teacher in Haryana.
"Tab main kya service karta? [What work would I have done in that short a time?]," the now 64-year-old told IndiaSpend, saying he turned the job down.

Malik, who spent 32 years in the army, is among the approximately 60,000 army personnel who retire every year. The earliest retirement age is 42 (for group I semi-skilled sepoys, or 17 years of service, whichever is earlier) and the oldest of them retires at 54 (for Junior Commissioned Officers, or 32 years of service), which means that they have anything between five years and 25 years of active employment ahead of them

CASE 2

Captain Malik's is not the only case of a delay in public sector appointments. After retiring from the army as a Subedar major, 57-year-old Chandra Bhan applied for the position of a clerk in the Haryana government in 2014.

He completed all the rounds of the recruitment process, but the appointment was cancelled after the Bhupender Singh Hooda-led Congress government was replaced by the Manohar Lal Khattar-led Bharatiya Janata Party government.

By the time the vacancy was announced a second time, he was 50-year-old and past the eligible age for the job.

Similarly, 40-year-old Raj Kumar is still waiting for the recruitment process of a job as a police constable in the Haryana Police for which he had applied in 2020. Sometimes the exam papers are leaked, and those recruitments do not happen. At other times, when the exam paper is too hard, that recruitment might get cancelled, he said. With just five more years to go before he becomes ineligible for these jobs, Kumar is impatient

CHAPTER 4: CASE STUDY

4 Case Study

Figure 16 SOURCE :AUTHOR

4.1 V.V.C.T

Location : Vaghaldhara, Gujarat

Architect : Falguni Desai

Year : 2010

Function : Vocational training centre

Site area :18000 m2

Overall strength : 1000 students

This institution was established to provide a skill training program to tribal individuals in a residential state-of-the-art multi-skills center and to meet the demand for skilled labor from Gujarati businesses.

give options besides the more common jobs

Put trained individuals to work in the organized sector

provide organizations and business with technical support

bring independence and self-sufficiency By giving school dropout kids and

unemployed tribal youth high-quality training, soft skills, and employment help, Valsad

District of Gujarat can enhance the livelihood of the greatest number of tribal families.

LOCATION PLAN

workshops

Vocational training centre

Caretaker's residence

Dormitory

Hostel for 100 students

Dining

Kitchen

Parking

Existing school

Children play area

Playground

Existing Hostel

Entry for VTC

Entry to existing school

Existing temple

N.H. no. 8

ENTRANCE FROM HIGHWAY

VCT BUILDING

BOYS HOSTEL

GROUND FLOOR PLAN VCT BUILDING

Legend:
- CLASSROOM
- WORKSHOP
- ADMIN
- TOILET
- LAB
- STORAGE
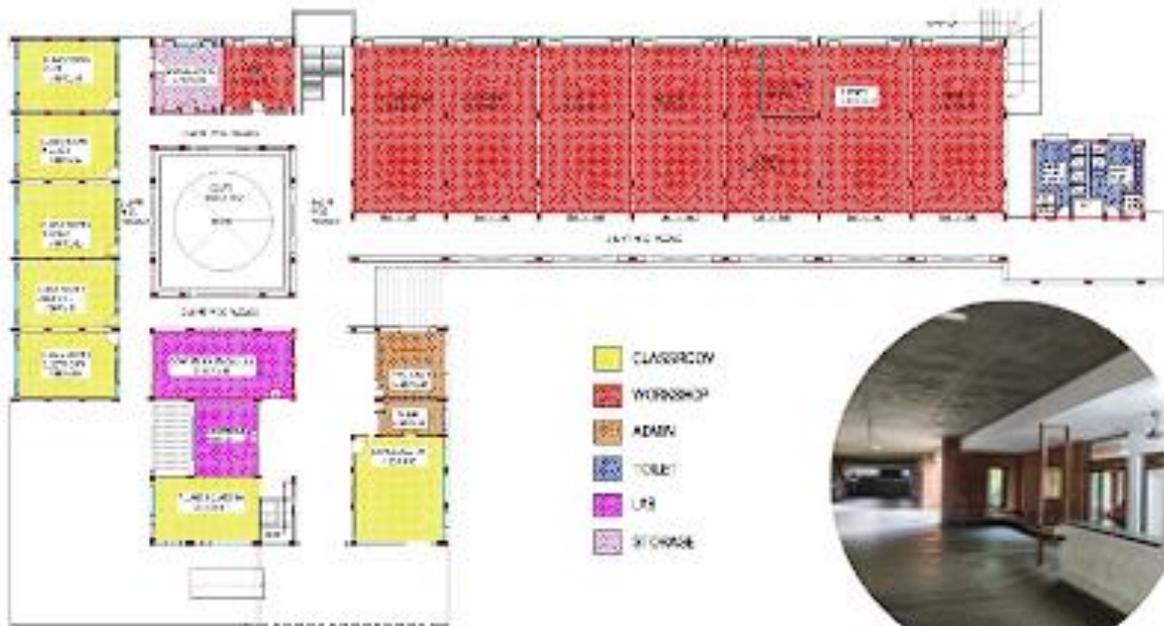
ADMIN

PASSAGE WITH ARCHES

CIVIL DRAFTSMAN

ELECTRICIAN WORKSHOP

R.F.M WORKSHOP

WELDER WORKSHOP

G.F Consist Of principal office And seven Classroom , eight Workshop, 1 toilet With the storage space The Central Courtyard

FIRST FLOOR PLAN VCT BUILDING

Legend:
- CLASSROOM
- WORKSHOP
- LIBRARY
- TOILET
- LAB
- STORAGE
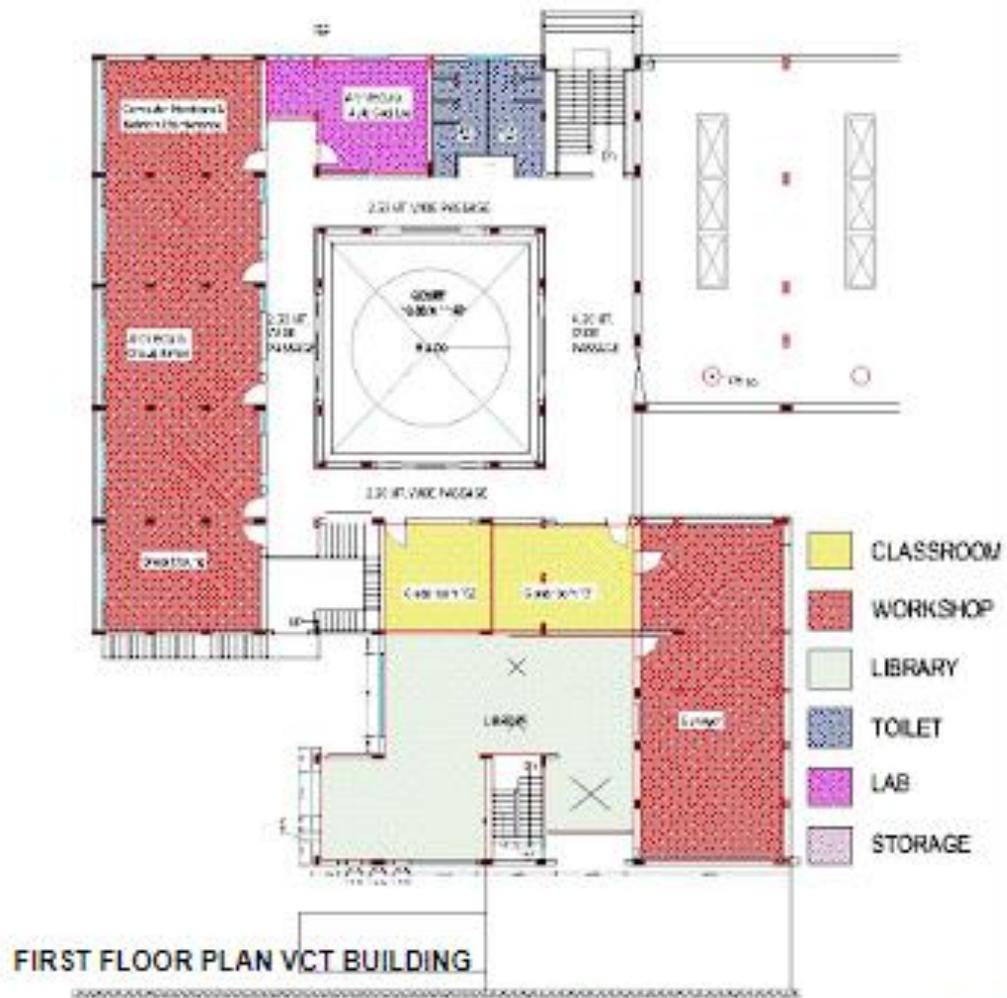
COMPUTER LAB

ARCHITECTURAL LAB

DRESSMAKING LAB

HOSTEL GROUND FLOOR PLAN

HOSTEL FIRST FLOOR PLAN

HOSTEL BUILDING
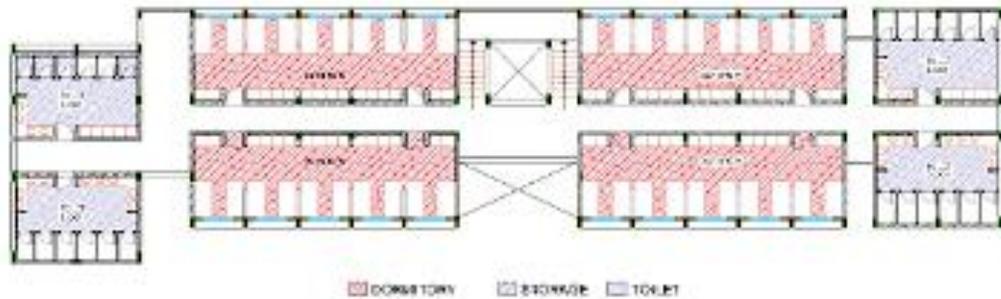
DORMITORIES

DINING HALL

Dormitories	: 1100 sqm	Administrative	: 22 sqm
Bathroom	: 52 sqm	Toilet Block	: 52 sqm
Common Hall	: 651 sqm	KITCHEN	: 116 sqm
Dining Hall	: 250 sqm		

Total Area Of Hostel Block : 3000 sqm

Entrance of the vocational training centre
Creepers plant foliage can be visible which provide
Contracts between the bricks and the green plants
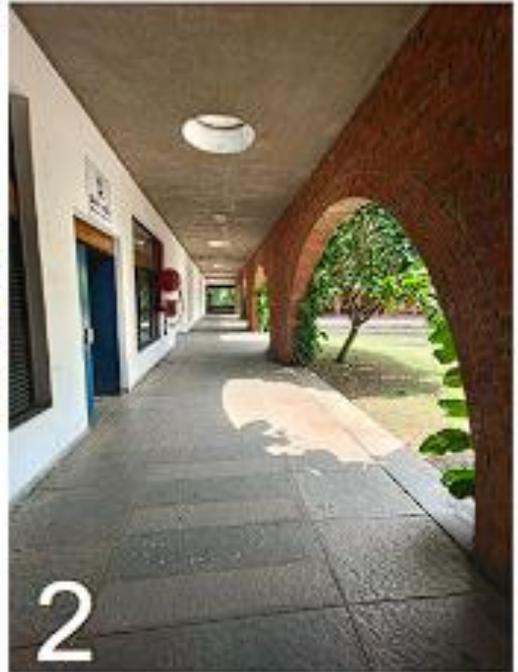
The passage is well connected to the all
workshops and the wall arches allows to have
the connection with the garden.and also allows
to have daylight throughout the day

The Material Of The Building Use Is The Red Exposed Bricks
All The Facades Have The Direct Connections To The
Landscape Outside Which Helps To Integrate The Daylight To
The Structure
Building have the central courtyard with the landscape which
helps the structure to cool down internal temperature and the
facade are design in rectangular shapes which helps to bring
the amount of lights in the structure

AREA DISTRIBUTION	
Description	Area
Offices	76
Library	54
Theory Classroom	270
Computer Training Lab	54
Workshop	770
Informal Activity Area	195
Accommodation	3300
Dining Hall	250
Washroom	156
Bathroom	156
Pantry	116
Enclosed spaces	5397
Circulation Area	2603
Total Area:	**8000sqm**

INFERENCES

The building is designed to stay comfortable without using a lot of extra energy. They did this by making sure it faces the right way for breezes, having long and narrow windows to let in cool air, and making the building taller with wide roofs to let warm air rise and escape. They also made sure there's enough light inside from the sun, but not too much to make it too hot.

The building looks nice and uses natural ways to control the temperature, but it costs more to take care of because of the special bricks on the outside. These bricks can get damaged by the weather and grow algae, which adds to the maintenance cost.

The study helped figure out how to divide the different areas and rooms in the building. The new design will make the building feel more cozy and comfortable for people. The institute can teach up to 600 people at a time, and even up to 1200 if needed. So, the size of the rooms and spaces fits what they need

4.2 ITI ADAMPUR

Industrial Training Institutes (ITI) and Industrial Training Centers are post-optional schools in India comprised under Directorate General of Employment and Training (DGET), Ministry of Skill Development and Entrepreneurship, Union Government to give preparing in different exchanges.

Govt. Industrial Training Institute Adampur is located in Adampur, Haryana. It is one of the best ITI's in Adampur, Haryana. Govt. Industrial Training Institute Adampur provides various technical programs which are affiliated by DDDD.

In this content we provide information as Educational Consultant. We helps parents/student and associations with instructive arranging. We offers comparative administrations to class guides, yet is ordinarily independently employed or utilized by counseling firms, while college advocates are utilized by colleges.

Project by: Pooja Khairnar, pk_INCEPTION
Location: Adampur, Jind, Haryana, India

[RURAL DEVELOPMENT | COMMUNITY UPLIFTMENT
PROFESSIONAL TRAINING INSTITUTE BUILDING | SPECIFIC AND RIGID AREA PROGRAMME]

Why was the project chosen as case study ?

The project was chosen because the institute courses from engineering dressmaking. All of these in spaces tailor made The planning is not flexible but it allowed for a critical analysis of the space to be designed

SITE AREA: 55480 sqm

Gross floor Area: 12000 sqm (hostel and VCT)

Building height: 8-10 m

Built in 1985, the institute has since empowered the youth by training them in various soft skills and trades that has helped them secure jobs and become self dependent

The IT(W) Jind is participating in the process of technological growth and development in preparing a -large pool of talent which can effectively contribute to the economic development of the nation

It aims to be state's most progressive ITI for women internationally recognized for the relevance, innovation and responsiveness of its teaching and learning research and internationally activities

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**BUILDING PLAN
GOVT. I.T.I.
(WOMEN) JIND**

SITE PLAN

PLAY GROUND

TO ABBANDH   JIND ABBANDH ROAD   TO JIND CITY

The project directly employed and trained local workers on-the-job in a range of skills.
Multipurpose Hall of 150 capacity Double Height hall with ventilated openings in the ceiling and large fenestrations.
Effective use of piers for funneling breeze

Sewing Theory rooms

Ocen terrace

CAD Lab

Sewing Workshop

IDD Theory Room

Embroidery workshop

Embroidery workshop

GI Room

Toilet Block

IDD Theory Room

Total Area of GF

Total Area block : 800 m²
(including circulation and staircase area)

BUILDING PLAN
GOVT. I. T. I.
(WOMEN) JIND

BUILDING PLAN OF GOVT. I.T.I (WOMEN) JIND.

Legend:

- Theory Rooms
- HSC Theory Rooms
- COPA Lab
- DMC Theory room
- Library
- Electronics Mechanic
- IT Lab
- Administrative offices
- Toilet Block
- DMC Workshop
- Store

Multipurpose Hall of 150 capacity.

Double Height hall with ventilated openings in the ceiling and large fenestration

Effective use of piers for funneling breeze

Not a single tree has been cut the entire building has been designed around existing trees.

The project directly employed and trained local workers on-the-job in a range of skills
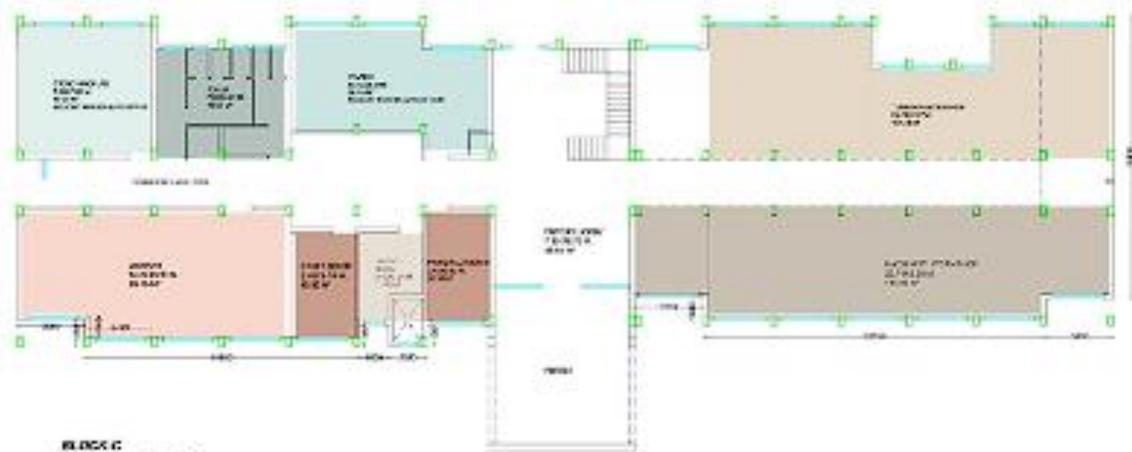
BLOCK C
GROUND FLOOR PLAN

	IT Lab 2	: 58 m²
	Tractor Mechanic Theory Room	: 58.28 m²
	Toilet block	: 40.67 m² ; 43.5 m²
	Machinist workshop	: 156 m²
	Turner 1 workshop	: 187 m²
	JARD Room	: 115 m²
	Library	: 100 m²
	Principal Room 2	: 20.5 m²
	Staff Room	: 20 m²
	Steno Hindi Lab	: 49 m²
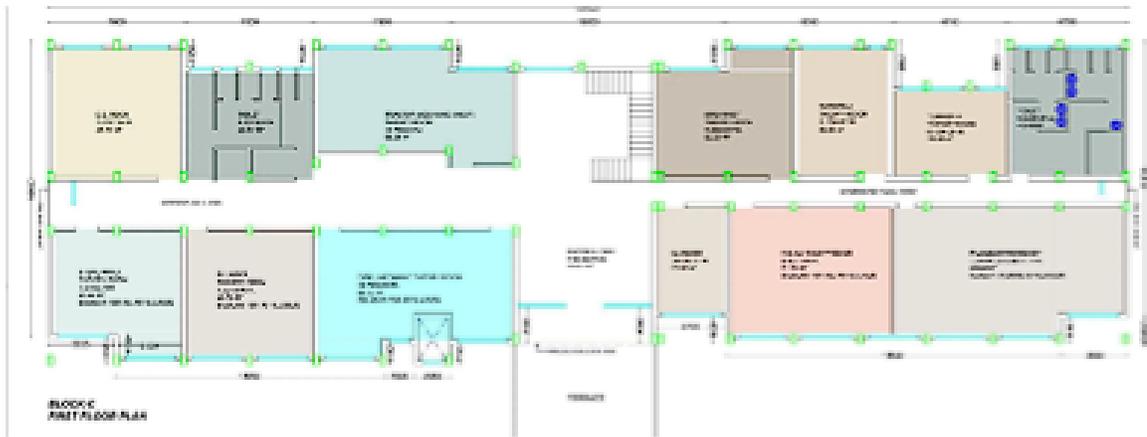
FIRST FLOOR

SECOND FLOOR

Carpenter Theory Rooms	: 50 m²	ES Room	: 50 m²
Electronics Mechanic Theory Room	: 40.5 m²	Tractor Mechanic Theory Room	: 66.26 m²
Toilet block	: 40.67 m²; 43.5 m²	Toilet block	: 40.67 m²; 43.5 m²
Painter Workshop	: 68.3 m²; 83.90 m²	Machinist Theory Room	: 52 m²
Electricconic Mechanic Lab	: 65 m²; 61.28 m²	Turner I Theory room	: 96 m²; 24.45 m²
GI Room	: 16.24 m²	GI Room	: 22 m²
Copa Lab	: 77 m²; 43 m²	R and AC Theory Room	: 61.60 m²
		Plumber Workshop	: 94 m²; 43 m²
		Diesel mechanic Theory Room	: 65 m²
		Steno Hindi Theory Room	: 40.5 m²

INFERENCES

Building orientation perpendicular to the predominant summer breeze But closed windows do not allow cross ventilation in the building

Classrooms are exclusively built for specific function Modular planning not employed. Space not flexible for multipurpose use.

Horizontal and vertical louver (/box louvers) used to prevent direct exposure to sunlight

The spaces inside have not been planned to facilitate natural ventilation The rooms have ample amount of natural light but lack
ventilation

Incorporation of OTS or Courtyards or green spaces within the building form (introduced as vertical voids) would have helped Opening the corridors towards an open space might have aided the situation. The corridors are 1.5m wide in many blocks which is insufficient

Each block has its own green open space but orientation of corridors and internal planning have not benefited from it

The Institute offers wide array of programs conducted in tailor made working spaces. Spatial Analysis has given an approx figure of the spaces to be designed.

IILM NOIDA

IILM NOIDA RESIDENTAL BLOCK , U.P,INDIA

Project Name : Student Accommodation at Institute for
Integrated Learning in Management.
Location : Greater Noida , U.P.
Architect : Marphogenesis.
Built-up Area : 17.500 sqm.
Site Area : 8 acres

Site Plan
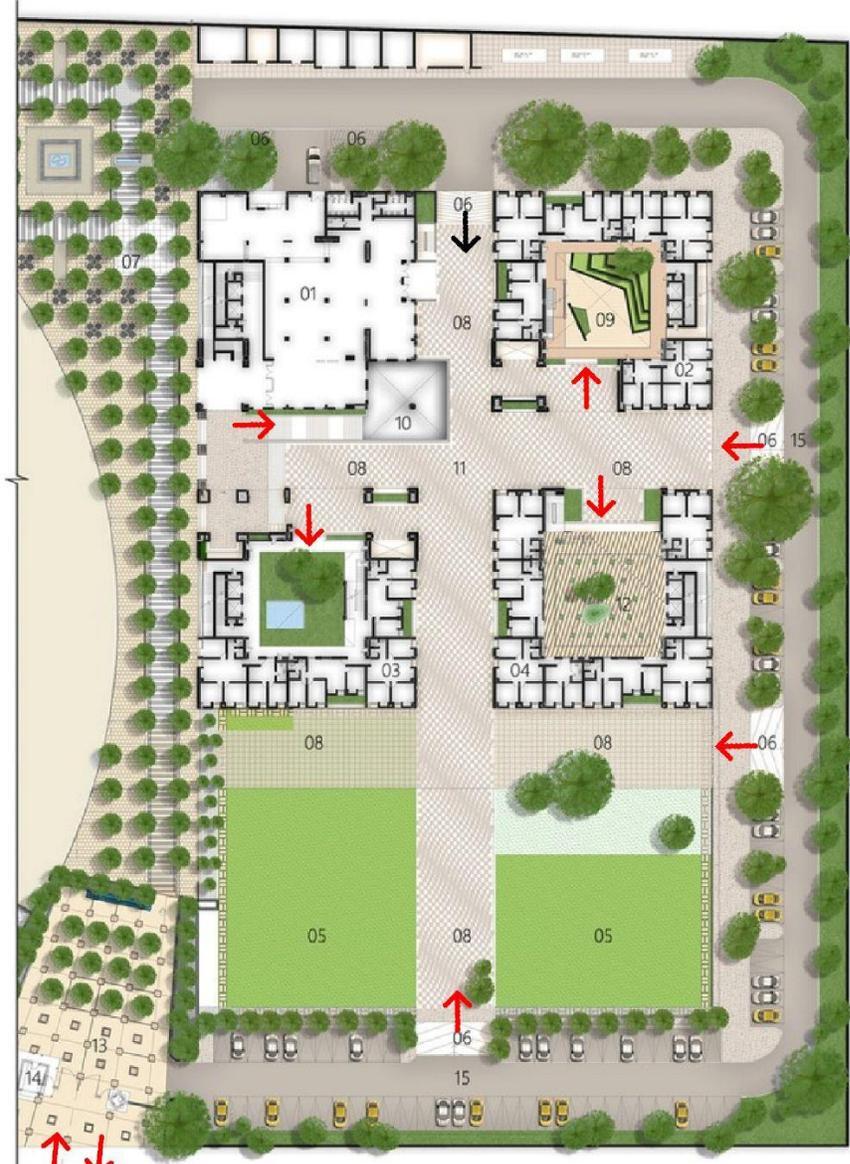
Entry & Exit

Legend

01 BLOCK A - DINING
02 BLOCK B
03 BLOCK C
04 BLOCK D
05 PHASE 2 BLOCK E AND F

06 RAMP
07 CENTRAL COURTYARD
08 WALKWAY
09 AMPHITHEATRE
10 SUNKEN COURT

11 CENTRAL PLAZA
12 LAWN
13 ARRIVAL COURT
14 GUARD HOUSE
15 6M WIDE ROAD

First Floor Plan
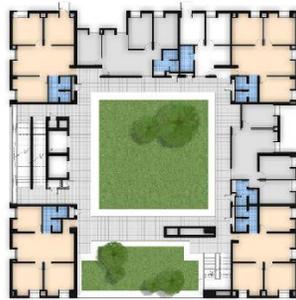
BLOCK A

BLOCK B

BLOCK C

BLOCK D

|			
▪ UNIT TYPE A		▪ UNIT TYPE C	
▪ UNIT TYPE B		▪ TOILET	
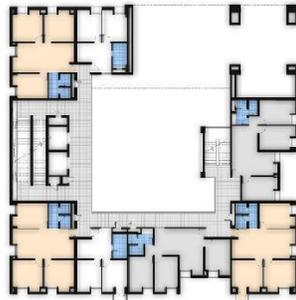
The Housing at IILM Noida is split across four blocks,
each of which have three types of units

Unit Type A
Area- 70 sqm, including three bed cum study rooms with area
12 sqm, and a bathroom with common counter, split bathing area
and WC area, to- gether covering 9 sqm.

Unit Type B
Area- 66 sqm, including three bed cum study rooms with area 10sqm,
and a bathroom with common counter, split bathing area and WC area,
to- gether covering 8 sqm.

Unit Type C
Area- 40 sqm, including two bed cum study rooms with area 10.5 sqm,
and a bathroom with common toilet covering 6.5 sqm.

Approximate area contributing to circulation (cores + corridors +
other service utilities and common rooms) = 40 %

Second Floor Plan

UNIT TYPE A
UNIT TYPE B
UNIT TYPE C
TOILET

Third Floor Plan

UNIT TYPE A
UNIT TYPE B
UNIT TYPE C
TOILET
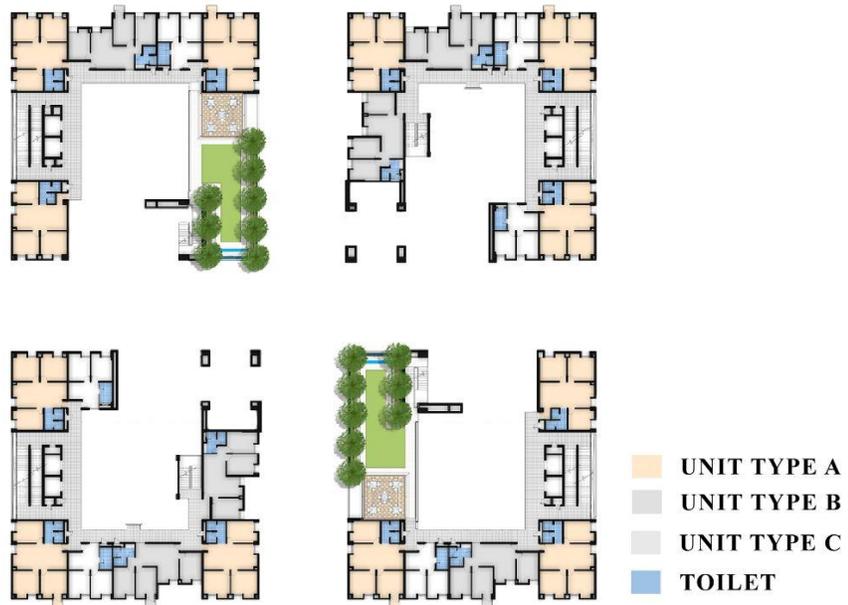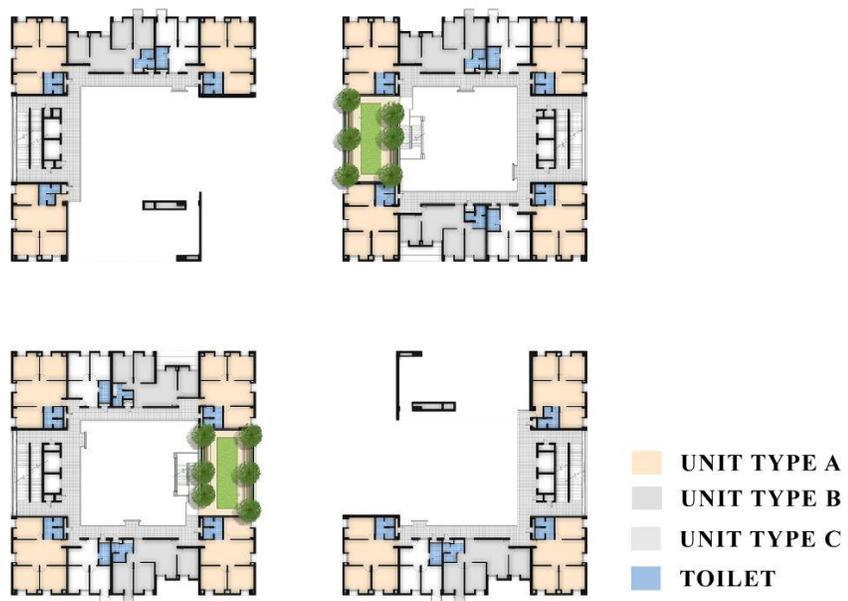
Each block houses approximately 100-110 students across six floors and has two lifts and two staircases for vertical circulation. Since the com are singly-loaded and opening to the courtyard, they provide safely and security to the users. The staircases opening from these corridors have been kept open to the external walls, and have been naturally ventilated without the presence of pressurisation shafts.

Fourth Floor Plan
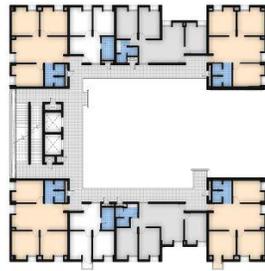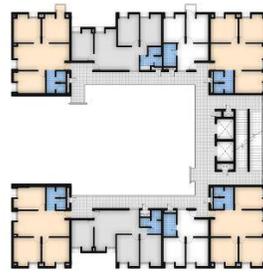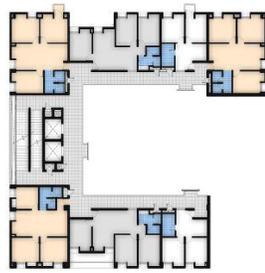
UNIT TYPE A
UNIT TYPE B
UNIT TYPE C
TOILET

Fifth Floor Plan
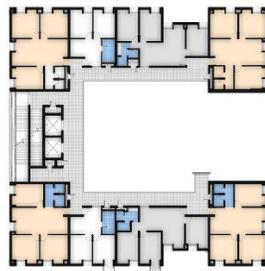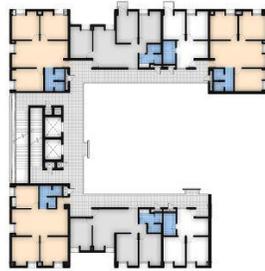
UNIT TYPE A
UNIT TYPE B
UNIT TYPE C
TOILET

Each unit has access to natural light and ventilation, and a few units also have personal balconies, and recesses, which create an interesting and dynamic composition on the facade. The deconstruction of the whale mass into four blocks with multiple punctures generates a It of corners and Interactive spaces, providing good views inside out.

Schemetic section across terraces
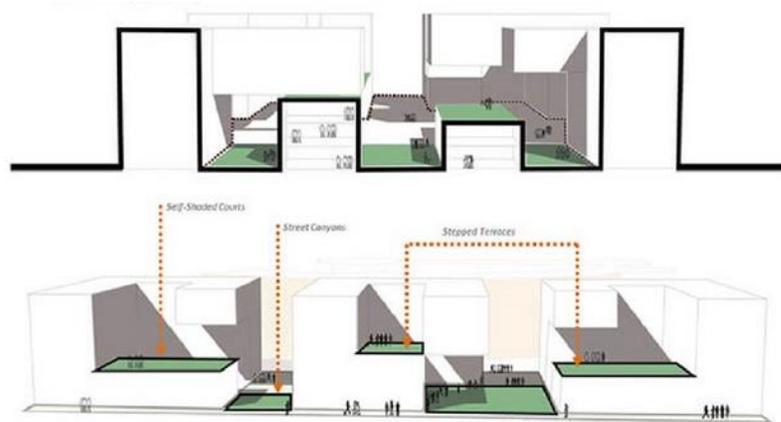
Open spaces and terraces create an ideal enviroment for human interaction spanning across multiple levels there is not only a visual connect.but also an architecture vocabulary that generates curiosity due to its changing form and apperance

Section Across Block D & B and Central Plaza
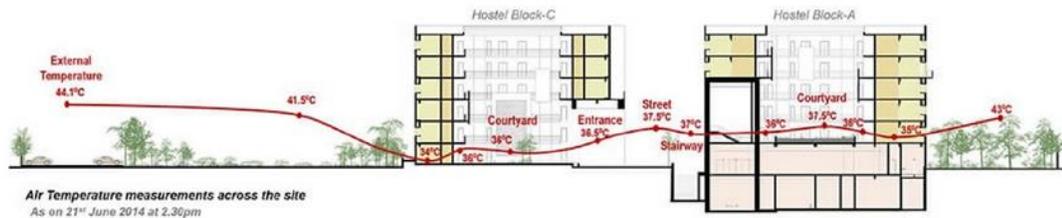
The formation of courtyard , courtyard oriented opening and shaded open spaces creates a microclimate within the blocks that effectively creates a cooler enviroment on the inside. this makes the habitable space more comfortable.
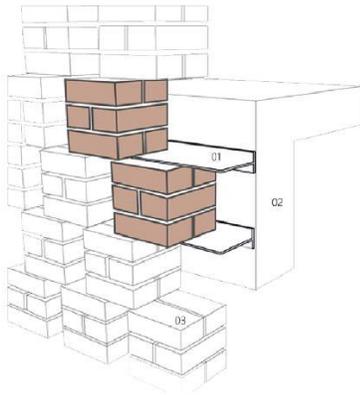
01 MS section
02 RCC
03 Brick jali

The architectural vocabulary of the whole campus has been kept simple and minamlistic by the use of concrete and brick, and the earthy warm hues of red brick masonry cover the buildings. The landscaping has also been kepl simple \ by the use of grass and a few plants which add vibrance and ille to the other wise pastel and subtle colour palette. Each of the facades have been treated to provide a good light-shadow balonce as required by the Individual spaces

ITI GANDHINAGAR

ITI GANDHINAGAR HOSTEL(PHASE 1) , GUJRAT ,INDIA

Project Name : Hostel at IIT Gandhinagar
Location : Gujarat, India .
Architect : HCP Design ,Planning and Management. .
Built-up Area : 34,286 sqm.
Site Area : 23,300 SQM
Capacity : 1,200 Students

Housing blocks are organized along a series of streets which 'bind' the phased development of the campus, but more importantly they are a place to meet, relax in the shade and work.

The form and distribution of the hostels are designed to maximize the opportunity for mutual shading of buildings considering the orientation and prevailing wind direction.

This approach together with the overall hostel block designs, results in exciting and individualistic hostel blocks each with its own identity and character. Imbibing characters of a traditional Indian street a legible hierarchy is seen between all the elements of the design from. The proposed campus and buildings offer a variety of public and private spaces, public spaces that take their form and scale from traditional Indian 'Chowks' and streets, where social interaction is encouraged. The hostel buildings have their own surprising open social spaces at different levels, which will promote a sense of 'belonging' in the residents.

The buildings have their own individual 'faces' and character, whilst, importantly, responding to the harsh Ahmedabad climate

PG BOYS HOSTEL

UG BOYS HOSTEL

CENTRAL COURT

AMENITIES

GIRLS HOSTEL

UG BOYS HOSTEL

UG BOYS HOSTEL
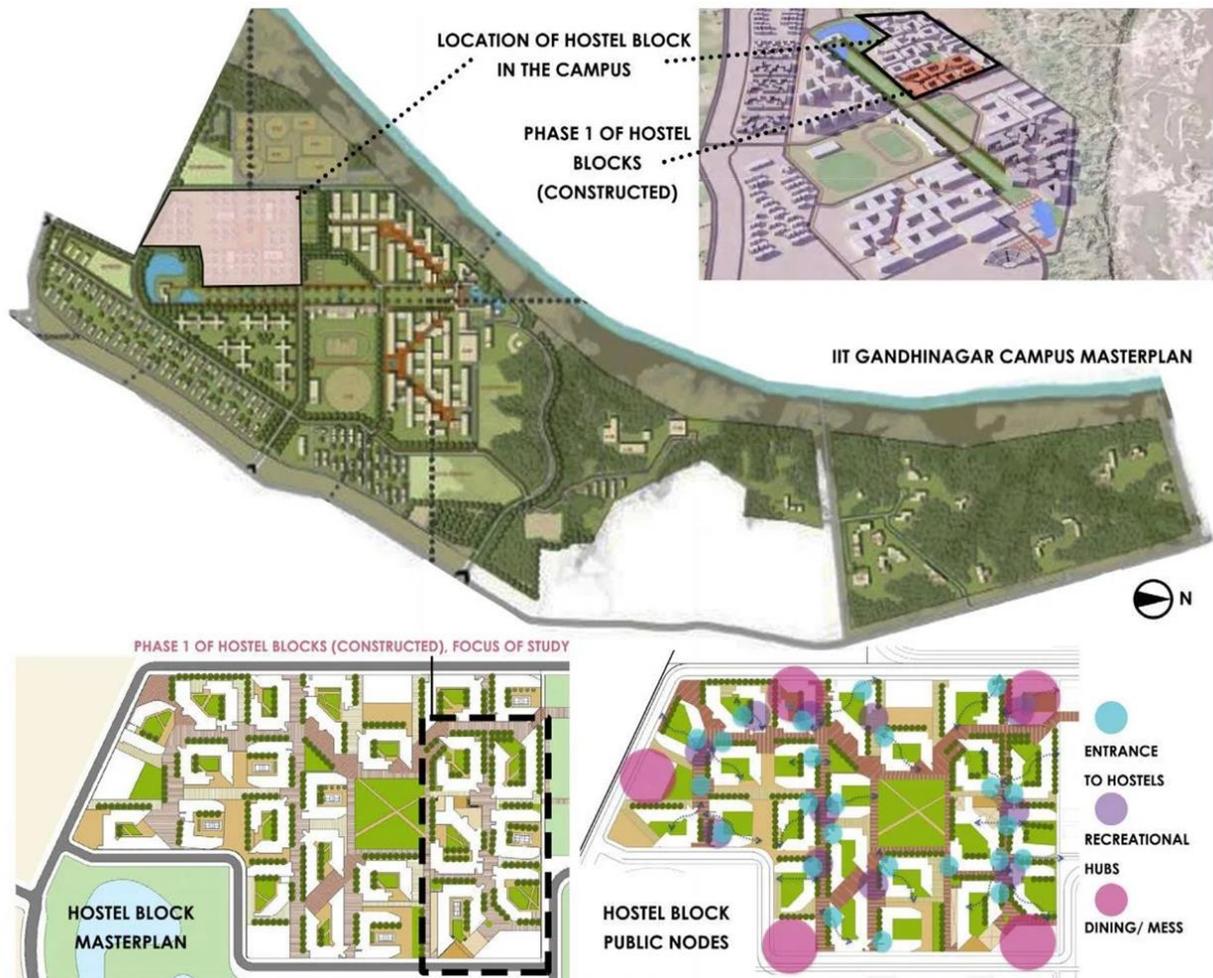
DINING HOSTEL

HOSTEL BLOCK PLAN

The Phase-1 Hostel Blocks (completed in 2016) can accommodate upto 1200 students, with each block housing approx. 200 students. They are together connected by a vehicular road, and inter- nally by pedestrian streets. The Dining Hall lies at the vehicular node as it is the most public funtion in the whole block, and can be accessed by students on the move without having to roam around in the entire hostel. The blocks are chamfered at different angles, which opens up the built form towards the plazas. shapes geometrical open spaces at the nodes.

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P G BOYS HOSTEL PLAN GROUND FLOOR PLAN

PG2 Hostel Block

Double Occupancy Units
Provide space for quiet contemplation and study

Toilets

Courtyard
An everyday gathering space, for social and academic interactions.

Balcony
Spillover space from the pantry/ common room overlooking the courtyard, a spread of vertical activity

Common Room

Corridor
Doubly loaded with units on both side, carry the activity around the building

Single Occupancy Units
Provide space for quiet contemplation and study

Pantry
A kitchenette for a late night snack

The preferred unit size and furniture layout have an economical use of space but can be customised according to user preferences.
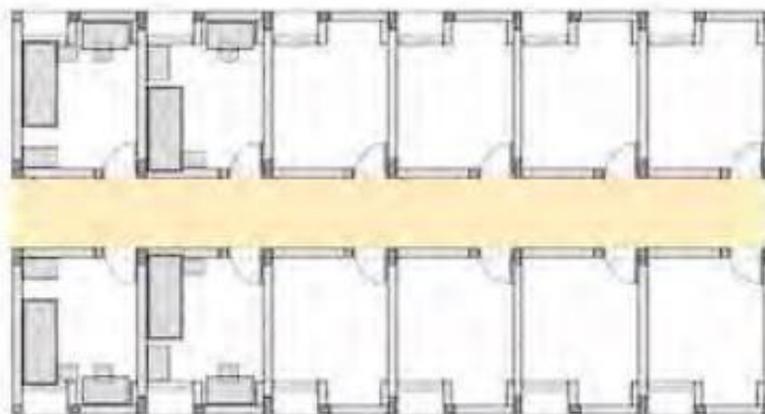
The clusters can be arranged along a doubly loaded corridor. This allows for a maximum number of rooms on every floor. The rooms on each side of the corridor protect it from direct heat gain. The cooler corridor aids in cross ventilation.

GIRLS HOSTEL BLOCK

The doubly loaded corridors define the sides of the courtyard

Toilets

The main entry to the hostel block, with the staircase and lift for vertical circulation

Girls' Hostel Block

TYPICAL ROOM PLAN WITH 2 BEDS
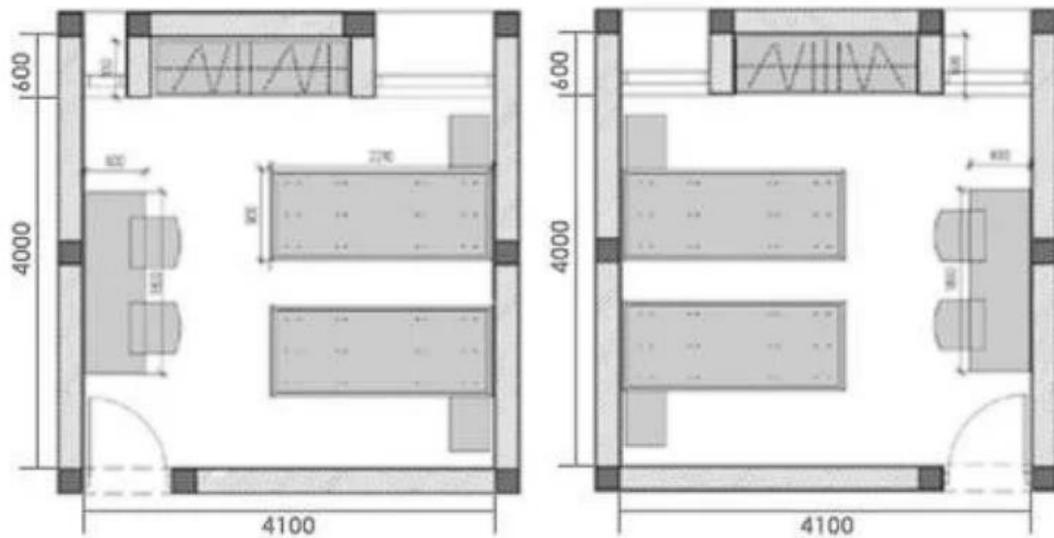
1. 1.5 x 0.7 m study table alcove with wall space for tack-board and shelfs
 2. Study Chair with casters
3. Bed Side Table
4. 0.9 m wide and 0.6 m deep wardrobe above
5. 1.0 x 2.0 bed
6. Easy Chair for relaxed Seating
7. Entrance door with ventilation above
8. Window with view of the - street/ courtyard

TYPICAL ROOM PLAN WITH 1 BED
CARPET AREA 11.6 SQM
Arranging units of the same type around a common courtyard is the most functional and economical arrangement for a hostel. This arrangement provides the students a hierarchy between their individual space and a common space.

TYPICAL ROOM PLAN WITH 3 BEDS
CARPET AREA 24.2 SQM

 the Institute focused on designing the hostels with single rooms (and some double rooms), to afford everyone maximum privacy. But once the construction began, students realised that several people in a room made for a more convivial atmosphere, and led to better friendships and more opportunities for interaction. Student input into the design of the Phase II hostels has led to triple bed rooms also.

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INFRENSES

Climate-Responsive Design: The buildings are designed to respond to the harsh Ahmedabad climate. The orientation and distribution of hostels are optimized for mutual shading, considering prevailing wind directions. This indicates a thoughtful approach towards sustainability and comfort for the occupants.

Traditional Indian Influence: The design draws inspiration from traditional Indian streets and 'Chowks', creating a legible hierarchy within the campus. This suggests an attempt to integrate cultural and contextual elements into the architectural design.

Social Interaction and Community: The layout encourages social interaction and a sense of community. The design incorporates public spaces like plazas, courtyards, and streets, akin to traditional Indian urban planning, fostering opportunities for residents to meet, relax, and work together.

Individualistic Identity of Hostel Blocks: Each hostel block is designed with its own unique character and identity, enhancing the overall diversity of the campus. This approach implies a desire to create a varied and engaging environment for the residents.

Adaptation to User Preferences: The initial intention was to provide single rooms for maximum privacy. However, student feedback led to the inclusion of double and triple rooms, reflecting a responsive approach to user needs and preferences.

Efficient Space Utilization: The room layouts and furniture arrangements are designed for economical use of space. Customization options are available, indicating a flexible design approach that caters to individual needs.

Functional Cluster Arrangement: Clusters of units around a common courtyard are considered the most functional and economical arrangement for a hostel. This layout provides a balance between individual and shared spaces, fostering a sense of community.

Overall, the case study showcases a thoughtful and contextually sensitive approach to hostel block design, considering both the physical environment and the needs of the users. It emphasizes the importance of flexibility, community, and comfort in architectural planning.

4.5 COMPARITIVE ANALYSIS

LOCATION	VAGHALDHARA GUJRAT	ADHAMPUR PUNJAB	NOIDA UP	GANDHINAGAR GUJRAT
TYPE	INSTITUTION	INSTITUTION	INSTITUTION	INSTITUTION
SITE AREA	18000 SQM	55480 SQM	32375 SQM	23300 SQM
BUILT UP AREA	8000 SQM	12000 SQM	17500 SQM	34286 SQM
TARGET AUDIENCES	TRIBALS	STUDENT ENROLLED	STUDENT ENROLLED	STUDENT ENROLLED
NUMBER OF STUDENT	1000	1200	500	1200
PRAGAMMATIC COMPONENTS	MATERIAL USED, INTERGRATION OF NATURAL LIGHT, COURSES PROVIDED	SPACES REQUIRED FOR WOMENS	Dining hall with an attachment kitchen2 and 3 bedrooms rooms modules for students Common cor es	1,2 and 3 bedrooms dorms for students Common toilets Materials used.
TAKEAWAYS	Passive design strategies	The institute offers wide array of programs conducted in tailor made working spaces. Spatial analysis has given an approx figure of the spaces to be designed.	Formation of courtyard , how does its reduces the power consumption	Traditional Indian Influence, Individualistic Identity of Hostel Blocks, Functional Cluster Arrangement

Figure 17 TABLE OF COMPARITIVE ANALYSIS

CHAPTER 5: OBSERVATION AND ANALYSIS

Observation & Analysis

Figure 18 SOURCE:AUTHOR

5.1 COURSES TO BE PROVIDED FOR AGNIVEERS

BASIC COURSES IN COMPUTERS AND APPLICATIONS DURATION 6 MONTHS

- Diploma in Computer Applications
- Diploma in Financial Account (Tally)
- Diploma in Web Development
- Diploma in Computer Programming
- Diploma in DTP
- Diploma in Data Entry Operator

ALL THESE COURSES ARE PROVIDED BY THE INDIAN INSTITUTE OF SKILL DEVELOPMENT, DGR FOR ESM

- Entrepreneurship and management of small business
- Provided by the Indian Institute of Entrepreneurship
- Computer Hardware and Networking 3 months course
- Skill Development of India and The National Skills Qualifications Framework
- Draughtsman Civil(NSQF)
- Civil Site Supervisor(NSQF)
- Architecture Assistant(NSQF)
- Electrician(NSQF)
- Computer Operator & Programming Assistant(NSQF)
- Computer Hardware Assistant(NSQF)
- Architectural Draughtsman(NSQF)
- Dress Making(NSQF)
- Industrial Sewing Machine Operations(NSQF)
- Physical education instructor 4 months
- Diploma in English
- Diploma in Mathematics

about 10 lakh teaching positions in government schools across elementary, primary, secondary and higher secondary levels in the country were lying vacant till 31 December, 2022. Of the 62,71,380 positions sanctioned at the state level, 9,86,565 — or 15.7 per cent

# CHAPTER 6: SITE SELECTION & ANALYSIS

Site Analysis
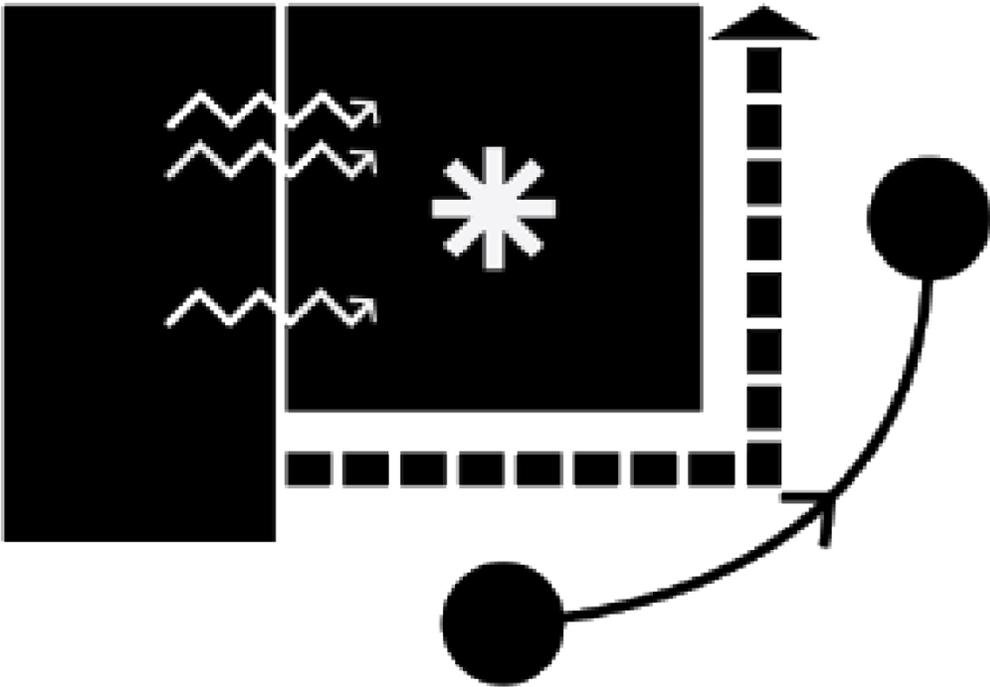
Figure 19 SOURCE :AUTHOR

6.1 SITE STUDY

Figure 20 MAP OF NASHIK SOURCE : SLIDESHARE

6.1.1 REASONS FOR SELECTING THE SITE IN NASHIK

Nashik is home to several significant military establishments, including the Indian Air Force Station, Deolali Camp.

Nashik is a well-developed city with robust infrastructure in terms of transportation, healthcare, education, and housing. This provides a conducive environment for setting up skill development centers and supporting facilities.

Nashik has a diverse economy with a strong industrial base, including sectors like agriculture, manufacturing, and information technology. This offers a range of potential employment opportunities for skilled individuals, aligning with the goals of your skill development program.

Nashik offers ample land availability, which is crucial for creating purpose-built facilities for skill development centers. This allows for the development of comprehensive campuses with dedicated spaces for training, accommodation, recreational activities, and administrative functions.

Nashik is home to various educational institutions, which can serve as potential partners for collaborative programs. This includes universities, colleges, and vocational training centers that can supplement the skill development initiative.

The local government's willingness to support initiatives related to skill development and veteran welfare can be a crucial factor. Nashik's administration may offer incentives, grants, or other forms of support for projects focused on the well-being and skill enhancement of retired soldiers.

By selecting Nashik as the site for your skill development project, you'll have a strong foundation to address the needs of early age retired soldiers while contributing positively to the community and the region's overall development

## DEVELOPMENT PLAN OF DEOLALI-NASHIK

Figure 21 DEVELOPMENT PLAN SOURCE:NASHIK MUNICIPLE CORPORATION

The entire Nashik district is underlain by the basaltic lava flows. These flows are normally horizontally disposed over a wide stretch and give rise to table land type of topography also known a plateau TOPOGRAPHY Nashik is an ancient holy city in the northern region of the Indian state of Maharashtra. Situated on the banks of river Godavari, Nasik is well known for being one of Hindu pilgrimage sites, that of Kumbh Mela which is held every 12 years. It is the fourth largest city in Maharashtra after Mumbai, Pune and Nagpur. The city located about 190 km north of state capital Mumbai, is called the "Wine Capital of India" as half of India's vineyards and wineries are located in Nashik.

Figure 22 SITE SOURCE :GOOGLE EARTH

SITE LOCATION : DEOLALI ,NASHIK

LATITUDE : 19°52'21.64"N

LONGITUDE : 73°48'48.65"E

SITE AREA : 20000 SQM

Figure 24 VIEW 1


Figure 23 MANDIR

NEIGHBORING CONTEXT ON SITE

CONNECTIVITY
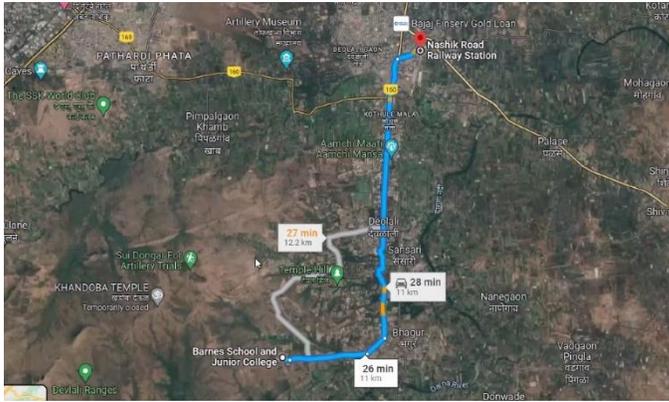
Figure 26 SOURCE :GOOGLE MAP

Figure 25 BARNES SCHOOL

Figure 27 VIEW 2

Figure 28 VIEW 3

*Figure 29 VIEW 4*

Figure 30 VIEW 5
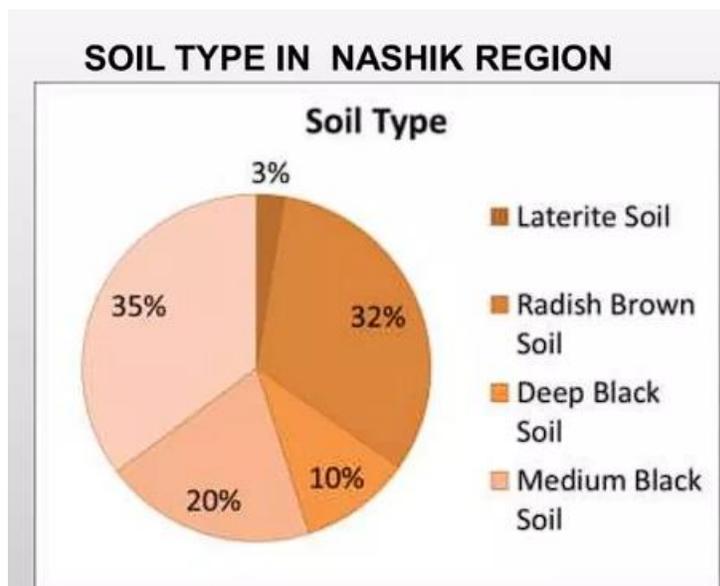
Figure 31 TYPE OF SOIL IN NASHIK SOURCE : SLIDE SHARE

Black Soil (Regur Soil): This type of soil is common in the region. It is known for its high clay content, which gives it a dark color and good moisture-retaining properties.

CLIMATE

The district's yearly temperature is 27.54°C (81.57°F) and it is 1.57% higher than India's averages. Nashik typically receives about 128.99 millimeters (5.08 inches) of precipitation and has 131.64 rainy days (36.07% of the time) annually.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Nov	Oct	Dec	Year
Record high °C (°F)	36.0 (96.8)	39.0 (102.2)	43.0 (109.4)	43.0 (109.4)	43.0 (109.4)	41.0 (105.8)	35.0 (95.0)	32.0 (89.6)	34.0 (93.2)	36.0 (96.8)	36.0 (96.8)	35.0 (95.0)	43.0 (109.4)
Average high °C (°F)	29.89 (85.8)	32.54 (90.57)	35.64 (96.15)	38.08 (100.54)	37.75 (99.95)	31.54 (88.77)	27.03 (80.65)	26.4 (79.52)	28.03 (82.45)	30.53 (86.95)	30.32 (86.58)	29.54 (85.17)	31.44 (88.59)
Daily mean °C (°F)	24.61 (76.3)	27.35 (81.23)	30.72 (87.3)	33.42 (92.16)	33.3 (91.94)	28.51 (83.32)	25.12 (77.22)	24.45 (76.01)	25.38 (77.68)	27.03 (80.65)	26.09 (78.96)	24.53 (76.15)	27.54 (81.57)
Average low °C (°F)	15.96 (60.73)	18.08 (64.54)	20.7 (69.26)	23.09 (73.56)	24.02 (75.24)	23.73 (74.71)	22.5 (72.5)	21.72 (71.1)	21.09 (69.96)	20.88 (69.58)	19.13 (66.43)	16.69 (62.04)	20.63 (69.13)
Record low °C (°F)	10.0 (50.0)	11.0 (51.8)	13.0 (55.4)	18.0 (64.4)	19.0 (66.2)	15.0 (59.0)	17.0 (62.6)	18.0 (64.4)	18.0 (64.4)	17.0 (62.6)	15.0 (59.0)	11.0 (51.8)	10.0 (50.0)
Average precipitation mm (inches)	0.49 (0.02)	1.45 (0.06)	3.94 (0.16)	2.54 (0.1)	10.61 (0.42)	280.61 (11.05)	420.94 (16.57)	385.04 (15.16)	265.21 (10.44)	132.39 (5.21)	39.56 (1.56)	5.15 (0.2)	128.99 (5.08)
Average precipitation days (≥ 1.0 mm)	0.18	0.27	0.91	0.82	1.82	22.64	30.18	30.55	26.91	13.36	3.27	0.73	10.97
Average relative humidity (%)	39.22	33.27	28.33	32.1	45.86	71.92	84.53	87.62	84.27	63.13	49.35	42.99	55.22
Mean monthly sunshine hours	11.03	11.32	11.5	11.54	12.76	12.21	8.17	7.62	9.43	11.07	8.86	9.54	10.42

Figure 32 SOURCE: WEATHER AND CLIMATE.COM

The district's yearly temperature is 27.54°C (81.57°F) and it is 1.57% higher than India's averages. Nashik typically receives about 128.99 millimeters (5.08 inches) of precipitation and has 131.64 rainy days

(36.07% of the time) annually.

Overall, the abundant sunlight, environmental benefits, economic advantages, and government support make the use of solar energy in Nashik and Deolali a sustainable and viable option for meeting energy needs

Chapter 7: AREA PROGRAM

COMPONENTS	NO OF UNITS	UNIT AREA	TOTAL AREA (SQM)
RECEPTION	2	5	10
DIRECTOR OFFICE	1	40	40
EXECUTIVE OFFICE	2	20	40
CONFERENCE ROOM	2	35	70
WAITING AREA	1	40	40
RECORD ROOM	2	10	20
REST ROOM	1	10	10
WASHROOM MALE	2	2.5	5
WASHROOM FEMALE	2	2.5	5
VOLUNTEER CENTRE	1	50	50
COUNSELLING OFFICE	4	10	40
CAFE	1	15	15
PANTRY	1	5	5
WASHROOM MALE	2	2.5	5
STAFF ROOM	2	40	80
WASHROOM FEMALE	2	2.5	5
CIRCULATION SPACE			54
TOTAL AREA			**494**
THEORY CLASSROOM	12	100	1200
WORKSHOP	4	150	600
AUDITORIUM	1	100	100
PLAY GROUND			
BATMINTON COURT	1	98	98
BASKETBALL COURT	1	168	168
TURF	2	100	200

ASSMEBLY HALL	1	225	225
AUTOCAD LAB	1	20	20
COMPUTER TRANING ROOM	3	150	450
MULTIPURPOSE HALL	1	150	150
LIBRARY	2	200	400
EXHIBITION SPACE	1	80	80
STORE ROOM	5	15	75
SEWING AND DRESSING ROOM	1	250	250
WORKSHOP	1	100	100
CLASSROOM	5	30	150
LEARNING SPACE	1	100	100
RECEPTION AND WAITING AREA	1	15	15
WASH ROOM MALE	1	11	11
WASH ROOM FEMALE	1	11	11
STOREROOM	2	25	50
DRAUGHTROOM CIVIL	1	125	125
CIVIL SITE SUPERVISIOR	1	80	80
ARCHITECTURE ASSISTANT	1	80	80
CIRCULATIONA SPACE			600
TOTAL AREA			**5338**
GIRLS HOSTEL			
RECEPTION AND WAITING	1	8	8
SINGLE ROOM	15	7.5	112.5
DORMITORY	8	48	384
WASHROOM	2	120	240
RESTROOM	1	9	18
DINING HALL	2	100	200
AMINETIES	1	400	400
TOTAL AREA			**1362.5**

RECEPTION AND WAITING	1	8	8
SINGLE ROOM	15	7.5	112.5
DORMITORY	10	48	384
WASHROOM	2	120	240
RESTROOM	1	9	18
DINING HALL	2	100	200
AMINETIES	1	400	400
TOTAL AREA			**1362.5**
SERVICES			1000 SQM
STAFF QUATERS			
SINGLE ROOMS	25	9	225
CIRCULATION, COMMON SPACE , UTILITIES			140
TOTAL			365 SQM
TOTAL AREA			**9989 SQM**

CHAPTER 8: CONCULSION

CHAPTER 9: REFERENCES

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