

Living things
Animals are living which have life.
Examples of living things: animals, plants, people.

Plants God Created
Mango plant - Sweet plant - Tree
Banana plant - Sweet plant - Tree
Peanut plant - Tree
Mango plant - Sweet plant - Tree

Write in words
100 - one hundred
200 - two hundred
300 - three hundred
400 - four hundred
500 - five hundred
600 - six hundred
700 - seven hundred

Write the fractions in words
A whole
A half
A third
A fourth
A fifth
A sixth
A seventh
An eighth
A ninth
A tenth
A fraction is a small part of a whole.

Match the fractions correctly
 $\frac{1}{3}$
 $\frac{1}{5}$
 $\frac{1}{2}$
 $\frac{1}{4}$

Write the shaded fractions
 $\frac{1}{2}$
 $\frac{1}{3}$
 $\frac{1}{4}$
 $\frac{1}{5}$
 $\frac{1}{6}$

Draw the tens and ones
 24 = twenty four (II)
 15 = fifteen (II)
 45 =
 50 =
 30 =
 18 =

Maths Homework
 Exercise
 1 Name the two sons of Adam
 2 Who was the wife of Adam?
 3 Who killed his brother after God rejected his harvest?
 4 Draw Abel and Cain giving God

Story of Adam and Eve
 1 Adam and Eve had two sons. 1 Abel and Cain.
 2 Cain was a farmer.
 3 Abel was a shepherd.
 4 Abel and Cain give to God (Thank) with what they had.
 5 God gave Abel more harvest from his garden.
 6 Abel got a fat and good lamb from his animals.
 7 God was happy with Abel and accepted it because it was good.
 8 God was not happy with Cain and did not accept it because it was bad.
 9 Cain was jealous because he took his brother's land and killed him from there.
 10 Cain was not fair to Abel.
 11 Cain was dishonest to Abel and God.

Grassroots



Img 1: Image representative of an early education classroom

Backstory

Early childhood, universally defined to be from birth to age eight, is a stage when brain development is at its peak, and when children are highly influenced by the environment around them.

Early Childhood Care and Education or Foundational Learning aims toward the **holistic development** of a child's emotional, cognitive and physical needs **in order to build a solid and broad foundation for lifelong learning and wellbeing**. Thereby nurturing caring, capable and responsible future citizens.

Some of the skills that foundational learning strives to teach include concentration, visual and auditory perception, short term and long term **memory, reasoning** and **logical thinking**, and **fine and gross motor coordination** among others.



Img 2: Image representative of the Indian education system

Premise

Over the past two decades, India has seen the percentage of its children enrolled in school increase exponentially. Now above 98%, **India's education system is the largest in the world.**

However, India is now in the midst of a **Learning Crisis**, where a large percentage of children are enrolled in primary school but are failing to attain even basic skills such as foundational literacy and numeracy.

[The Annual Survey of Education Report \(ASER\)](#) and the [National Achievement Survey\(NAS\)](#) reiterate this, identifying **foundational learning** to be the most critical gap.



Img 3: Image representative of the National Mid- day Meal Scheme.

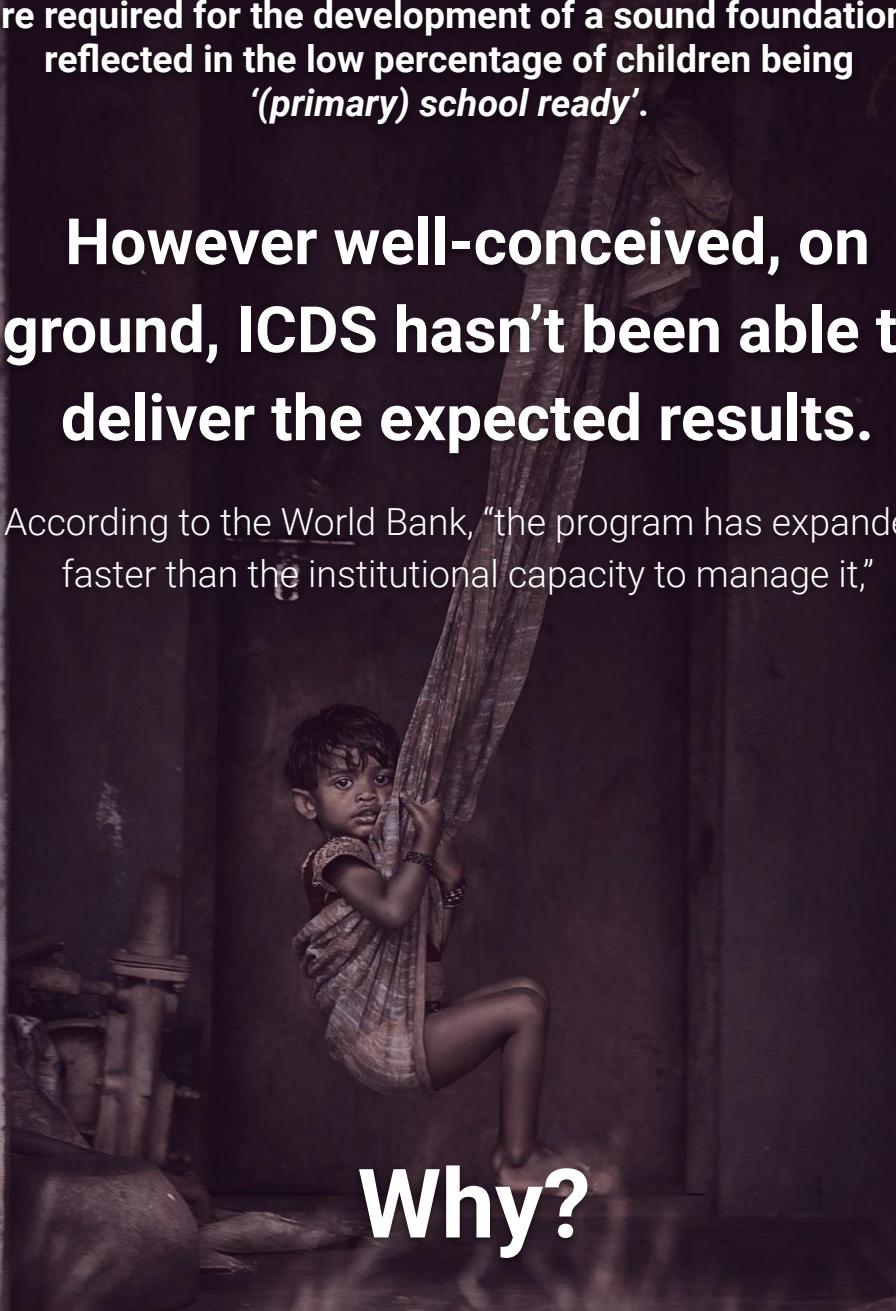
Issue

With policies in action at the central level, India has had a vested interest in Early childhood education from as far back as 1974, with the [Integrated Child Development Services \(ICDS\)](#) working toward the holistic development of women and children.

Offering their services through a network of more than **1.3 million Anganwadi Centers** spread out across virtually every region in India, catering to **3.7 crore children**.

Translating to mean a 'shelter with a courtyard', an Anganwadi Centre hosts services which offer **pre-school education, nutrition and health education, immunization, health checks, supplementary nutrition, and referral services** for children under 6 years and their mothers.

However, [recent studies \(pg12\)](#) show India ranking **last among 45 countries**, lagging in its quality of Early Childhood Care and Education (ECCE).

A young child is hanging from a piece of cloth in a doorway. The child is looking towards the camera. The background is a textured wall and a tiled roof.

Studies (Pg. 22) read that its early education programme is arguably the least developed among the various services it offers, it's inability to offer opportunities that are required for the development of a sound foundation, reflected in the low percentage of children being *'(primary) school ready'*.

However well-conceived, on ground, ICDS hasn't been able to deliver the expected results.

According to the World Bank, "the program has expanded faster than the institutional capacity to manage it,"

Why?

Reasons include **infrastructure problems, a lack of community participation and not paying enough attention to cost effective approaches.**

However, almost all reasons are centred around the *Anganwadi Centre* and the *Anganwadi Worker*, both central to the scheme of the programme and in immediate proximity to the community.

On the bright side

However in an attempt to strengthen the current policies regarding foundational education, India in the year 2019 saw the National Education Policy (NEP) propose a major reconfiguration of curricular and pedagogical structures of Early Educational systems, making foundational education an integral part of school education in India, with aims of making it accessible to all by 2025.





Imq 4: Image representative of an early education classroom

Brief

Could design help take this forward?

Could it bring in an increased sense of inclusiveness and community thereby increasing participation? Could well designed spaces help achieve the goal of improving learning outcomes?

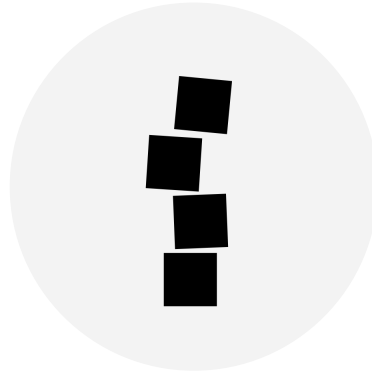
Would economically sustainable options mean implementation on a larger scale, and in turn more reach?

Can this model be replicated all across the country?

Design Challenge: Design a compact, modular unit which hosts an early educational and health care programme (pre-school) for children and their mothers.

Early Childhood Care and Education

Indoor Learning Spaces,
Outdoor Learning Spaces,
Play Spaces, Performance
spaces, Recreational Spaces,
Staff/Storage



50%

Health

Health Centre



35%

Services

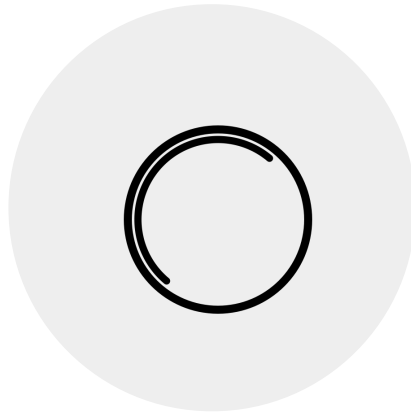
Kitchen, Storage, Utility,
Hygiene Facilities



15%

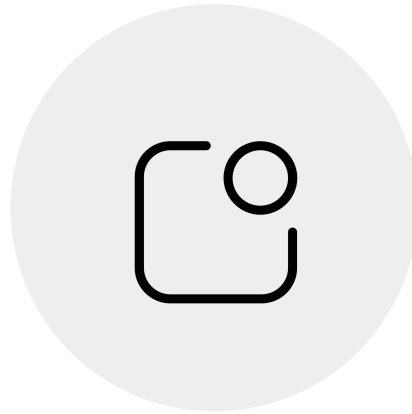
Programmatic Outline

The following programmatic outline **intended to accommodate 100- 120 children** is recommended for this challenge. Participants are recommended to craft a schematic programme based on these given segments or they can propose something new altogether.



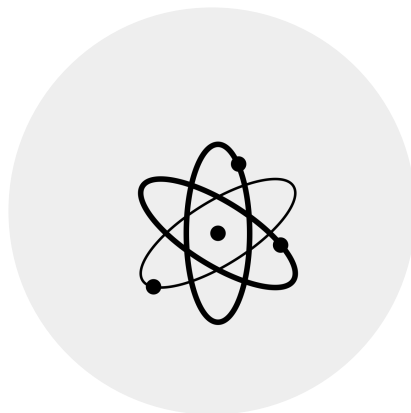
Basic

Create a safe, hygienic, conducive, encouraging space to learn



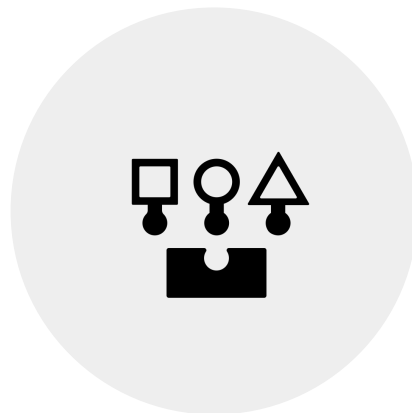
Context

Consider the local context in terms of the community, climate, user needs and materiality.



Pedagogy

Promoting an accessible, active, immersive and exploratory style of learning



Modular

Allowing the solution to be easily expanded, relocated or be used as a prototype

Objectives

A programmatic outline intended to host about **100-120 children** is recommended for this challenge. Participants are recommended to craft a schematic programme based on these given segments or they can propose something new altogether.



Baprola, Najafgarh New Delhi

A resettlement colony on the outskirts of Najafgarh in the National Capital Territory of Delhi, India.



Img 5: Image indicative of the boundaries of the city of Delhi and the location of the neighbourhood of Baprola.

Context

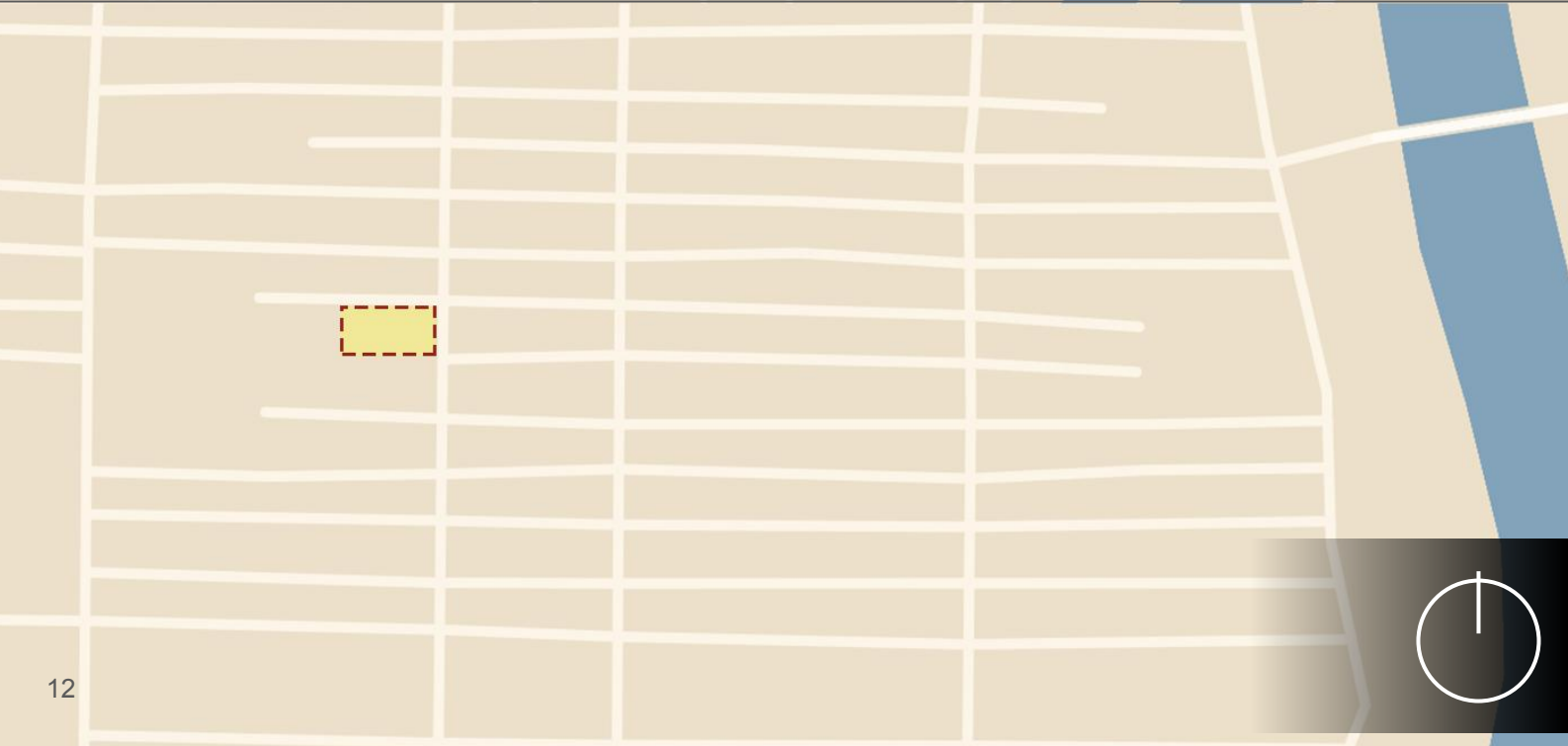
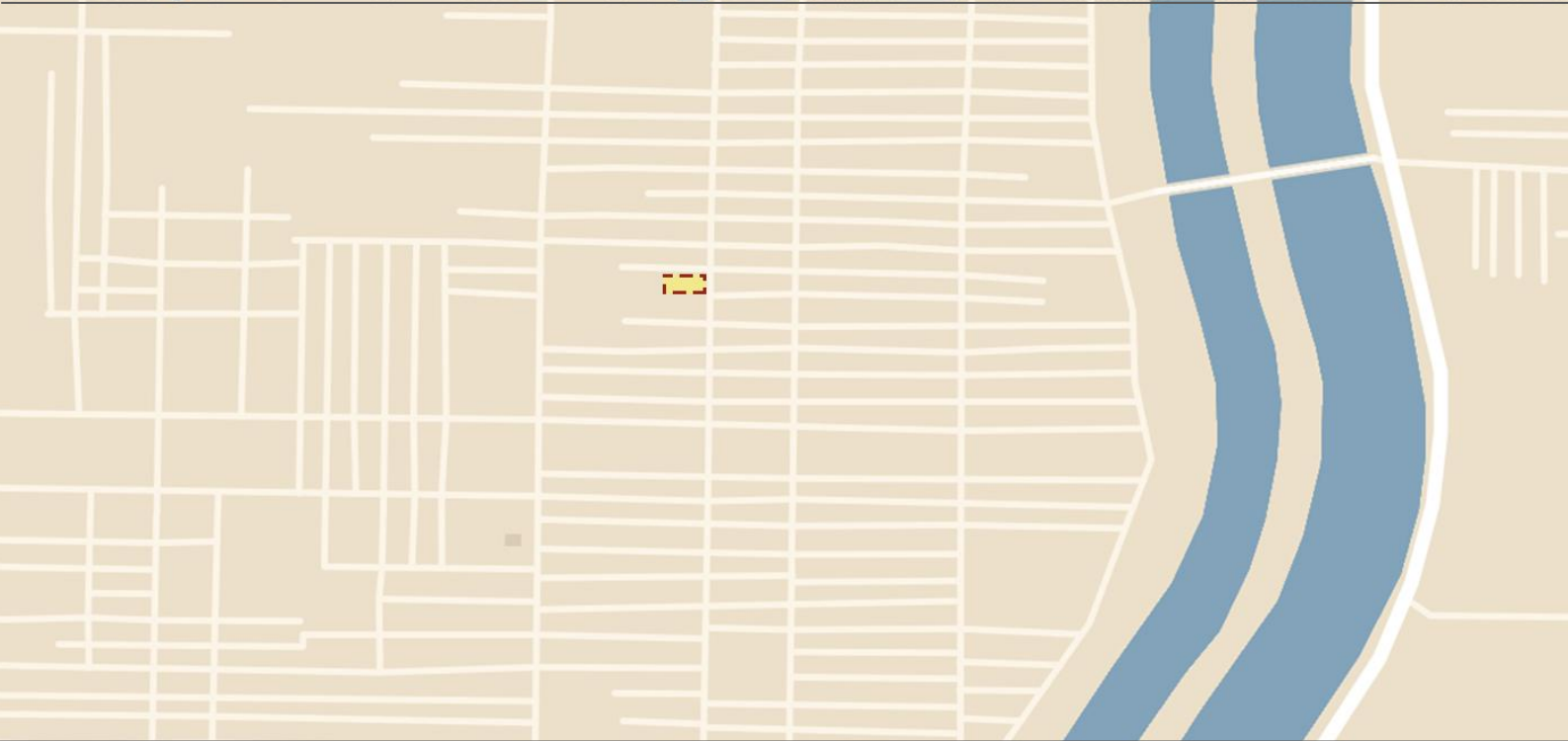
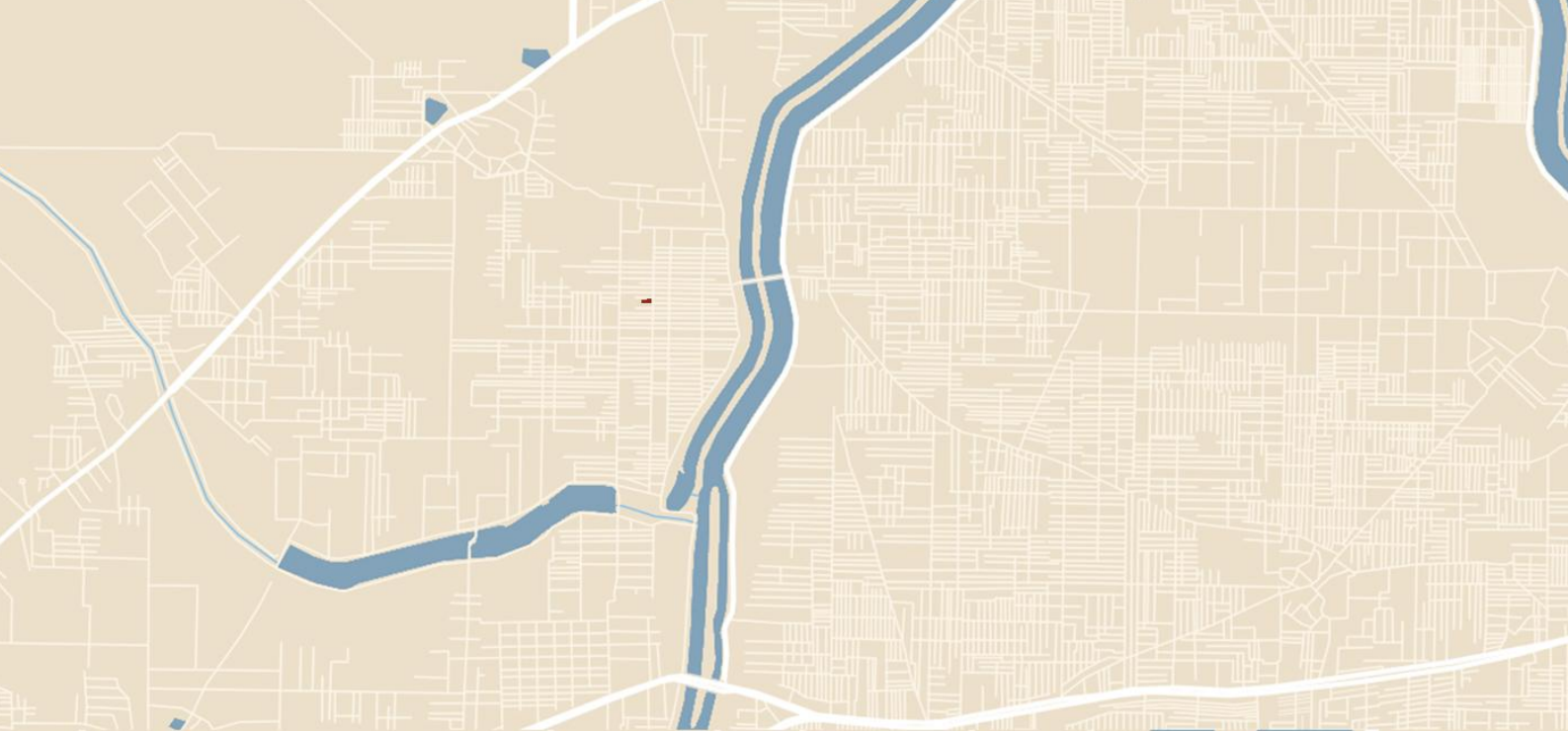
As cities grow to accommodate growing populations, so do the rates of urban poverty.

With world class cities (highways, technology parks and high-rises) being the paradigm of urbanization and progress, we forget about the increasing occurrence of forced evictions and clearing of low- and mixed-income neighbourhoods for the sake of developmental projects, made worse by the severe crunch in urban housing.

These systematically evicted urban poor are relocated (often to the fringes of the city), where they have no access to adequate housing, basic services, livelihoods, education or healthcare.

One such example is **Baprola**, on the outskirts of the country capital of Delhi.

With reports of several violations, from human rights to housing, women and children here have been hit disproportionately, with regard to personal health, safety and education, including an inadequate number of Integrated Child Development Services (ICDS) centres, playgrounds and safe open spaces for children to play in.





Climate - Monsoon influenced semi-arid
Winter- November to March
Summer- April - July
Monsoon- June to October
Soil type- Alluvial



img_6: Image indicative of the boundaries of the site

Site Plan

Located in the midst of a resettlement colony, this linear site dictates the materiality and the technique that the design would follow, contextually calling for a modular solution and use of [passive design strategies](#).

Ground coverage- 50% | Site Area- 558 sqm | [Coordinates](#)

Only regulations to be followed:

Height restrictions - 7.0m , Setback of 3m on all 4 sides,

Guidelines

You have to deliver an architectural outcome on the following site, based on the given outlines.

- Recommended number of sheets/presentation images/boards:

5 (Five) of size [**2362px x 3544px**] or [**400mm x 600mm in 150 dpi**] in portrait digital format (**JPEG only**).

Minimum 3 (Three) & No maximum sheet limit. Each image should be less than **15MB**. (Do not submit PNG format)

Minimum requisite submission are sheets/boards + Cover image containing:

- Site plan (Compulsory)
- Key conceptual sections x 1 (Minimum)
- 3D views x 4
- Cover image / Thumbnail of size 2000px x 1000px or larger in aspect ratio 2:1.
- Answering 6 FAQ's #
- This is the link for new file sizes, [here](#).

#The FAQ's have to be answered as instructed in the FAQ document in the 'additional resources folder'.

Deadlines

Discover the competition schedule and deadlines on the competitions page or on this link - [Schedule](#).

Resources

This competition contains additional resources that contains a set of files useful to complete the competition submission. This folder is made available on your profile dashboard automatically as soon as you register.

This additional resources folder of this competition contains: Submission Format files in PSD | AI | InDD, FAQs, High Res maps, Sketchup Model of the site and CAD file of the site plan.

Rules

- + The competitions is open for **students and professionals** from all the disciplines of design.
- + The team limit for this competition is **4 members maximum per team**.
- + You can register more than one team but they have to be registered separately.
- + Ensure that the final sheets submitted **do not include your name or any other mark of identification**. Your submission is linked to your user account which stands as your identification.
- + This is a design **ideas challenge only**. There is no built commission/realization associated with the problem.
- + In case of publication in yearbook we will reach out separately for selected entries.

Pro-Tips

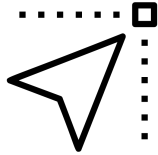
- + Use exploded views to discuss multi levelled conceptual models better.
- + Mention sheet number on corner of every sheet.
- + Plagiarism of any idea / form / design / image will be disqualified with a notice.
- + All the sheets or images will be viewed on a digital device. **e.g.** Laptop screen or projector. Uploaded sheets or images will not be physically printed for evaluation. The submission hence should be prepared for digital viewing only.
- + Submit JPEG images only. (PNG will not function)
- + Learn



Awards

Grants of up to a total of **18,000\$** can be won on this challenge. Learn more about the full conditions on the competition page [here](https://competitions.uni.xyz).

The entries will be judged by an international jury of the competition on the following criteria:



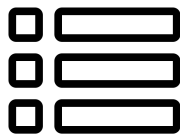
Presentation

The fundamental to a good entry is a good presentation.



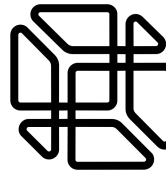
Concept/Idea

Quality of thought and intent in pre-design phase.



Spaces/Programme

How the spaces are calculated and ordered.



Design Outcome

The final architectural outcome of the solution.

Judging Criteria

The judging panel can also add other criteria based on their internal discussions - which will be in line with the problem statement. Participants are advised to fulfil above given criteria first in their design.

About **unfuse**TM

Unfuse serves as a unit for **Uni** in the field of Architecture. It intends to break the fusion of traditional design barriers and methodologies by making it a platform for experimentation and conceptual exchange of ideas in architecture, urbanism, society, culture and ecology. It is a research initiative dedicated to providing opportunities for designers from all domains to explore ideas that go beyond the boundaries of architectural discipline and enrich our built environment; thereby opening up possibilities for promotion of architectural thought at a global level.

Queries: support@uni.xyz

Discover other competitions: <http://competitions.uni.xyz>

Facebook: <https://www.facebook.com/unidesigntogether/>

Instagram: <https://www.instagram.com/uni.xyz/>

Discover FAQ's about this competition on our help forum here: <http://help.uni.xyz/>

Design to create **strong foundations**

Available on:
Institutional Access™

<https://competitions.uni.xyz>