

2018  
LANDSCAPE FOUNDATION  
STUDENTS' COMPETITION

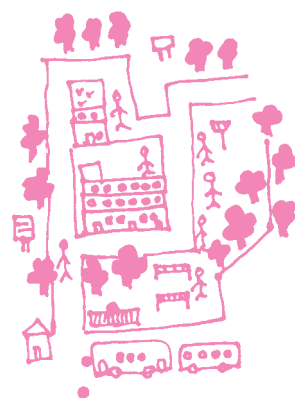
11TH  
YEAR



# Nurturing Childhood with Nature

Nurturing Childhood With Nature — Landscape Foundation Students' Competition-2018 aimed to encourage students to imagine experiential and exciting outdoor environments for children, besides play areas, for different age groups where they can observe, engage with and learn about the mysteries and wonders of the natural world.

The competition views diverse creative endeavours that have attempted to imagine a new, more engaging role of Nature in the lives of children. One of the entrants refers to this new vision of Nature as an "inbuilt experiential museum". While many of the creative interpretations have looked at the role of Nature in play, a few have expanded the perspective to include Nature in the daily routines of the children. Reimagining existing urban parks with creative and sustainable ways of experiencing Nature (use of natural elements – land (landforms, sand, pebbles, rocks); water (shallow streams, ponds, beach) and vegetation (wood, farming, forest, groves, bamboo); reviving traditional outdoor games in specific contexts; taking reference from the cultural grain in a rural setup are some of the ideas that the students have explored. Recognizing the complexity of an urban life, with limited open space, zero sensitivity towards pedestrians and walkers—especially children and senior citizens—and the daily grind of routine leaves us with no time for a rendezvous with Nature and all its splendours. This dearth of opportunities to explore Nature in an experiential way are some of the main concerns. Some of the ideas include improving existing spaces and not building anything new and incorporating Nature in unconventional open spaces such as balconies, shafts and neglected streets.



It is refreshing to see students expand their intellectual horizons beyond the realm of the competition to address larger, real-life social issues such as the hardships of underprivileged and differently-abled children. This endeavour ensures they are recognized not only as professionals but also as responsible good Samaritans.

● NUMBER OF ENTRIES RECEIVED: 43

● JURY MEET: 25TH OCTOBER, 2018 AT MAULANA AZAD NATIONAL INSTITUTE OF TECHNOLOGY [MANIT], BHOPAL



LEFT TO RIGHT  
Savita Raje,  
Dr Sanjeev Singh  
& Prachi Wakaley



Landscape Architect **Savita Raje** has been engaged in teaching for the over three decades at the Maulana Azad National Institute of Technology (MANIT), Bhopal, including four years as Professor at the School of Planning and Architecture, Bhopal where she founded of the Master of Landscape Architecture and was responsible for starting M. Arch (Conservation).

**Dr Sanjeev Singh's** specialization and expertise are in Environmental Planning, Vernacular Architecture and Solid Waste Management. Presently, he is Head of Department of Department of Architecture at School of Planning and Architecture, Bhopal, prior to which he has worked at Department of Atomic Energy, Government of India and taught at Integral University, Lucknow.

Landscape Architect **Prachi Wakaley's** practice studio based at Pune attempts to create environments which mediate between art, architecture and ecology and aspires to create an identity exclusive to contemporary Indian language of landscape.



## THE RESULTS

**FIRST PRIZE**  
**The Changing Tides**  
Gauri Satam & Jui Choughule  
M. Arch. [Landscape]  
L.S. Raheja School of Architecture, Mumbai

**SECOND PRIZE**  
**Secret Wilderline in the Neighbourhood**  
Saylee Gavankar, Tasneem Sanam & Yogita Chaudhari  
M. Arch. [Landscape]  
L.S. Raheja School of Architecture, Mumbai

**THIRD PRIZE**  
**The Dirt Park**  
Abhishek Chakraborty & Nilesh Deshpande  
M. Arch. [Landscape]  
L.S. Raheja School of Architecture, Mumbai

**SHRIYA ANAND AWARD**  
**Funstrip in an Urban Park**  
Tejashree Natu  
M. Arch. [Landscape Architecture]  
Dr Bhanuben Nanavati College of Architecture  
BNCA, Pune

**SPECIAL MENTION**  
**Nurturing Childhood with Nature - Life of a Child Living in a City**  
Prajakta Gholap  
M. Arch. [Landscape]  
L.S. Raheja School of Architecture, Mumbai

**SPECIAL MENTION**  
**Blurring Boundaries - The Static, The Dynamic and The Transitions**  
Rushika Khanna  
Master of Landscape Architecture  
CEPT University, Ahmedabad

**SPECIAL MENTION**  
**Grafting Derivatives**  
Urvish Bhatt & Parita Jani  
Master of Architecture [City Design]  
Sarvajani College of Engineering and Technology, Surat & Master of Landscape Architecture, CEPT University, Ahmedabad

**WINNERS 2018**  
ROW-1 | LEFT TO RIGHT  
Gauri Satam & Jui Choughule |  
Tasneem Sanam, Saylee Gavankar & Yogita Chaudhari |  
Abhishek Chakraborty & Nilesh Deshpande |  
ROW-2 | LEFT TO RIGHT  
Tejashree Natu |  
Prajakta Gholap |  
Rushika Khanna |  
Urvish Bhatt & Parita Jani



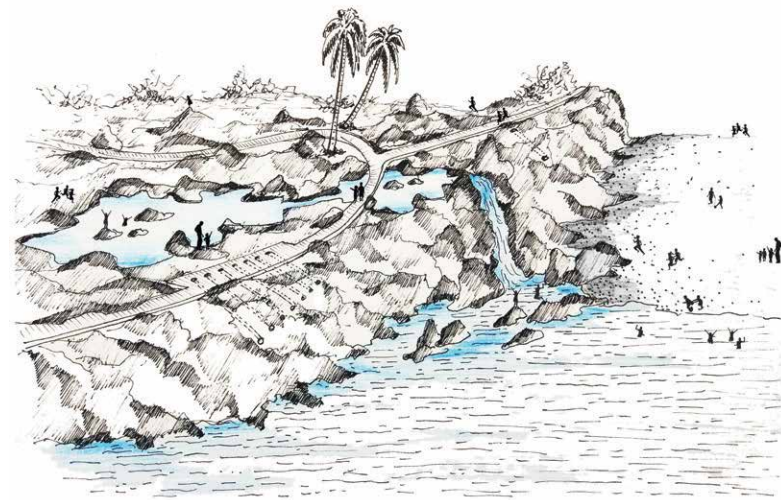


# The Changing Tides

Gauri Satam & Jui Choughule

An unusual site for exploring the theme of play and fun – a beach!

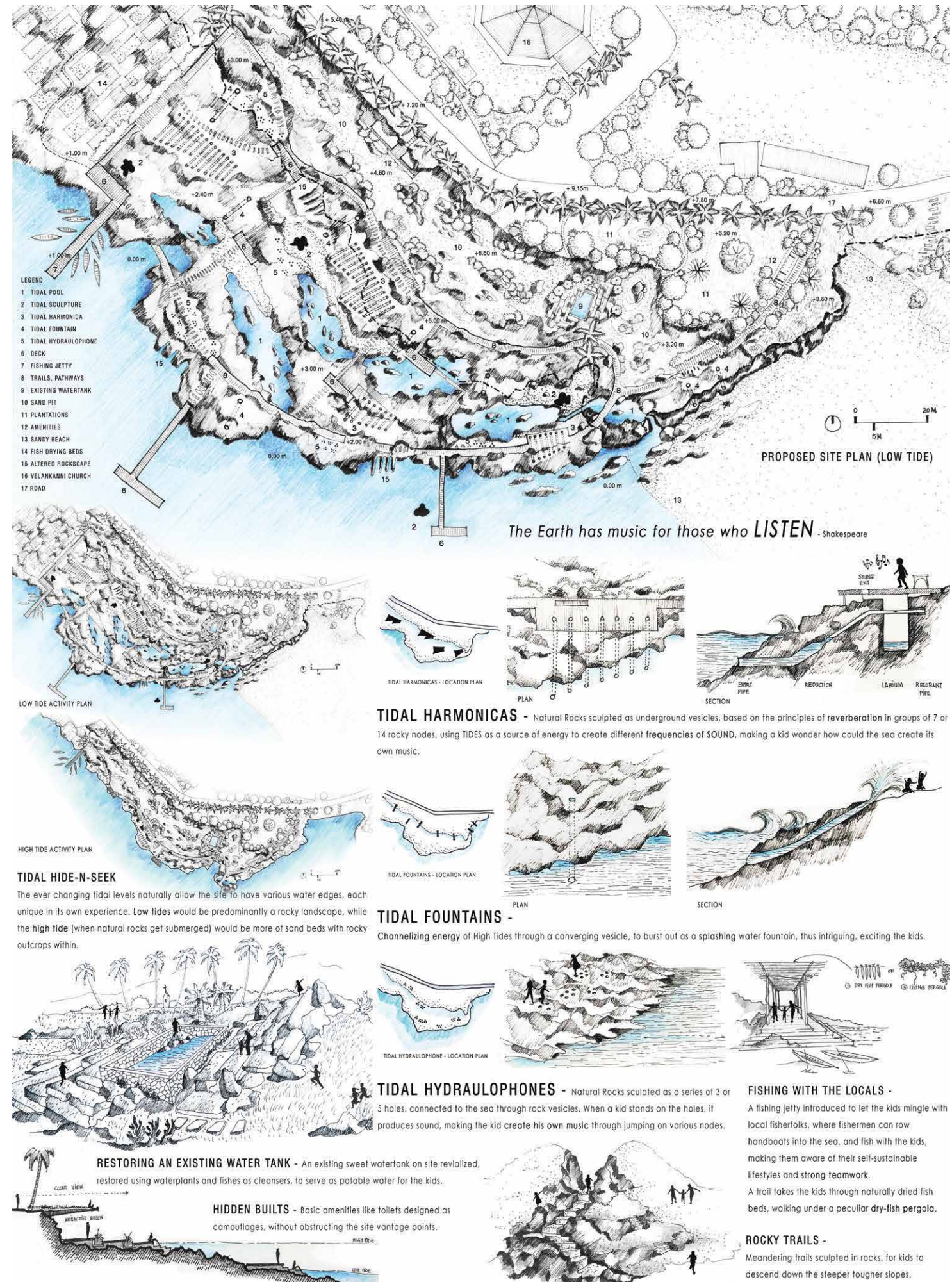
Nature is a tool to get children to experience not just the wider and wilder world, but also themselves. Here, the sea is seen as a quest for kids, as a literal ocean of subconscious learning, a journey of self-exploration and a non-regimented adventure where the kids choose their own path, and stumble upon certain peculiar yet subtle interventions that they take back as memories. The proposal offers a series of ocular, auditory, olfactory, sensory, and instinctive experiences implanted throughout the rocky site of a beach, adapting to the changing tidal levels. These interventions with rocks, tides, sand, wind and sun provoke emotions of surprise and curiosity within the minds of the kids, making them want to come here again each time to explore a new journey of their own. The changing shore lines intuitively make the kids perceive the sea differently every time they see, hear, smell and feel it.



| ALL CONCEPT NOTES ARE BY RESPECTIVE WINNING TEAMS

## JURY COMMENTS

The proposal looks at the fragile natural feature of the coast in a completely different way – as a place for play, with least disturbance to the ecosystem. Minimal interventions – apertures in rocks, water in the form of small streams, undulating trails, sand pans of beach are all imaginatively looked at to create an experiential environ that takes into account the various moods and shades of the sea, while allowing a synchronization of the man-made interventions. The ideas for these biospots are presented in a set of two excellently produced drawings.







# Secret Wilderline in the Neighbourhood

Saylee Gavankar, Tasneem Sanam & Yogita Chaudhari

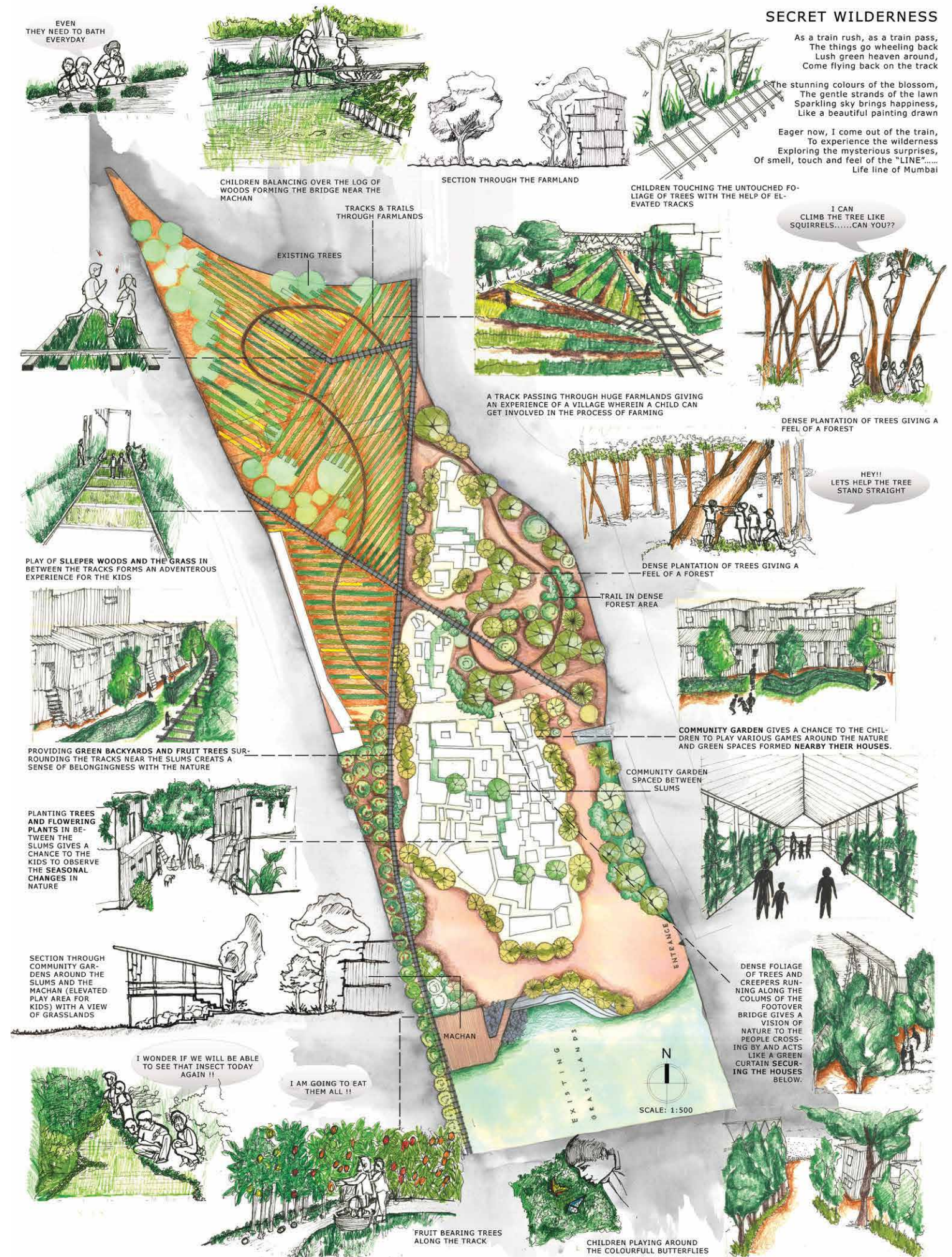
Universal idea for many such sites existing in every Indian city...

Rail tracks which bind together the various destinations of passengers are the life line of Mumbai. Life without these tracks would indeed put a halt to the growth Mumbai. The tracks along the line always remain unchanging themselves while offering varied visual experiences to the commuters. Children often enjoy and are very curious about the tracks and the journey it takes one on. The track chosen as the site is situated near Bandra Station. It enables a child to wander around and chance upon Nature in multiple, unexpected encounters. These encounters allow him to uncover small yet mysterious secrets of Nature and, thus, find connections to his innate roots. The track diverges and unifies to create experiences where he could trudge through the wild, playing with the earth, climbing the trees, sow seeds in the farmlands and so on. The sight of the play and dance of children in this journey of exploring Nature will indeed be a miraculous one to behold.



## JURY COMMENTS

A unique site – a railway track and the surrounding slums- is looked at as a place to explore ways of engaging with Nature. The proposal catches the kaleidoscope of both perspectives – view from the window of the passing trains and that of the users of the surrounding areas. With the possibility of being a prototype for many such common sites in every city, the subtle interventions make a definite impact without dominating their immediate context.







# The Dirt Park

Abhishek Chakraborty & Nilesh Deshpande

Getting dirty and muddy while having fun!

Every living being has a natural instinct and Nature supports such instincts. When kids are let by themselves out in the Nature, their primary instinct is to start experiencing the surroundings through their five senses. In this process, they interact, engage, experience and learn by playing with basic elements such as soil and get dirty all over. A regimented approach towards interaction with Nature not only harms the kid's psychological development but also his physical well-being. As the world is getting busier, technology becoming affordable, parent-kid interaction time becoming limited and meaningful natural play areas becoming scarce, kids are bereft of any opportunity to be out in Nature. The joy of running and rolling down a mud slope, splashing slush on each other, jumping in a puddle, building castles with mud- all of these activities have gone missing from their childhood.

Can we design the cities and parks to support certain microbial species, by creating a selective environment that supports biotic life that is good for human health? The primary aim of the proposal is to create a natural and raw forest filled with healthy soil-based play areas that let kids get dirty, but does them good.



## JURY COMMENTS

The proposal promotes the idea of "dirt" as a tool of play. It explores the thought of engagement with the element while looking at its rational and scientific manner – link with biodiversity, micro biomes and immunity, a hub of unlimited possibilities of play. A long forgotten way of living with Nature in childhood brings back memories of old times.







# Funstrip in an Urban Park

Tejashree Natu

## Reimagining city parks with new opportunities of play without play equipments

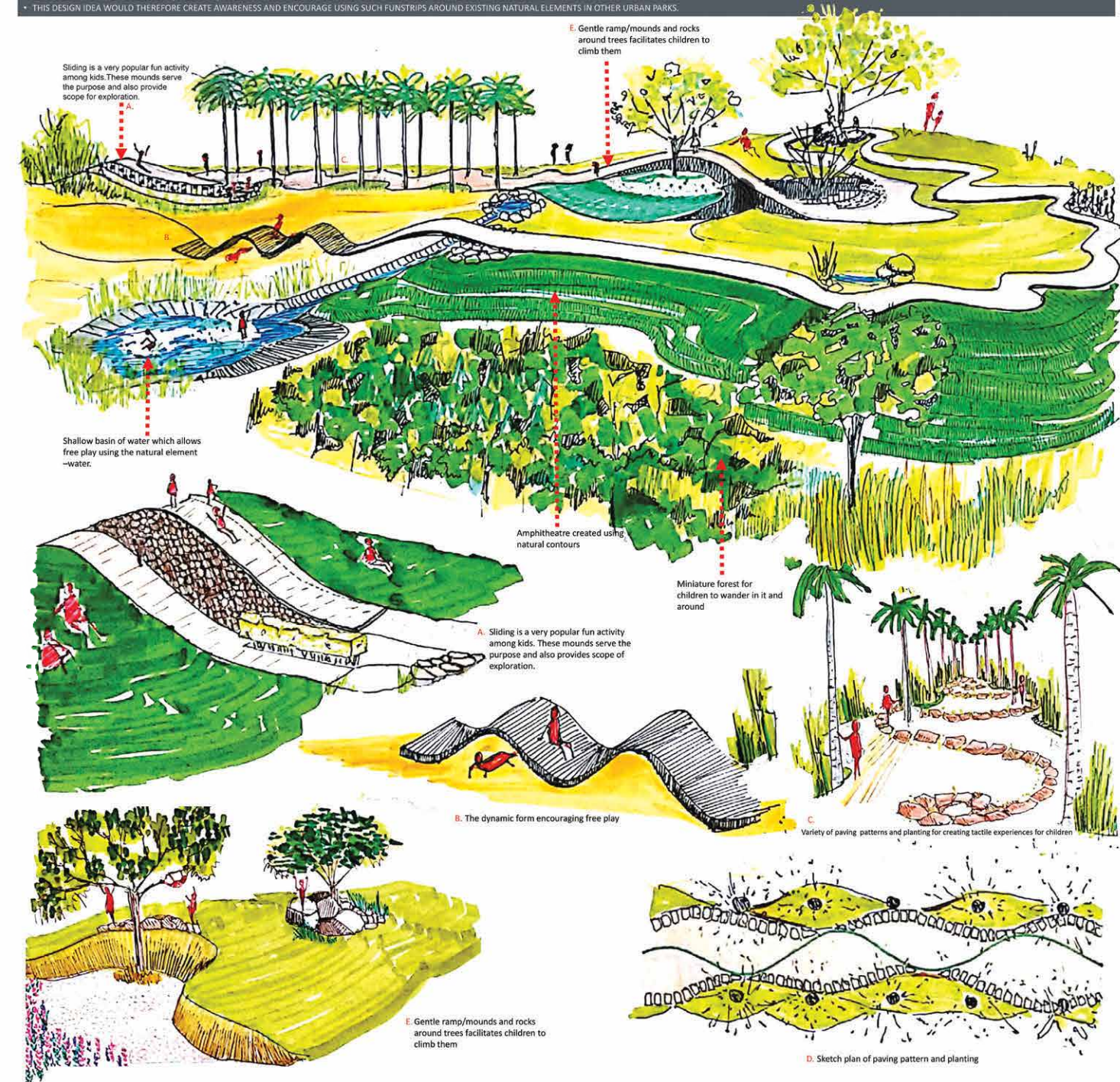
Parks without play equipments are rarely visited by children. The reason is not the absence of potential natural playscapes but the lack of efficient distraction from the cliché play equipments and also the lack of effective initial navigation through the natural elements. The urban parks provide safe and repetitive, but not accessible, inclusive and engaging natural play spaces. It is, therefore, vital to provide an initial push guiding that offers possibilities of natural play to the current generation of “plugged-in” children.

“Funstrip”—a strip of sensory and activity segments meanders through the park. It attracts children, creates excitement and stimulates interaction while they navigate through it and around other natural elements they are encouraged to explore.



## JURY COMMENTS

The submission demonstrates a very smart and practical idea as a prototype – a singular module in a park offering diverse opportunities to be with Nature and experience it in various ways. It is an interesting and doable idea that captures the fun-loving character of the children.





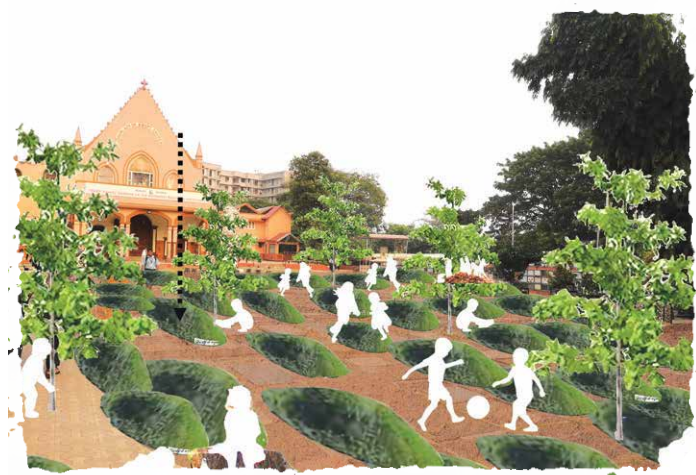


# Nurturing Childhood with Nature Life of a Child Living in a City

Prajakta Gholap

Living with Nature in our everyday life—  
in streets and in neighbourhoods

The proposal aims at letting the child in an urban context explore the intangible attributes which the child in a rural context experiences. However, this is curated in a modified version, with an opportunity to observe, explore, learn appreciate, interact and get engaged with Nature. In present times, taking children out to a place abundant with Nature to play is restricted to a day or two in a month on an average. Hence, getting Nature closer to us rather than going closer to Nature is one thought of intervention so as to foster a daily—rather than occasional—connect in smaller doses. Without any play equipment set up, this proposal encourages the child to play, explore his own games and learn from Nature without any interference



## JURY COMMENTS

Though limited in terms of a big idea specific to the theme, the entry looks at ways of adapting Nature in neighborhood units – with streets, park and a plaza near a cemetery being clear identifiable zones rather fragments- and offers very practical solutions for each.

**PLAYING IN MOST GREEN AREA OF THE LOCALITY**

**SITE 3: AREAS AROUND THE SHRINES**

Location: Proposed play area near the shrine  
 Surrounding: Admited the residential area  
 Advantages: Connectivity of all kids around this place  
 Well located site, easily accessible  
 Lot of Full grown , huge trees available  
 In Indian context, areas around the shrine are safe because of religious sentiments  
 The senior citizen visit the shrines maximum, Hence an indirect social monitoring present , Just in case required  
 Exploration of nature possible , Grand parents / senior citizens around, Shrines tend to have a lot of greenery around it for years

**SHRINE**

Existing Site photo      Google Map location

Social Monitoring  
Moral Security

**SHRINE**

Experience nature : observe, Touch, feel

**HOW INTERVENTION:**

- The proposed intervention is to let the children explore nature to the fullest.
- The site already has a huge trees , proposed addition are minimal limited to shrubs beds have along the periphery .
- Rounded stone seating at the corners ,
- Intended to let children explore and observe nature- trees, plants, birds at the site .
- Stimulation of Senses takes place- texture of leaves, flowers, plants,
- Chirping of birds, visual seasonal changes of plants & trees,
- Curiosity will get created & an opportunity for interaction and engagement with nature is provided.

Observe Nature      Social Interaction  
 Play freely      Plants adding texture scent & colour  
 Experience different elements      Visual Variety      Experience nature      Explore the environment  
 Seasonal Interest      Stimulate their Senses

**STREET PLAY CREATE MULTIUTILITY FOR PLAYING**

**SITE 4: INTERNAL STREET- NON ACTIVE**  
 (Non active/ passive street - Which every locality may have)

Location: Proposed internal street- play  
 Surrounding: Admited the residential area  
 Advantages: Connectivity of all kids around this place  
 Well located site, easily accessible  
 Visual connectivity from residential area  
 Physically blocked on both sides by walls- north & south accessibility only from other two side -east & west  
 Good length available , no

**STREET**

Existing Site photo      Google Map location

Alternate road available for circulation

While playing children choose what to do , How to play , With whom to play

**HOW INTERVENTION:**

The proposed intervention is to convert the internal , non active street (generally used to dumb scrap cars etc) into a play active street

- Intervention to block the street by pop up bollards for 3 hours a days and to let kids explore and capture their imagination
- Addition of interesting flooring pattern to attract kids
- black board wall provision to capture their imagination
- Planting belt on both the side of the street added
- The drooping creepers on the wall at higher height
- They can observe nature , its changes through seasons of the softscape
- Explore different texture- dried leaves, road, etc

Overlooking possible      Residential Buildings      7.5 m wide      Road      Road      Overlooking possible

KIDS' ART WALL      Social Interaction      Play freely      Capture their imagination      ART WALL

Impact absorbing material      More space to more freely and run around      Enjoy with their friends

Children should be able to play freely in their local area

Overlooking possible

Sky Quality Sunset Seen

**Nurturing Childhood with nature - Life of a child living in a city<sub>2</sub>**



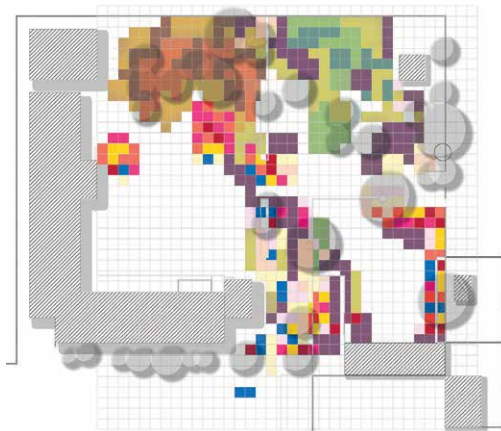


# Blurring Boundaries - The Static, The Dynamic and The Transitions

Rushika Khanna

A good idea, with a thorough analysis...

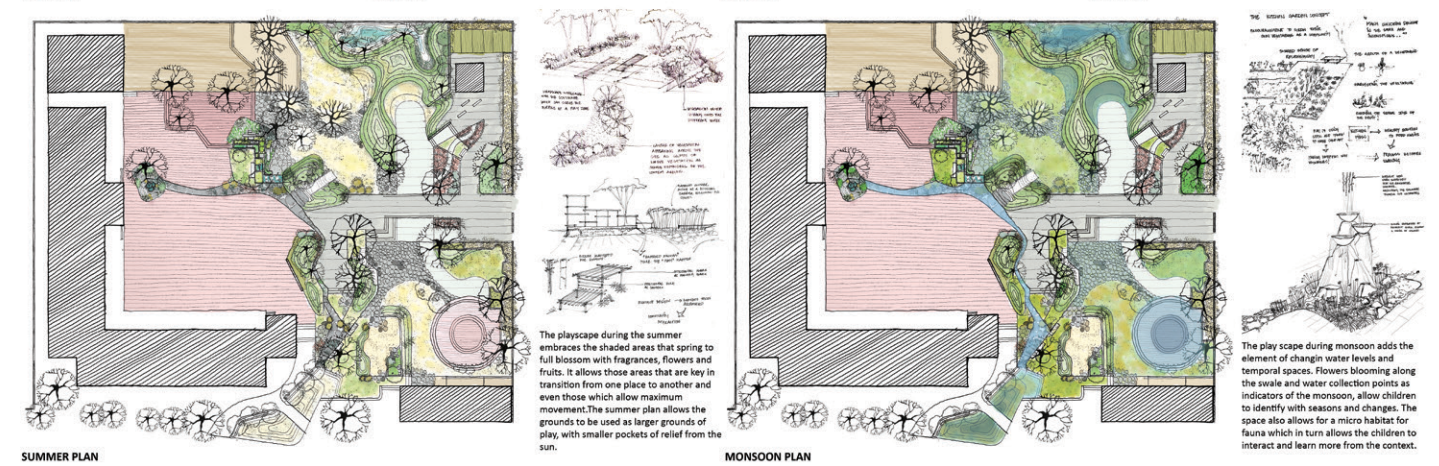
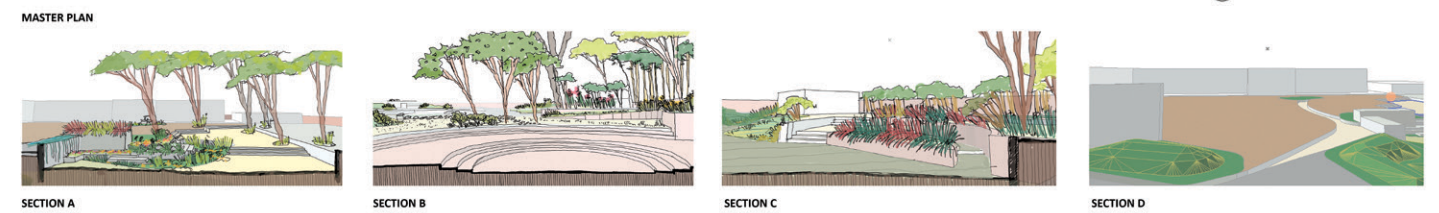
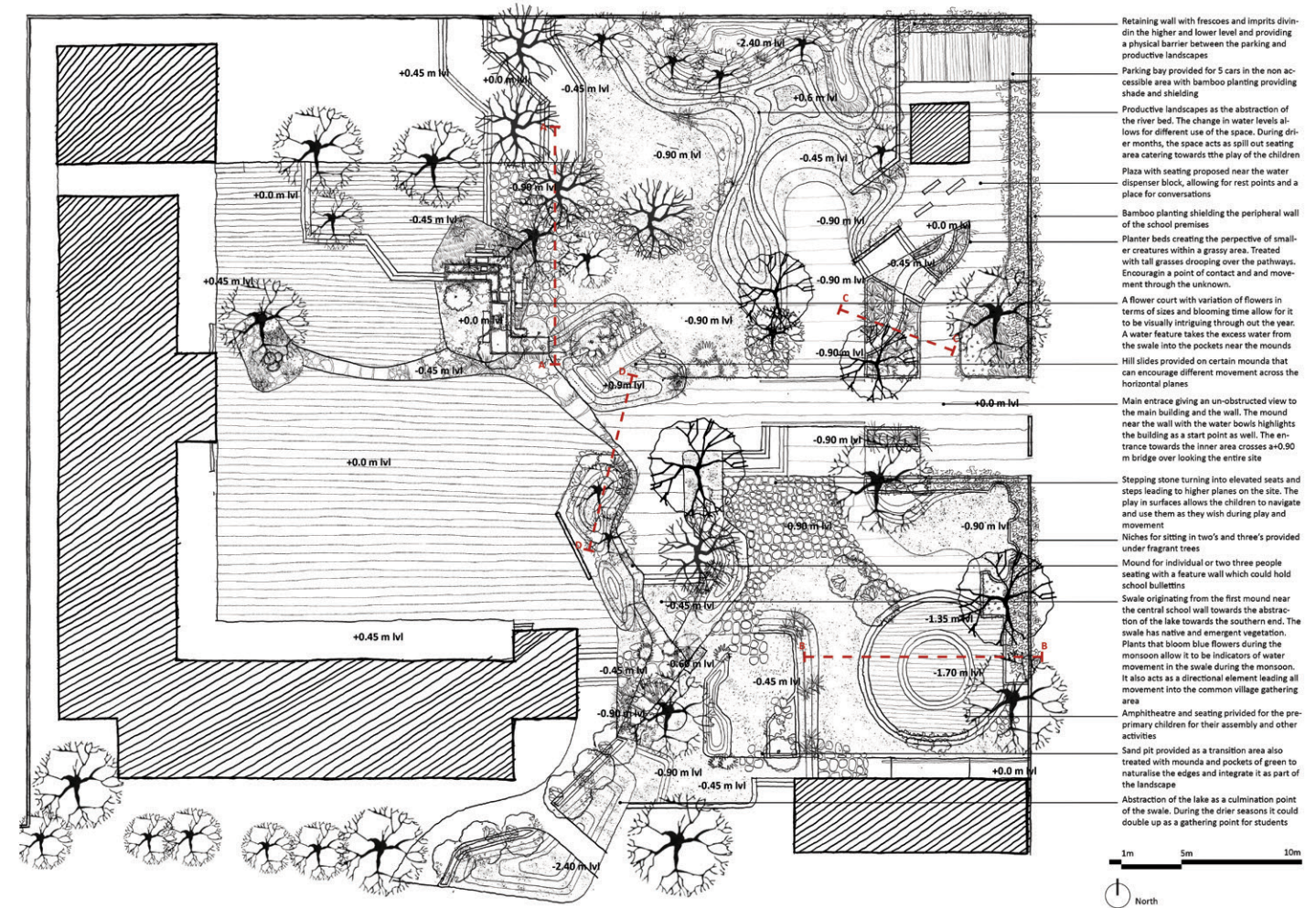
Certain spaces evoke a sense of place, a notion of memory and familiarity and a strong genius loci that define them as places rather than spaces. Certain spaces are static in Nature and release an emotion of being stationary, grounded and rooted. On the other hand, certain spaces dispel a feeling of movement, of motion, of continuous activity and these come across as dynamic spaces. And then there are spaces of transitions. These when put in conjunction with the former two, can serve to merge the flow between these spaces and blur the boundaries of distinct apparent functions, leaving a never ending flow of activities and occurrences. Spaces and their articulation are an integral part of moulding behavioral patterns. These spaces when thought of to feed a particular need, can take the shape of a nurturing or protective environment; a bustling, chaotic gathering point and other such places.



The playscape that has been moulded on these lines needs to have a sense of context. The settings thus created have a language of natural elements that reflect the values, culture and roots of the place, allowing children to feel a sense of belonging. Educational activities along with fun and play can be incorporated in the design language that allows more engagement with the site.

## JURY COMMENTS

The entry—though falling short of making a final statement of perception of design from the child's perspective—has a strong starting note, with a thorough analysis, supported by a fairly good presentation.



- Retaining wall with frescoes and imprints dividin the higher and lower level and providing a physical barrier between the parking and productive landscapes
- Parking bay provided for 5 cars in the non accessible area with bamboo planting providing shade and shielding
- Productive landscapes as the abstraction of the river bed. The change in water levels allows for different use of the space. During drier months, the space acts as spill out seating area catering towards the play of the children
- Plaza with seating proposed near the water dispenser block, allowing for rest points and a place for conversations
- Bamboo planting shielding the peripheral wall of the school premises
- Planter beds creating the perspective of smaller creatures within a grassy area. Treated with tall grasses drooping over the pathways. Encourage a point of contact and movement through the unknown.
- A flower court with variation of flowers in terms of sizes and blooming time allow for it to be visually intriguing through out the year. A water feature takes the excess water from the swale into the pockets near the mounds
- Hill slides provided on certain mounds that can encourage different movement across the horizontal planes
- Main entrance giving an un-obstructed view to the main building and the wall. The mound near the wall with the water bowls highlights the building as a start point as well. The entrance towards the inner area crosses a +0.90 m bridge over looking the entire site
- Stepping stone turning into elevated seats and steps leading to higher planes on the site. The play in surfaces allows the children to navigate and use them as they wish during play and movement
- Niches for sitting in two's and three's provided under fragrant trees
- Mound for individual or two three people seating with a feature wall which could hold school bulletins
- Swale originating from the first mound near the central school wall towards the abstraction of the lake towards the southern end. The swale has native and emergent vegetation. Plants that bloom blue flowers during the monsoon allow it to be indicators of water movement in the swale during the monsoon. It also acts as a directional element leading all movement into the common village gathering area
- Amphitheatre and seating provided for the primary children for their assembly and other activities
- Sand pit provided as a transition area also treated with mounds and pockets of green to naturalise the edges and integrate it as part of the landscape
- Abstraction of the lake as a culmination point of the swale. During the drier seasons it could double up as a gathering point for students



**Let's blur the boundaries !**  
 Remember the days when we were younger ?  
 We were filled with so much energy. Our minds echoed with our thoughts of how and why...  
 Looking back I realise how much more simplified life has become, with no excitement of unravelling mysteries as everything is made more vivid, but is that making it a lull?  
 The complexities of life are much fun to explore, with things to touch and places to explore...  
 Our lives be enriched with the learnings we receive, from natures bounty and our own freedom in play...  
 Why must we be given things to play with? Why cant they arise of things we come across and places we imagine our castles to be?  
 Must we always make things simpler to understand? Or does in complexities lie the key?  
 Let's blur the boundaries of where we play, let it intermingle in the context and change with the day, let us embrace learning again, sometimes with the marsh and sometimes with clay...





# Grafting Derivatives

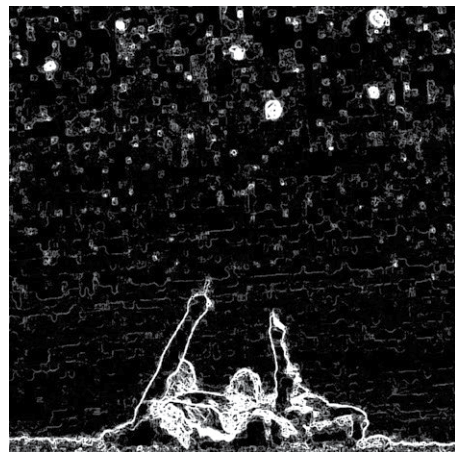
Urvish Bhatt & Parita Jani

A graphic poster introducing few glimpses of exciting ideas about the theme

The significance of settings at home, neighbourhood and school are vital for a child's cognitive development with Nature. These settings are essential as they are the spaces where children spend most of their time. Moreover it builds opinions, evokes thinking and sensitizes one's perception towards Nature. Hence, these are the core stimulation blocks that govern a child's engagement with Nature. Further, if these settings are equipped with a strong association to natural conditions, a child could excel in any domain.

A common lens through a collage of modified settings is projected; which can enhance the engagement of children with Nature through day-to-day activities. The collage narrates multiple spatial experiences; drawing a connecting line to its suitable setting. Formulation of spatial experiences is a derivative of words like eating, playing, watching, listening, smelling, discovering, imagining and making. At home (*unit level*), experiences utilise fundamental spaces like terrace gardens, verandahs, courtyards and private gardens;

while in neighbourhood (*cluster level*), spaces are drawn from avenues, fruit orchards, common open plots, parks and garden; and, schools (*community level*) focus on demonstration grounds, forests, botanical gardens, arboretums etc. The spatial experiences enforce a natural quality within spaces, which is often neglected or overlooked while considering integrating Nature with design for children.



## JURY COMMENTS

Though lacking a credible design attempt to shape the presented thoughts into reality, the entry is presented as a graphic poster with a systematic assemblage of many well thought-out ideas.





# LIST OF PARTICIPANTS 2018

## ACCURATE INSTITUTE OF ARCHITECTURE AND PLANNING, GREATER NOIDA

1. PRAYAS EK KOSHISH  
Pranav Rathore, Furkaan Ahmed & Sumit Bhati

## ALLANA COLLEGE OF ARCHITECTURE, PUNE

2. MOTION  
Zeba Pathan & Anjum Shaikh
3. CHILDREN'S PARK  
Bhargav Gosavi & Arif Boriwala

## BHARATI VIDYAPEETH COLLEGE OF ARCHITECTURE, NAVI MUMBAI

4. EXPLORING THE UNEXPLORED  
Pragya Jain, Simran Gupte & Manali Parab
5. LEARNING OUTDOORS  
Haridnya Bhoir, Tanmayi Sawant & Sanmesh Chavan

6. TREE OF LIFE - PLAYGROUND AS A MIRROR  
Aishwarya R Chaudhari, Kshitij Shetty & Sayali Ghadge

## BHANUBEN NANAVATI COLLEGE OF ARCHITECTURE (BNCA), PUNE

7. "FUNSTRIP" IN AN URBAN PARK  
Tejashree Natu
8. SPECIALLY-ABLED CHILDHOOD  
Anagha Godse & Kruti Phadke

## CEPT UNIVERSITY, AHMEDABAD

9. BLURRING BOUNDARIES - THE STATIC, THE DYNAMIC AND THE TRANSITIONS  
Rushika Khanna

## D Y PATIL COLLEGE OF ENGINEERING AND TECHNOLOGY, KOLHAPUR

10. CHILDREN NATURE PARK  
Pracheta Shital Vhanale

## INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURE STUDIES (IDEAS), NAGPUR

11. THE LITTLE LAND  
Abhinav Bhole, Chinmay Deshpande & Shivani Ghoradkar

## KAMLA RAHEJA VIDYANIDHI INSTITUTE FOR ARCHITECTURE AND ENVIRONMENTAL STUDIES, MUMBAI

12. GROWING UP, INTO THE CITY  
Aayushi Sejpal

## KLE TECHNOLOGICAL UNIVERSITY, HUBLI

13. SERENITY IN NATURE  
Mahima Raykar, Nikita Rose & Leesha Porwal

## VYUTPATTI - NATURAL WAY OF LEARNING

- Ashutosh Puranik, Pavan Irkal & Akash S R

15. IF I WAS ALLOWED TO DREAM  
Tina Ostawal, Ravi Guptha & Himani Desai

## LS RAHEJA SCHOOL OF ARCHITECTURE, MUMBAI

16. SECRET WILDERLINE IN THE NEIGHBOURHOOD  
Saylee Gavankar, Tasneem Badri Jaitley & Yogita Chaudhari

17. DHARAVI - GREEN NARRATIVE FOR A GREY CITY  
Abhishek Bind & Vivek Kodoor

18. THE DIRT PARK  
Abhishek Chakraborty & Nilesh Deshpande

19. THE CHANGING TIDES  
Gauri Satam & Jui Chaughule

20. THE LIMINAL SPACE IN AN URBAN THRESHOLD  
Swapna Hankare & Rashmi Pookkottil

21. BLOOMING ON SALTPANS  
Noor Shaikh & Kaminee Takle

22. LIFE OF A CHILD LIVING IN A CITY  
Prajakta Gholap

## LOKMANYA TILAK INSTITUTE OF ARCHITECTURE AND DESIGN STUDIES

23. NURTURING CHILDREN WITH NATURE  
Jainish Jain, Siddharth Bapna & Pooja Bheda

24. URBAN VOID  
Kavish Shah, Sarita Prasad & Pamelina Pereira

25. IMPORTANCE OF THE CYCLE OF NATURE  
Niket Pai, Sanika Oka & Aditi Shinde

26. STITCHING URBAN FABRIC  
Vishal Juvekar, Rujula Deshmukh & Saurabh Joshi

27. AUGMENTING PUBLIC SQUALOR  
Nileshkumar Bajaj, Bhakti Ganatra & Megha Bhatt

## LOVELY PROFESSIONAL UNIVERSITY, JALANDHAR

28. LEARNING LANDSCAPE  
Pavan Suthar, Divyansh Gupta & Samir Sarkar

## MS RAMAIAH INSTITUTE OF TECHNOLOGY, BENGALURU

29. RECONNECT CHILDREN WITH NATURE - GOVERNMENT SCHOOL JALAHALLI  
Vanishree K S

30. STUDY WITH NATURE  
Chetana R

31. RECONNECTING CHILDREN WITH NATURE  
Mahalaxmi A Deshmukh

32. HENNUR LAKE BIODIVERSITY LEARNING PARK  
Latha Raju

33. EXPLORING WILDERNESS, SONNENAHALLI VILLAGE, BENGALURU  
Sowmya R

34. GRAMANAGARA - NURTURE WITH NATURE  
Komali Rao

35. ARALU THOTA - INTEGRATING TRADITIONAL GAMES IN NATURE  
Megana M

36. NATURAL PLAYSCAPES REDESIGN FOR PLAYGROUND AT ISRO LAYOUT JALHALLI - BENGALURU  
Sushma Madhusudan Betgeri

## PILLAI HOC COLLEGE OF ARCHITECTURE, RAIGAD

37. NATURE'S POEM  
Abhishek Ashof Dalvi, Aditi Pawar & Kirti Kiran Dali

## SARVAJANIK COLLEGE OF ENGINEERING AND TECHNOLOGY, SURAT + CEPT UNIVERSITY, AHMEDABAD

38. GRAFTING DERIVATIVES  
Urvis Bhatt & Parita Jani

## SCHOOL OF ARCHITECTURE IPS ACADEMY, INDORE

39. KYO-SHINRIN (THE IMAGINARY FOREST)  
Sudiksha Neogi, Mayank Kaushal & Anuj Singh Rajput

40. NATURAL UPBRINGING THROUGH NATURE  
Aman Pal & Avani Shrivastava

## SCHOOL OF PLANNING AND ARCHITECTURE, NEW DELHI

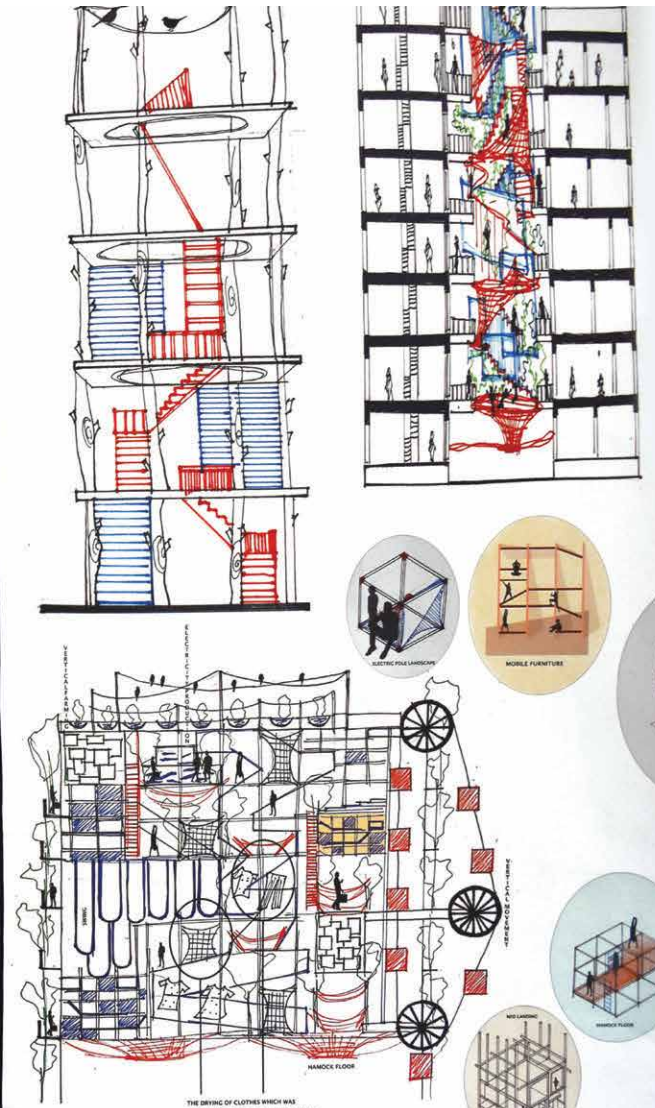
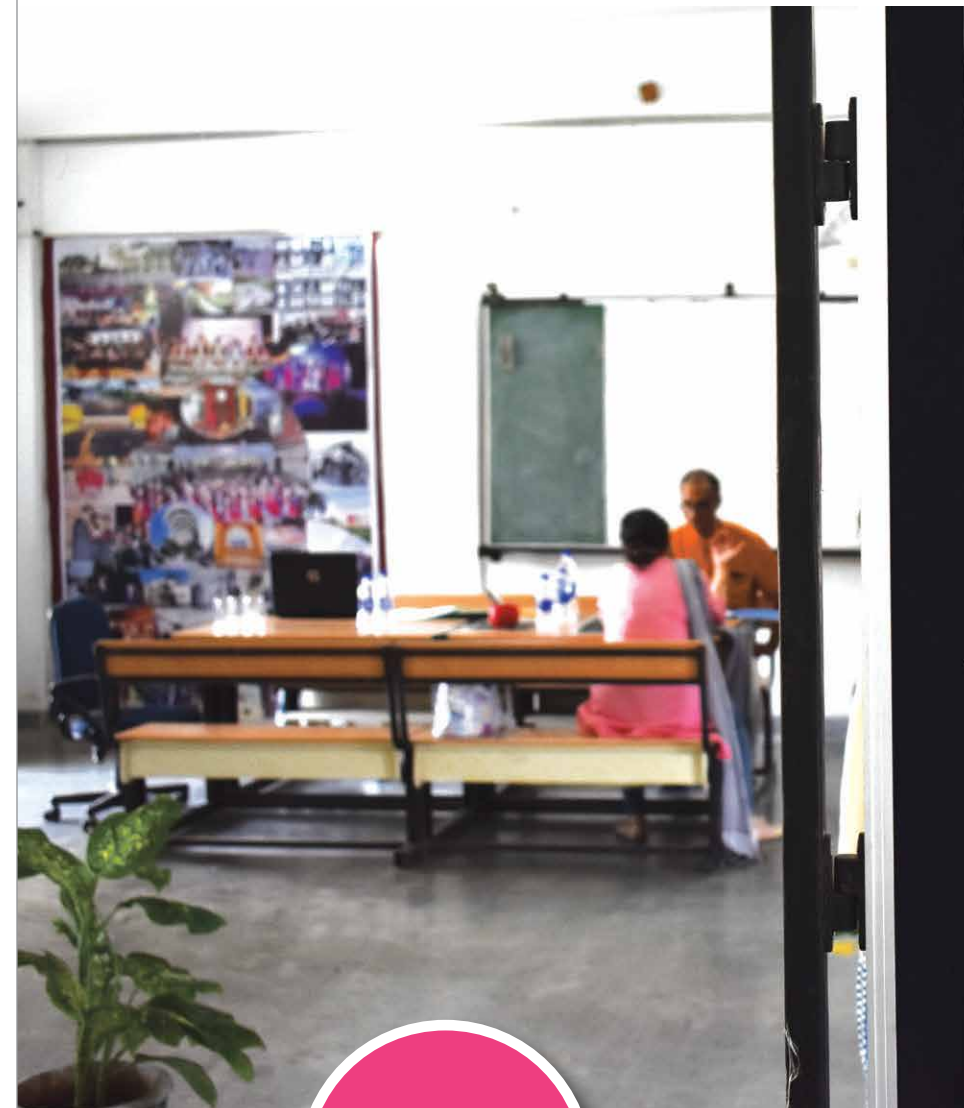
41. RE-IMAGINING URBAN PLAYSCAPES  
Aafreen Fathima & Nimisha P

42. GROWING WITH NATURE - REINTERPRETATION OF FAITH AND LERARNING, BABRI MASJID PRECINCTS  
Mayukh Raha, Karishma Rai & Naveena Mariam Jacob

## UNIVERSITY SCHOOL OF ARCHITECTURE AND PLANNING, NEW DELHI

43. HIERARCHICAL PLAYSCAPES  
Anukriti Misra, Sonal Madan & Tanushree Gupta

- ★ PRIZE WINNING ENTRIES



As always, we are thankful to the student fraternity for participating in the competition. We would also like to thank the following for their invaluable support in many ways:

### JURY MEMBERS

**Savita Raje**  
**Dr Sanjeev Singh**  
**Prachi Wakaley**

The faculty and staff of the Architecture Department at the Maulana Azad National Institute of Technology, MANIT, Bhopal

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