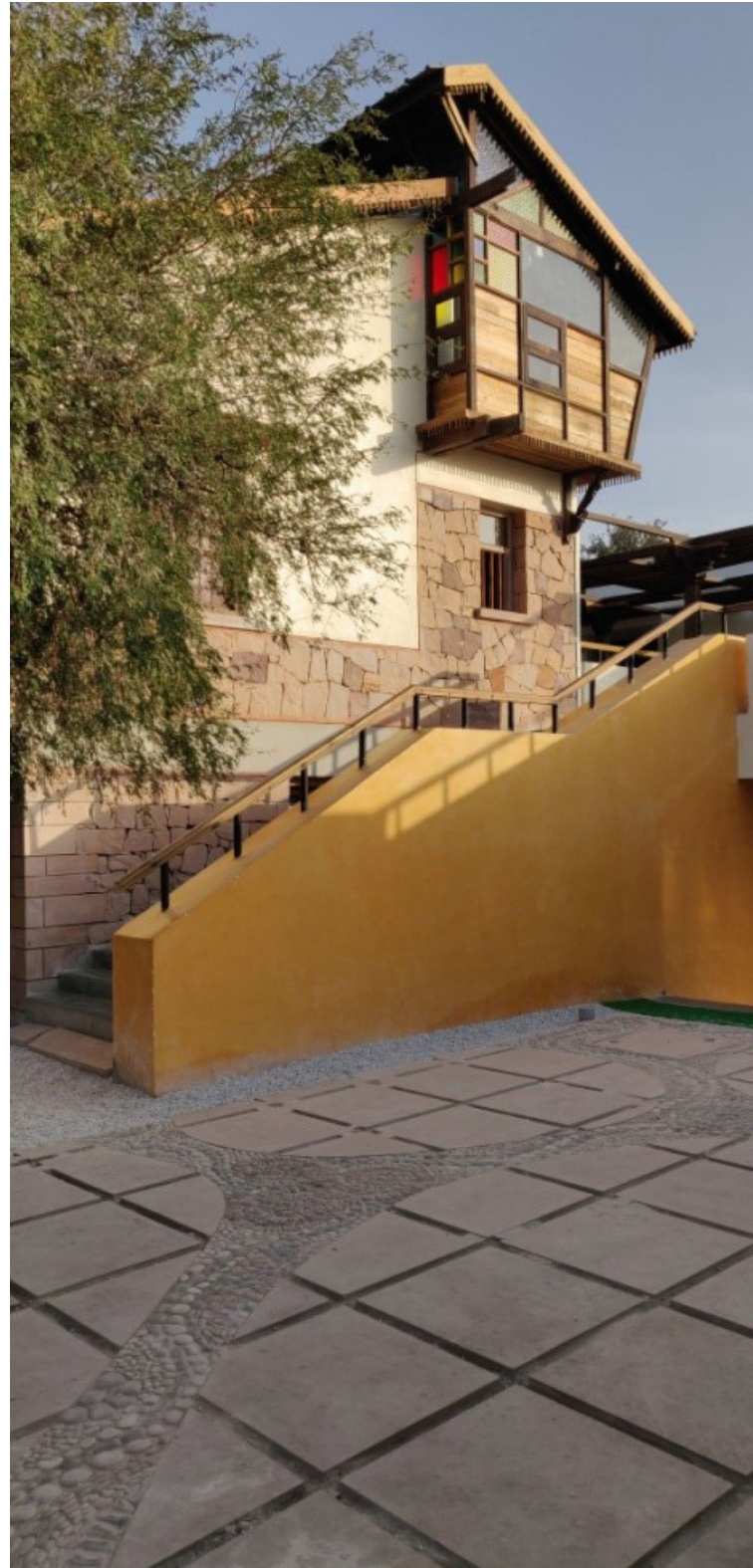




# ANNUAL REPORT

2019-2020



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# KARIGARSHALA

In the fiscal year 2019-20, 30 students joined Karigarshala, out of which 12 students were from Dharampur (Valsad), 2 students came from Chiplun and Dapoli districts of Maharashtra. The balance 16 students were from Kutch. After the basic course, 17 students opted for the carpentry course and 13 students joined the walling system course.

This year Karigarshala completed 9 year and entered into the 10th year. It was felt that now was the time to formally reconnect with past students and know about their activities. In the same time three Masters in economics student from Gujarat Vidyapeeth wanted to come to Karigarshala for their thesis work. Karigarshala team discussed with them about its intend to conduct a social survey of past students and including the economic aspect of their present activities. Three students stayed in Karigarshala for a month and contacted around 100 passed out student and collected data based on a data collection format to prepare their thesis paper.



This year 10 students of Karigarshala went to Auroville, Pondicherry to participate in a Craft "Mela". In this "Mela" experts in the field of craft from India and abroad came together to teach their craft practice. Craft mediums like textile, coconut leaves, soil, paper, music, dance etc. The students got an opportunity to learn and also demonstrate their skills.

Every year, students come from Dharampur who have completed their primary education in schools at Khadki / Pindvad. 8 past students demonstrated their skills on lime plaster application, IPS flooring, masonry of stone using mud mortar in their school at Khadki for 20 days. Sujata ben, principal of the school was impressed by seeing the work done by the boys.

## COMMUNITY EMPOWERMENT DIVISION

### A. Government of India Supported Nepal Reconstruction Project in Gorkha



New methods of learning has been experimented every year, this year the practical skills were learned in 3 stages. First stage was to learn the skill by observing the teacher and asking questions on doubts. In the second stage the confident students work on the product and the less confident ones observes and asks questions. In the third stage the less confident students work on the product and the confident student observes and makes corrections. This way of students got an opportunity to learn as well participate in peer teaching.

Like each year, this year also Ramesh bhai Sanghvi spoke with students on life science once a week. Kiran bhai involved the students in understanding design. This year students designed a tea tray and a study table which can be used by sitting on floor. Out of 17 carpentry students 15 participated in the design exercise. All the units designed were different from each other. The objective of this exercise was to generate an enquiry among the students, which was What does design mean? The thought process required to design and for whom the design is being made was the main learning.

The project began in April-2018 and by end of the March-2020, out of total 26,912 houses, 24,466 houses were constructed, 1,174 houses are under construction and 952 houses will remain to be constructed.

As a responsibility to train the house owners masons, Hunnarshala has conducted training on different house typologies with required modules in respected areas. About more than 6,500 training days were conducted to train more than 2,000 masons in the field. Different training modules and training curriculum have been developed so far.

## **B. POST DISASTER HOUSING FOR MONK'S - PAKHEL, NEPAL**

Hunnarshala has also developed several Information, Educational and Communication materials (IEC) on different technical aspects of building typologies in a form of Pamphlets, Booklets and Flyers. In total more than 12 IEC materials were developed and about 35 radio programs have been developed on different technical aspects.

Hunnarshala is also engaged in providing the on-site technical facilitation to the house owners building their houses. The support has been provided through the appointed master masons and engineers. These teams are also being facilitated in the field so that they can deliver their responsibilities to house owners on various stages of construction.



Senegdek Service Society (SSS), Kathmandu decided to build 25 houses for monks who were victims of earthquake 2015. SSS bought a piece of land in Pakhel to construct these houses. ACHR supported building 150 houses for Nuns in Bhakhang, which was implemented by Hunnarshala. Hunnarshala supported in development of house designs based on the lifestyle of monks, technical guidance to build their homes. 90% of the construction have been completed. Only few finishing items are yet to done and the monks can shift to their newly build homes.

## C. SLUM REDEVELOPMENT OF BHUJ



The project of slum redevelopment with 304 new houses is in slow pace due various types of delays. After several efforts from the community members with support from Hunnarshala, the infrastructure work for road, water supply and drainage have been started.

At present, total 220 houses are completed and rest of the houses are at the level of finishing. There are about 16 houses which was rejected due to several social issues.

## D. Decentralized waste water treatment

The decentralized waste water treatment plant is designed to recycle grey water. Ramdevnagar redevelopment area has 116 houses. Ramdevnagar is also facing water scarcity issue since years. Hence recycling grey water and reusing it at non-potable locations can partially relieve stress on available potable water. The treatment system works mostly on gravitational force and uses minimum energy only when required. It is designed by retaining and considering the natural land topography. In other way DEWATS is a sustainable solution which also responds to the ecology. Curry Stone Foundation has financially contributed for this project.



A Community Space is designed on top of the collection tank. It is beautified with mosaic art work. This space is used by the locals during community gatherings. Thus indirectly people are associated with the treatment system.

Currently the project is at its final stage. It has been constructed with the supervision of residents at their will and wish along with the Planners, Engineers and Architects.

## E. GOVERNMENT INTER-COLLEGE - BARAM, UTTARAKHAND



The project of slum redevelopment with 304 new houses is in slow pace due various types of delays. After several efforts from the community members with support from Hunnarshala, the infrastructure work for road, water supply and drainage have been started.

At present, total 220 houses are completed and rest of the houses are at the level of finishing. There are about 16 houses which was rejected due to several social issues.

## F. SANJAY NAGAR REDEVELOPMENT PROGRAM

The project is initiated to redevelop Sanjaynagar by providing 298 houses and basic infrastructure under Pradhan Mantri Awas Yojana - Urban. A consortium of Hunnarshala, Currystone design private limited and Snehalaya was partnered with Ahmednagar Municipal corporation to implement the project with owner-driven approach. This is the first slum redevelopment project for Ahmednagar under the PMAY scheme and all the stakeholders are seeing this to be developed as a model project which can be replicated for other slum settlements.



One of the keys to the success of such a redevelopment project is community participation. Keeping this in mind, Hunnarshala's intervention will have a particular focus on community participation and mobilization. Therefore, creating awareness about the benefits of having a healthy living environment for the present community and their future generations. The design process for 3 clusters out of 7 have been completed and the construction of 33 houses are in progress. The first 18 houses have reached the level of Ground floor slab.

## G. SMALL SCHOOL FOR FISHERFOLK, BHADRESHWAR

Many communities in arid Kutch travel to remote regions for their livelihood. The pastoralists take their animals into grasslands, mangroves and forests; the salt workers and fisherfolk live in intertidal zones of the sea for six to eight months producing salt in salt-pans or catching fish by placing their nets in the inter-tidal zones. They all return to their villages only for four months, usually in the monsoons when they celebrate their festivals and marriages...before leaving again.



To ensure the children of the fisherfolk do not lose out on an education Yusuf Meherali Centre (YMC) has been running schools for them on the coasts itself. The schools, like their homes are made of temporary make shift materials like gunny bags, tents and plastic sheets.

Henning Larsen from Denmark, raise funds and Mette Lange Architects help build 'Moving Schools' for such communities. YMC and Mette approached Hunnarshala to help build a small school with three classrooms and a common open space for the children

The site is located in harsh weather where the sun beats hard and the winds blow strong and the sea waters eat away any foundations you may build.

The Schools foundations are protected with stone pitching, the walls and roof made with stabilised earth taken from close by, and the building has small openings to control the weather. The roofs are made with shallow domes with roof lights brought in with recycled bottles. The earth keeps the rooms cool and the domes replace RCC that corrodes quickly here in saline winds from the sea.





## H. ALMA MATER SCHOOL, JODHPUR

An alternative education school that will cater to the students from Kindergarten to Higher Secondary level is being executed in Jodhpur, Rajasthan. The project was conceptualized with the idea of implementing traditional knowledge of Jodhpur and its surrounding's while promoting the local artisanal skills with the interest of school team in getting a low energy building design and the use of eco-friendly materials with cost-effective techniques. The Phase-1 of school is under construction with the involvement of local artisans and using traditional wisdom from last 2 years. The idea of using locally available materials like Sandstone, Lime, soil from site and re-cycled wood is very significant. The techniques of making lime mortar and Kodi marble plaster technique with stone masonry are being incorporated in construction while promoting the local artisans and their skills parallel in the process. The Alternate techniques like Stabilized Adobe, sand-packed foundation and Shallow domes, Vaults as roofing technology without steel are done effectively while exchanging knowledge from artisan's understandings. The project was streamlined in way that it gave opportunities even for the artisans from U.P. (shallow domes) and Bihar (stabilized adobe and vaults) with their teams to contribute in the roofing technologies and masonry in school.

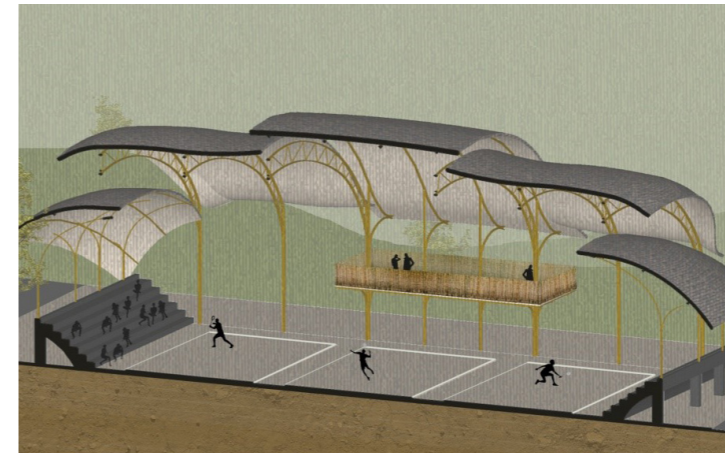
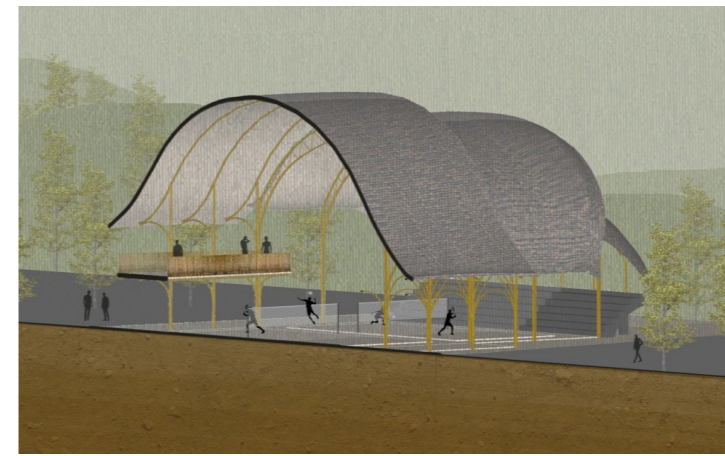
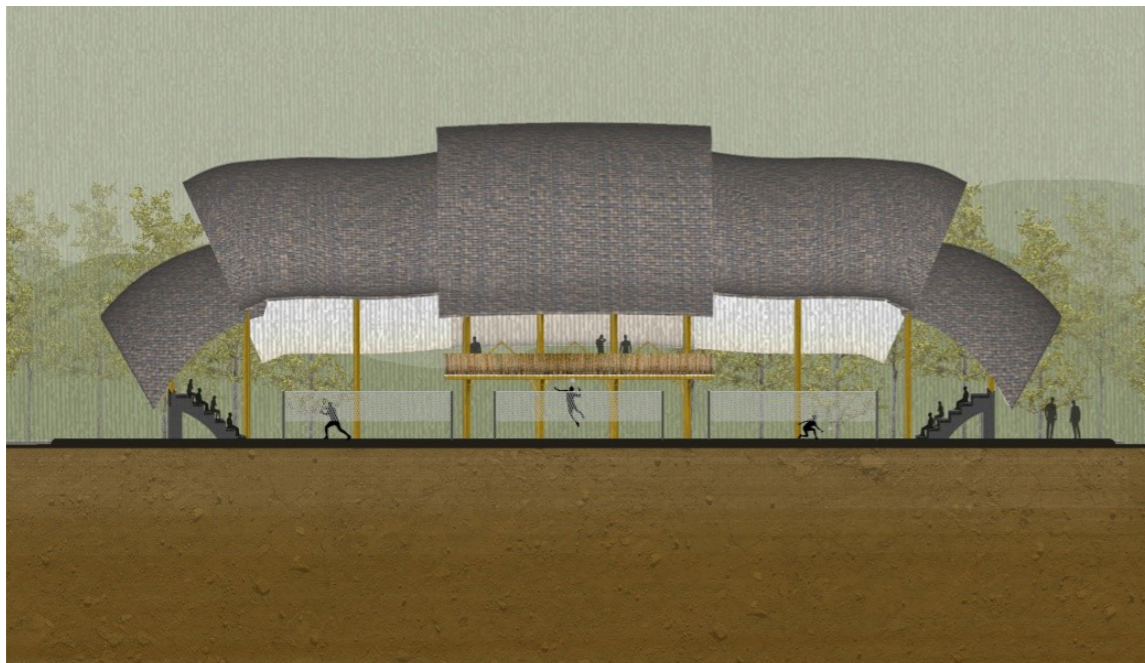


Here, we also took education initiative with the school and had involved school kids in the construction processes, so we organized workshops for school students with the local potters from nearby villages and their final outcome of pottery are being used in masonry as elements of interaction. So, the school building itself acts as a way of learning for the kids where they interact with different spaces and elements which they sketch in their notebooks sometimes. Also parallel to this, the artisans got engaged to execute their skills and their handmade pottery products were used in Filler slab roofing technology. Also, reclaimed wood is being used in wooden lofts for mezzanine floors, sandwich roof technology and also structurally as columns, brackets, beams and other wooden elements like jharokha and bay windows. We also had this opportunity to explore and use scrap metal of Jodhpur and we made jaali out of scrap and used in campus behind the coolers as part of architectural vocabulary. The project gave us opportunities to use the traditional flooring methods like mud floor which we did with women from nearby villages, terrazzo in-situ and also flooring out of waste mosaic tiles and created a storyline in every art work. Here, it was quite challenging to work with artisans on flooring out of pebbles for creating different shapes.

## I. SHAYADRI SCHOOL BADMINTON COURT

Sahyadri school (KFI), Pune wishes to use its properties to build various facilities including New Indoor sports facilities for the students and other users in the light of Sri J. Krishnamurti's teachings and its objectives which amongst others aspires to use the campus for developing experiential learning in particular man/women's relationship to nature and the cosmos. This project was conceptualized with the idea of executing traditional knowledge and skills of Sahyadri and its surrounding areas while promoting the local artisanal skills with the interest of school team in getting a Sustainable and low energy building design at campus. The intention is to use eco-friendly organic materials which reduce negative environmental impacts to mother earth and uses energy efficient design techniques for thermal comfort and other climatic responsive ideas like the use of shaded courts, verandas to cut glare and heat etc. Also, we aim to integrate existing landscape and add more green cover and develop an eco-system at campus which nurtures the ecology with the concerned experts.

The badminton courts structure at Sahyadri School is conceived in locally available materials like bamboo, mud and Stone. The project aims to empower the local artisans and their traditional wisdom of nearby areas by developing their local knowledge and skills of agriculture, mud work to crafting of bamboo structure. It would be done through training programs in which they will be learning techniques and skills for making in bamboo from other skilled / trained artisans of Konkan region. Also, there is another idea of getting Architect and artisan's team from Indonesia to train the locals and build their capacities of working in Bamboo buildings. We also intend to organize hands-on workshops on-site for educating school kids to build with bamboo, mud and stone on-site.



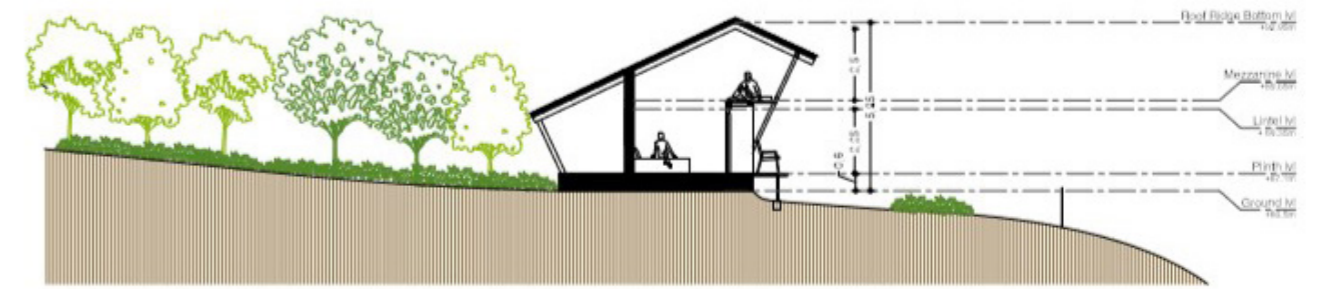
The 3 Badminton courts are proposed under the roofs split in 2 levels over the courts and 1 more level above the spectator's seating area on north and south sides. The rationale behind the splitting of roofs is to get indirect natural light from top and to avoid glare in eyes while playing badminton. The structure would be totally enclosed and strategically open from the roof at places to cut the wind flow and play comfortably. The structure is conceived in organic form with bamboo as the major material. The total dimensions of the structure are: 58ft (span) x 112 ft (longitudinal length). The entrance to the structure is from west side with a veranda space of 11 ft clear height before entering the 35 ft high volume inside the structure. There is mezzanine space at 8 ft clear height from floor for overlooking towards the valley on the east side of structure and the game inside as well. The Badminton court hall will have a structural system conceived of modules of bamboo columns which turns into trusses after 14 feet height on top with beams at places as well. This module of Bamboo trusses gets repeated after every 3 meters centre to centre. Over the top of trusses will be Purlins in perpendicular direction to the trusses and then bamboo mats above that. The roof is thought with Bamboo Shingles or Reclaimed Teak wood shingles on top. There would be Local stone till 7 feet height and then bamboo screenings above the wall.

## J. SHAYADRI SCHOOL GUEST HOUSE

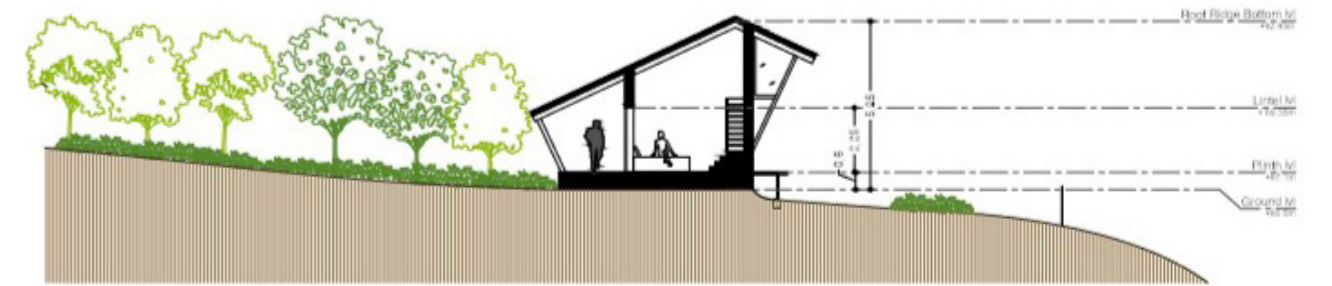
The project for the new guest houses in Sahyadri would be a design and implementation project, with the buildings being done in a way that they employ local and environment friendly materials, techniques and artisans. The project would also be a means for to upgrade the skills of local artisans. Additionally, as Sahyadri's objectives of education align with Hunnarshala's, the project is conceived of as a way to educate any young students who might be interested in learning how to build with earthen materials, and as fertile ground for possibly formulating a formal educational program that teaches individuals how to build.

The new guest houses in Sahyadri are designed to be part of the "guest house complex" along with the existing guest houses in the school. The requirement from the school's side was for 12 new guest rooms that can comfortably accommodate two parents and a student who might stay with the parents when they come to visit the school.

The site has a beautiful panoramic view of the valley below and a gradient, making interesting design options possible. Various options were tried out as a response to the sloping site, but the final design ended up being a very simple gesture in response to the view. The new guest rooms sit in the form of two blocks which line the curving site edge or parikrama, and come together with the existing guest houses to enclose what is envisioned as a wooded area for the guests.



SECTION B



SECTION C

In order to orient a first time visitor, and to give the whole complex a main entrance, there is a proposal to cut through an existing guest house block and enter the wooded area through there, through which visitors may access their different rooms. A covered corridor connecting the rooms was desired as the monsoons in the Sahyadri hills can be very heavy. The existing drivers' cottage on the site is also proposed to be converted into new rooms and its older function be relocated in the new service quarter complex being proposed.

The first new guest house block sits on relatively flatter ground, and the second block on ground with more terrain, so they have different layouts and experiences. The first block was initially proposed to have a mezzanine, an idea that was scrapped because of height restrictions, the second block has split levels, with the lower level being the 'sleeping' level. The layouts are such that the beds face the views, and that users have an opportunity to step out into their own decks to enjoy this view – personal semi open space is not a feature in the existing guest rooms. The bathrooms are also designed so that users may wash and dry their clothes there comfortably. The material thought of for this building is stone masonry walls on one axis with wattle and daub walls along the other axis. As different kinds of stone are readily available near the site, for the site sits on a basaltic hill, there can be a play of different stone masonry on the walls. The roof is a doubly sloped sandwich roof with a wooden understructure, wooden false ceiling, and tiles above.

## K. G.I.C. BARAM

Government Inter-College at Baram (GIC Baram) is a Secondary/Higher Secondary school facility for nearby 8-10 villages. It is a government school started in early 60s. At present, the Baram Inter College has been declared as one of the hundred model schools by the government of Uttarakhand. It caters to the students from a radius of about twenty kilometers. Baram is a village in the Dharachula Tehsil of Pithoragarh District in the state of Uttarakhand, India.

Hunnarshala Foundation was approached by the Tata Relief Committee, Dehradun for the project. The school design has load bearing structures, structurally designed for earthquake Zone 5 and all the required safety features based on IS 4326: 2013: Code of practice of earthquake resistant design & construction of buildings; have been considered. The school is situated on a total site area of nearly 1.5 hectares (15,000 Sq.mt) providing education to students from grade 6th to 12th, with Science and Art stream for the students of grade 11th & 12th. The existing school structures were heavily damaged and hence were not in use any more. The large playing field situated at the school, is not easily found in the mountains and is an important attraction for several regional sports activities and competitions. The construction of the school was done on the heavily-terrained part of the site leaving the ground untouched, in fact, increasing the ground size.



The configuration of the built-up space creates an equal amount of useable space outside as it does inside the buildings, creating spaces like open/outdoor classrooms as the students and teachers prefer to sit outside in the sun during the harsh winters. The contours on the site have been used by the design to its advantage, avoiding large cut and fill operations. The slope of the site has helped us to reach the first floor of buildings with minimum climbing. The design ensured that none of the 73 trees present on site require removal. The orientation of all rooms ensures the use of the south sun for both light and heat to minimise the use of electricity.

Stone Masonry in foundation was executed with almost all the stone being recycled from the material salvaged during the demolition of the old, dilapidated structures. Exposed Brick Masonry in superstructure was used for load bearing structures. This resulted in minimal yet efficient usage of steel. Rat Trap bond masonry was used in Temporary Structures which required 30 % lesser material, while also enhancing thermal insulation. The use of MS Hollow Sections in the roof understructures and zinc-aluminum pre-coated steel sheets as roofing options has been done to create lightweight roofing systems. Space-frame built of MS Hollow Pipes was used in temporary school roofing, providing flexibility of varying spans according to the site conditions as well as speedy installation. The alternate technologies use the locally available materials for most of the construction; and conventional technologies using RCC are proposed for the general civil works.



Shallow masonry domes, widely found in Haryana and Western UP, have a depth of 10-12 inches in a room. Such shallow depth allows filling on sides, leveling the floor and building of additional floors on top. Since shallow masonry domes require minimal amount of steel, i.e. only in the form of re-enforcement in ring beam around the dome, saving 70 % of the steel used in conventional RCC slabs. They are sustainable as well as cost effective and have a longer life span. The low carbon footprint of this roofing technique motivated us to use this roofing technology to span the roofs in intermediate floors in GIC Baram. In all, 41 shallow domes were executed covering almost 500 square metres.

# ARTISAN EMPOWERMENT DIVISION

## A. "The Villa" of Time Square Properties Pvt. Ltd."



Times Square Properties Pvt. Ltd, a Bhuj based real estate firm through its architect named Mr. Hartmut approached Hunnarshala for constructing stabilized rammed earth walls and wooden roof understructure for their project named "The Villa" in Sedata village near Bhuj.

After constructing two sample houses and 31 houses in the last financial year. This year Sau Haath constructed stabilized rammed earth walls for 11 houses that comprise of two bedrooms and three bedrooms bungalows measuring 5200 square feet. For the roofing system the Artisan Empowerment Unit was appointed as a consultant for supervising roof work implemented by a team of carpenters contracted by the client. The roofing system is being implemented based on the roofing system demonstrated in the sample house.

The total turnover of Sau Haath from this project was Rs.23.8 lacs.



## B. Automotive Manufacture Pvt. Ltd.



**Automotive Manufacture Pvt. Ltd**, an authorized automobile dealership chain based in Latur, Maharashtra were opening a new automobile showroom in which they wanted to construct a storeroom facility using Compressed Stabilized Earth Blocks (CSEB). Ms. Usham Sanghvi an architect, who had collaborated with Hunnarshala in the past recommended Sau Haath to Automotive Manufacture Pvt. Ltd. as the artisan group that could produce the required number of CSEB. Sau Haath's team visited Latur and produced 40,000 CSE blocks for the project. The total turnover of Sau Haath from this project was Rs.4.80 lacs.



### C. Farmhouse of Mr. Kishore Kothapalli



Mr. Kishore Kothapalli resident of Hyderabad contacted us through his architect "Antz Design" for introducing Stabilized Rammed Earth in his proposed farmhouse. Stabilized Rammed Earth technique was used to construct the walls of the farmhouse. The soil was sourced locally and tested to derive an appropriate design mix at Hunnarshala's laboratory. 4100 cubic feet of stabilized rammed earth walls were casted by the team of "Layers".

The total turnover of Layers from this project was Rs.6.97 lacs





### C. Residence of Mr. Kailash Mehta



Mr. Kailash Mehta, resident of Bhuj contacted us through his architect "Ayaam Architects" for introducing Stabilized Rammed Earth in his residence in Bhuj. Stabilized Rammed Earth technique was used to construct few walls of the house and the boundary wall. A standalone SRE wall of 23 feet height was constructed in front of the house. This was a challenge for the artisan team of Sau Haath. Stone dust and waste of Mangalore tiles was used to construct the SRE walls. 1900 cubic feet of stabilized rammed earth walls were casted by the team of "Sau Haath". The total turnover of Sau Haath from this project was Rs.4.47 lacs

## D. Mrudugandh training center



Mr. Laxmikant Kapsikar is developing his farm at Yavatmal, Maharashtra. His vision for the farm is to reinstate the traditional practices in the field of agriculture, Soil and Water Conservation, Eco tourism, Building / Traditional Crafts, Animal Husbandry and Education.

After constructing a shelter using space frame and thatch roof for the cow and ox present in the farm the farm was further designed by "Studio Dot" to accommodate guest rooms which were designed in octagonal shapes. Flooring, roofing, doors and windows work for 5 guestrooms were provided to individual artisans specialized in wood works and flooring. The doors and windows have been prepared and will be installed soon.

## E. Agri-Horticulture Center



Architect Mihir Thakar along with representatives of Pidilite Industries Ltd. contacted Hunnarshala for constructing an Agri-Horticulture Centre at Manar, Bhavnagar for Pidilite Industries CSR wing called Grama Daxina Murti Lokshala. The walls of the center was designed using stabilized rammed earth. The total quantity of SRE work was around 7500 cubic feet. Artisans of Sau Haath implemented the SRE work. After the stabilized rammed earth work was completed, the architects and the client engaged carpenter Ashish Suthar to prepare and implement the doors and windows of the Centre. The wood for the doors and windows were purchased from Alang under the guidance of Hunnarshala. The designs team of Hunnarshala supported the architect team to provide design inputs on doors and windows. The doors and windows were prepared in the workshop of Carpenter Ashish Suthar. The total turnover of Carpenter Ashish Suthar from this project was Rs.6.5 lacs.



# Training Programs



Every year the Artisan Empowerment Unit conducts Training Programs for college students of Architecture / Engineering and professionals. These training programs are focused to introduce students and professionals towards traditional construction practices using sustainable raw materials like earth and wood. The training programs provide an introduction to soil sourcing, physical analysis of soil, laboratory tests required to be conducted while using soil as a construction material. The students participate in hands-on-sessions along with artisans on four earthen construction techniques. Similarly, in carpentry workshops the students and professionals understand wood, saw mill processes, design joinery products and participate in hands-on-sessions along with students of Karigarshala to prepare the designed products.

This year conducted a training program for a group of 10 artisans, who came from a village named Dallapalli in Andhra Pradesh to learn the construction process of Stabilized Rammed Earth and Compressed Stabilized Earth Block (CSEB). The group was sponsored by an NGO named "Dhaatri Resource Centre for Adivasi Women and Children", based in Hyderabad. This NGO works for the overall development of Adivasi women and children.

The entire group was trained in both the construction techniques and masonry skills were also demonstrated for a duration of 4 days.

This group wanted to construct facilities in their village using natural material, so they had visited Hunnarshala to learn the techniques so that they could build the facilities themselves.

In the year 19-20 we organized training programs on Earthen Construction Techniques and Carpentry. Around 869 students and professionals participated in the training programs.

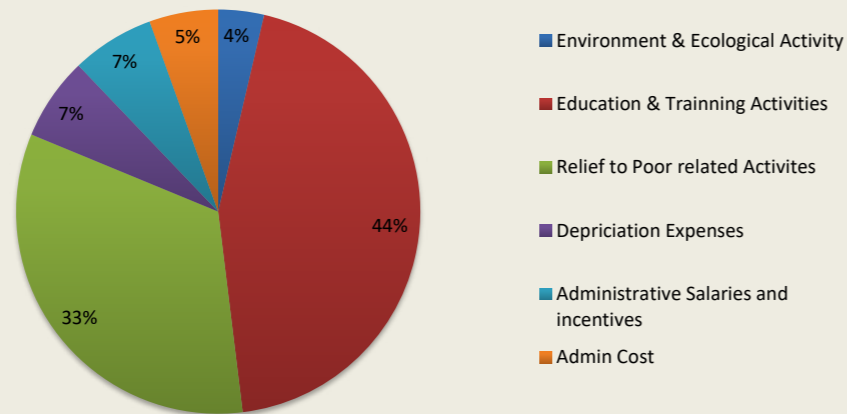


# FINANCIAL REPORT 2019-2020

**EXPENDITURE CHART 2019-2020**

Particulars	Amount
Environment & Ecological Activity	1,165,683
Education & Training Activities	14,129,748
Relief to Poor related Activites	10,556,827
Depriciation Expenses	2,107,441
Administrative Salaries and incentives	2,112,620
Admin Cost	1,752,992
<b>Total</b>	<b>31,825,311</b>

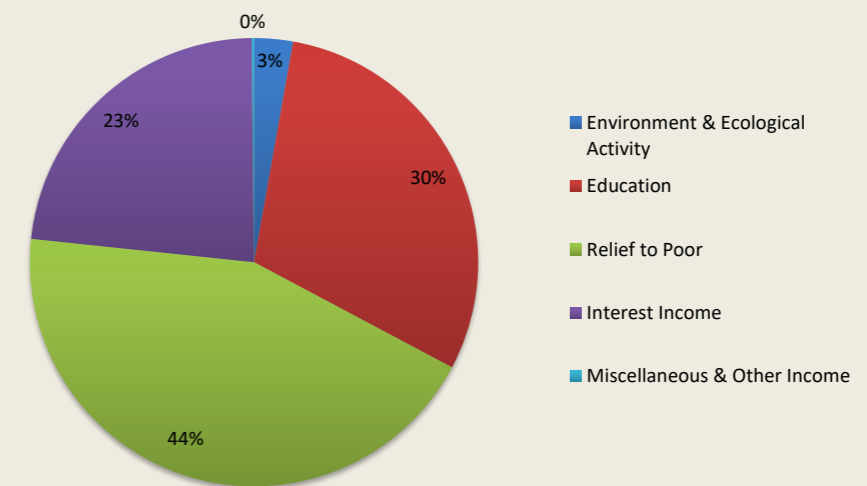
**EXPENDITURE CHART 2019-2020**



**INCOME CHART 2019-2020**

Particulars	Amount
Environment & Ecological Activity	1,005,302
Education	10,762,638
Relief to Poor	15,760,761
Interest Income	8,319,048
Miscellaneous & Other Income	58,924
<b>Total</b>	<b>35,906,673</b>

**INCOME CHART 2019-2020**



# TEAM HUNNARSHALA

## -Board of Directors

Neelkanth Chhaya, Chairman  
Sandeep Virmani, Executive Vice Chairman  
Mahavir Acharya ,Managing Director  
Tejas Kotak , Executive Director  
Kiran Vaghela, Director  
Tushar Dayal, Director  
Prof. Jagadish Kaup, Director

## -Management Committee

Sandeep Virmani, Executive Vice Chairman  
Mahavir Acharya, Managing Director  
Tejas Kotak , Executive Director  
Prjesh Jethwa, Senior Manager  
Nilam Sompura, Administration Manager  
Chetna Varu, finance controller  
Atul Vyas, Artisans School Coordinator  
Mukesh Tank, Design Unit Head

## -Administration Unit

Urvashi Anjaria , Admin Assistant  
Jamnaben Rathod,Office Assistant  
Sitaben Buchiya, Office Assistant  
Alimamad Sama, Driver  
Meghji Bhuchia,watchmen  
Hitesh Nanji Loncha,watchmen

## -Karigarshala

Pangu Singh, Walling Systems Instructor  
Yogeshji Lalaji Thakore, Carpenter Instructet

## Account Division

Kartik Mehta, CA Consultant

## ARTISANS EMPOWERMENT UNIT

Bharat Chauhan, Project In Charge  
Jignesh Gor, Project In Charge  
Pradip Rangani , Project in Charge  
Raj Chauhan , Accountant  
Hemant Dudhaiya , Project in charge  
Milap Gor, Project supervisor  
Poonam Chavda, Project In Charge  
Pankaj Bhagat, Assistant Engineer  
Jaydeep Parmar, Assistant Engineer

## -Community Empowerment Unit

Brinda Khiera, Accountant  
Darshan Baradiya, Architectural Assistant  
Dhiraj Thacker, Project Assistant  
Dinesh charan , Project Assistant  
Rajesh Gor, Project Assistant  
Hiren Gohil, Project Assistant  
Karamshi Rangani, Project in charge  
Keyur M. Sarada, Coordinator, Technology &  
Artisan Support  
Rupesh Hurmade, Program Co ordinator  
Gaurav, Project Architect  
Aditya Singh, Project Co ordinator  
Uday Jain, Project Assistant  
Kshzeeraja Padmanabhan, Project Architect  
Satwika Taduri, Project Architect  
Arvind Naran Anthu, Project Assistant  
Jignesh Bhatt, Project in Charge

## Interns:

Mohammad Rakshan Khan  
Kadambari Komandur  
Muskan Tiwari  
Vedangi Raval  
Hareshwari Ba Chudasama  
Disha Dhareshkumar R.  
Tina Dabhole  
Karan Thakkar  
Kavyashree  
Anusha Saraff  
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