WHAT IS A SCHOOL FOR?

To teach?

Or to help a child discover
who they might become?



Sometimes, we have to look differently
to see what was already there.

DESIGNING SCHOOLS AROUND CHILDREN



The SPIRIT Way

WONDER

What makes a child stop … and look again?



DISCOVER

What might a child find
that we never planned to teach?


Every
child finds
a way to learn.

CHOOSE

Must every child use a space
the same way?



MOVE

Why should learning
always ask a child to sit still?


Gg




HIP HOP
Salsa
Ballet
Bharat Natyam
Kuchipudi

CREATE

What happens when a child is given something unfinished?


of Art
COLOR
MIXED MEDI

CONNECT

What if spaces between classrooms
become places to meet?


Clown Fish
Sea Anemone



BELONG

When does a school begin to feel
like this place is mine, too?


Puppet Theatre

F E E L – Mini Auditorium

Children experience a space
before they learn to explain it.

Imagined as an Ice Cave.
Deep blue light, textured surfaces and a star-like ceiling turn the space itself into part of the experience.



G R O W

What might a child become
because of the spaces they grew up in?




Saved to this PC




CRIMSON

PLAY

Must a school
always look serious?




ST. PIUS X INTERNATIONAL SCHOOL


CRIMSON ANISHA GLOBAL SCHOOL

FROM CHILD TO THE CAMPUS

The scale changes, the child doesn’t.

How we turn this philosophy into schools.

ONE SCHOOL. ONE WORLD.

Every school has its own
children, culture, context and aspirations.
We do not begin by asking
what should this school look like?
We begin by asking:
What world are we creating for its children?
We compose that world through
movement and pause,
interaction and reflection,
familiarity and surprise.

**IDEA → WORLD → EXPERIENCE →
EMOTION → MEMORY**

No two schools need to look alike.
Because no two schools are alike.

spirit pure space...pure bliss

art Architecture Interiors



Architecture | Interiors | Campus Planning

From educational vision to built experience.

OUR APPROACH TO EDUCATIONAL DESIGN

Educational Vision

↓

Learning Experience

↓

Learning Environment

↓

Architecture

↓

Interiors

Every successful school begins with understanding its educational vision.

Our role is to translate that vision into meaningful learning environments.

SCHOOLS WE HAVE WORKED WITH

WITTY INTERNATIONAL SCHOOL

GEMS EDUCATION
We see *genius* in every child

WITTY WORLD®
Purposeful play, Meaningful learning

PURSUIT OF WISDOM
ST. PIUS X
INTERNATIONAL SCHOOL
ST. PIUS X INTERNATIONAL SCHOOL

VIBGYOR®
GROUP OF SCHOOLS

LEGACY OF KNOWLEDGE • ROOTS OF VIRTUE
ShishuVihar
SCHOOL

HUBBLEHOX®
LEARN • EARN • GROW

shishuVan®

NARAYANA
GROUP OF SCHOOLS

CRIMSON ANISHA GLOBAL SCHOOL
Committed to Excellence

15+ lakh sq. ft. of educational spaces designed across completed and ongoing projects, as of August 2026

IGCSE · IB · CBSE · ICSE · State Board

Mumbai · Pune · Bengaluru · Kochi · Vadodara · Udaipur · Bhilwara · Raipur

RECOGNISED BY THE DESIGN COMMUNITY

Featured in architecture, design and educational publications.





Society Interiors – October 2014



L I F E

A school is not a collection of rooms.
It is a living system.

The child is at the centre.

But a school works because many people make it work.

Teachers
Academic Teams
Administration
Support Staff
Maintenance
Security
Transport Staff
Parents
Visitors

A child-centred school must also work well for everyone who supports the child.

FIRST IMPRESSIONS CARRY EXPECTATIONS

When parents enter a school,
they are not only seeing a building.
They are imagining their child’s future within it.

WELCOME · TRUST · SAFETY · IDENTITY · ASPIRATION



A school should quietly tell a parent: Your child can grow here.

SAFE WITHOUT FEELING INSTITUTIONAL

Safety should be built into planning.
Not added afterwards.

Clear sightlines
Easy supervision
Controlled access
Age-appropriate movement
Safe stairs & edges
Pedestrian / vehicular separation
Fire safety & access control



A child should feel free.
The school should still feel secure.

DESIGNED FOR THE SCHOOL DAY

A school has rhythms.
Good planning makes them easier.

FOREGROUND

Arrival
Reception
Learning spaces
Identity
Displays
Landscape



BACKGROUND

Storage
Housekeeping
Maintenance
Deliveries
Waste handling
Service access
Security operations

Good design considers the life of the school
after the photographs are taken.

BUDGET IS A DESIGN PARAMETER

Good design is not about spending more.
It is about spending wisely.

Align ambition with available resources
Prioritise where investment matters most
Reuse existing infrastructure where appropriate
Plan work in phases when necessary
Coordinate early to reduce rework
Track design decisions against cost

Existing



Reimagined



Budget should shape design decisions from the beginning - not constrain them at the end.

BUILT FOR EVERYDAY USE

A school has to work
long after opening day.

Durable, child-safe materials
Easy to clean and maintain
Easy to repair and replace
Robust details for intensive daily use
Standard components where customisation adds no value
Life-cycle value, not only first cost



Good design should age well - not become a burden to maintain.

READY TO GROW

Schools change.
Their buildings should be able to change with them.

Plan for future capacity
Allow phased expansion
Design adaptable infrastructure
Minimise disruption during future growth





Gems School, Kochi

Growth should feel planned - not improvised.

FROM VISION TO BUILT SCHOOL

A coordinated process from first understanding
to final documentation.

1. **UNDERSTAND -** Site study · Goals · Timelines · Budget
2. **PLAN -** Space planning · Safety · Accessibility
3. **CONCEPTUALISE -** Architecture · Interiors · MEP & site infrastructure · Themes
4. **DETAIL -** Finishes · Acoustics · Furniture · Plumbing · Electrical · HVAC · Security
5. **VISUALISE & ALIGN -** Design presentations · Stakeholder feedback
6. **DOCUMENT & COST -** GFC drawings · BOQ · Specifications · Costing
7. **BUILD & REVIEW -** Site visits · Quality checks · Consultant coordination
8. **COMPLETE & RECORD -** Final rectifications · As-built documentation

The idea should survive every stage of delivery.

ORGANISE

How do many different parts begin to work as one?



BUILDING
IDENTITY









ARRIVE

What should a child sense
in the first few steps
inside a school?





ORIENT

Can a child understand
where they are
without always being told?



LEARN

What can a child learn
without anyone
teaching them?

Portraits and stories are brought into everyday learning spaces — allowing children to encounter ideas even outside a formal lesson.



EXPERIENCE

Can every part of a school
become more than
what it is called?

LIBRARY

Different settings for reading, discussion and individual work allow children to choose how they engage with the library.



SCIENCE LAB

Even a laboratory can carry its subject into the space — science becomes part of the ceiling, surfaces and visual experience.



LEARNING WALL

Letters, words, birds and nature are integrated into the hexagonal tiles — turning an ordinary wall into something children can discover.



MULTIPURPOSE HALL

The auditorium is designed as an experience, not simply a hall with seats and a stage.

Retractable seating gathers to clear space for Two Badminton courts



TRANSFORM

What if what already exists
could become something
children remember?

Before



St. Pius X International School

Mumbai

Complete Refurbishment

After

LANGUAGE WALL

The old boundary wall became a learning wall — using hexagonal tiles, languages, birds and planting to make the everyday walk more engaging.



Before

Shishu Vihar School

Mumbai

Complete Refurbishment

After



Before



VIBGYOR High,
Balewadi

Pune

Partial
Refurbishment

After



FROM

VISUALISATION

TO

BUILT REALITY

Design Visualisation



Witty International School,

Mumbai

Completed Work



Design Visualisation



Witty International School,

Mumbai

Completed Work



A D A P T

Why should a space
have only one life?





THE MANY WORLDS OF A SCHOOL

One child.
Many ways to learn, move, make, play and grow.





CLASSROOMS



SCIENCE LABS

Science moves beyond equipment and worktops — graphics, forms and ceiling elements bring the subject into the character of the room.



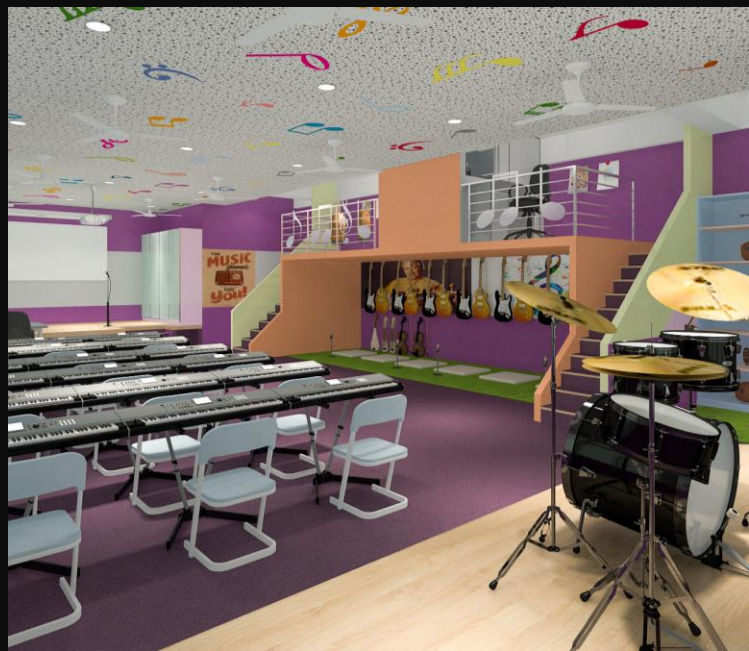


MUSIC

Music isn't confined to the instruments. Rhythm, notes and musical imagery become part of the space itself.







INDOOR SPORTS



INDOOR GAMES

The Olympics start here. Olympic rings become part of the ceiling — bringing sport, aspiration and achievement into an everyday games space.

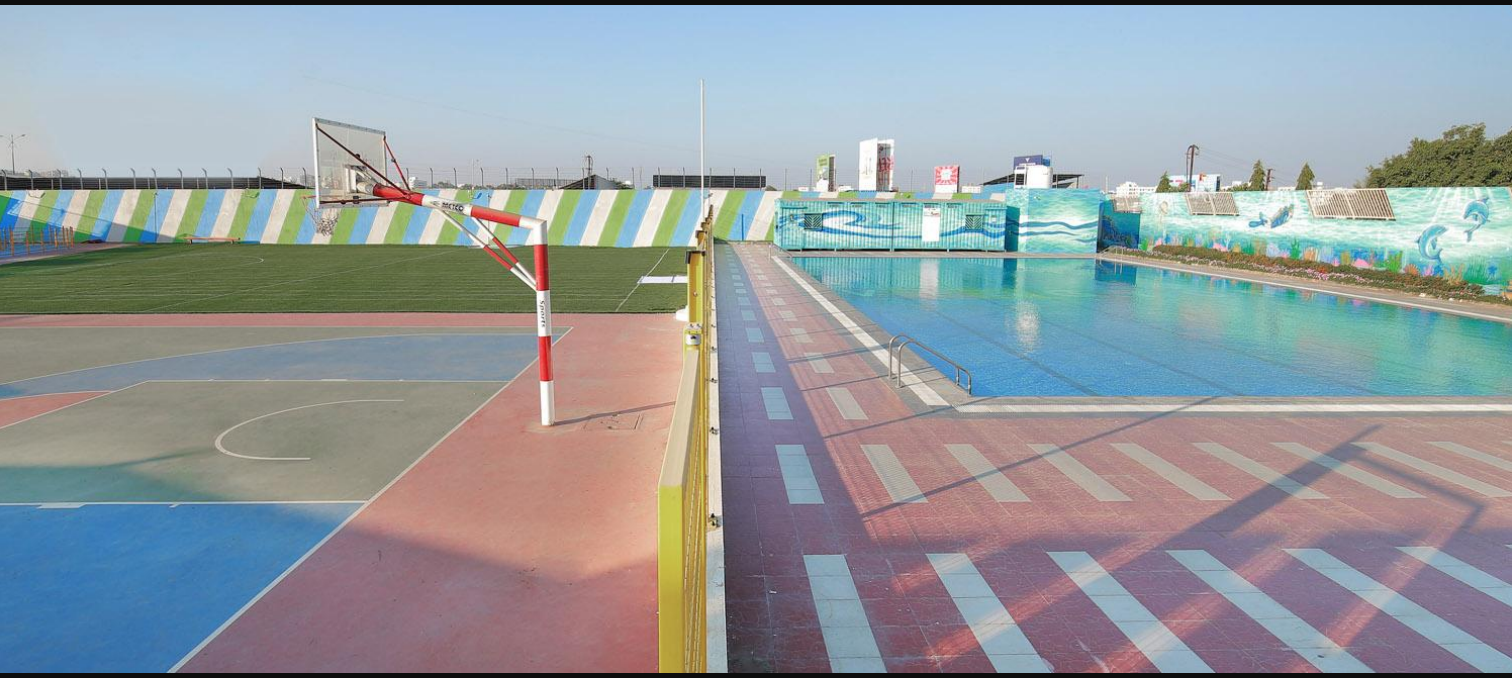








OUTDOOR SPORTS



VISUAL CONNECTIONS

Open views between levels allow children to see activity beyond their immediate space — connecting people, spaces and learning.





IMAGINE

What happens
when a space leaves room
for a child’s imagination?

Fluid ceiling forms and changing light transform an ordinary circulation space into something unexpected.



EXPLORE

Can even the way
from one place to another
become something to explore?

Display, colour, objects and changing views turn the journey between rooms into something children can explore.



QUESTION

What if a school
gives children more reasons
to ask “why”?



H E R O

Who should be
the hero
of the school?

THE CHILD



spirit pure space...pure bliss
art Architecture Interiors

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