

# THESIS

SCHOOL OF ARCHITECTURE, MCE, ANNA UNIVERSITY CHENNAI

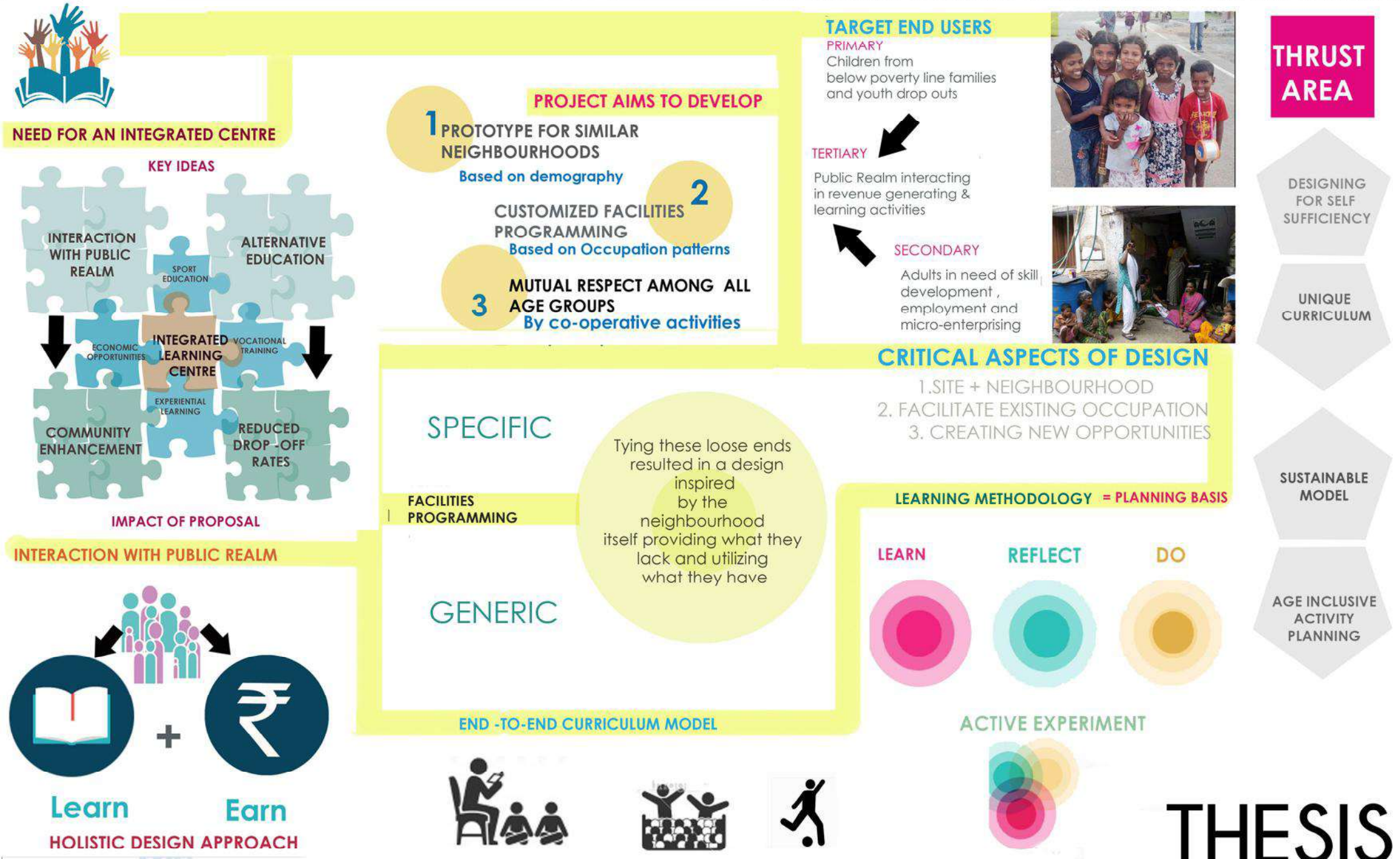
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SEMESTER X, (JAN-MAY 2015)

## EXPERIENTIAL LEARNING CENTRE FOR THE UNDERPRIVILEGED

An outcome of case studies of the Kannagi Nagar Resettlement Neighbourhood in Chennai, the project examines the possibilities of designing a self sustained learn-earn model to reduce student drop-out rates in poor neighbourhoods with poor quality of educational spaces.





# CONTEXT

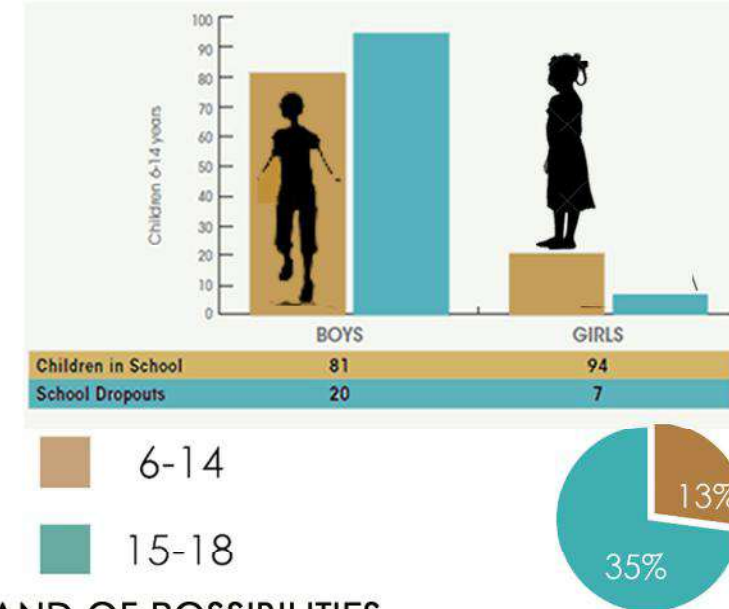


## SITE PROSPECTS

1. End user proximity
2. Public realm accessibility
3. Proximity to IT hub
4. Urge to create recreation facilities
5. Water as an essential site feature



## DROP OUT RATE VS AGE GROUP



## LAND OF POSSIBILITIES

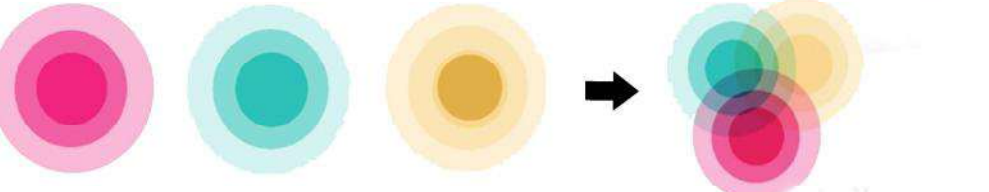
Kannagi Nagar resettlement site, near Chennai's IT expressway thronged by a high number of forced & voluntary school drop-out rates & poor lifestyle facilities.





# DESIGN CONCEPTS

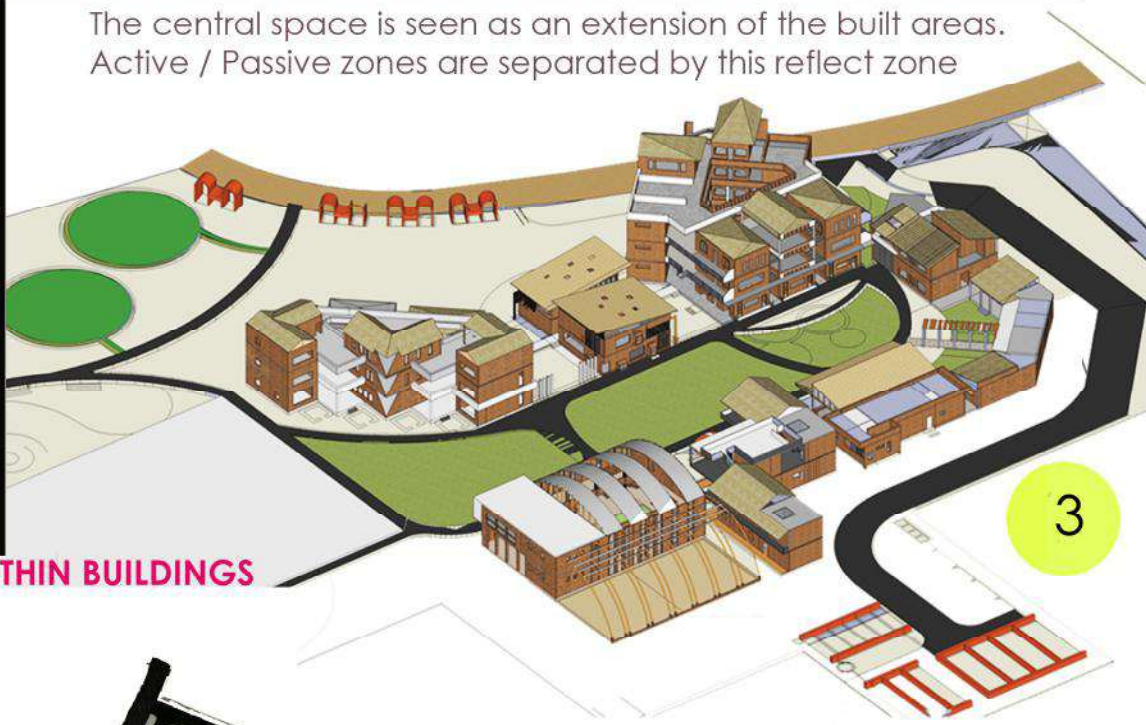
LEARN REFLECT DO ACTIVE EXPERIMENT



The **experiential learning model** provided the basis for spatial planning with the three zones discretely transitioning within every built space and the site itself,

**MACRO TO MICRO SCALE DISTRIBUTION OF REFLECT ZONES**  
**BETWEEN PUBLIC AND PRIVATE ZONES**    **BETWEEN BUILDINGS**    **WITHIN BUILDINGS**

The central space is seen as an extension of the built areas. Active / Passive zones are separated by this reflect zone

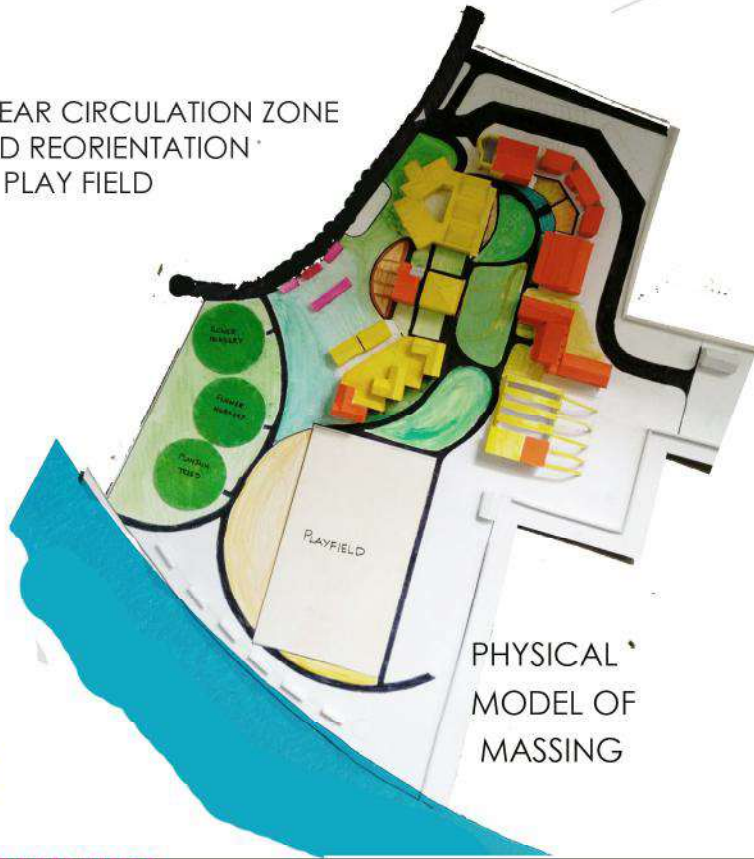


ACTIVE ZONE    PASSIVE ZONE

MULTIFUNCTIONAL & SINGLE USE ZONES SEGREGATED



LINEAR CIRCULATION ZONE AND REORIENTATION OF PLAY FIELD



PHYSICAL MODEL OF MASSING



**SPACE AND FORM**  
PAVILION TYPE SPACES for multi- use. Narrow shaded transitions reminiscent of a street, create **SENSE OF FAMILIARITY**

**COST -EFFECTIVENESS**  
Both material use & planning aims to optimise cost without compromising on quality.



# SITE PLAN

SITE AREA : 6 ACRES  
VIVEKANANDA NAGAR,  
CHENNAI

Public realm  
interaction via  
market space



PERFORMANCE SPACE  
Permeable Concrete  
paving unit

Main Entry

Drop Off Point

Auxiliary entry

7.2 m wide

Shop

Flower Nursery

Flower Nursery

Plantain Trees

OSR 2596 SQM

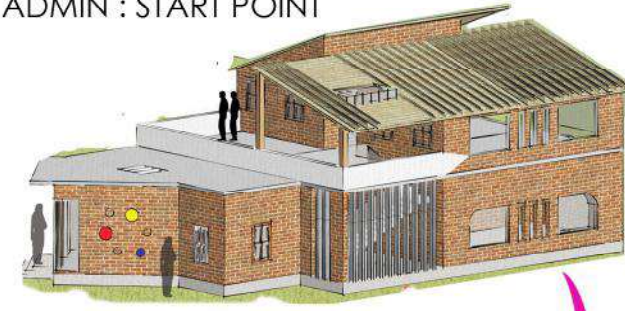
Experiment

Reflect with the River

OKKIYUM MADIVU RIVER



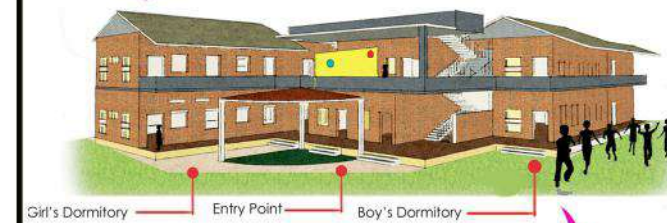
ADMIN : START POINT



VISITOR'S CENTRE



DORMITORY BLOCK



ZONE 2 SPACES



END POINT : SPORTS CENTRE



# 1 LEARNING PAVILION



Section of space transition

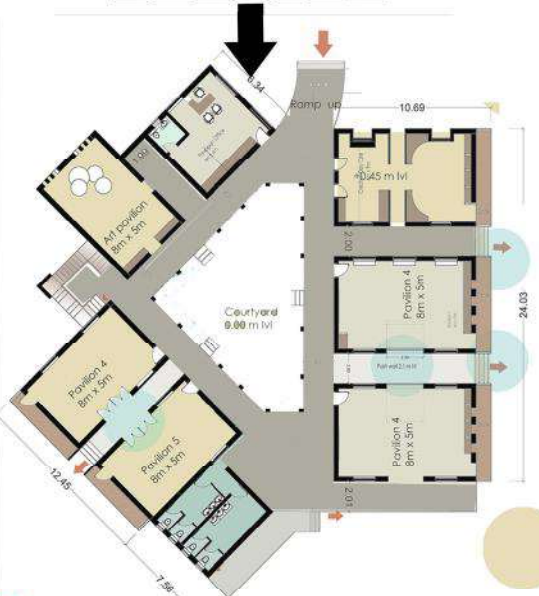
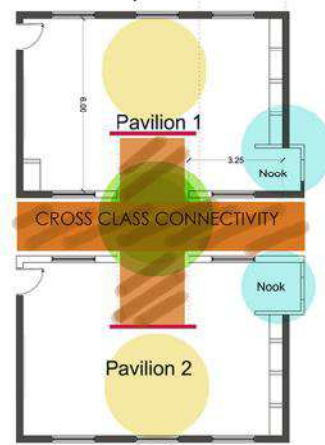
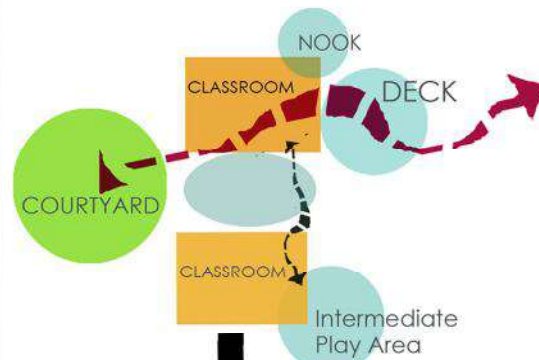


Classrooms are envisioned as pavilions with courtyard acting as focal point



Sun Breakers Provide Solar Shading from the Noon Sun opening up a learning corridor

## PLANNING CONCEPTS

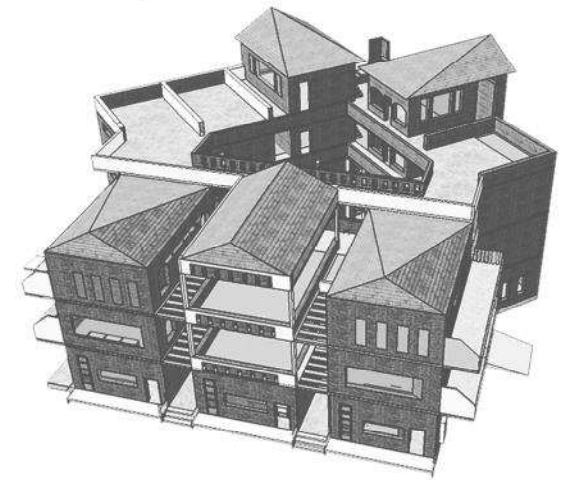


## DESIGNING FOR HOLISTIC LEARNING

Experiential Learning method of **LEARN REFLECT DO** applied in circulation & spatial configuration

**1 REFLECT SPACES** are designed from macro to micro scale within each class and within the block

**2 AFTER SCHOOL USE**  
Hobby centre, Tuition centre & Exhibit pavilions, Crèche



## REMOVING COMPOUND WALLS

Narrow shaded transitions reminiscent of a street, encourage effective play while being visually connected to the learning spaces.





# SELF SUFFICIENCY MODEL

## 2 VOCATIONAL TRAINING TRAINING/PRODUCTION/SHOP

The centre is a place of learning in the day, Production and market place after school hours.



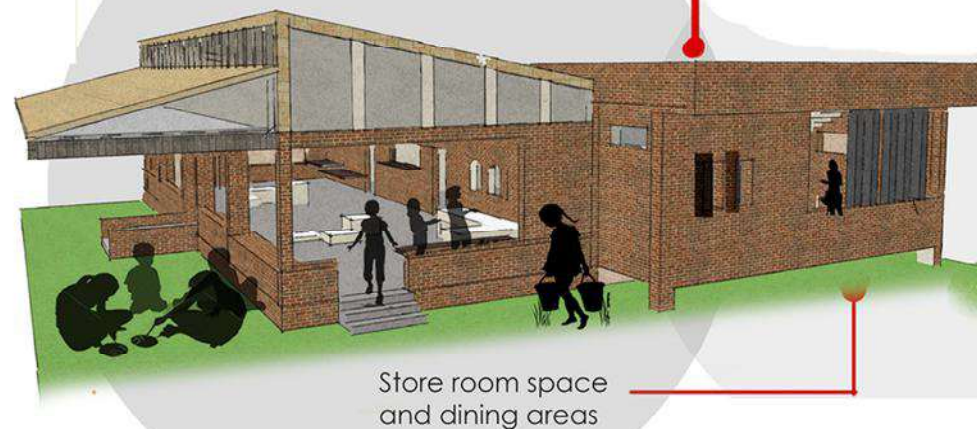
SECTION SHOWING ACTIVITY AND USE OF SPACES

- DAY TIME USE**  
TAILORING  
BEAUTICIAN COURSE  
COMPUTER TRAINING  
STATIONERY MAKING  
GARDENING/ HORTICULTURE  
ELECTRICAL COURSE  
**LEARN**
- EVENING USE**  
+ SHOP  
+ PARLOUR  
+ SHOP  
+ SHOP  
+ FLOWER SHOP  
**EARN**

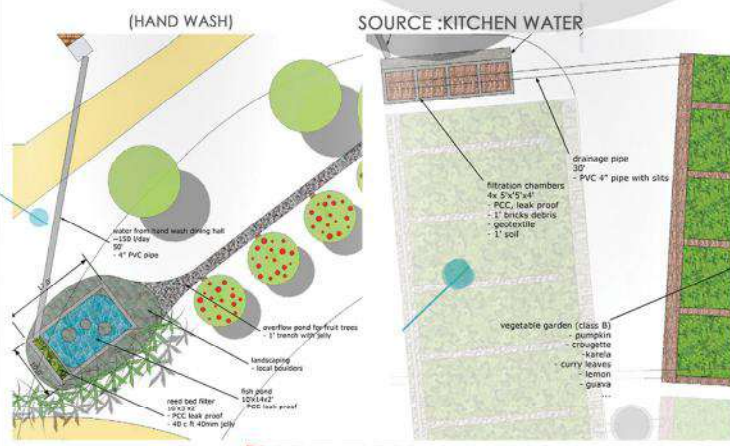


## 3 DINING SPACE

The terrace space is utilised for services

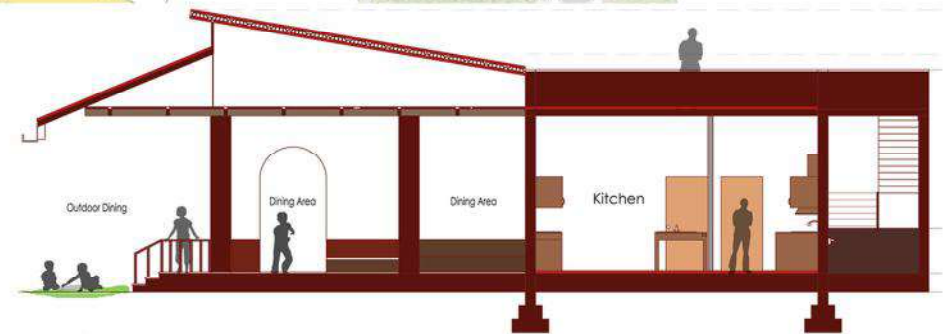


Store room space and dining areas



## WATER RECYCLING + COMPOSTING

1. Recycled grey water from kitchen and dorms is used for gardening through filtration with river reeds in the landscape



SECTION SHOWING THE SPATIAL FLOW IN THE DINING AREA