

# THESIS

SCHOOL OF ARCHITECTURE, MCE, ANNA UNIVERSITY CHENNAI

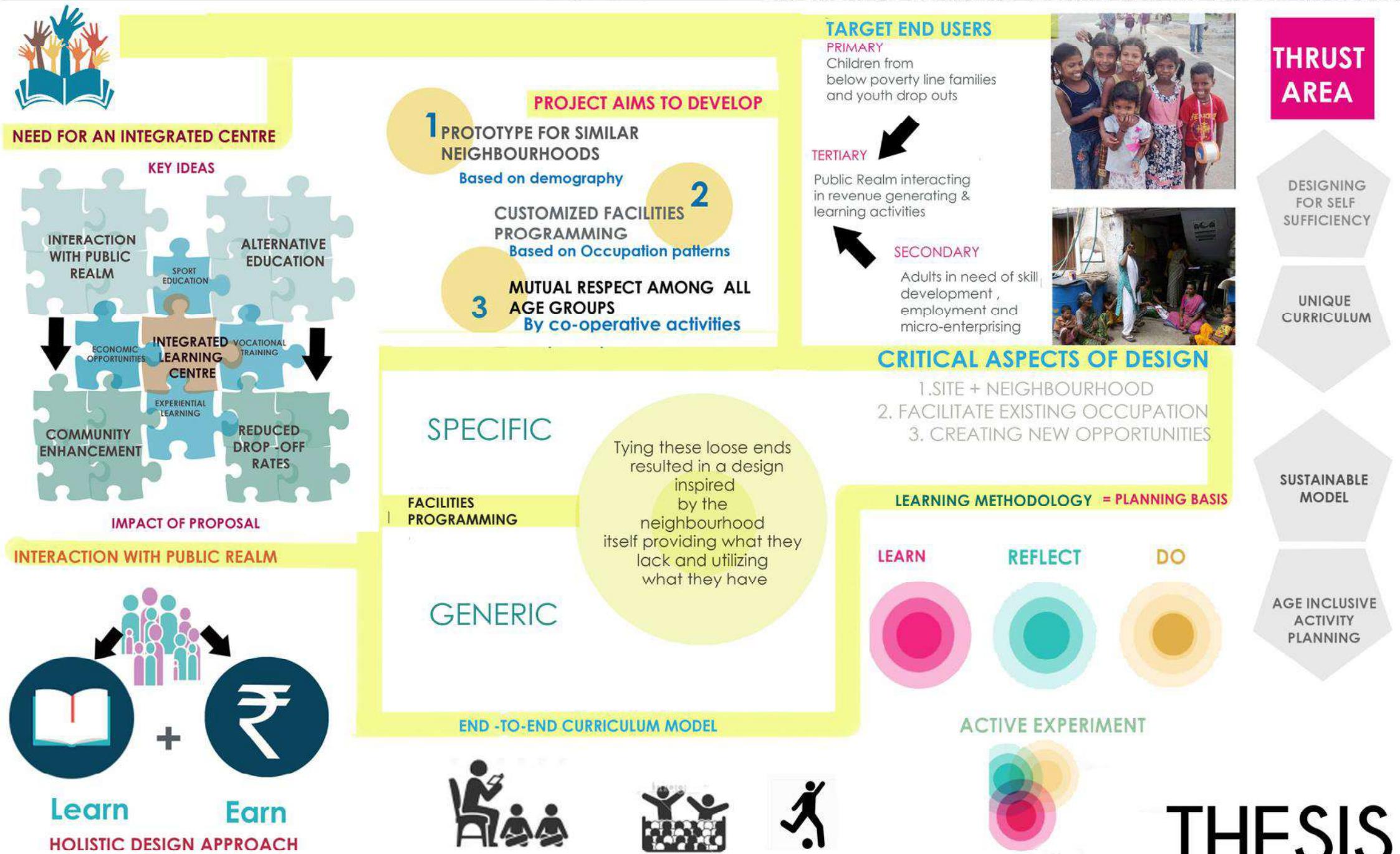
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SEMESTER X, (JAN-MAY 2015)

## 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

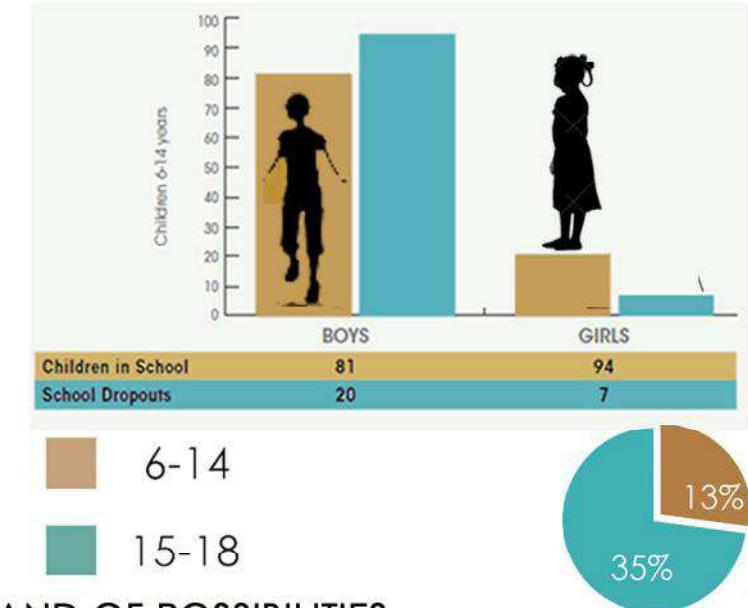


## SITE PROSPECTS

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

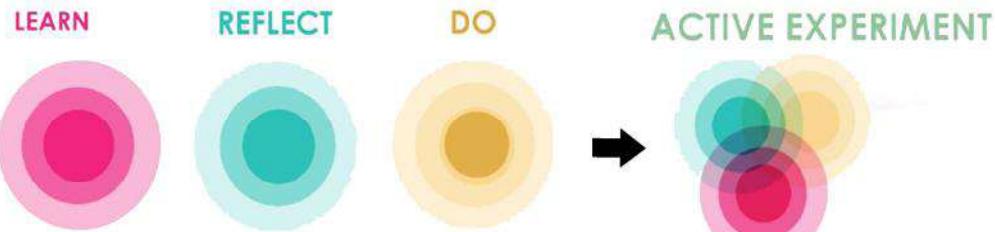


## LAND OF POSSIBILITIES

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

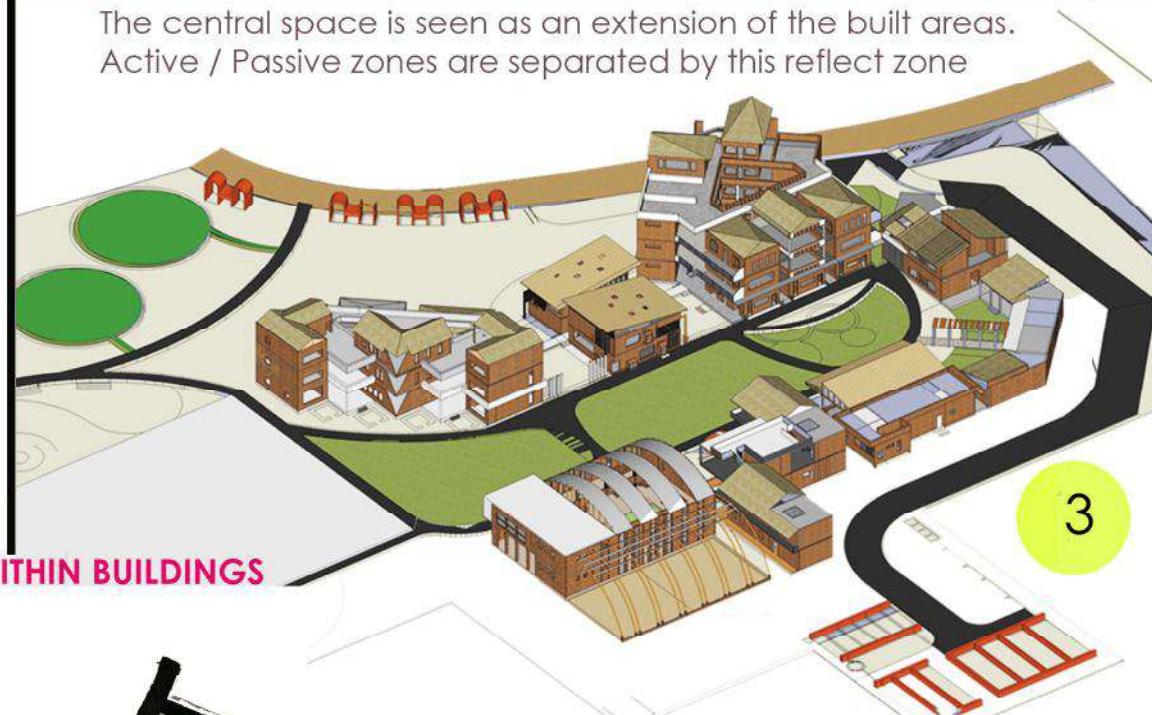


# DESIGN CONCEPTS



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

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



## MACRO TO MICRO SCALE DISTRIBUTION OF REFLECT ZONES

BETWEEN PUBLIC AND PRIVATE ZONES

BETWEEN BUILDINGS

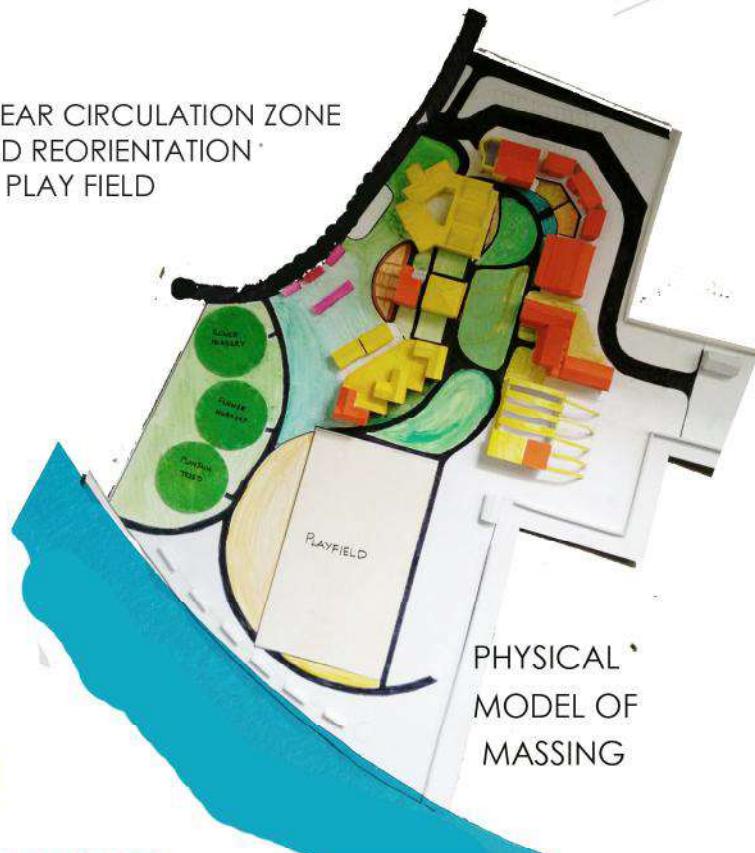
WITHIN BUILDINGS

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

0.0m lvl

Shop

Flower Nursery

Flower Nursery

Plantain Trees

OSR 2596 SQM

Experiment

Reflect with the River

15m

Play Area

Playfield

+0.00 m M

+0.15 m M

+0.15 m M

+0.45 m M

# 1 LEARNING PAVILION



Section of space transition

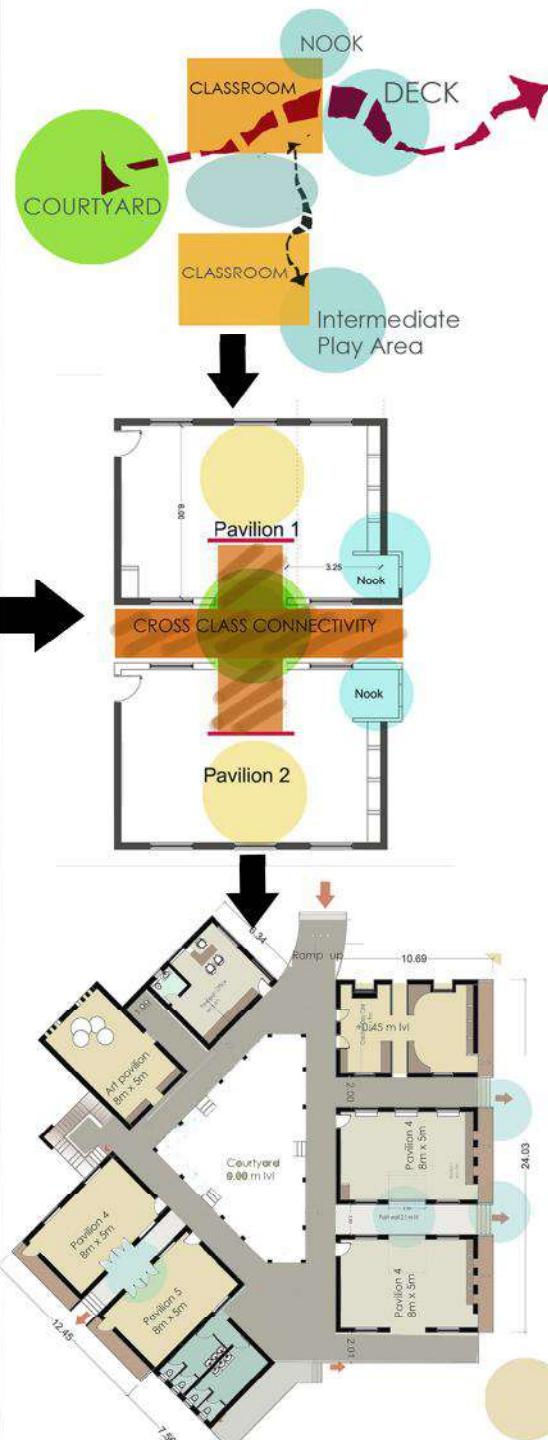


Classrooms are envisioned as pavilions with courtyard acting as focal point



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

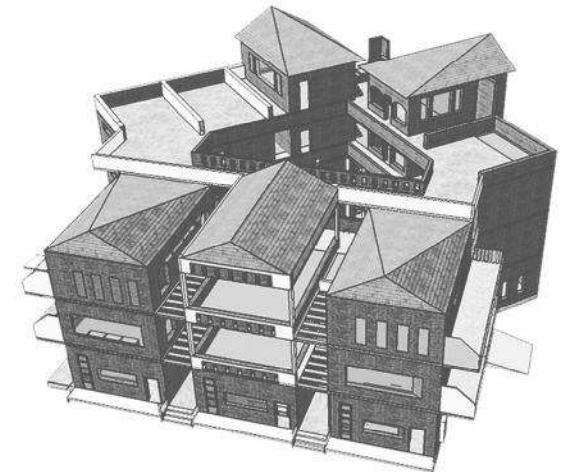
1

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

2

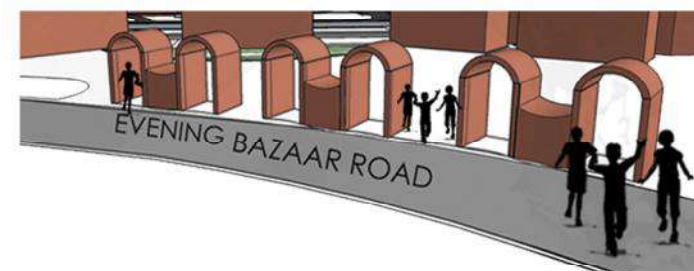
**AFTER SCHOOL USE**

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



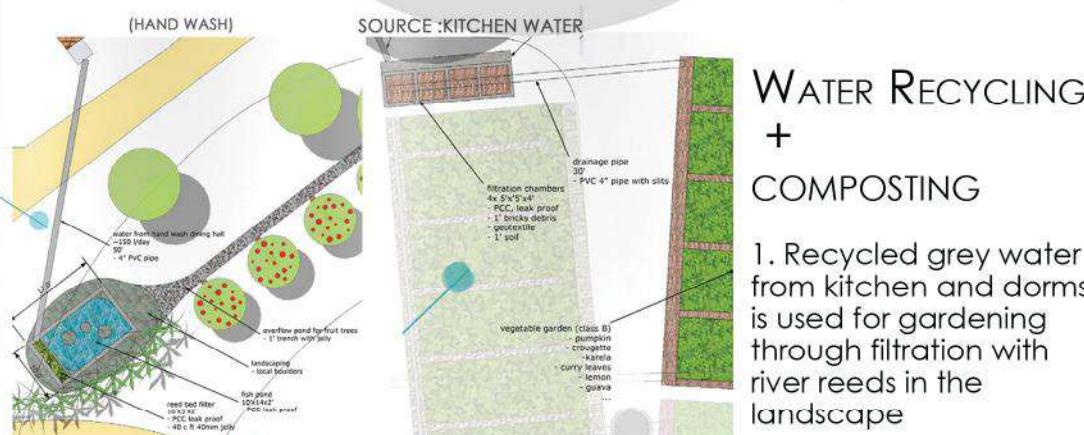
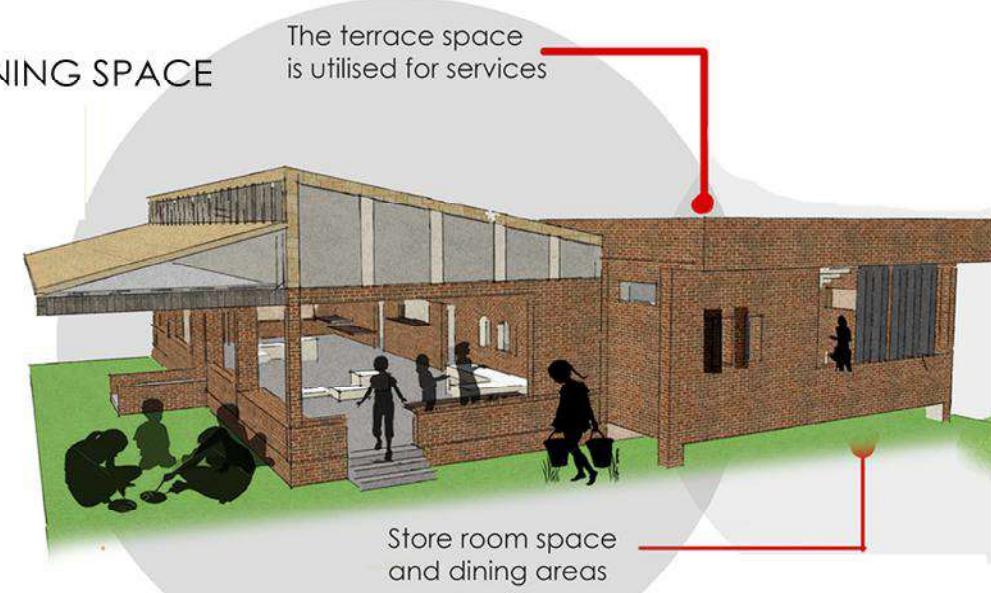
### EVENING USE

+ SHOP  
+ PARLOUR  
+ SHOP  
+ SHOP  
+ FLOWER SHOP

### EARN



## 3 DINING SPACE



## 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