

SOS SHISHU POLLI RANGAMATI, CHITTAGONG, BANGLADESH

BY

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ABSTRACT

SOS is an international organization which runs charity concerns and mainly orphanages worldwide.

SOS 'orphanages' are somewhat different than the image of any typical orphanage comes into mind.

Generally SOS looks for individual donors from across the world to sponsor a newly admitted child.

And generally (from behind the screen) the donor supports the entire expenses of a kid till he/she grows up.

SOS orphanages are called 'SOS Village' and the houses are called "home" . These names are not just

names, they really mean it. The homes host somewhat like a real family of the orphans and a 'village' is thus grown up consisting a cluster of homes and other facilities.

The challenge of this project is to make the houses for the kids and the cluster of the homes a . And this can ensure the proper growing up of the orphans as just another kid in a family and society.

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CHAPTER 01

Introduction of the project

Content:

- 1.1 Project Brief
- 1.2 Background of the Project
- 1.3 Rationale of the Project
- 1.4 Aim of the project
- 1.5 Reasons for choosing the site
- 1.6 Reason for choosing the program

1.1 Project brief:

Name of the project: SOS Children's village

Project type: Orphanage academy

Location: Rangamati

Site area: 5.5 acres

1.2 Background of the project:

The SOS children's village is the largest private child welfare organization, working in 133 countries and territories around the world. And their philosophy is somewhat different than the image of any typical orphanage comes into mind. It was founded by Herman Gmeiner in 1949 in Austria. He was committed to help children in need, who have lost their homes, families and social security after the Second World War. Till then it has been functioning on four basic principles (a) mother, (b) brother and sister, (c) the house, (d) the village.

In brief SOS village try to build families for children in need .help them, shape their futures and share in developments of their community.



Figure 1: existing locations and children of SOS in Bangladesh
source: Google image

1.3. Rationale of the project

The project is related to the socio-economic Phenomenon of the country. It is actually an attempt to return to the original system of joined/ extended family which prevailed years ago, where the orphans have a chance of sharing and companionship of a real family life.

So, the project is not confined to the accommodation and education only, but to provide a safe home and shelter for the distress. The ultimate challenge is to create an environment that can enlighten the children where they will grow during learning, playing, working, even when they are just little kids.

1.4 Aim of the project:

The aim of the project is to make these orphans **self-dependent, mentally healthy, economically** self-sufficient in their after years. So in practical life they won't be challenged with anything that they make them feel defeated/lost. Thus the organization helps them to become national resource for the country.

1.5 Reason for choosing site

The site of the project is situated just before entering the main town of Rangamati, besides the only stadium present there. The name of the area is known as Raj bari since where the Chakma Raj lives in that area. The area of the site is appx. 5.5 acres. The maximum part of the site is surrounded by water of Kaptai Lake which gives a feel of an island. The only part of the site is connected to the main road. The owner of the site is Chakma Raj Barrister Devashish roy. Who is basically the king of whole Chakma tribe in Bangladesh. The budget of the project has not yet been fixed. Eastern part of the site gives a total exposure of the Kaptai Lake.

1.6 Reasons for choosing the program

The SOS children's village is the largest private child welfare organization, working in 133 countries and territories around the world. And their philosophy is somewhat different than the image of any typical orphanage comes into mind. Since they are identified three main ways:

- They provide education, and health care to the deprived children in the society, hwhich are available to children and their families directly.
- They help families and communities to become strong so that in the long run, they can take care of their children better and organize child care, education and health care.
- They help to improve the policies and practices of the state

The challenge of this project is to make the houses real homes for the kids and the cluster of the homes are real village. And this can ensure the proper growing up of the orphans as just another kid in a family and society.

1.6.1 The key functional elements of the school are:

- The residential buildings
- The primary school
- Social centre
- Administration area
- Common facilities
- Community housing
- Meditation centre



figure 2: children in playground
source: tahseen,2012

CHAPTER 02

SITE APPRAISAL

Content:

- 2.1. Location of site**
 - 2.1.1 Temperature reading**
- 2.2. Site and Surroundings**
 - 2.1.1. Site area**
 - 2.2.2. Existing land use**
 - 2.2.3. Adjacent land use:**
 - 2.2.4. Road network and Circulation**
- 2.3 Environmental considerations:**
 - 2.3.1. Topography**
 - 2.3.2. Habitation**
 - 2.3.3 Demography**
- 2.4. SWOT Analysis**

Project location: SOS shishu polli ,rangamati

Coordinates: 22°38'N 92°12'E

Division name: Chittagong division

Total area: 6,116.13 km²

Land area: 4,824.63 km²

Water: 1,291.5 km²

Population: 508,182 (2005)

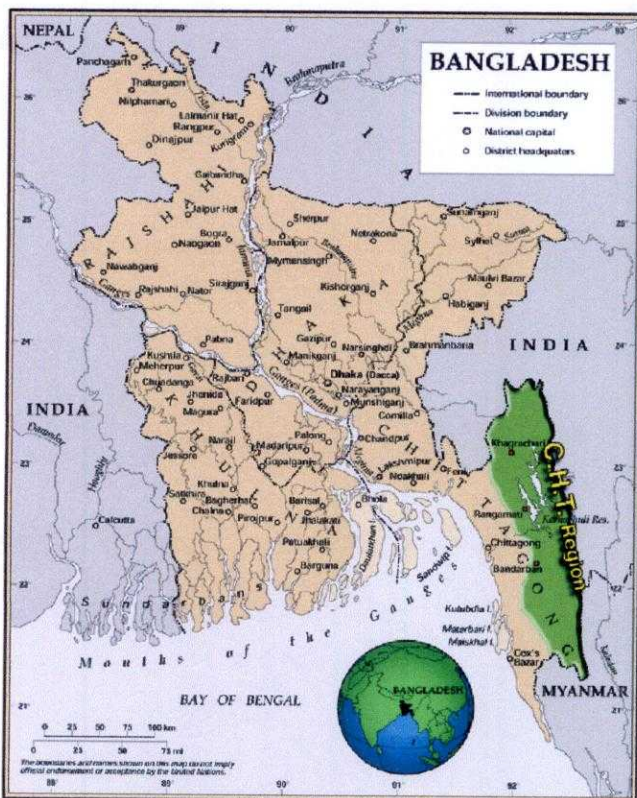


Figure 2: Location map of Rangamati in Bangladesh

Source: Google map

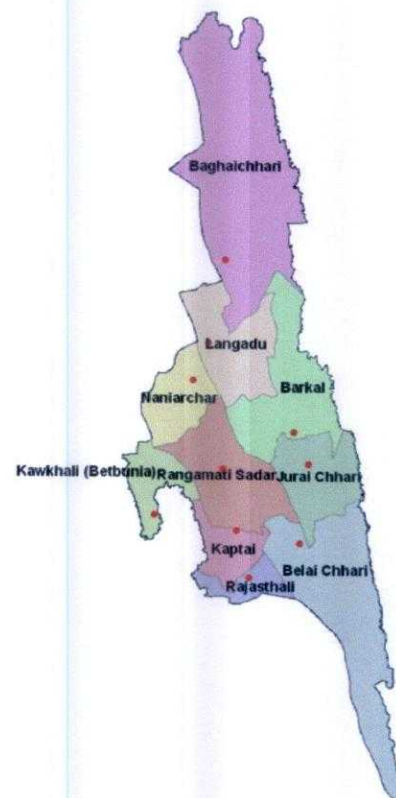


Figure 3: Location map of Rangamati

Source: Google map



Figure: 4: Satellite image of site
source: Google earth

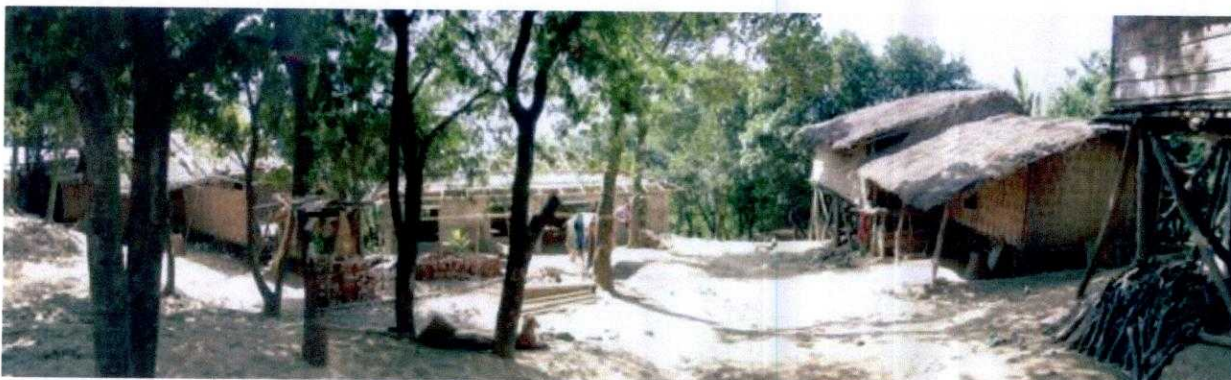
2.1.1 Area:

The area of the site is approximately 5.5 acres

2.1.2 Access: The site has 40 feet Dhaka-Rangamati highway on the south side. This is the only connecting road to the site

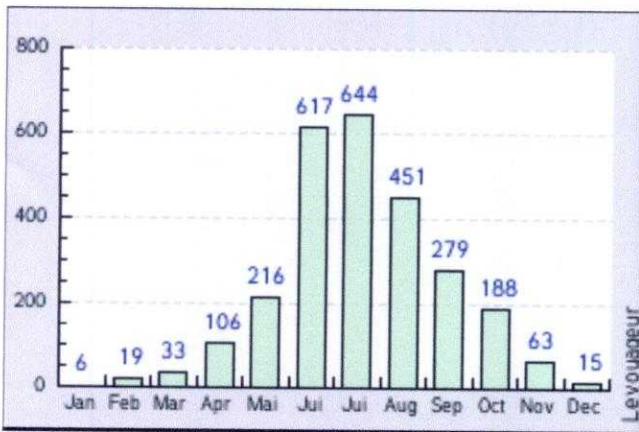
2.1.3 Utilities and services

The site will be easily served by different services facilities like electricity, telephone, gas etc as it lies beside the road.



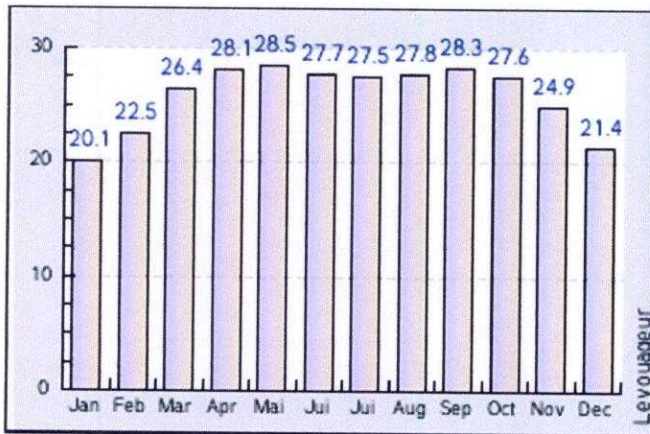
2.1.4 Temperature reading

The temperatures mentioned hereafter are expressed in degrees Celsius and represent the monthly averages observed over a great number of years. The rainfall graph can also be useful to determine the better period to set out on a trip.



Month	january	february	march	april	may	june	july	august	september	october	novemb	december
Rainfall	6mm	19mm	33mm	106mm	216mm	617mm	644mm	451mm	279mm	188mm	63mm	15mm

Figure 2.4: Rainfall reading of rangamati area in mm



Month	january	february	march	april	may	june	july	august	september	october	novem	decembe
temperature	20.1	22.5	26.4	28.1	28.5	27.7	27.5	27.8	28.3	27.6	24.9	21.4

Figure 2.5: Temperature reading of rangamati area measures in degree Celsius

2.2.3. site and surroundings

Figure 6: Panoramic view from the site
source: Tahseen 2012

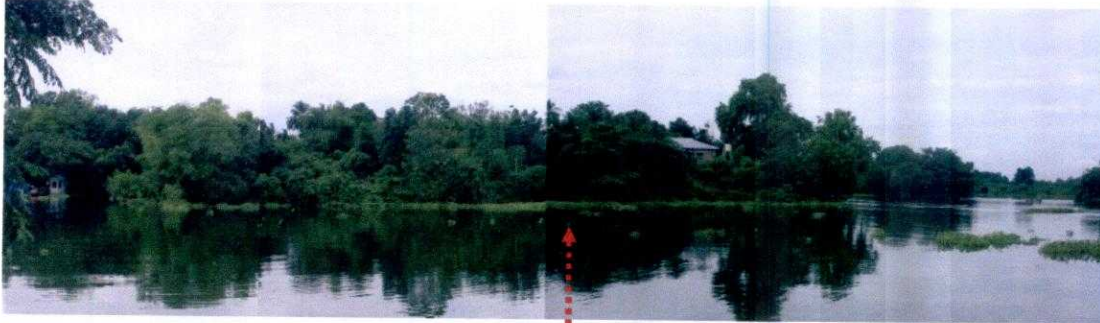




Figure 7: existing condition of the site
source:Tahseen, 2012



2.2.4. Road network and Circulation

The site of the project is situated just before entering the main town of Rangamati, besides the only stadium present there. Other than that there are secondary pedestrian roads within the site.



figure 8: road side

source: tahseen, 2012

2.3.1. Topography

The topography is a slope land consisting few numbers of contours, surrounded by sparkling waters of Kaptai Lake from all the 3 sides. Also it is ringed by numerous hills and green.

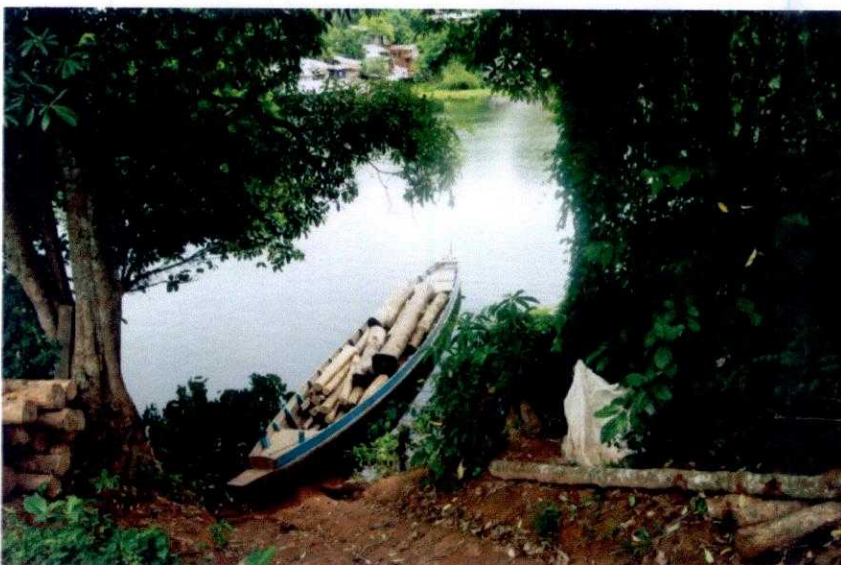


figure 9: contour

source: tahseen, 2012

2.3.2. Habitation

To site is surrounded by water body from its north, east and west. To the east there is low income settlement whereas the east and south has commercial settlements. The building height does not exceed the more than 3 storey

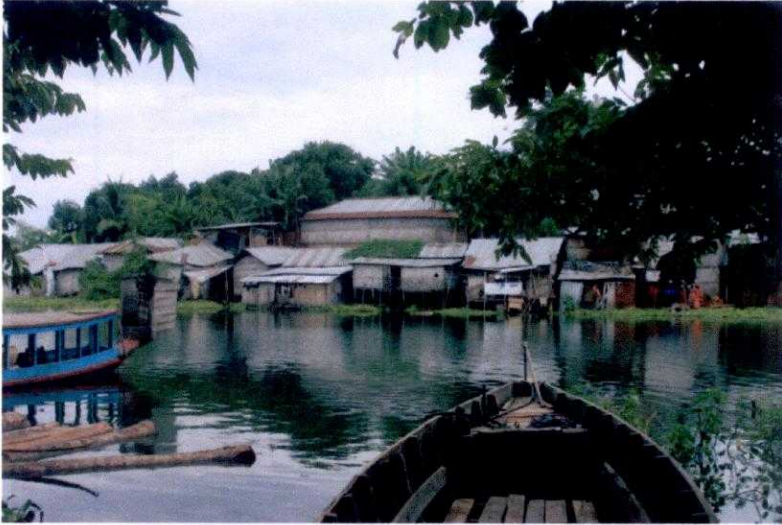


figure10: typical house patte
source: tahseen, 2012

The total population is divided into Bangalees and eleven tribes (ethnic minorities):

- Chakma
- Marma
- Tanchangya
- Tripura
- Pankua
- Lushi
- Khiang
- Murang
- Rakhain
- Chak
- Bowm
- Khumi.

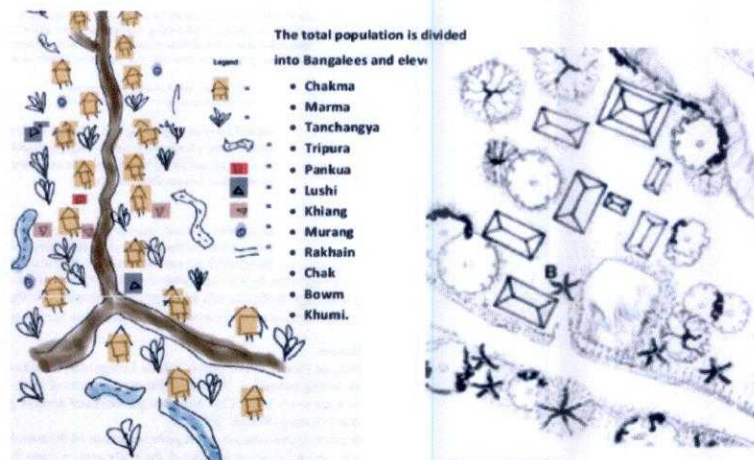


figure11: typical house pattern
source: khandokar hasibul kabir, 2012

2.4. SWOT Analysis

Strength:

- The natural beauty of the site can be considered the biggest asset of the project.
- Surrounded by big trees around the edge
- The locally available material such as wood and bamboo are very cheap in price.
- Easy accessibility to the site. the main entry is adjacent to dhaka-rangamati highway
- the site elongated in the north south direction

Weakness:

- Working in the contour can be considered a challenge here.
- only 1 way to access the site

Opportunity:

- As the site is very close to nature so it has great of incorporating natural sources
- Since this is an underdeveloped area, so through this project I may address few problems and their solution to some extent.

Threat:

- As this site in consist of contour so the climatic constrains can be considered as the biggest threat

CHAPTER 03

Literature review

Content:

- 3.1. Study of children (with special reference to orphans)**
- 3.2. Concept of ideal parents**
- 3.3. Study of traditional buildings**
 - 3.3.1 House pattern**
 - 3.3.2 Material analysis**
 - 3.3.3 Structural system**

3.1. Study of children:

Scientific studies of children are of relatively recent origin and requires many years of Scientific investigation to produce valid evidence. So it is not surprising that our knowledge of the psychological phenomena characteristic of the childhood years is far from complete.

However, this is an attempt to analyze to some extent, the individual known as a child with respect to their thought process, need, preferences, behavior pattern, adjustment to different situations and other psychological traits.

In our country as well as all over the world individual between ages 1-18 are categorized as children. The following are the areas of studies:

3.2.1 Concept of ideal parents:

As a ideal concept, the parent who more closely fits the child's ideal of what a parents should be at that time of his/ her life will be favorite parents. And usually it's the mother. These area reasons in favor of choosing a mother instead of a father for the care os children in SOS shishu poribar or SOS children's villages.

The mother is the women who is trained to do such jobs as mentioned, so they can give full-time to the children in the orphanage. They must also necessarily be amicable and kindhearted by the nature and love children.



figure 12: mother and child
source:nameera,2012

3.2.2 The concept of mother:

Young children usually think of "mother" as a person who does things for them, who takes care of their physical needs, who gives then affection and attention, who is almost always happy and In good humor, who tolerates a great deal of childish mischief, and who comes to their aid in times of trouble.

In the case of orphans, even if they have lost their mother at a very early age will look up persons possessing such qualities, as a child would to his natural mother.

3.3 Contribution of family to the development of children:

Feeling of security from being a member of stable group

People , children can rely on to meet their needs-physical and psychological.

Source of affection and acceptance, regardless of what they do

Guidance in the development of child's behavior

Stimulation of their abilities to achieve success in the school and in social life.

Source of companionship until old enough to find companions outside home

There can be several ways of developing the intellectual capacities and capabilities of the orphaned children of the society, to make them a healthy and self reliant. But the family is the best institution considering these point of views.



figure13: typical family gathering
source:nameera,2012

Brothers & Sisters: family-ties grow naturally-10 to 12 children of various ages and sexes live together in the same family, always staying together. These children and their SOS-mother build emotional ties that last a lifetime.

The House: each family creates its own home. The house is the family's home, with its own unique feeling, rhythm, and routine. Under the roof children enjoy a real sense of security and belongings. Children grow together, sharing responsibilities, and all the joy and sorrows of the daily life. With individual kitchen, living space and households the house is run by mother independently under the guidance and help of the village director, who is the father figure for the children

The Village: the SOS family is a part of the community.SOS families live together, forming supportive village environment where children enjoy a happy childhood. The families share experiences and offer one another a helping hand; they also live as integrated and contributing members of the local

community. Through his/her family, village and community, each child learns to participate actively in society. The village has several houses, its own community center, elementary school and other facilities.

Whether located all together or dispersed within a community, SOS families provide individualized care and promote the development, education and health of each child. They work together with communities to develop and improve local education and health infrastructure. In some cases SOS Children's Villages run



figure11: SOS Residence, Bogra
source: nameera, 2012

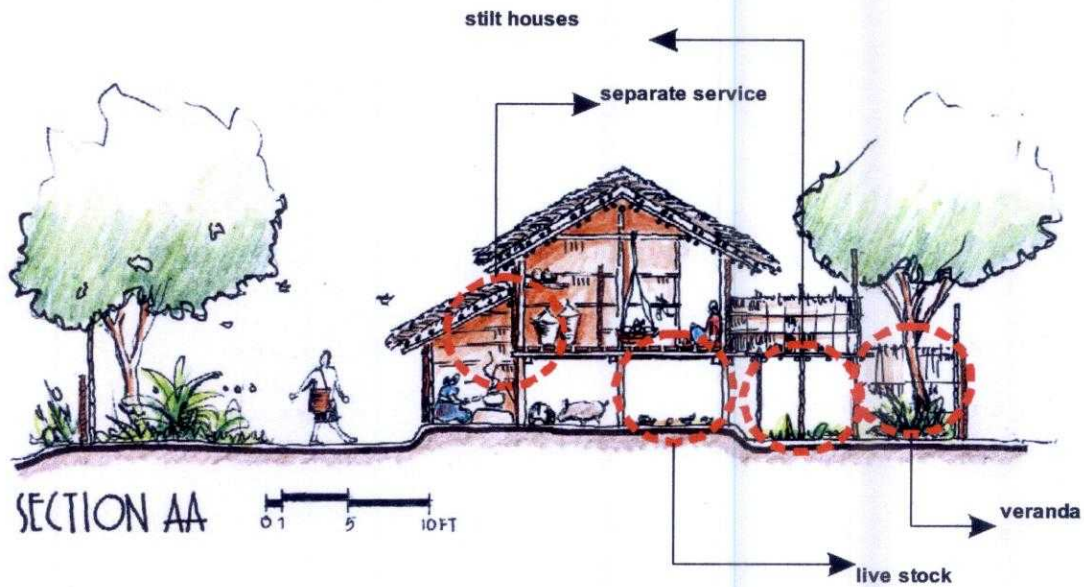
Features of the surrounding

(a) Building feature:

Traditional house: Traditional Houses of rangamati represent the heritage of our country and also reflects traditional forms and values, fundamental to the culture of the people of that area. It possesses distinct characteristics as regards planning, use of materials and location. such as

- Every family generally owns one house, which is constructed on posts of wood or bamboo.
- Platform of the house is generally made at about 5-15 feet height from the ground where the floor of the houses is built. Locally these houses are renowned as machang ghor or tong ghor.

This pattern of houses is usedtuce by the ethnic people for centuries snd had been in harmony with their ecology. One house is divided into two major parts balcony inner portion. As per utility inner portion is divided into several rooms that also vary from community to community.

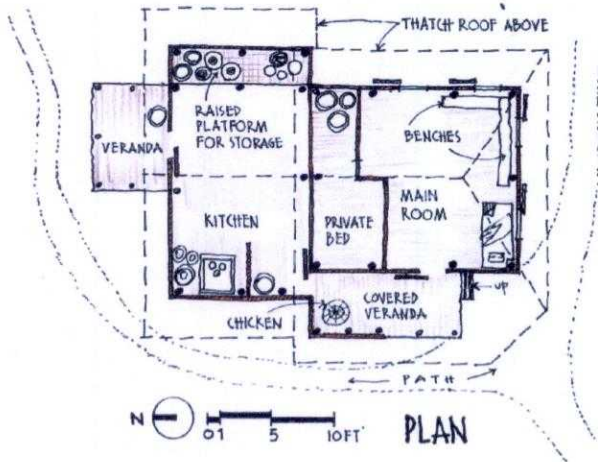


the houses comprised of a sequence of spaces. Entry was through a open front veranda with a narrow transition space serving for storage. The first large space was for general use including sleeping, working and entertaining guests. This space led to a private bedroom and open veranda with railing walls on two sides. A larger second general area was also accessed from the first general space, which in turn was connected to an indoor kitchen with storage and a back veranda with railing walls. Main circulation was linear with a series of rooms on one side. On the west side, there was a bamboo double wall with cavity to reduce heat gain from the afternoon sun. Construction methods and materials were similar to the other case studies – wooden/bamboo stilts/posts, bamboo mat walls and thatch on bamboo framing.

figure12: typical house pattern
source: khandokar hasibul kabir, 2012



figure14: typical house pattern
source: khandokar hasibul kabir, 2012



(b) Lifestyle: they usually have a very simple life style. The dwelling has a

concrete representation, but it also embodies intangible social ideas and diverse cultural values. The tribal house acts as a physical referent, and as a stage for daily social transactions; it also acts as a base for cultural performances such as rituals and rites.

(c) Building Material:

As elements

- Historically, bamboo had been the most important building material for housing in Bangladesh. Even today bamboo is widely used and as in the past, bamboo is still good in making the fences for rooms and as pillars or crossbars to support the roofs.



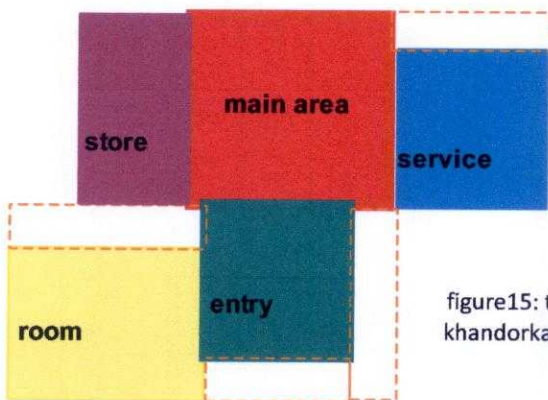
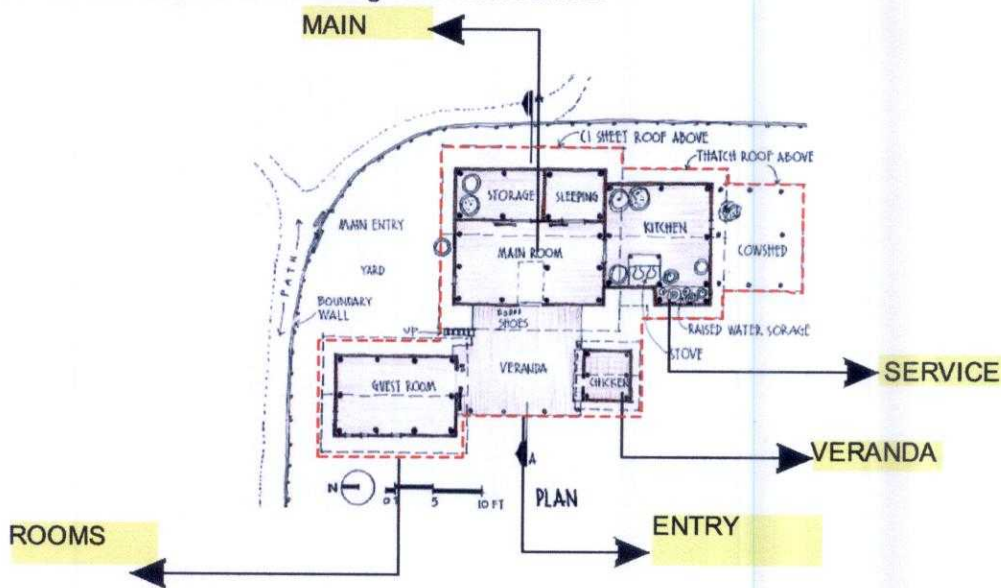
figure15: typical house pattern
source: khandokar hasibul kabir, pdf source:



figure16: typical house pattern
khandokar hasibul kabir, pdf

d) individual building plan

This is an example of a typical traditional house from the Bawm group in Bandarban. The structure is raised from the ground on wooden and bamboo posts and the space below is used for rearing pigs, poultry, etc. The house is entered through a front veranda, part of which also serves as storage space for household items such as baskets, pots, pitchers, etc. Inside, the room is divided into two areas: a main room for sleeping and also entertaining guests, indicated by built-in wooden/bamboo benches, and a kitchen with stoves on the floor and a storage area. The floor is built of stiff split bamboo mats, the walls of bamboo mats weaved in the traditional cross pattern and the roof is of thatch from hillside grasses with bamboo



source:

figure15: typical house pattern
khandorkar hasibul kabir

figure17: typical plansource:

Chapter 4

Case study

Content

- 4.1** Case study
- 4.2** case study findings
 - 4.2.1**case study 01: SOS shishu polli bogra
 - 4.2.2** SOS children's village morocco
 - 4.2.3** orphanage at ramu

Design Criteria:

central courtyard surrounded by 10 family houses admin, school, college & social center located near the entry community house+guest & aunts' rooms & multipurpose hall located beside the admin director's house, youth hostel & staff quarter at the rear side

Style:

- 5 acres site on 2 levels
- natural contours used to create landscape at different levels
- steps are for sitting by mothers & children, enhances community bonding

maintain scale

- one/two-storied buildings to have intimate & domestic scale
- pitched roof to scale down heights
- greens created in different layers for children's scale



figure17: typical building
source: Farmin Ahsan, dissertation
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circulation

- pathways connect all functions
- whole village is pedestrian zoned
- different levels of walkways breaks monotony changes vision
- defines individual space



figure18: typical building
source: Farmin Ahsan, dissertation
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hierarchy of open space

- courtyard connects all houses,
- a view of open space
- gathering spaces for formal & informal chats >community spaces
- individual playground >sports
- public square >courtyard > slot & niches



figure19: open spaces
source: Farmin Ahsan, dissertation
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hierarchy of functions

- spaces connect interior & exterior through active transitional spaces
- public space > semi-public space> private space>institutional space(formal) > residential space(informal)

climatic aspects

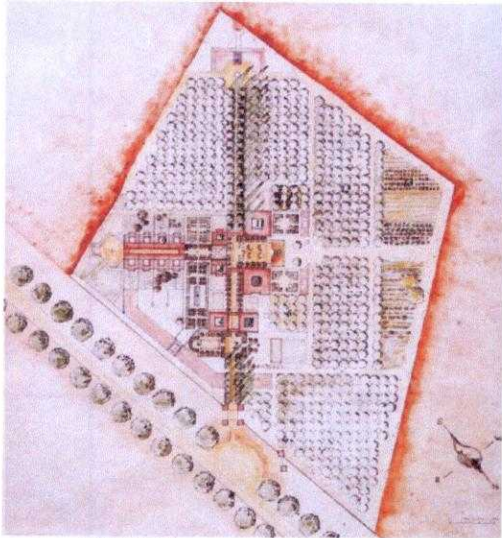
- better wind flow
- orientation is considered
- cross ventilation & natural light
- using brick to reduce cost

4.2.1 case study 02: SOS- architect: Charles Boccara

location: wohlen,switzerland

site area: 2 acres

completion date: 1985



- | | |
|----------------------------|---------------------------|
| 1. Entrance riad | 8. Director's house |
| 2. Reception area | 9. Family dwelling |
| 3. Pavilion for guests | 10. Open-air amphitheatre |
| 4. Administrative services | 11. Service building |
| 5. Kindergarten | 12. Fruit orchard |
| 6. Recreation area | 13. Vegetable gardens |
| 7. Village plaza | |

figure20: master plan of SOS morocco

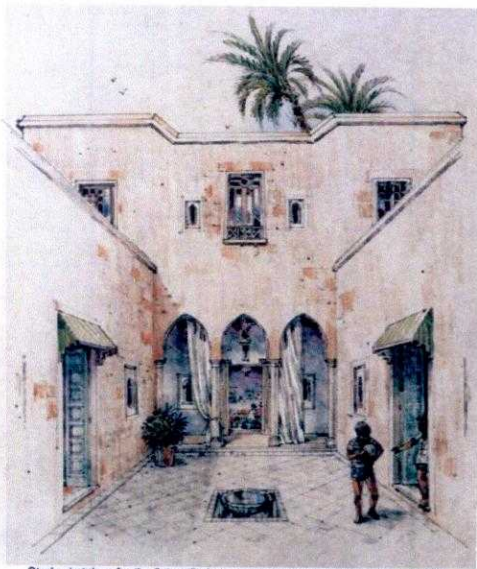
source: google

SOS Children's Village Ait Ourir lies at the foot of the Atlas mountains. The Village was built in a style that is typically Moroccan and consists of 14 family houses for a total of 140 children, a village director's house, an aunt's house and the administration and service buildings.

A small and simple farm contributes towards meeting the individual's needs for fruit, vegetables, meat, etc. Any agricultural surpluses are sold on the market.

A SOS Kindergarten and a SOS Hermann Gmeiner School are also affiliated to the SOS Children's Village. The SOS Kindergarten has been in operation since 1985 and is attended by around 100 children (also from areas nearby), who are cared for in four group rooms. A large multipurpose hall is available for them.

concept: courtyard house,
vernacular/traditional architecture



Study sketches for the "street" along which the family houses are arranged

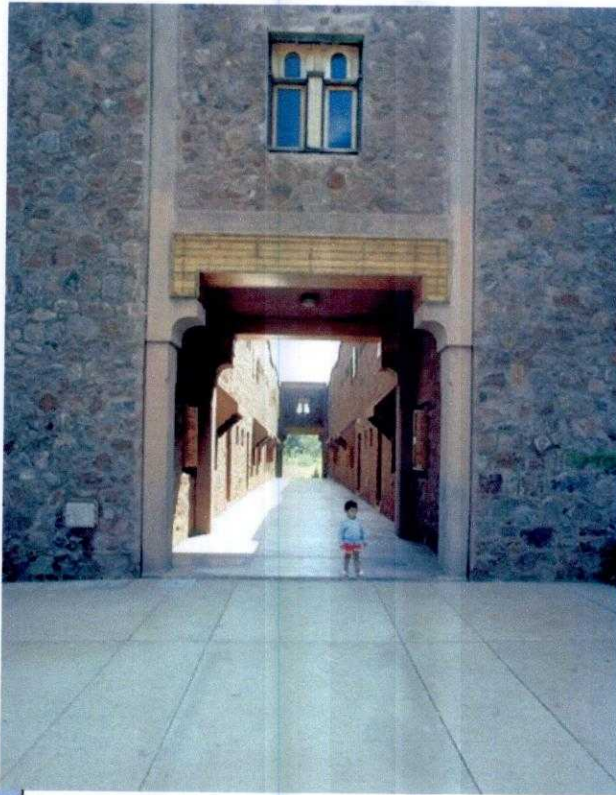


figure 21: building's interior view

source: Googl images

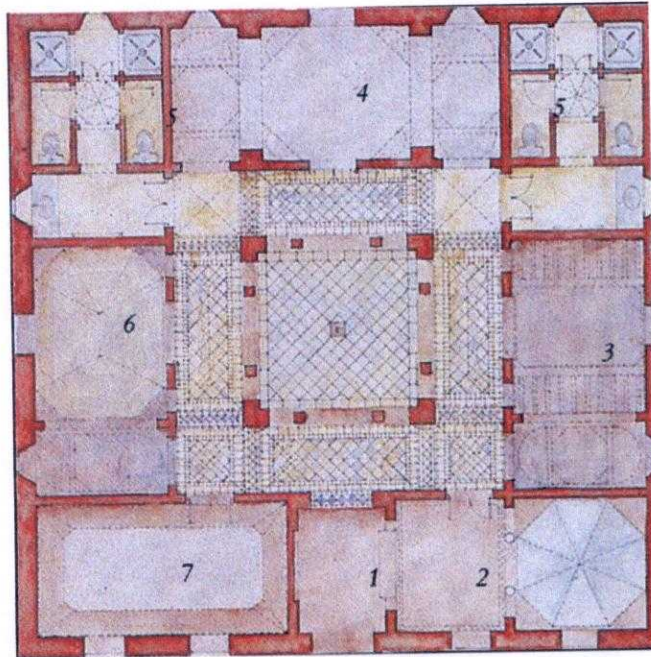
site consideration:

- The site of the Children's Village is intensively cultivated and includes a natural axis set up by a double row of apricot trees. This axis is used as a main organizational element linking the various facilities of the complex. In addition to the main axis, the creation of traditional space

organizations of buildings:

- organization was achieved through several additional features. An enclosed garden forms the reception area, bordered by two identical buildings (guest pavilion, administrative building).

- The houses are situated along a path which links these to the kindergarten, atelier and amphitheater. Conceived in a traditional manner, the houses are composed of peripheral rooms opening onto an inner courtyard.



- | | |
|----------------------|---------------------------|
| 1. Entrance hall | 5. Toilets |
| 2. Reception | 6. Library |
| 3. Director's office | 7. Reading and study room |
| 4. Meeting rooms | |

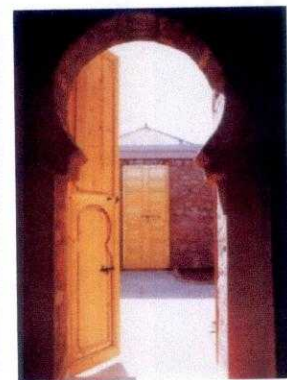
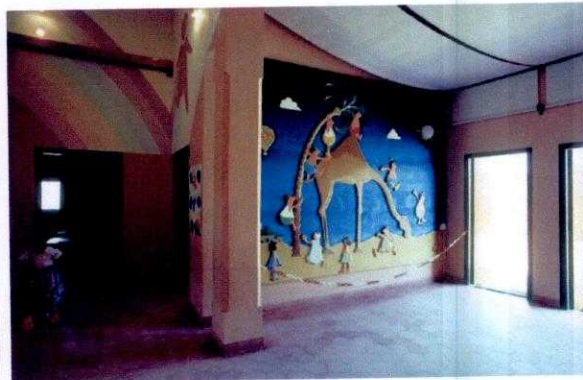


figure 22: building's interior view
source: Google images

4.2.2 case study orphanage at ramu architect: Charles Boccara

location: ramu, chittagong

site area: 3 acres

completion date: 1995

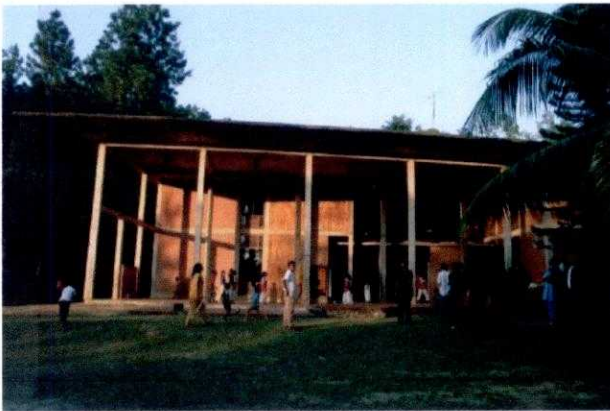


figure 23 : building's interior view
source: tahseen, 2012

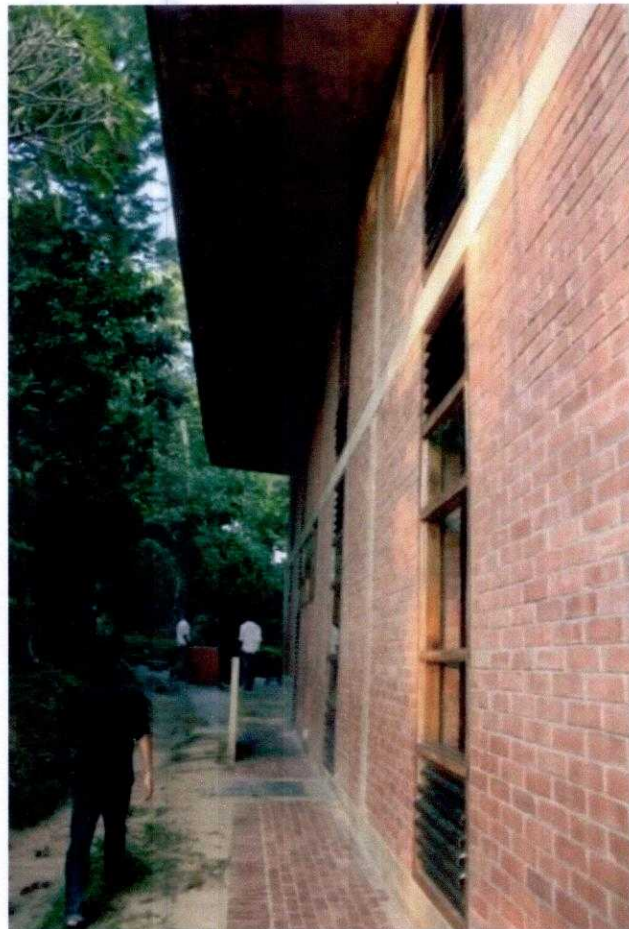


figure 24: study of shade and shado
source: tahseen,2012

Style:

- a project on a small site
- project created on flat land but in between the nature
- flat roof
- surrounded by green

circulation

- pathways connect all functions from all sides
- usually enhances pedestrian accessibility
- defines individual space
- the link between indoor and outdoor was very nice.

hierarchy of open space

- open courtyard in the front and back of the building
- a view of open space
- gathering spaces for formal & informal chats >community spaces
- individual playground >sports



figure 25: class rooms
source: tahseen,2012

hierarchy of spaces

- interior & exterior spaces are connected in a very well manner through active transitional spaces
- public space > semi-public space> private space>institutional space(formal) > residential space(informal)

climatic aspects

- better wind flow

- orientation is considered
- cross ventilation & natural light
- using brick to reduce cost
- load bearing walls as structural system

chapter 5

Program Development

Content

5.1 program analysis

5.2 conceptual requirements

5.3 program elements analysis

5.1 Program Analysis:

Name of the building	Name of the functions in block	Total square feet
Office block(1)	<ul style="list-style-type: none"> • Reception, • directors room • asst. dir room • conference room • office room • toilets 	1374 sft
Social centre(1)	<p style="text-align: center;">Emergency medical centre</p> <ul style="list-style-type: none"> • waiting area • doctor's and nurse's room • examination room • dispensary • toilet day care • children's room • veranda • toilet 	1364 sft
Primary school	<ul style="list-style-type: none"> • Class room • Head master's room • Teachers room • Meeting room • Library • Lab • toilet 	5712 sft
Community house	<ul style="list-style-type: none"> • Guest house • Aunts house • toilet 	2340 sft
Multipurpose hall(1)	<ul style="list-style-type: none"> • Mail hall • Toilet 	3300 sft

	<ul style="list-style-type: none">• Preparation room	
Assistant directors residence(1)	<ul style="list-style-type: none">• Bedrooms• Living• Dining• Kitchen• Veranda• Toilets	950 sft
Directors residence(1)	<ul style="list-style-type: none">• Bedrooms• Living• Dining• Kitchen• Veranda• Toilets	1148 sft
Family house(14)	<ul style="list-style-type: none">• Children's bedroom• Mothers bedroom• Dining• Kitchen• Toilets• Veranda• store	2093 sft

5.2 conceptual requirements

Below the proposed program is provided in brief. The different component and the proposed area of the different units demand an elaborate master plan.

office block/administrative block

Type of use	Area required per room	no of room	Total area(approx) (sft)
Directors room	160 sft	1	160 sft
Assistant directors room	150 sft	1	150 sft
Conference room	255 sft	1	255 sft
Office room	300	2	300 sft
Kitchenet			80 sft
Toilets			200
total			1145 sft
circulation			229
Total			1374 sft

Social Centre**Day Clinic**

Type of fuse	Area required per room	no of room	Total area(approx) (sft)
Waiting room and dispensary	176 sft	1	176 sft
Doctors room	100 sft	1	100 sft
Nurse station	150 sft	1	150 sft
Examination room	180 sft	1	600 sft
toilet			70 sft
total			676 sft
circulation			136 sft
			812 sft

Day Care

Type of fuse	Area required per room	no of room	Total area(approx) (sft)
Day care	362	2	362 sft
toilet	98 sft	1	98 sft
total			460 sft
circulation			92 sft
			552 sft

Community House

Type of fuse	Area required per room	no of room	Total area(approx) (sft)
Guest room	580 sft	2	580 sft
Aunt's room	400 sft	3	400 sft
Staff room	580 sft	2	580 sft
Old mothers room	250 sft	2	250 sft
Toilets		2	140 sft
Total			1950 sft
circulation			390 sft
Total			2340 sft

Primary school

Type of fuse	Area required per room	no of room	Total area(approx) (sft)
Class rooms	300 sft	8	2400 sft
Head masters room+ toilet	150 sft	1	150sft
Teachers room +toilet	320 sft	1	320 sft
Meeting room	620 sft	1	620 sft
library		1	600 sft
Computer lab		1	320 sft
Toilet			350 sft
Total			4760 sft
Circulation			952 sft
total			5712 sft

Multipurpose Hall

Type of fuse	Area required per room	no of room	Total area(approx) (sft)
Main hall	1550 sft	1	1550sft
Waiting	300 sft	1	300 sft
Preparatiion room	580 sft	1	580 sft
Toilet	320 sft	1	320 sft
total			2750 sft
Circulation			550 sft
Total			3300 sft

Asst . Dir . House

Type of fuse	Area required per room	no of room	Total area(approx) (sft)
Living +dining	310 sft	1	310 sft
Children's beds	100 sft	1	100 sft
master bed	120 sft	1	120 sft
Kitchen+ store	80 sft	1	80 sft
Toilets	70 sft	2	140 sft

Verandah	40	3	120 sft
Total			790 sft
circulation			158 sft
Total			950 sft

Directors house

Type of fuse	Area required per room	no of room	Total area(approx) (sft)
Living +dining	472 sft	1	472 sft
Children's beds	120 sft	1	120 sft
master bed	140 sft	1	140 sft
Kitchen+ store	80 sft	1	80 sft
Toilets	84 sft	2	168 sft
Verandah	60	3	180 sft
Total			956 sft
circulation			192 sft
Total			1148 sft

Family house

Type of fuse	No of users	no of room	Total area(approx) (sft)
Living +dining	10	1	300 sft
Children's beds	8	2	450 sft
Mothers bed	1	1	200 sft
Kitchen+ store		1	140 sft
Study	4	2	200 sft
Toilets		2	140 sft
Verandah and store		2	160 sft
Total			1610
circulation			483
Total			2500 sft

Total area: 1374 sft+812 sft+552sft+2340 sft+ 5712 sft + 3300 sft +950 sft +1148 sft +29300 sft =51200 sft

5.3 program element analysis:

Administration building: this building provides all the necessary information about the village. Basically it deals with all sorts of information, admission, elements of business administration (accountant, registrar and records) and also provides us a visitor centre. It is designed as the primary point to the entry of the campus.

Social centre: Other than residential and educational purpose there are other requirements, characterized as medical facility, day care and other vocational learning classes. The building is designed to meet all the needs of both community people and outsiders.

The academy building: a substantial distinguished structure. This is one of the most prominent facility a visitor sees on entering the campus. It will be the functional heart of the village, housing not only the classrooms, books, computer labs, seminar rooms and library as a first phase of academic growth.

In design we favor the idea of a spacious, attractive entrance through a court, which would serve as the venue for school meetings, possibly a daily morning meeting. Because the school building is designed as such, it with a swirl of varied school activities. All the room will be oriented in the north south direction for proper ventilation and view.

Multipurpose hall: the multipurpose is designed to serve the as the main space for all the school performance and for music and drama performances and also public lectures. The entry foyer is kept wide enough to make the entry grand and comfortable.

The common area: the building community housing and dining will be located adjacent to the central green space of the academy building. Daily breakfast, lunch and dinner for all the officers and staff (both school and social centre) will be served here and considered as one of the main social activities. The building would be designed to permit for dining and also for other related purposes.

.....the single-family houses will be sited in a private area of the village, with good sight lines and views and private garden and terrace. The type og guest will be limited as the houses requires more privacy.

Community houses: the community houses will include the stuff, guest and aunt's area surrounding the common dining. The houses will be connected by walkways and stairs. Basically to enhance

Residence: the residence is designed for total of 8- 10 people which include 8-9 children and a mother. The main idea was to create a cluster of 4 house served by a common courtyard. There are total 14 houses divided into 4 cluster of which 2 are a group of 4 and the other 2 group of 3 houses as required. The houses are designed keeping the privacy factor in mind. Also each room provided considering the ventilation and the design pattern of the local houses.

CHAPTER 06

Literature review

Content:

- 6.1 Phase 1: development of the site plan
- 6.2 Phase 2: development of plan
- 6.3 Phase 3: final images

6.1 Phase I

Development Of Site Plan

initial thinking of family house. courtyard was always a concern and was intentionally tried to bring that in the design pattern.

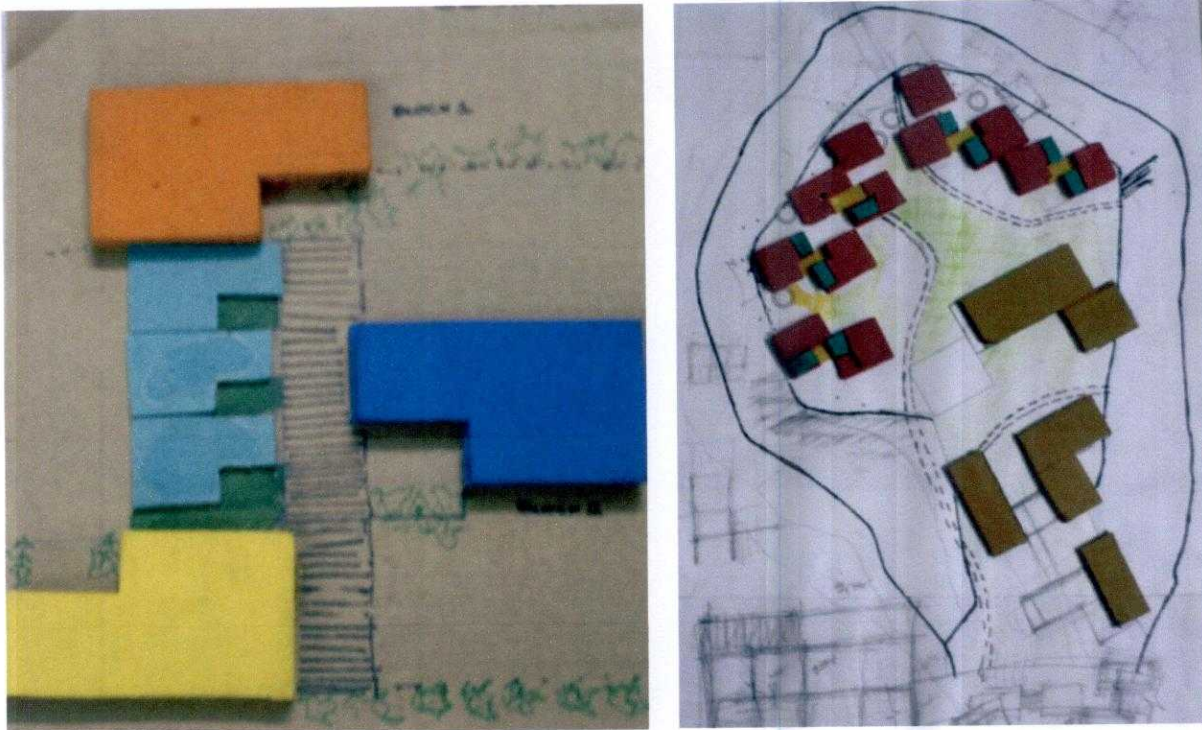


figure 26: initial models
source: tahseen,2012

The design initially started dividing the whole area in 2 zones.

- Public
- And private areas
- Also considering the edges for safety of the children

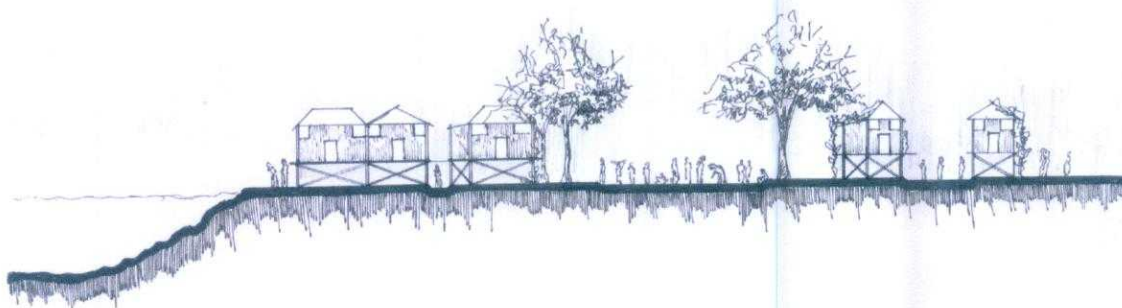


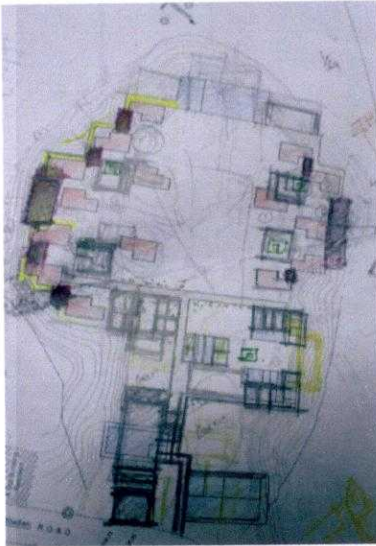
figure 26:
conceptual
elevation

source:
tahseen,2012

6.2 phase II

Here the basic idea was to create a open spaces throughout the area. also the buildings were placed depending on the

- natural ventilation
- and easy accessibility

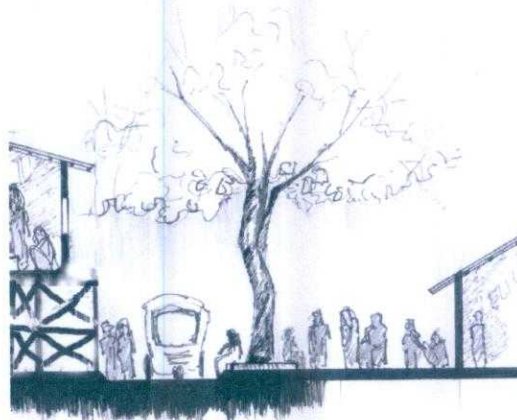
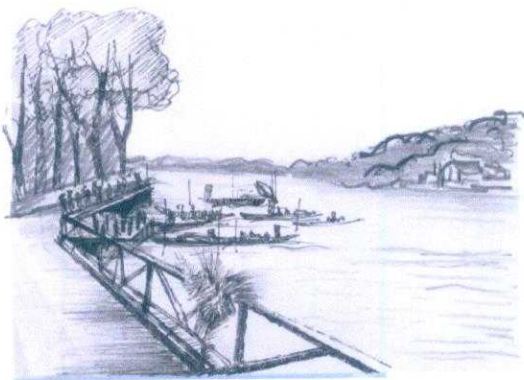


The buildings were basically low height and naturally ventilated.

figure 26: conceptual plan development
source: tahseen,2012

Sketches

This are some conceptual sketches considering the water body and the culture of Rangamati.

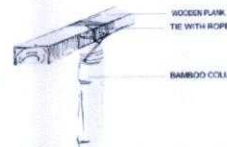


6.3 FINAL PHASE

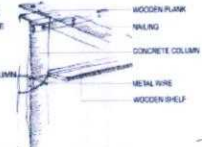
I tried a subtle design which would create space which would encourage 'Activities' and the 'Memories' And as a whole the masterplan tries to conceive the cert may help to create the sense of a real village tying up allintimate and interactive spaces for all. Also to create hierarchy and connections of spaces which the families together can enjoy through and activities.



JOINT COMPOSED OF 3 BAMBOOS AND WOODEN PLANK JOINED BY ROPES. THIS STRUCTURE IS USED TO SUPPORT STORAGE PARTITIONS WHERE COOKING MATERIALS ARE KEPT.



JOINT COMPOSED OF ONE BAMBOO AND ONE WOODEN PLANK PLACED PERPENDICULARLY TO EACH OTHER. THIS STRUCTURAL SYSTEM IS USED TO SUPPORT STORAGE PARTITIONS WHERE COOKING MATERIALS ARE STORED.



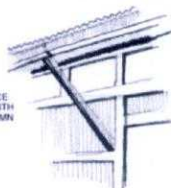
UPPER JOINT IS COMPOSED OF A WOODEN PLANK NAILED TO A CONCRETE COLUMN PLACED PERPENDICULAR TO EACH OTHER AND USED TO SUPPORT THE ROOF. THE LOWER JOINT IS COMPOSED OF A WOODEN PLANK TIED TO THE CONCRETE COLUMN WITH ROPES AND USED TO SUPPORT SHELVES.

W
TC
RF
GF
IS

Roof detail



STORAGE SPACE SUPPORTED WITH BAMBOO COLUMN



WOODEN BRACKET



OPERABLE WINDOW FOR VENTILATION

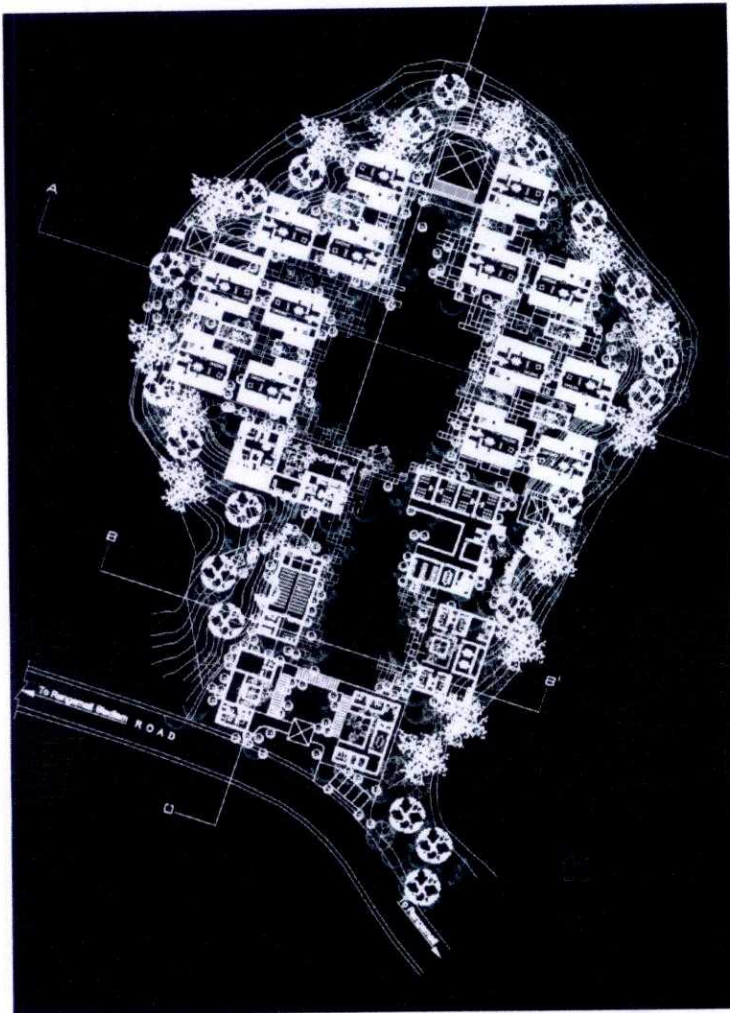
STORAGE INSIDE THE ROOM, SUPPORTED BY BAMBOO STRUCTURAL MEMBERS, USED AS STORAGE SPACE.

EXTENDED ROOF SUPPORTED BY WOODEN BRACKETS.

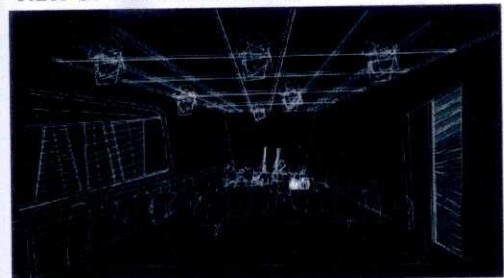
PUNCH CUT OUT FROM SLANTED TIN ROOF. IT IS USED AS AN OPERABLE WINDOW TO REGULATE LIGHT AND VENTILATION.

6.3

Final Phase Master Plan



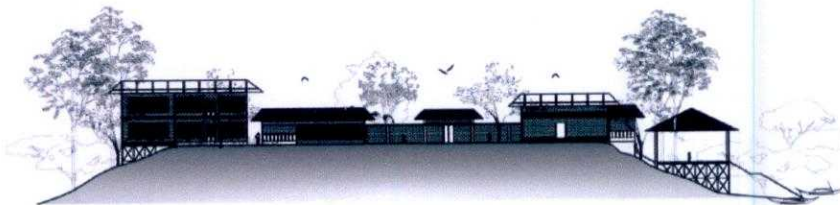
VIEW OF THE AUDITORIUM



INDIVIDUAL RESIDENCE



SECTION BB'



NORTH ELEVATION



6.4 Final Images Of Model

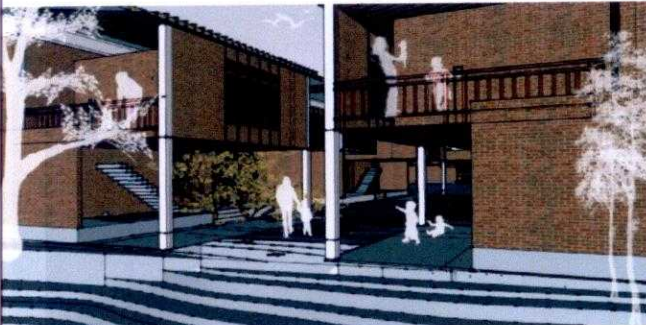


6.5 Developed Final 3d Images



basically the place was designed keeping the local context and also to facilitate child activities.

through this images we can understand how children will respond to different open places provided here.



here we can see the various type of open spaces suggested in the design.



the open green spaces for children to interact and grow up together as one big community.

CONCLUSION

The whole experience was very different. For me this was the outcome of all that I have learned in the last five years being an architecture student. The project SOS children's village is a very sensitive topic to work with. Initially I had to put a lot of effort just to understand the project and its requirements As it dealt with kids and their innocent childhood. Even the site Rangamati for me was a very environmentally sensitive area to work with as it is enriched with the cultural diversity of the our country. The site owns natural diversity consisting of hills, forest, surface water bodies, etc.

Even Uniqueness belongs to the housing pattern of this area in Bangladesh context. The housing pattern is different from that of 'mainstream' (Bengali) culture in terms of design, architecture, technology, tools and materials, aesthetics, adaptive value, placing, usage, sustainability, etc. so had to work considering each and every factor.

Mostly through this project I wanted to provide a peaceful environment for the children. which will emerge from the tribal culture of that region mostly. so my main goal was to provide a content atmosphere along with the enhancement of nature.

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