

**BANGLADESH SHISHU ACADEMY COMPLEX
KHAGRACHHARI,BANGLADESH**

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SEMINAR II

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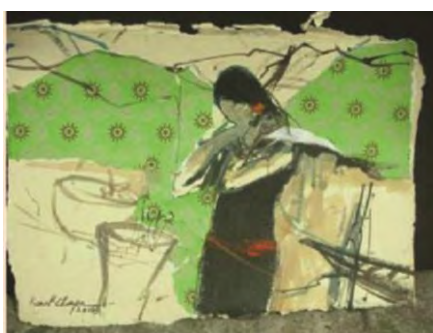
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Chapter 1 Introduction

1.1 Introduction

It has been my interest to work on a topic which enabled me to explore the needs and creativity development of children. Being such, I decided to work on Bangladesh Shishu Academy Complex. This is a children center which fosters the development of children's cultural values through practice, learning and performance.

1.2 Project Background



Bangladesh Shishu Academy Complex is a governmental project for development of children in all districts. This site is in Khagrachhari, which is a picturesque destination of Bangladesh in the Chittagong Hill Tracts where the main inhabitants are the Chakma, the Marma and the Tripura. The rich culture of Chakma, Marma and Tripura includes dance, music, story-telling and

local instruments and crafts.

There has been an ongoing inter-racial conflict in the CHT (Chittagong Hill Tracts) for decades. Peace Treaty was established between the Bangladesh Government and the Parbatya Chattagram Jana Sanghati Samiti (United People's Party of the Chittagong Hill Tracts) in order to pacify the conflict which initially came about when the culture, language and identity of the indigenous communities in the CHT were not recognized. Mozumder (2013) in his thesis on racial prejudice among the Chakma and Bengali community in the CHT stated that the government should first take proactive measures to gain trust and clarify its role towards people from both races.

This project is an attempt to foster unity among the children of all the existing communities through assimilation which would lead to racial integration.

*Mozumder, M,K(2013) Cognitive Determinants of Racial Prejudice. An unpublished PhD thesis, p: 199-200

1.3 Rationale of the Project

The culture of this region of the country (Khagrachhari) is rich which is important to be nurtured among the new generation. At the Shishu Academy complex all children in the area will get opportunity to learn all of their regional cultural music, dance, art, weaving, cooking and other aspects. The tribes of Chakma and Tripura have distinct characteristics and rich culture which represent a part of our culture which is very aloof from rest of the country. By forming this Shishu Academy, hopefully a bridge can be made through rest of the country and this community by cultural programs, cultural exchange, camping, tourism and knowledge sharing.

1.4 Reasons for choosing the project

The Bangladesh Shishu Academy Complex is a means of knowledge and cultural gain for children which is severely being overlooked for the children outside Dhaka. In Khagrachhari there is a scope to build this project to facilitate the children of the area, also allow children of other districts to visit, stay and learn about the cultural values of the Chakma, Marma, Tripura tribes and the culture of the hill tracts by paying visit and camping at the Shishu Academy Complex at Khagrachhari.

Chapter 2 Site Analysis

2.1 Background findings

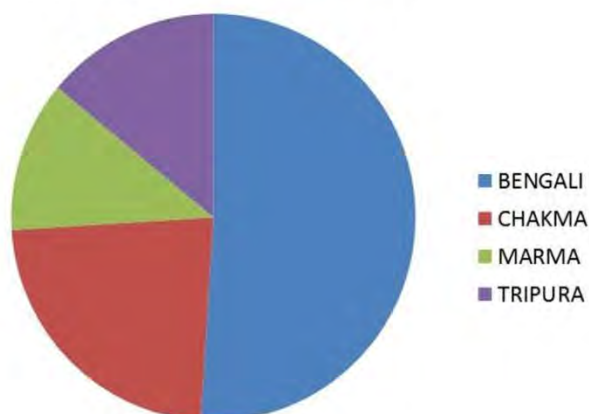
The site is located in Khagrachari.

Khagrachari is a district in south-eastern Bangladesh which is a part of the Chittagong Division and also in the Chittagong Hill Tracts area. Khagrachari is also known as Phalang Htaung or the Mong Circle and the local name is “Chengmi”

Speciality: Khagrachari is a valley and Mostly Khagrachari is a hilly area. People live on Jhum. Khagrachari town is the home town of the Mong Chief (currently King, or Raja, Saching Prue Chowdhury) who is the head of the Arakanese descendants living in the circle. It also is the administrative headquarter of Khagrachari district.

It is noteworthy to mention that the Chakma tribe is mainly Buddhist and the Tripura tribe is mainly Hindu in religion, which are the 2 main tribes at Khagrachari.

POPULATION IN KHAGRACHHARI



Source: Adnan, S, Dhaka: Research and Advisory Services, Migration, Land Alienation and Ethnic Conflict: Causes of Poverty in the Chittagong Hill Tracts of Bangladesh, 2014, p. 54

2.2 Site Appraisal

Total area: 4.2 acres



SWOT Analysis for the site:

Strength

The natural setting of the site will be a positive point for outdoor activities

The scenic view of the place

There is scope for using ramps in landscaping without cutting away soil

There is scope to use site forces in design

Weakness

The size of the site is very small

The communication around the place during rainy season is poor

Opportunities

Though the site is small, there is some scope for extension by cutting land along the slopes.

As population of children in Khagrachhari is relatively less, there is scope to accommodate functions accordingly

It can develop as a tourist attraction

It can develop as a camping spot

Threat

Center will be visited less during stormy or rainy season unless infrastructure is developed further.

2.3 Environmental Consideration

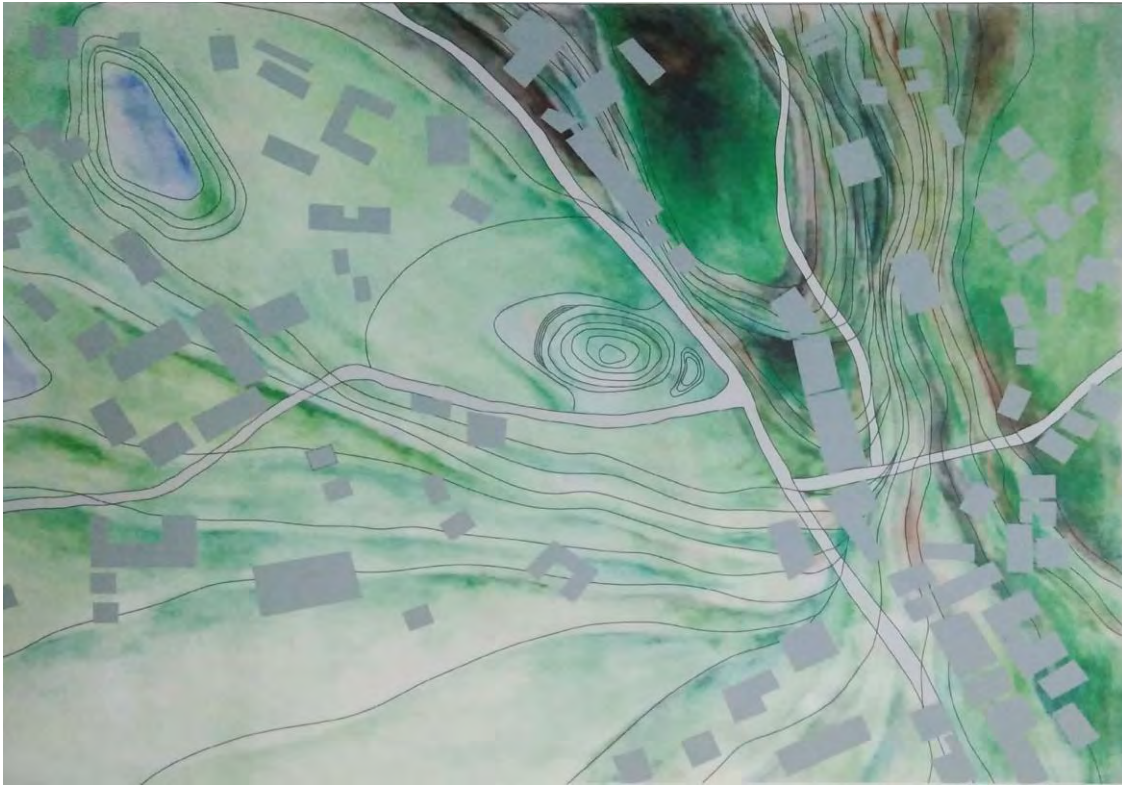
Khagrachhari has hot humid summer and tropical mild winter .During rainy season, the communication from one place to another becomes quite difficult. The population is not much and has a very local feel. Khagrachhari is a hilly place with scenic views.



2.4 Site and Topography

The site is situated on the hilly grounds of the Chittagong hill tracts. Though most of the site is plane land, the site starts to slope in steps long one side.





2.5 Historical and Social Background

Khagrachari is a district in south-eastern Bangladesh which is a part of the Chittagong Division and also in the Chittagong Hill Tracts area. The significant streak of Khagrachari is its rich culture with the present of tribal communities. The three main tribes present here are Chakma, Marma and Tripura (to be elaborated further in the following section)



The photo illustrates the Rajbari sinking due to implementation of the power-plant and flooding of Kaptai lake. This incident has made the Chakma and Tripura tribe to suffer and relocate. They are mainly present in Rangamati and Khagrachari district.

House Typology



Chapter 3 Literature Review

I have studied mainly on 3 aspects : Children spaces, Cultural centers, vision of child center and most importantly the culture of Chakma, Marma and Tripura in Khagrachari.

3.1 Children spaces

- **Designing Nature based outdoor spaces for children**

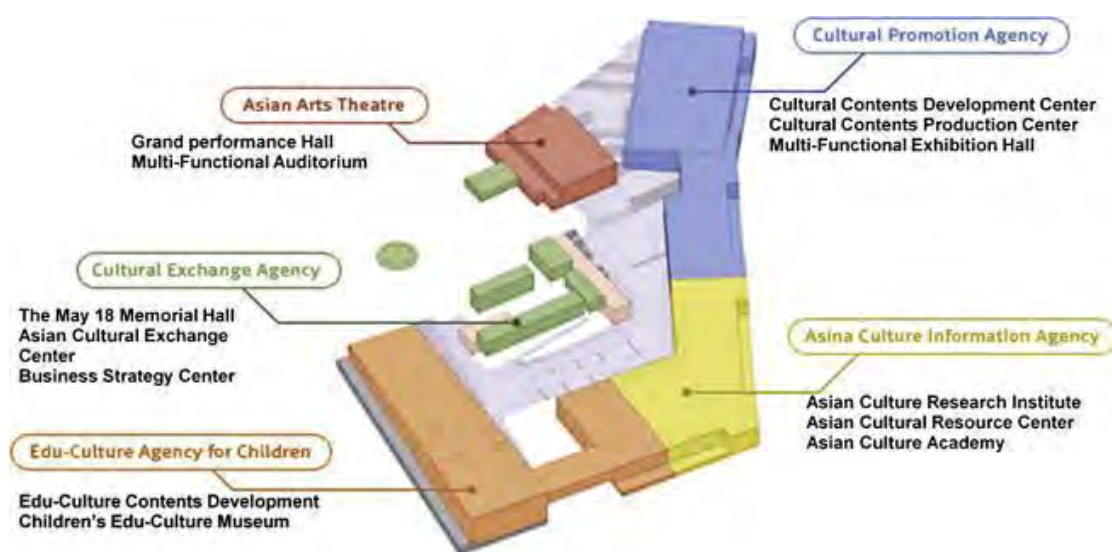
While creating spaces for children, one thing to keep in mind is how to ensure much outdoor space. Some indoor activities that can be designed in outdoor or semi outdoor spaces are crafts making, making fanush and kites, dance rehearsals, singing classes, many sports and play activities. Making objects out of bamboo will seem more pleasant in a natural set up compared to an indoor enclosed space.

Children museum can involve a variety of activities that require a natural outdoor set up. Scientists say that spending time in outdoor space playing sports or doing physical exercise is necessary for proper growth in children. It also has benefits of having a good eye sight compared to children who spend too much time indoors watching television, playing computer games or reading books.

Outdoor spaces boost the mental peace too, this is the reason why meditation space is advisable to be in open air, among the nature.

- **Some children spaces**

Example: Children's Edu-culture Museum in the Asian Cultural Center, Korea



- **Asian Cultural Center**

I have chosen to study this cultural center as it has tried to accommodate the diversity of Asian culture. I have tried to find out how the designer has successfully incorporated different cultural elements within the floor plans. But what I found mainly is that the diversity is found through the activities and different sorts of performances and classes at the Center.



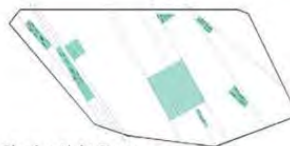
SKIN1 _ CITY STAGE



Multi Stage



Landscape Stage



Glassing-Light Stage



Deck Stage Road

SKIN2 _ STREET CELL / HISTORIC RECORDER



Combine with Stage



Natural Contour of Step

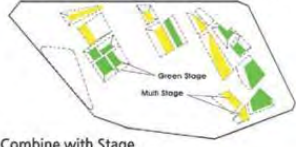


Program Zoning



Corridor

SKIN3 _ NETWORK FLOW / HYPER-STREET MAP



Combine with Stage



Natural Program Contour



Program Zoning



Plug in Gardens

Shankar's vision for a Children Centre in Delhi

Shankar Pilai is a famous Indian Cartoonist who is reknown for establishing the Shankar;s International Children"s Competition. The competition hosts a painting and a creative writing competition open for children across the world. He has established a Doll"s Museum in Delhi.

He further has a vision to establish an international centre for children. His vision is

“The Shankar"s Centre for Children shall be the apex of Shankar"s many projects for children. It is intended to be a meeting ground and a visible symbol of goodwill amongst the children of the world to converge into a creative assemblage. The Centre, located in the most selective area of New Delhi, that is Chanakyapuri (Diplomatic Enclave) is to be endowed with facilities and tools to develop functional, creative and artistic skills amongst children and attract and host young talent from the world over.”

The Centre will include the dolls museum, an art gallery to display children"s paintings from several countries, an amphi-theatre, a reference and research library, seminar and conference rooms, facilities for lodging young visitors from India and abroad and hobby rooms covering activities such as classical and folk dance forms, varied forms of painting, carpentry, lathe-work and crafts such as basket-weaving, pottery, puppet and toy-making, vocational pursuits, development of self-help skills, special programmes for children with special needs, yoga and meditation, vocational guidance and counselling cell and much more.

3.3 Literature review on the culture of Khagrachhari

Khagrachhari is a district in south-eastern Bangladesh which is a part of the Chittagong Division and also in the Chittagong Hill Tracts area. The significant streak of Khagrachhari is its rich culture with the present of tribal communities. The two main tribes present here are Chakma and Tripura. Findings relevant to the topic are compiled below.



Culture & Boishabi Festival



3.3.1 Chakma

Chakma is the biggest tribe in the Chittagong hill tracts. To create a cultural space for children for them, it is important to find out firstly about their culture, and secondly about the special needs or games played by the children of this community.

Culture:

Folk music is a major aspect of Chakma tribal culture. It includes romantic love songs known as Ubageet. The Genkhuli ballads relate incidents from the past. There are also epic poems like Radhamon and Dhanapati.

Traditional musical instruments

Traditional musical instruments include a bugle made from buffalo horn, a circular piece of iron with a string stretched across it that vibrates to produce sound, and a drum. The bamboo flute is played by almost all Chakma youth.

Dance:

Unlike other tribal groups of the eastern hills, dancing is not an important part of Chakma life, though there are some special dance forms unique to them where jhum cultivation is depicted through dance form.



Festivals :

Bijhuutshob is the main festival of the year. It is celebrated for 3 days during the Bengali new year.

BoishakhiPurnima is another festival. Here fanush is blown in the sky.



Children and sports:Girls play bou-chi and boys play Hadudu,Kusti,Ghilakhara.



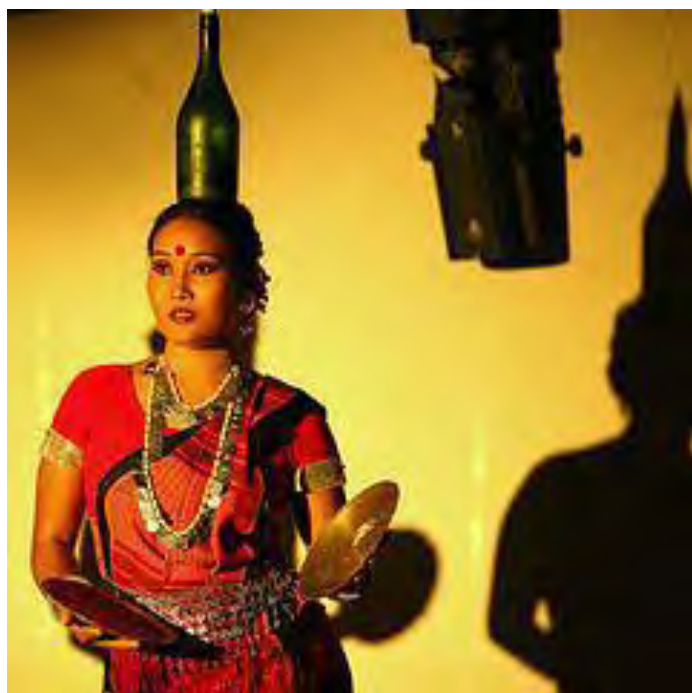
3.3.2 Tripura

Tripura is the second largest tribe in Khagrachhari. There is about one lakh people of this tribe present in the entire Chittagong hill tracts. To create a cultural space for children for them, it is important to find out firstly about their culture, and also about the special needs or games played by the children of this community.

Tripuras live in the upper part of the slope of hills.

Dance:

Tripuras have a special dance form which is unique and called Goroya Nritya. The dance is done by balancing the body on a kalsi, and balancing a glass bottle on the head with plates on the hand.



Festivals :

Boishuutshob is the main festival of the year. It is celebrated for 3 days during the Bengali new year. During this time candles are lit and flowers are placed in sacred places.

Children and sports:

Like all other tribes, they play Ghila too.

Boys play Hadudu, Hati-thungmung and Dariyabandha.

3.3.3 Marma

Festival:

Buddha Purnima: on this day fanush is flown into the sky and they believe that the fanush will go to Buddha.

Shangrai: This is a 3 day festival during the new year celebration- the last 2 days of Choitro and the 1st day of Boishakh. This is celebrated in compliance with the Burmese Lunar Calender.

Their belief is that the day brings prosperity for all and overshadows all ominous signs of the preceding year.

They carry out a water fight festival where everyone sprays water at each other in a friendly manner.

Women make different kinds of cake at home.

Dance:

Marma culture has renowned dance with candles called Chimui Khowa Aka

There is a dance with plates called Langbai Aka

Instruments:

Peh and Bango are two dhols in the Marma culture.

3.3.4 Cultural chart

CULTURE REPRESENTED	DANCE	MUSIC	INSTRUMENTS
CHAKMA	Bijhu Naach Jum Naach	Ubho Geet Kirton Palaagaan Baramasi	Baji (bashi) Shinga Dhudhuk (
MARMA	Shangrai Aka Chimui Khowa Aka (candle dance) Langbai Aka (Thala Nritya)		Clownet Kri-choy Peh(dhol) Bungo (dhol)
TRIPURA	Goraiya Nritya Bottle Nritya Hojogiri Nritya	Baul Shongeet Kirton Podo Bachcho Sangeet	Shimur (bashi) Beana-bela Tuturama Dangmungo

Chapter 4 Contextual Analysis

4.1 The context:

Contextual Analysis:

Since the tribal community of Chakma, Marma and Tripura are predominant in Khagrachhari, it is necessary fine tune the functional programs of the Shishu Academy Complex according to the culture and special needs of the children of this community. They play completely different games or some games are more popular in this region. Likewise outdoor

“jatra” performances are popular. These detailed regional needs have to be found and laid in the plan for this academy.

TYPES OF CULTURAL CLASSES				
CULTURE REPRESENTED	DANCE	MUSIC	INSTRUMENTS	ART AND CRAFTS
CHAKMA	Bijhu Naach Jum Naach	Ubho Geet Kirton Palaagaan Baramasi	Baji (bashi) Shinga Dhudhuk (	Komor taat Making Fanush Potteries Making jewellery
MARMA	Shangrai Aka Chimui Khowa Aka (candle dance) Langbai Aka (Thala Nritya)		Clownet Kri-choy Peh(dhol) Bungo (dhol)	Making kite Painting Charcoal sketch Drawing Painting with natural colours
TRIPURA	Goraiya Nritya Bottle Nritya Hojogiri Nritya	Baul Shongeet Kirton Podo Bachcho Sangeet	Shimur (bashi) Beana-bela Tuturama Dangmungo	
BENGALI INDIAN AND OTHER	Katthak Bharat Natyam	Robrindro Sangeet Nazrul Shangeet Classical Shongeet	Guitar Keyboard Tabla Sarod Sitar	

4.2 The purpose:

In Dhaka where Shishu Academy is already present, the children of the city reflect a hybrid culture with no special characteristic streak. So different classrooms for music, dance forms and art are allocated for cultural stimulation. In Dhaka the purpose of this Center is to foster better cultural values and learning in children. But on the contrary, in Khagrachhari, the purpose of this center will be to make their regional culture ,songs, dances more wide-spread, taught and celebrated in a quest to nurture and hold on to the Chakma,Marma and Tripura culture among the children.

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This project is an attempt to foster unity among the children of all the existing communities through

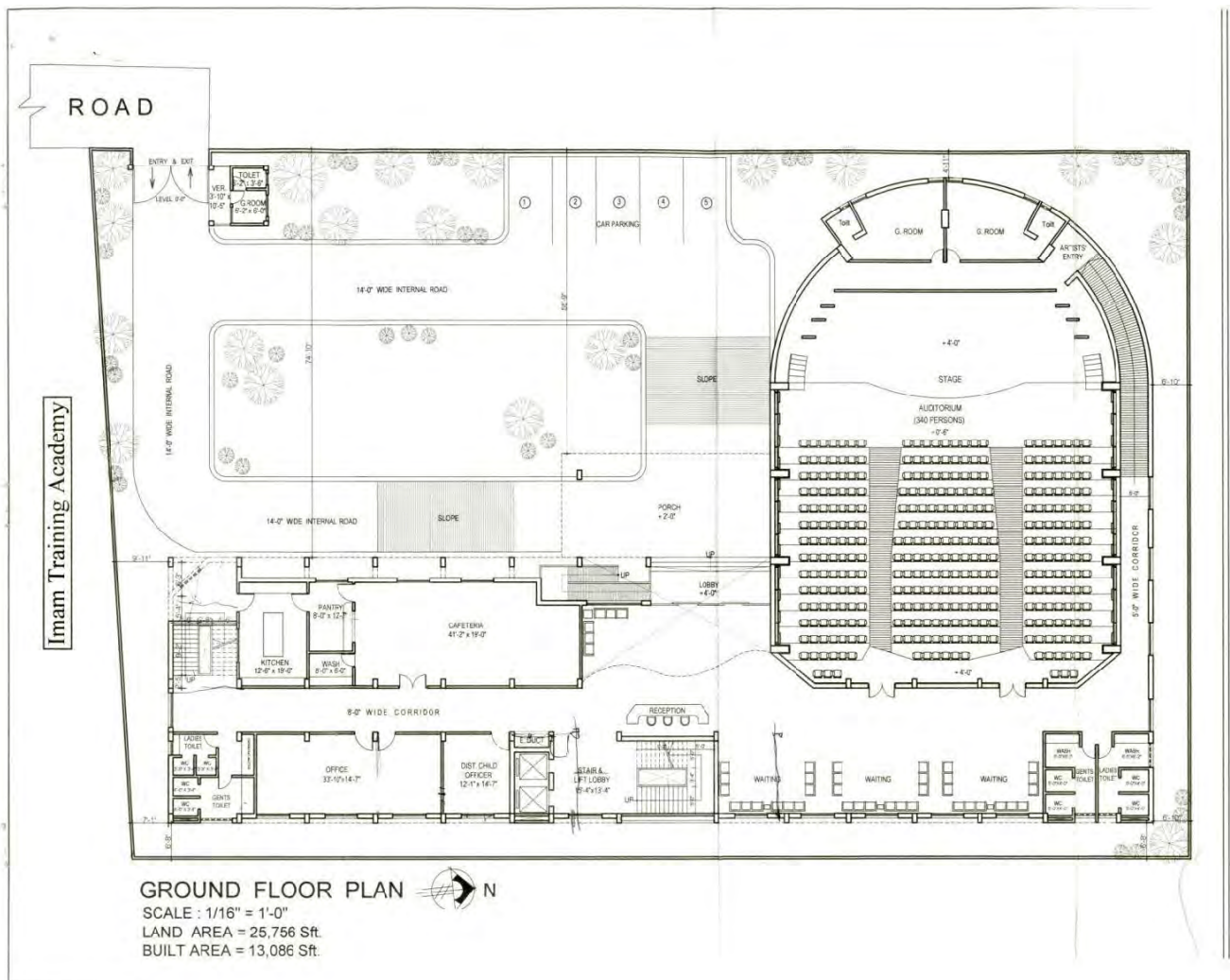
assimilationwhich would lead to racial integration.

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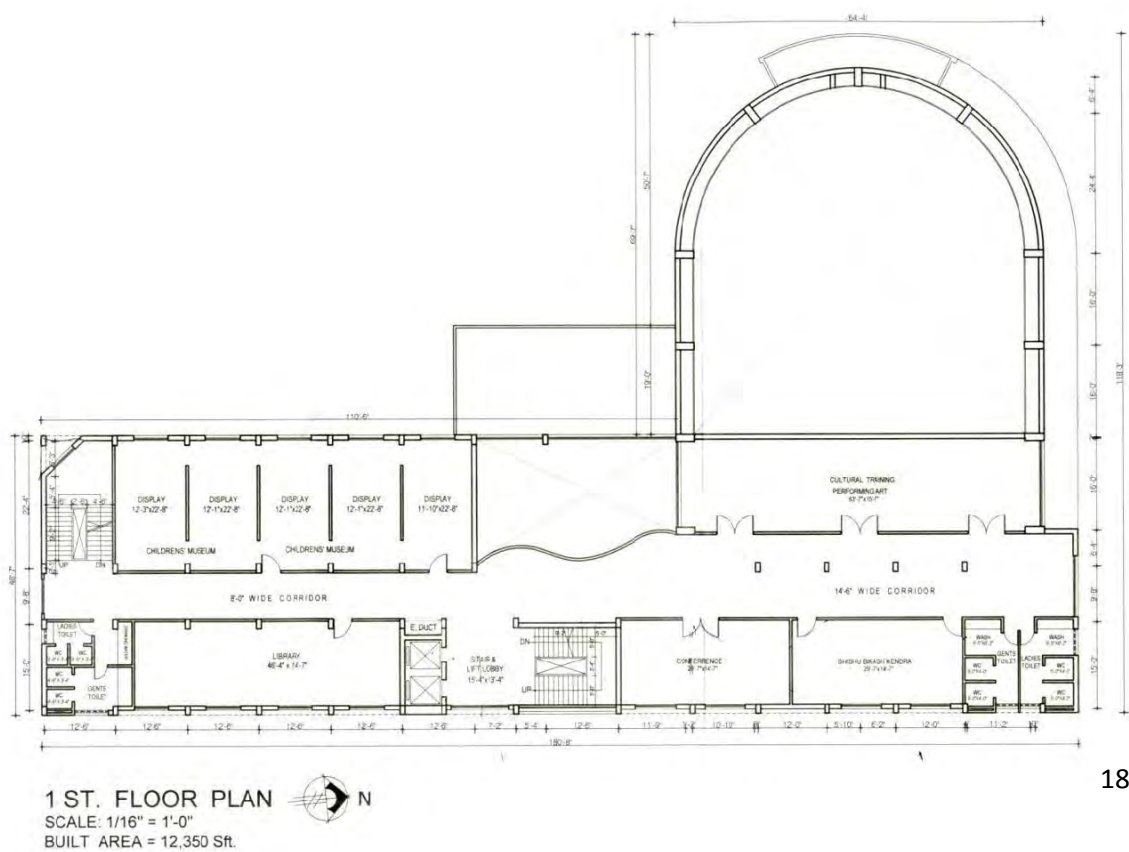
Chapter 5 Case Study

5.1 Shishu Academy Complex in Sylhet

Currently Shishu Academy Complex is present in Dhaka only, and plan for the project has been submitted in other districts where they are undergoing construction in few.

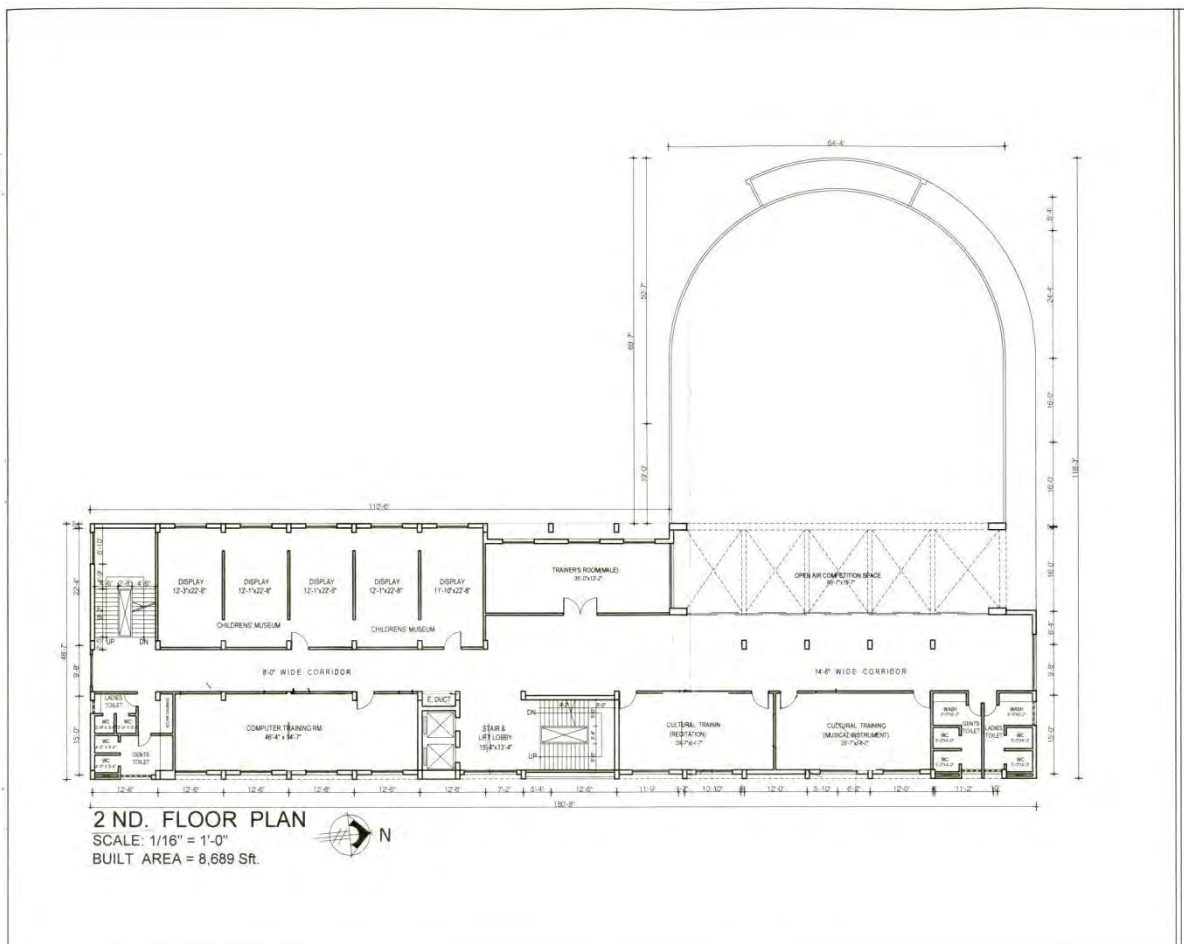


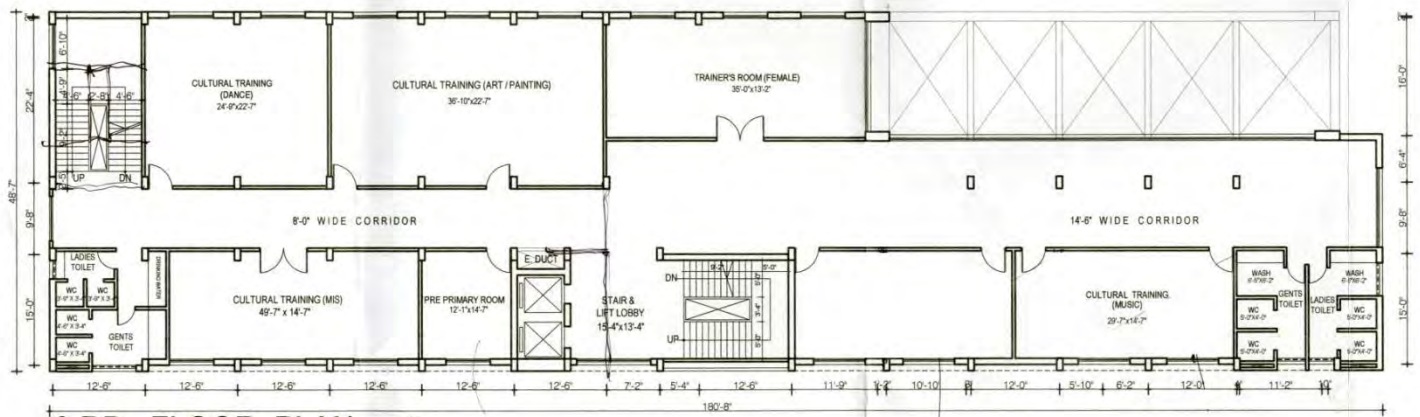
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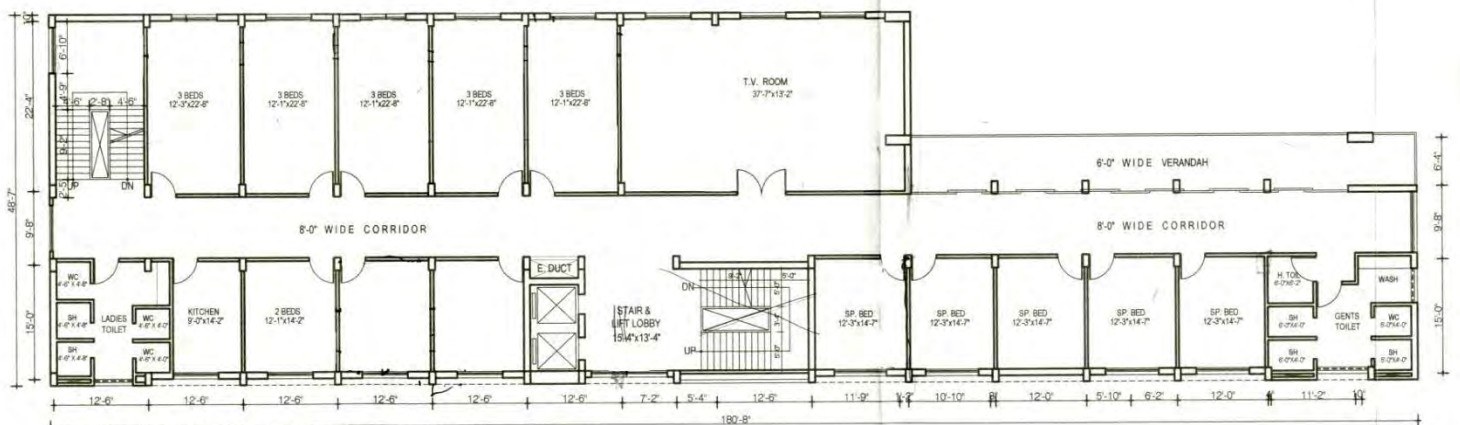




3 RD. FLOOR PLAN

SCALE: 1/16" = 1'-0"

BUILT AREA = 7,702 Sft.



4TH. TO 5TH. FLOOR PLAN

SCALE: 1/16" = 1'-0"

BUILT AREA = 7,702 Sft.

5.2 Study of Successful spaces for Children: ShishuPolli Plus, Sreepur.

Shishupolli plus is a “children’s village” It is a UK based project which is a small non-religious, non-political organisation based in Sreepur, rural Bangladesh. SPP works with destitute mothers and their children to give them the health, knowledge and skills they need to function independently in society. At the moment over 100 mothers and 450 children are supported by SPP. Vulnerable (eg trafficked or abandoned) children are also given shelter. A homely environment, food, clothing, education, and vocational training is given so that the people who come can look forward to independent lives in their communities.

Over its 17 acres land, I found many sources of inspiration for my study:

- elements that are being provided for children (learning spaces, recreational spaces, accommodations)
- the blend of nature with indoor space
- some common programs like weaving and sports space that are also being incorporated in the Shishu academy complex.



5.3 Study of spaces Rolex Learning Center



Chapter 6 Program and Development

The program has incorporated local cultural activities and space for local sports

- **Cultural Training**
 - art
 - crafts”Kutirshilpo” (making objects of bet/bamboo/grass)
 - crafts(making fanush/kites)
 - music (singing) -
 - music(local instruments) -
 - dance (GoroyaNritya)
- **Cultural Performance**
 - Auditorium (for 500 persons)
 - seminar room
- **InteractiveLearning space**
 - weaving (making Alam)
 - colour dying cloths from natural colour
 - cooking (making pitha)
 - history -
 - science -
 - space
 - geography(6 seasons , topography)
- **Display/Exhibition space**
- **Resource Center**
 - Library -cyber
 - learning
 - audio-visual room
- **Common facilities and amenities**
 - Cafeteria
 - Kitchen
 - Lobby and reception
 - Lounge
 - Building services(A C Plant room, electrical sub-station,cooling tower)
 - WC
 - Prayer room -
 - storage and utilities
- **Administrative bloc**-Reception -Information lobby -Lounge
 - General office
 - Managing Director’s room
 - Asistant director’s room
 - Maintenance office

--storage

- **Child day care facilities**
- **Child counseling service**

- **Parking**
- **Dormitory**
 - Boys -Girls -
 - Instructors

- **Outdoor activities space**
 - Outdoor play area (bou-chi/Hadudu/Kusti/Ghilakhara/Hati-thungmung/Dariyabandha)
 - jatra performing area -
 - camping -meditation
 - ground

CATEGORY OF FUNCTIONS		
PRIVATE	SEMI-PUBLIC	PUBLIC
Dormitory Day Care Center Administrative Block	Resource Centre -library -audio visual room -cyber center Research Center -Therapy center -Drawing room -Child Assessment Room -IQ Test Room -Memory Test Room Language and Literature Center Cultural classes -art	Reception Lounge Auditorium Amphitheatre Plaza Cafeteria Outdoor cafeteria Puppet Show Theatre Conference Room Exhibition Space Workshop Space Interactive Learning Space

The program in area (sft) :

- **Cultural Training**

Function	Details	Users		Area (sft)
		visitor	staff	
art				750
crafts”Kutirshilpo”	making objects of bet/bamboo/grass			750
crafts”	making fanush/kites	20/25		750
-music (singing)				750
music(local instruments)				750
dance	(GoroyaNritya)			750
dance	tripura			750
dance				750
Meeting room(2)		12		225 x 2 = 450
	Total			6450

- **Cultural Performance**

Function	Details	Users		Area (sft)
		visitor	staff	
Auditorium		500	1	4000
	Greenroom/makeup room/changing rooms			1000
Seminar room				1000
	Total			6000

- **Display/Exhibition space**

Function	Details	Users		Area (sft)
		visitor	staff	
Exhibition space		500	1	4000
	Total			5000

Interactive Learning Space

Function	Details	Users		Area (sft)
		visitor	staff	
Interactive Learning Space	weaving (making Alam)			600
	-colour dying cloths from natural colour			600
	-cooking (making pitha)			600
	History			600
	geography			600
	Climate(6 weathers)			600
	science			600
	sound(music/instruments)			600
	other			600
	Total			5400

Research, Monitoring and Evaluation Unit

Function	Details	Users		Area (sft)
		visitor	staff	
Research	IQ Test			600
	Child Assessment rooms			600
	Drawing room			600
	Memory test			600
	PlayTherapy			600
	Parent"s waiting lounge			600
	Reading test			600
	Researcher"s offices			600
	Laboratory			600
	Meeting and seminar			600
	Total			5400

Child Counselling unit

Function	Details	Users		Area (sft)
		visitor	staff	
Therapy	Play therapy (young child)			750
	Conduct disorder child therapy			750
	Total			1500

Child day care facilities

Function	Details	Users		Area (sft)
		visitor	staff	
Day care	Normal day care		1	1000
	Special Daycare		3	1000
	Total			2000

Accommodation/Dormitory

Function	Details	Users		Area (sft)
		visitor	staff	
Dormitory	Boys	10	1	2400
	Girls	5	1	1300
	Instructors	1		150
	Kitchen and Dining			1200
	Lounge			600
	Common WC			300
	storage			250
	Games space			1100
	Total			7300

Resource Center

Function	Details	Users		Area (sft)
		visitor	staff	
Library	Book storage and stations	50	1	2200
	Audio visual room	10	1	250
	Young Children's zone	15	1	900
Computer lab		30	1	1200
	Total			4550

Common facilities and amenities

Function	Details	Users		Area (sft)
		visitor	staff	
Dining Hall		150		2400
Kitchen				800
Storage and utilities			6	300
Cafe	Lobby and reception		1	250

	Lounge			300
	Counter area		1	100
Building services	Cooling tower			200
	AC Plant room		2	1500
	Electrical sub-station		2	1000
	Garbage disposal			200
Prayer Hall		20		250
WC				600
	Total			7900

Parking

Function	Details	Users		Area (sft)
		visitor	staff	
	Visitors(25)			6050
	Staffs(10)			2420
	Total			8470

Administration block

Function	Details	Users		Area (sft)
		visitor	staff	
Entry and visitor's waiting room	Reception		1	200
	Inquiry lobby		1	150
	Lounge			550
General office	Common office space		4	200
	Public relations officer		2	250
	Marketing officer		2	150
	Accountant		2	250
	Meeting room			600
	Tea room			40
	Toilet			40
M Director's room	Office		1	250
	Attached toilet			40
	Personal secretary office		1	150
Assistant	Office		1	250

director's office				
	Attached toilet			40
Maintainance office	Maintainance officer		1	150
	Technician room		6	120
	Driver's room		4	150
Storage				200
	Total			3780

Language and Literature Unit

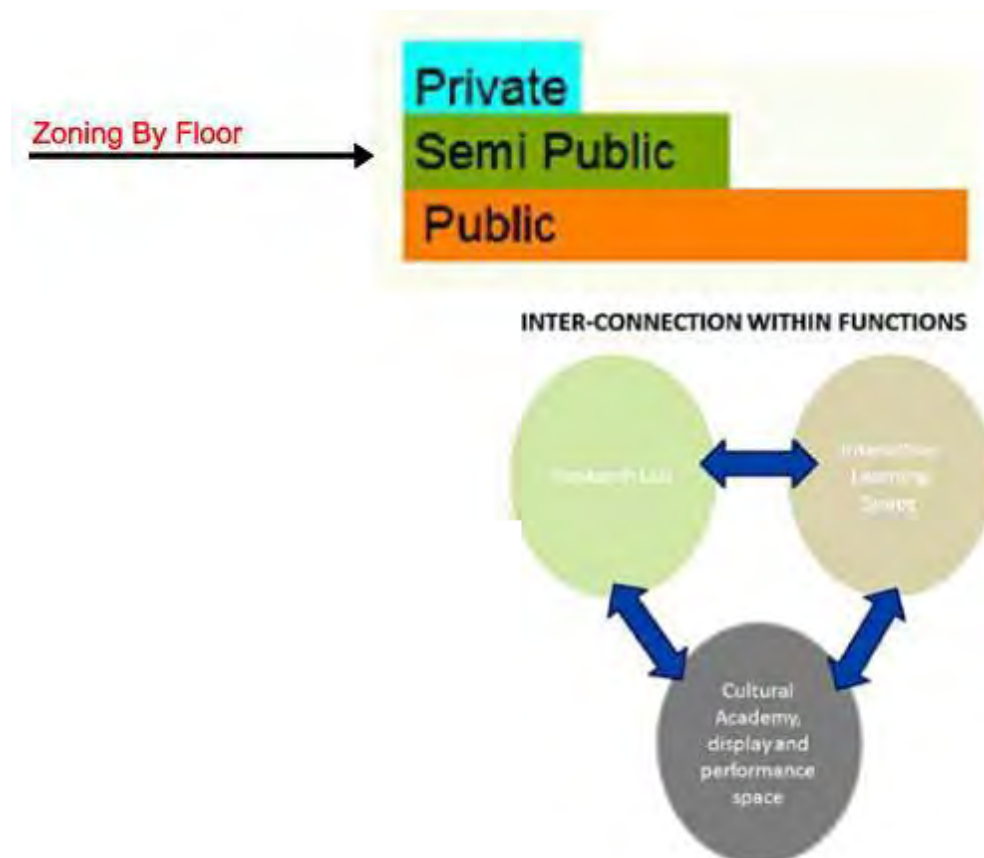
Function	Details	Users		Area (sft)
		visitor	staff	
Language class (chakma.marma.tripura)	3 to 5 years age group			300
	6 to 12 years age group			300
Literature class	Poetry			300
	Stories			300
	Total			1200

SUB TOTAL =64950sft + 19485sft (30% circulation)
=84435 sft

Outdoor facilities

Function	Details	Users		Area (sft)
		visitor	staff	
Outdoor play zone	- Bouchi/Hadudu/Kusti/Ghilakhara/Hati-thungmung/Dariyabandha			
Camping ground				
Amphitheatre				
meditation ground				
Semi outdoor Class				
Semi outdoor Gallery				

-

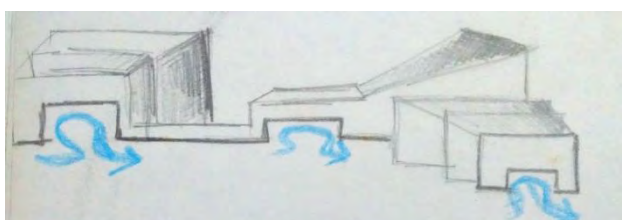
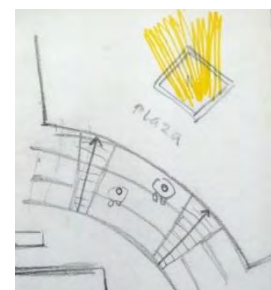
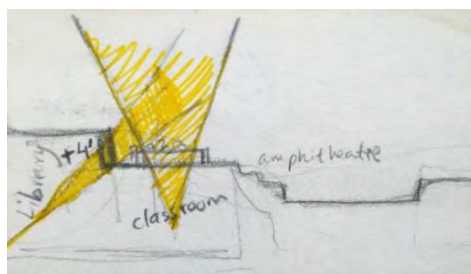


Chapter 7 Conceptual stage and Design Development

The concept for this project derives from the aim for “Unity” among the 3 indigenous groups and the Bengali community residing in Khhagrachhari. This intervention can provide a route to shaping the children of all these 4 communities within a common platform for cultural growth and mental stimulation with greater racial tolerance.

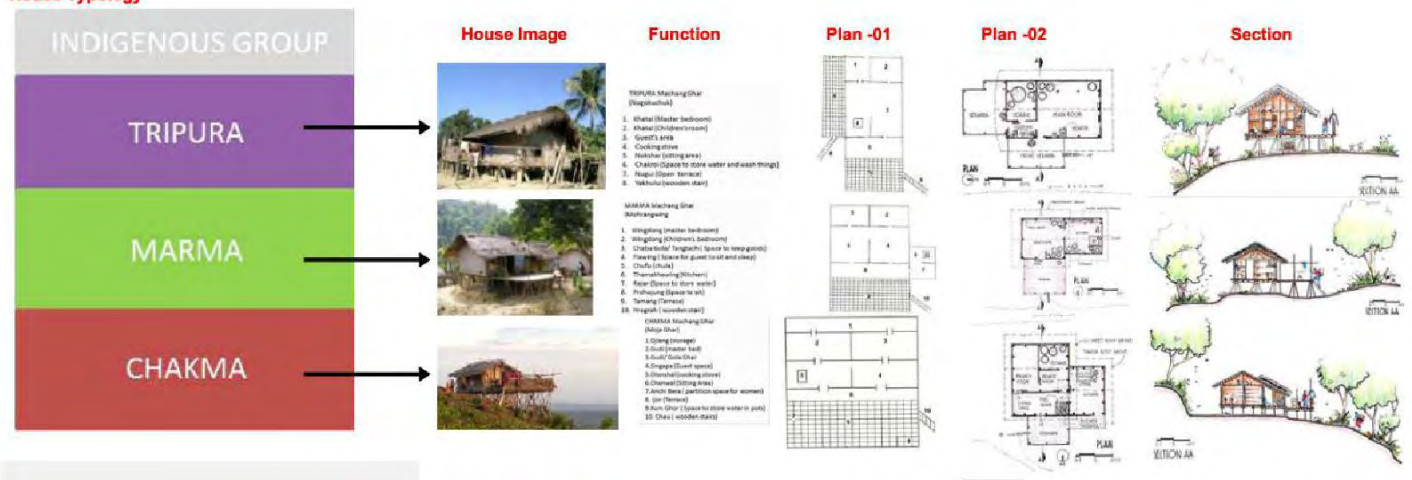
Research on children will be conducted here and an interactive learning space will weave conceptual development in children’s minds through exposure and play.

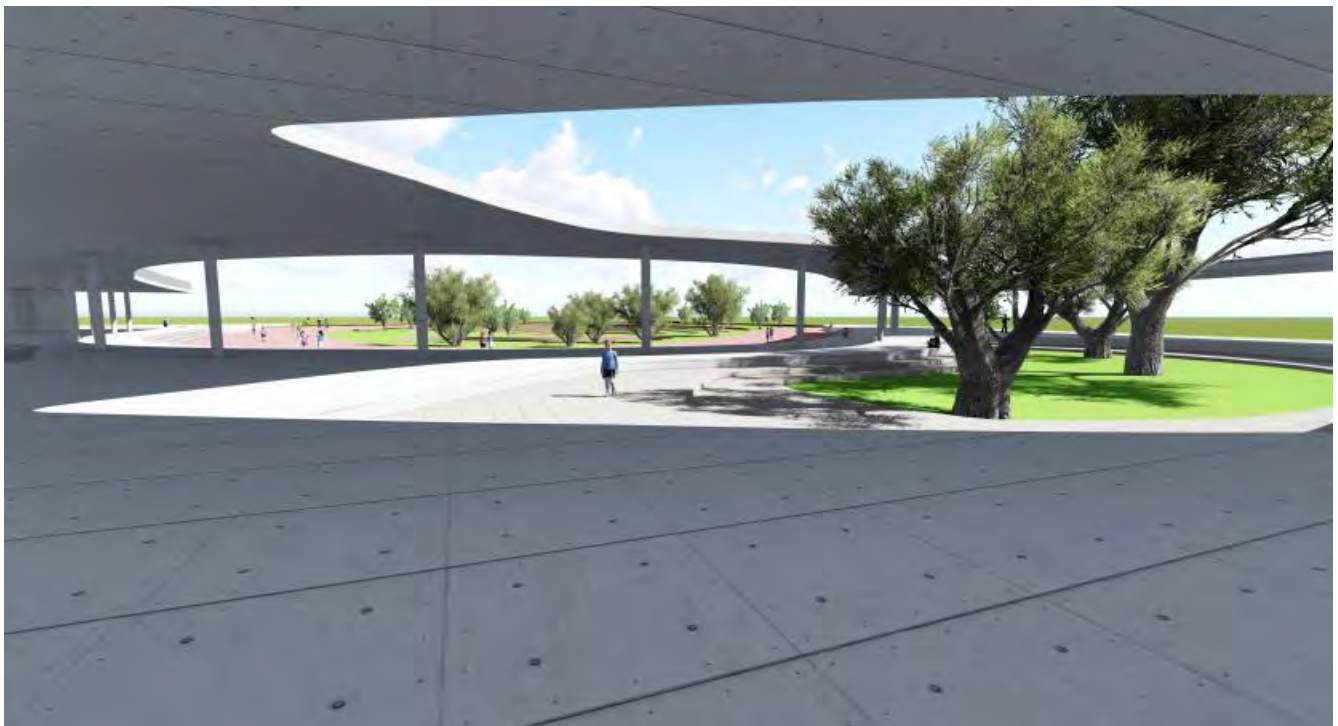
The form of the building derived from the topography of the site which has a natural amphitheater present, which serves as the central focus of the complex. Cues have been drawn from the settlement pattern of Chakma, Marma and Tripura in creating this project. Accommodating space for the activities of Chakma, Marma and Tripura communities in the 3 day long Boishabi Festival has been a guiding line. It was an attempt to create „Unity” among all the groups by creating common spaces and open courtyards within the cultural class block.

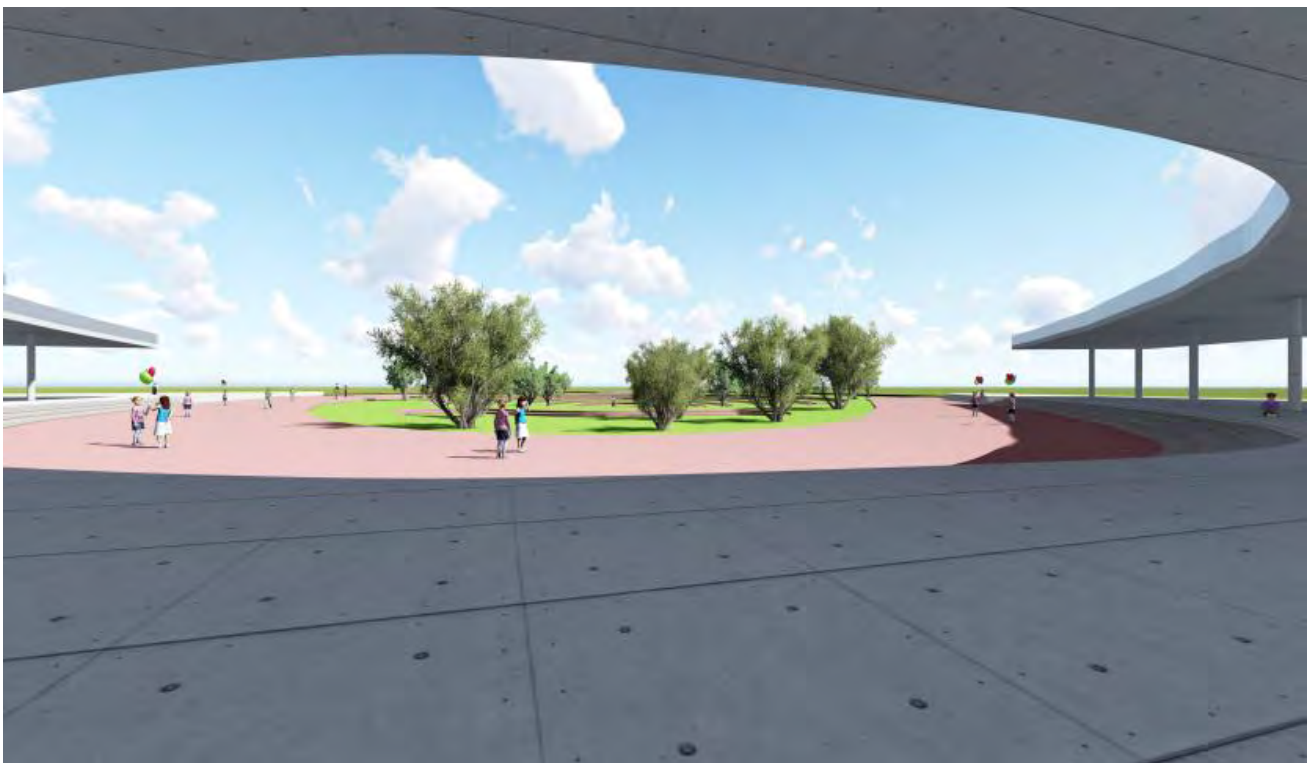
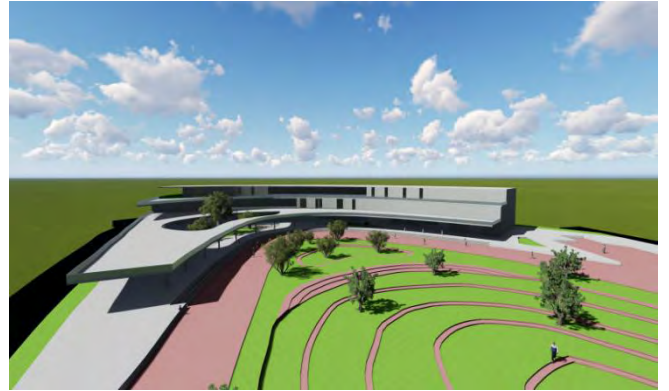
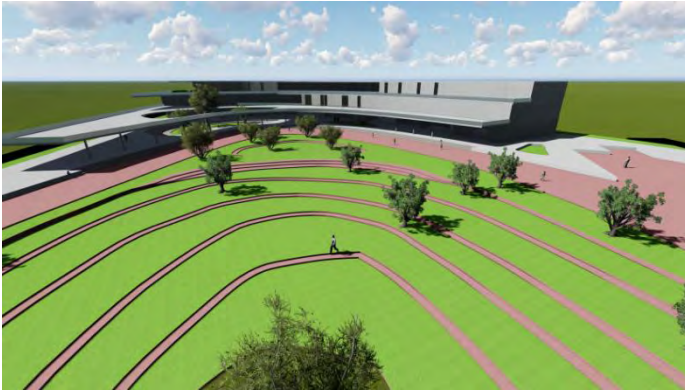


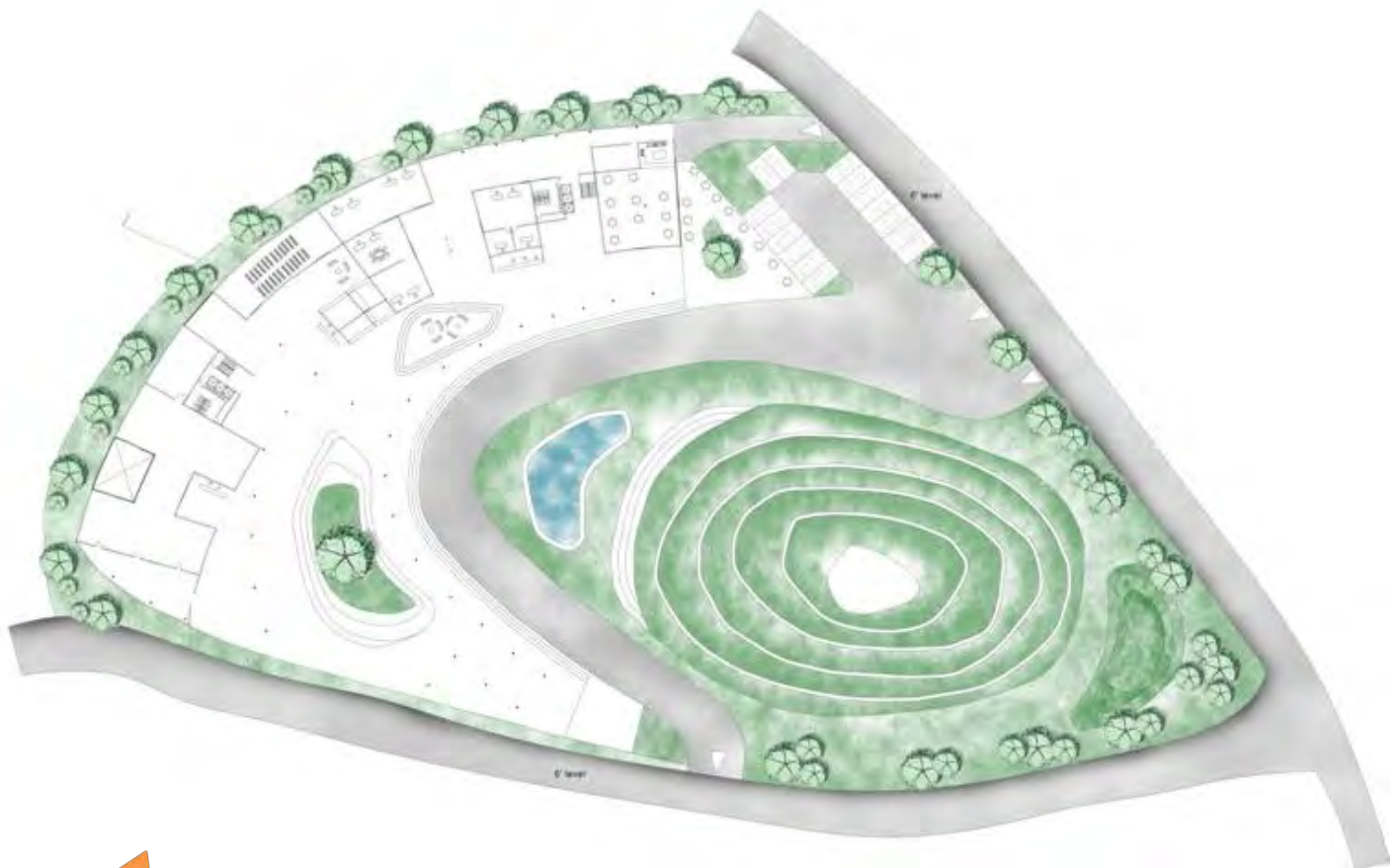


House Typology

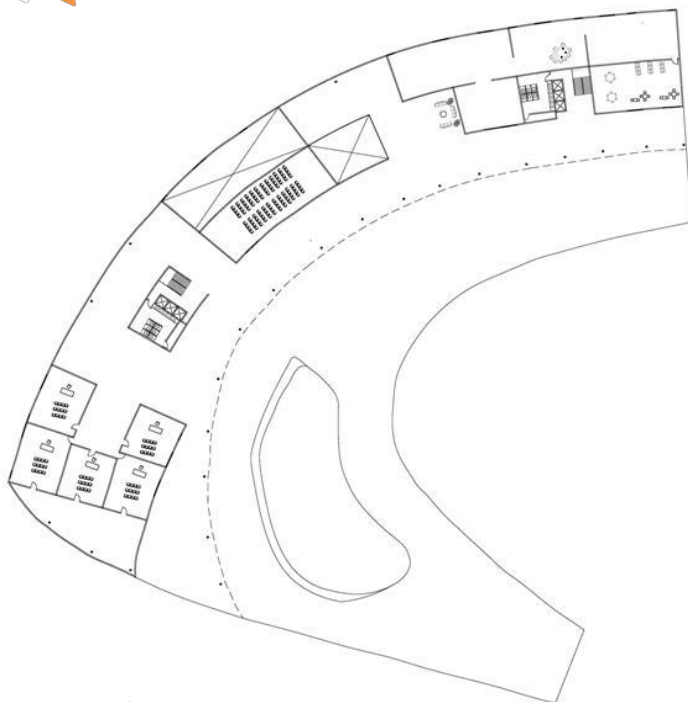




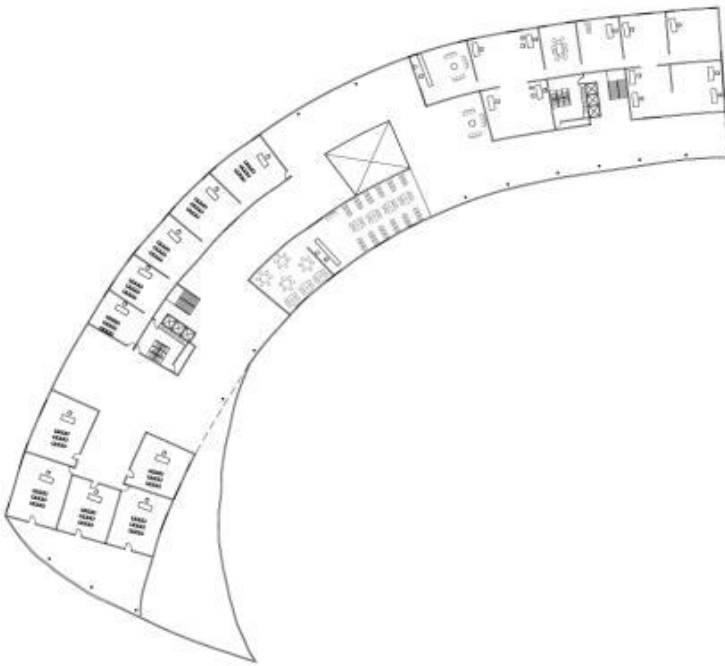




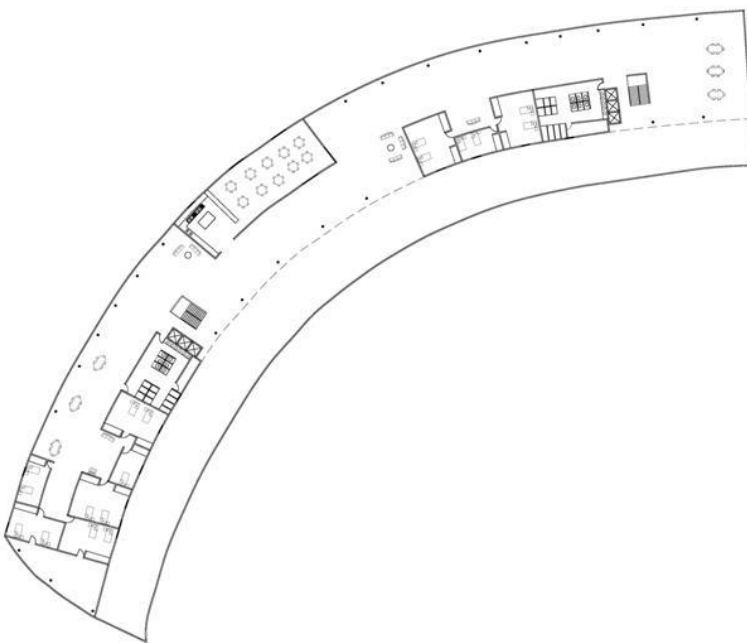
PLAN at 7'



PLAN at 19'



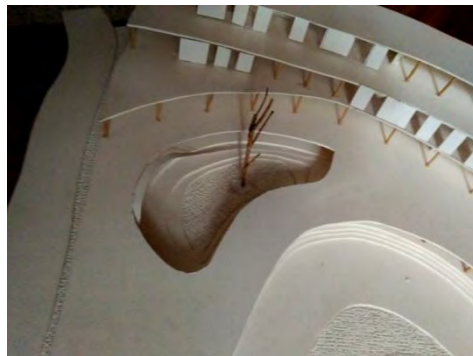
PLAN at 31'





PLAN at 43'

Section AA'



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