

BANGLADESH SHISHU ACADEMY

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ABSTRACT

The objective of the paper is to assess the significance of extracurricular and creative activities in the lives of children and the importance of institutions that provide such facilities to children in the context of Bangladesh. Activities such as drawing, music, dance, writing dramatic art, recitation, etc. are very important in developing a child's mental skills as well as keeping the child healthy and happy. This paper attempts to explain how it is necessary to establish institutions that nurture the creativity of the children of this country.

Additionally, a core aspect of this paper is to study and design a Upazilla branch of "Bangladesh Shishu Academy" in Narsingdi. Bangladesh Shishu Academy is an institution proposed by the Ministry of Women and children affair, Bangladesh to be constructed in Narsingdi with all the facilities needed to promote and tutor the children of the Upazilla in arts and cultural activities and help flourish their skills.

The Bangladesh Shishu Academy was established in 1976. There are over 70 branches of the academy around the country, with its main branch located in the Old High Court area. The main responsibilities and activities of the Shishu Academy are aimed at enriching the physical, mental and cultural status of children. The Shishu Academy is a multidimensional institution, involving publications for children, children's participation in several extra circular activities and organizing cultural training programs, fairs, and training sessions involving music, dance, art, etc.

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CHAPTER 1

INTRODUCTION OF THE PROJECT

1.1 INTRODUCTION

Bangladesh Shishu Academy is an institution established to cater to the needs of the children of this country. The organization works to endorse the physical, mental, cultural and the exposure of implied talent of the children.

It is an organization aiming to hone the talents of the children of this country and revive the long lost and ignored cultural aspects of the nation. With an aim to achieve this, they are proposing for more branches of the academy to be set up in different Districts of Bangladesh. This project identifies the need for such institutions and thus proposes for a complex where children can learn and establish their skills in a safe and comfortable environment.

1.2 Project brief

- **Project name:** Bangladesh Shishu Academy, Narsingdi
- **Type:** Cultural
- **Client:** Ministry of Women and children's affair, Bangladesh Government
- **Location:** Dhaka-Sylhet Highway, Narsingdi
- **Area:** 12 Acres

1.3 Background of the project

Bangladesh is a land of beauty, one that inspires art, poems and amazing talents. In the eyes of Tagore and Jashimuddin, one can experience the true beauty of this riverine country. However over time, the art is getting lost in the process of globalization. The young minds are ignorant of the rich culture and heritage that our motherland

possesses. The reason behind this is the lack of initiatives taken to seep the culture into their minds.

Similarly, the children are also more interested in technology rather than their personal growth. They have started to ignore extracurricular activities and opt for Ipads and Iphones to pass their time. Thus it is crucial for us at this moment to create an environment where children are encouraged to work on their talents and creativity and at the same time understand the importance of culture.

Bangladesh Shishu Academy is a brilliant platform for the children as each year almost 3 lac children are exposed of their brilliance through various nationwide competitions related to literature, culture and sports. Apart from the competitions the main responsibilities of Bangladesh Shishu Academy are:

1. Publication of various books, monthly journal, encyclopedia etc. for the cause of children;
2. Organising various examination for children for learning and participating in different extra-curricular activities such as quiz, debating, recitation etc;
3. Organising yearly National Award Giving Ceremony, Seasonal Competition and Juvenile Entertainment Fair;
4. Creating opportunity for the children to participate in the international' painting competition;'
5. Making film for the children;
6. Sending children' cultural' group to various countries;

7. Managing juvenile museum enriched by history and tradition of Bangladesh and geographical information of various countries;
 8. Celebration of national, internationally and religiously significant days including 'birth anniversary' of Rabindranath and Nazrul Islam, cultural and seasonal programs; and
 9. Organising various cultural training programs relating to various issues of children.
- (Banglapedia, 2015)

1.4 Aims and Objectives of the project

The project aims to

- Educate young minds about the art heritage of our country
- Promote the skills of the children
- Create an environment that would maximize interdisciplinary learning
- To create a major center for learning that would draw children of various talents under one platform and achieve excellence

With more Academies like this a vision to bring a change in the children of the country and to revive or resurface our rich heritage in the process is the main objective of this project.

1.5 The proposed program in brief:

- Temporary exhibition space
- Meeting room
- Auditorium
- Library/ archive
- Book shop
- Museum- (existing) puppet and cartoon History in Bangladesh
- Cafeterias
- Open theatre/ Performance spaces
- Class rooms
- Teacher's room
- Administrations/ offices
- Kitchen
- Dining

2.1 Location of the site

Location: Dhaka Sylhet Highway, Narsingdi Upazilla, next to Abdul Kadir Mollah city college.

2km from the city of Narsingdi

Site area: 12.549 acres (5, 46,618 sq. ft)

2.2 Site and Surroundings

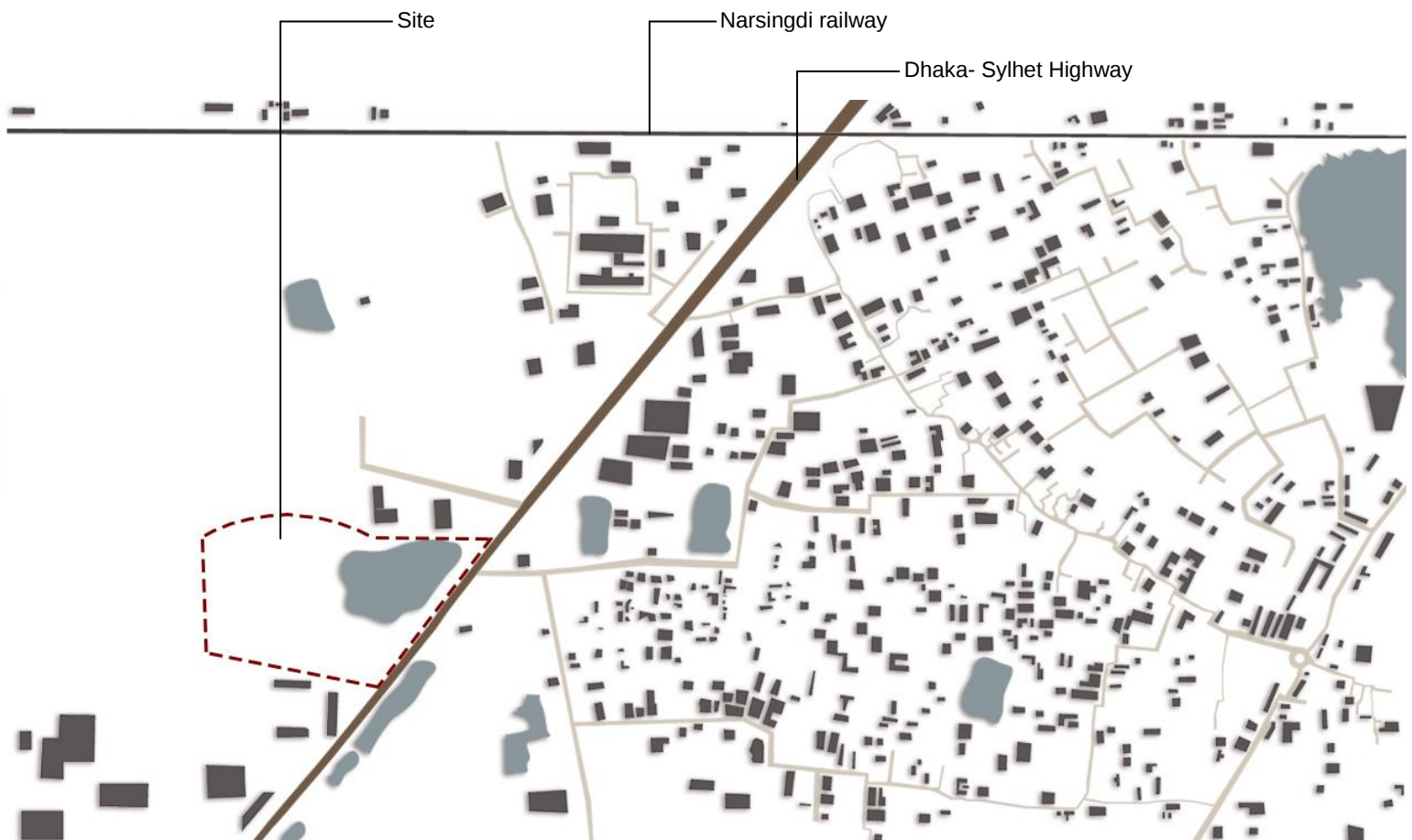


Fig 1.1: Site surroundings
Source: www.googleearth.com | rendered by author

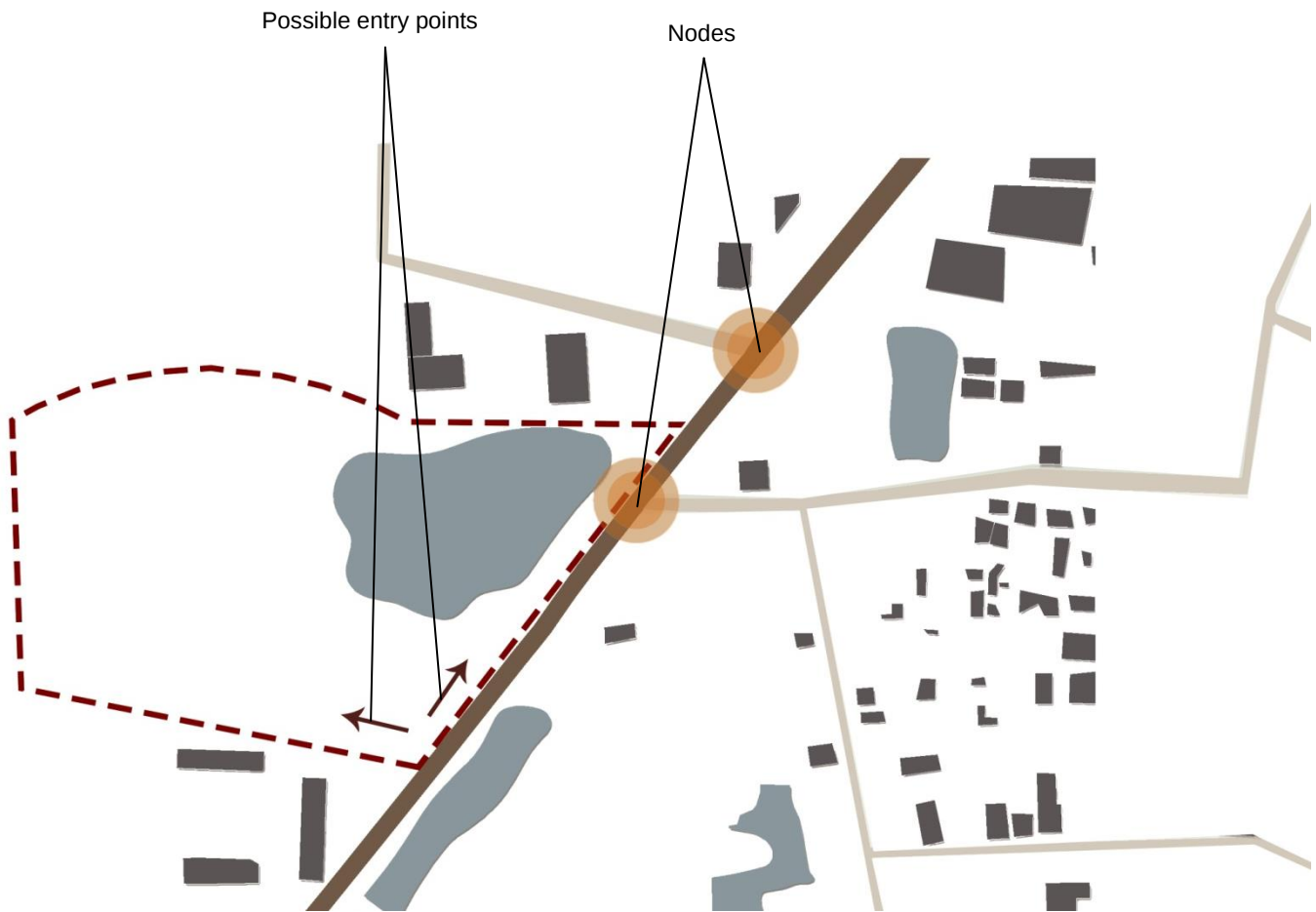


Fig 1.2: Detail to show possible entry points
Source: www.googleearth.com | rendered by author

The possible entry points are considered away from the two nodes to avoid traffic congestion.

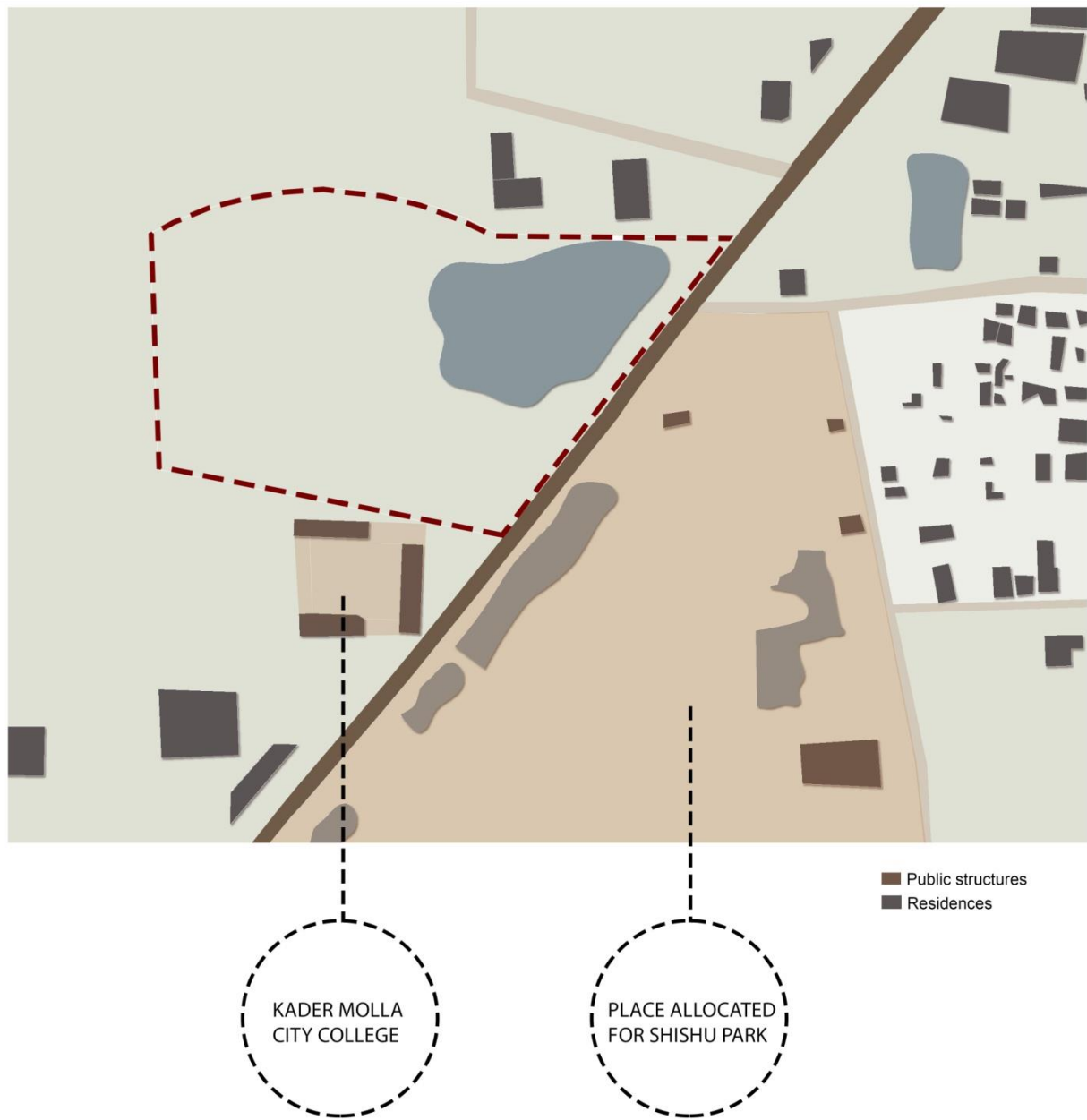


Fig 1.3: Key structures and public places near site.
Source: www.googleearth.com | rendered by author

2.2.1 Existing land-use

The site is originally owned by the Ministry of Women and Children's affair, Government of Bangladesh. It has now been given to Bangladesh Shishu Academy for their new Academic building. The site is currently unused.

2.2.2 Adjacent land use

A Shishu Park has been proposed opposite to the Academy. Right next to the site is the Kader Mollah City College. The site is surrounded by natural setting with various water bodies and agricultural lands which provides pleasant and peaceful views all around.

2.3 Environmental considerations

Wind velocity is fairly higher as it would be the case in an area without the obstruction of mid-rise and high-rise building structures.

The site is surrounded by various flora and fauna as well as various water bodies thus having fairly rich micro- ecosystems. The aim is to approach the new academy design with minimal disruption to the existing ecosystem by not damaging the existing flora and fauna. That is where the design poses a challenge and guidance at the same time.

The Water body in the site poses a challenge as the academy is being designed for children, a lot of precautions need to be taken and the water body needs to be redesigned to create a safer space for the children without harming the environment.

2.4 Social and cultural background of the site

The secondary and tertiary roads aren't fully developed yet; there are no defined pedestrian walkways in the surrounding area, or any that connects to the site. The area

is entirely residential with only a few shops within the alleys and some small tie-dye factories along the highway, with one college (Kadir Mullah City College) right next to the site. There is very minimal chance of recreation in the area but the Shishu Park proposed right adjacent to the site along with the academy should provide sufficient amount of recreation to build up a community and aid in the growth of the city. Thus the design of the academy needs to address the issue of creating a connection with the residential zone as well as the recreational zones, creating a unique identity which is a challenge as well as an opportunity.

2.5 SWOT Analysis

- Strength:**
- Free from the chaos of rapid urbanization; which makes it easier to integrate nature and create an identity through design.
 - Free flowing wind pattern with the absence of mid and high rise
 - Surrounded by nature
 - Pollution free environment
 - Has a water body within the site that can be used as a design element to enhance the aesthetics of the complex.
 - Located on a highway can promote visibility
- Weakness:**
- Infrastructure not fully developed
 - Fewer site forces in contrast to a fully urbanized area
 - Located on a highway thus dangerous for people to cross the road, creating safe passage may be a challenge
- Opportunity:** Sustainable design innovation to address the issue pedestrian crossing

Located on an area that is yet to be urbanized and thus provides plenty of opportunities to integrate nature into the design

Threats: Relatively remote highway area poses a threat for accidents

The water body, if not addressed in design properly might be a threat for the safety of the children.

Literature Review

3.1 History and Aim of Bangladesh Shishu Academy

Almost 32.3% of individuals - close to 50 million and above - are children aged 0-14 years (Bangladesh Development Research Center, 2012). It is within this context Bangladesh Shishu Academy was established in 1976 with the view to develop the physical, mental, cultural and the talent of children and thus builds up the future nation builders as efficient citizens.

In order to include children from all over the country, 20 large district branch offices of Shisu Academy were established in the years of 1980-81. Later on, in 1993-95 in the rest of the 44 districts and in 1996-97 the branch offices of Shishu Academy were established in upazilas of 6 districts. Currently, Bangladesh Shishu Academy is an autonomous institution under the Ministry of Women and Children Affairs. Its activities are run by a 13 member board of management. (Asia and Europe Foundation, 2015)

Bangladesh Shishu Academy (BSA) is the only national institution working for children's cultural and mental development. Every year, more than 30 events have implemented all over the country with three regular activities like cultural training, National children award competition and SBK and Pre-school program Bangladesh Shihsu Academy is working in different areas for overall development of the children. The areas are Music, Dance, Painting, Acting, Musical Instrument playing, Recitation, sports, Information technology, Children film, Children publication, library, Children Museum, Debate etc.

The significant yearlong programs those are conducted by the Bangladesh Shishu Academy include: National Award Giving Ceremony for the Children. This competition has been being organised since 1978. Competitions are held in upazila, district, regional

and national phase on 62 subjects related to literature, culture and sport. Each year almost 3 lacs children of the country get the opportunity to be exposed of their brilliance being participated to these competitions.

Since 1980, various training sessions on various cultural issues have been introduced, which include: drawing, music, dance, dramatic art, recitation, elocution and reading, playing Tabla, Guitar, Spoken English and computer. Free training sessions are offered to the underprivileged children. Besides a journal entitled by Shishu or 'children' and children's books are published. The academy has published 501 books on various issues, which include: Children's Encyclopedia and Children's Encyclopedia on Science.

Libraries for the children have been established in all branch offices including central office of the academy where local and foreign books suitable to the students are kept. Various educational programs based are held in order to promote habit of reading. Children's Museum is an important part of the academy as it educates the children on social, political, economic and cultural history of Bangladesh. (Banglapedia, 2015)

3.2 Architectural spaces and child psychology

In order to work on a project that deals with children on such an intimate scale, a proper understanding of how a child's psychology works and how it perceives the spaces which are made for them is necessary. In the light of this, the proposed program requires an understanding of child's psychology and how the program is vital for the project.

Permanent and Temporary exhibition spaces:

The "Reggio Emilia approach" stresses the importance of displaying the works of student (also referred as documentation). It concluded that documentation

communicated to the child that their work was valued, and made the parents aware of their achievements. In another study done by Maxwell and Chmielewski it is seen how documentation have also been seen to increase student self-esteem (Allen & Hessick, 2011). This shows the significance of permanent and temporary exhibition spaces in order to encourage the children to ensure better participation.

Multipurpose hall and Auditorium

A multipurpose hall and an auditorium is very similar to the exhibition space in the sense that while art works and handicrafts are viewed in the exhibition space the performative art forms such as drama, music, dance etc are viewed in Multipurpose halls and Auditoriums. These are also needed for the various programs and competitions that are annually held by the Academy.

Library/ archive

In order to encourage reading, a library is a necessary addition to the program.

Museum puppet and cartoon History in Bangladesh

Although the proposed museum is only to be built to display the history of Bangladesh's socio-political and cultural aspects it would be more desirable to the children if the museum could be expanded to include the evolution of puppetry and cartoon culture in Bangladesh.

Open theatres, playing fields and landscapes

Another element of child development is their association with natural landscapes and environment. Activities carried out in a setting with natural landscape elements invoke a strong sense of freedom and satisfaction and thus stay in children's memories. (Sebba,

1994). These memories in turn invoke place attachment and positive emotions play a role in discovery, creativity and adventure (Kahn, 2002). It is in this sense that experiencing the environment is crucial in the growth and functioning of children. Therefore, including places that incorporate such experiences is important for the development of this project.

McDevitt & Ormond (2002) express that early childhood is a period of fantasy and wonder. Imagination is crucial for a child at this stage, as they take on a journey to find their place in the world. As such, architecture and design should support to nourish and a child's sensory and aesthetic sensibilities and conform to their social, physical and cognitive functioning and development. Thus it will be the central focus of the project.

CHAPTER 4

CASE STUDIES

4.1 Introduction of case studies

The case studies done for this particular project have been done on local as well as international projects keeping in mind the context of the site as well as the program requirements. Spaces for children and creative spaces were some of the main focus of the studies as well as open spaces as these are the things that need to be addressed in the design phase of this particular project.

4.2 International case studies:

4.2.1 Project name: BIG's designs for Lego visitor centre

Location: Billund, Denmark.

Site area: 80 X 100 meters

Built area: 7,600 square meters

Building Type: Visitor centre

Year of completion: 2016

Architect: BIG Architects



Fig 2.1: Exterior

Source: LEGO Official Website (2013) (Retrieved: 28th July 2016)

In 2013, the LEGO Group revealed the design of an experience center named the 'Lego House,' to be built in Billund, Denmark. It is being designed by the architect firm BIG (Bjarke Ingels Group). It will be made from a brick that resemble LEGO blocks and is expected to attract over 250,000 visitors annually. Visitors will enter a building that resembles huge LEGO bricks stacked and combined in a creative manner to cultivate an imaginative experience not only on the inside, but also the outside.



Fig 2.2: Interior

Source: LEGO Official Website (2013) (Retrieved: 28th July 2016)

In the center, guests can experience hours of fun as well as providing an educating and inspirational experience. Kjeld Kirk Kristiansen, owner of LEGO explained how the Lego house will be a unique experience for people of all ages, and that it would foster innovative thinking on a tangible level. But most importantly, it would provide a space in which children's creativity and learning would be stimulated.



Fig 2.3: Aerial view

Source: LEGO Official Website (2013) (Retrieved: 28th July 2016)

The LEGO house will be approximately 30 metres tall, and there will be public access to roof-top gardens. The building will offer over a total of 7,600 square meters of areas, including a café, store and a large public square. Generally, The LEGO house will cover an area of 80 by 100 square meters and will be approximately 30 meters tall. A large part of the building, over 1900 square meters will be covered with free access to the public, intended to make the part into a natural gathering spot and making it accessible to people living in the locality (LEGO, 2013).

4.2.2 Rehabilitation Centre Groot Klimmendaal

Firm: Architectenbureau Koen van Velsen

Location: Arnhem, the Netherlands.

Site Area: 14000.0 sqm

Building type: Rehabilitation centre

Completion: 2011



Fig 2.4: Exterior

Source: Dezeen Magazine Official Website (2011) *(Retrieved: 28th July 2016)*

This is a three-storey building covered in brown anodized Aluminum and consists of offices, a clinic, and facilities for sport, a swimming pool, restaurant and a theatre.

There is an element of seamless continuity between the interior and the exterior, ensured by the full height glazing along the central space which connects to the different internal elements of the building. There is a 'twisted' or meandering flow in the

restaurant design, which connects the trees to the building and invites the forest to give the area a more natural feel. The presence of the outside natural surroundings merges within the inside, and has a tangible presence, allowing for a natural experience for the users.



Fig 2.5: Interior

Source: Dezeen Magazine Official Website (2011) *(Retrieved: 28th July 2016)*

On the lower level are the offices, on the upper floor there are the clinical areas and on the roof there is a Ronald McDonald house with its own identity. Swimming pools, fitness, restaurant and theatre are facilitated by the double height ground floor at the entrance level. The facilities are used not only by the patients, but also family members and local community members such as individuals from theatre groups and schools.



Fig 2.6: Interiors showing lightwells and use of natural light
Source: Dezeen Magazine Official Website (2011) (Retrieved: 28th July 2016)

The presence of light wells in combination of both large and small ensures a spatial connection between the different levels of the buildings and allow for the penetration of natural light deep into the 30 metres wide building. The interplay between sharp, but subtle colours and between direct and indirect lighting creates a lively interior.



Fig 2.7: Theatre and cafeteria
Source: Inhabitat.com (Retrieved: 28th July 2016)

Other notable features include a minimalistic use of energy, with compact design of the building and the design of mechanical and electrical installations. The thermal storage assists in reducing the overall energy consumption of the building. The building also uses sustainable building materials and other materials which require little maintenance for the ceilings, floor finishes as well as the façade cladding. This results in easy maintenance and long lifespan of the materials. The building has been custom made for its users but also offers transformation in respect to different needs and requirements within the client's organization. Overall, there are elements of simplicity, complexity with attention of physical, practical and social details. The stimulating environment is composed of transparency, layering, lightplay, etc.

(Dezeen, 2011)

Although this does not quite fall under the same category of building type for this particular project but this rehabilitation centre was helpful to look into. The site for the Shishu academy has a lot of natural elements to it and one of the main ideas of the project is to incorporate the interior and the exterior together to form spaces that complement each other. The Groot rehabilitation centre has achieved that balance. Moreover studying the way they played with the subtle colors and light wells may also help in the design phase of the project.

4.3 Local case studies:

4.3.1 Project name: Charukola (Institute Of Fine Arts, Dhaka University)

Location: Dhaka University area.

Site area: 700 square meters

Built area: 400 square meters

Building Type: Fine art Institute

Year of completion: 1956

Architect: Mazharul Islam



Fig 2.8: Charukala institute, Dhaka University
Source: Umme Hani

This site is located in the roman area part of the Dhaka University campus, and well known for its gardens and parks. Most of the buildings in the area have been designed keeping in mind the scheme of a ‘bagan’ bari (house in a garden), in an interplay between nature and structure. The site which was given for the building has trees and circular depression at the end. The design scheme was nature friendly, as it retained all the trees on the site. It was also climate responsive, and included large continuous verandahs, which shades the inner walls and windows of the classrooms and studios. There is a sense of rural Bangladesh in the scheme as well.



Fig 2.9: Etching studio
Source: Umme Hani

The lattices and beras (perforated screens) are used to separate and create thresholds. The ground floor houses the galleries while the teacher and common rooms are on the first floor. A sculptural stair connects the two levels around the courtyard. There is a lotus pond which becomes the heart of the institute and is a place where students can relax. The southern ground also transforms to host many activities such as Bengali New year and also art classes and competitions for children. Because of the open ended nature of the institute, the individuals can experience all seasons of Bangladesh directly, and interact with the weather – i.e – getting wet in the rain in the courtyard without having to go far.



Fig 2.10: Outdoor space for sculpting classes
Source: Author

The impact of the institute lies in the environmental collaboration with the structure. The presence of nature gives artists a feel of nature, of natural art, without the presence of an instructor. The structure provokes and inspires and invokes many emotions and feelings. In essence, this project is a harmonious integration between architecture and landscape.



Fig 2.11: Outdoor activities
Source: Star campus (2006) (Retrieved: 28th July 2016)

4.3.2 Project name: METI School

Location: Rudrapur, Bangladesh

Site area: 700 square meters

Built area: 400 square meters

Building Type: Primary School

Year of completion: from September 2005 to December 2005

Architect: Anna Heringer Bavaria from in southern Germany



Fig 2.12: METI School exterior

Source: Gessato official website (2011) (Retrieved: 28th July 2016)

The METI school of Rudrapur is a winning project for the Aga Khan Award for architecture, which recognizes distinguished architecture that encourages environmental responsibility, development and restoration. The school is hand-built and showcases a great sustainable design and local architecture. For the building, local knowledge, renewable materials and new construction techniques were used – with an interplay of both modern and traditional.



Fig 2.13: Interior showing organic designs
Source: aformalacademy website (Retrieved: 28th July 2016)

Anna Heringer and Eike Roswag, volunteer architects developed the design keeping in consideration the local cultural, economic and ecological aspects – using local materials but also modification to allow structural integrity in a populated, flood prone region. In order for a second story to be built, the designers improved the structural system of the bamboo and lashing. To overcome the rising moisture in the earthen walls, a brick foundation with a damp proof course was used. The construction was a collaborative effort between architects, local crafters, students, parents and teachers. The building embodies sustainable development as well as utilization of nature.



Fig 2.14: METI School under construction
Source: Gessato official website (2011) (Retrieved: 28th July 2016)

The thick walls allow the classrooms to be cool and shutters to allow natural daylight and ventilation. Under the shaded garden façade, the colourful sari materials contrast the school's earth tone walls. The veranda is broad and students leave their shoes outside and then enter the classroom.



Fig 2.15: METI School under construction
Source: ArchDaily.com (2010) (Retrieved: 28th July 2016)

In essence, the architects wanted the technical improvements to become part of local knowledge, later to be re-used for future development. The use of locally available expertise, skills and materials were part of the school's sustainability goals as an environmentally sound school, and a structure which adapts to the local economy and educational system. At the same time, the structural as well as the educational program serves as a shining example of a sustainable future.

(Kriscenski, 2007).

Function	Area in Sq ft
Library (Book shop + Librarian's office + General library + Video Library + Study library)	3,900
Museum (Curator's office + Ticket counter + Information/reception + Lobby + Toilet)	4,000
Cafeteria (main) (Kitchen + Store + Service + Main serving area for 20% of 500 students + Extra for visitors)	8,000
Auditorium (350 seats) (Lobby + Snack bar + Reception + Projection room + Backstage + Flower shop + Store)	7,928
Classrooms: 8 studio classrooms (art, dance, performing arts, musical instrument)x 2 (20 students 6'x6', 720sqft + 30% circulation, 216sqft = 936sqft each x 8= 7488 sq ft) 4 Lecture rooms (Music and recitation) x 2 (20 students 5'x4', 400 sq ft + 30% circulation, 120sqft = 520sqft each x 4 = 2080sq ft) 4 Computer labs (1664 sq ft each x4 = 6656 sq ft) 4 Workshop rooms (arts and crafts, sewing, sculpture and other training programs) (350 sq ft each x 4 = 1400 sq ft)	17,624
Temporary Exhibition space (Parent's waiting + Snack bar + Lobby + Toilet)	2,000
Seminar room	2,711
Teacher's room + Administration 12 teachers and 2 departments DCO -1 room 12 teachers – 3 rooms Department chairperson room – 1 room PA to chairperson + wait – 1 room Department heads – 2 rooms General meeting room Office room (1 regional officer, 2 clerks, 2 computer officer) Resource room Lobby Toilet	5,801
Guest rooms* Bed normal x 5 – 207 sq ft each with 20 sq ft balcony = 227 sq ft each x 5 = 1135 sq ft Special with wc x 5 – 400 sq ft each with balcony + wc = 400 sq ft each x	4,135

5 = 2,000sq ft General guest room x 5 – 200sq ft each x 5 = 1000sq ft	
• Dining (guest rooms) (Serving area + Kitchen + Store)	1,000
• Parking 30 cars	
• Total	76,430
• Circulation 30%	22,929
Total	99,359

* Guest rooms were required by clients, as they expressed the need for them during occasions or programs. Guests during the course of these events required accommodation as they would come from different parts of the country, and there were foreign guests as well. The client also stated how this would work as a source of income during the rest of the year.

6.1 Concept

Throughout the design process the goal was to design a low tone architecture that will serve the required functions and would be ideal to the climatic conditions. Focus was given on the landscape to be more organic and fluid so as to reflect a child's nature to explore.

Considering this, the design was first started with the intention to incorporate the architecture and the landscape on the same plane but at the same time both having their own unique distinctions. Focus was given to create spaces outside the academic mass that were more likely to be needed to “explore”. Pedestrians were created in organic lines along regular shape of the mass which created vistas and orifices. A difference in perspective played an important role in creating a visual connection which was done by experimenting with the contour lines and the pedestrian while also creating bridges to connect all the masses together.

6.1.1 Schematic and zoning

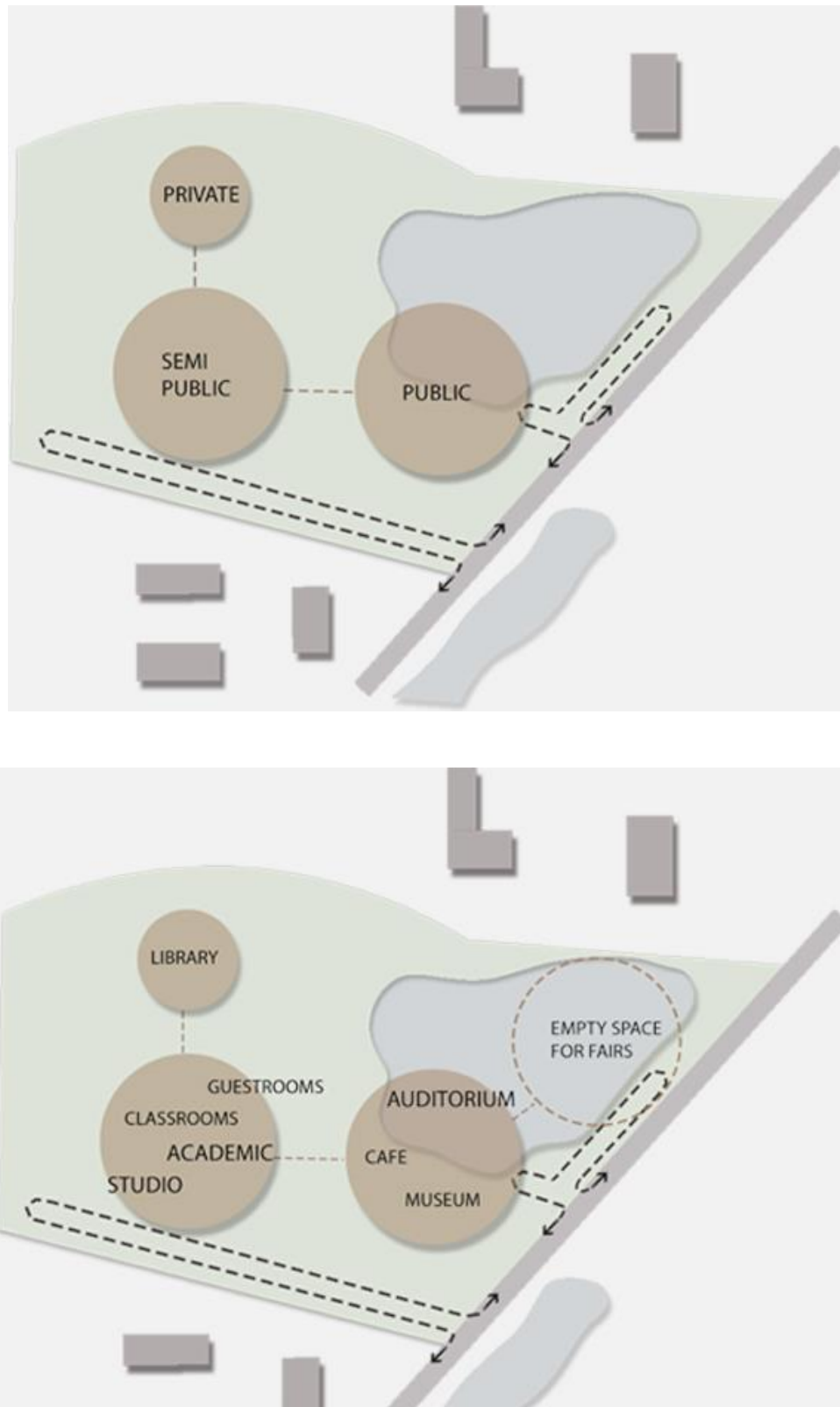


Fig 3.1: Schematics and zoning
Source: Author

6.1.2 Form derivation

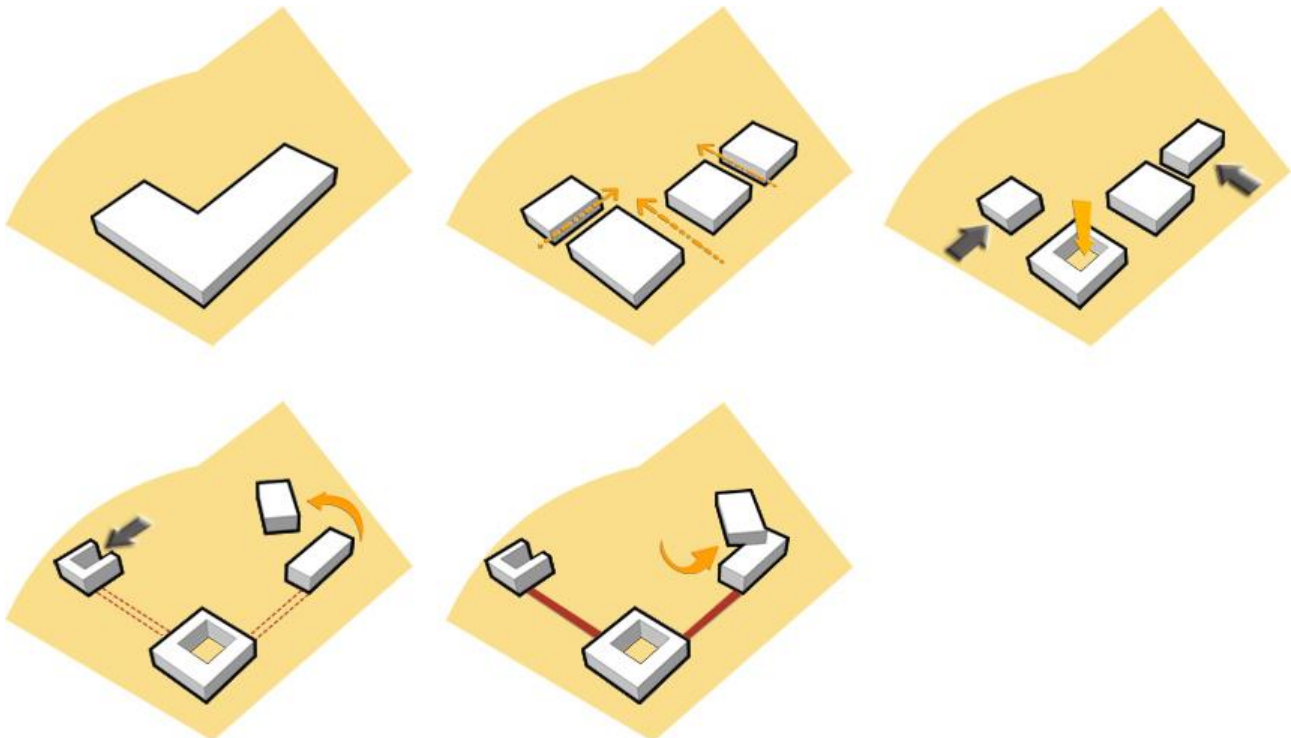
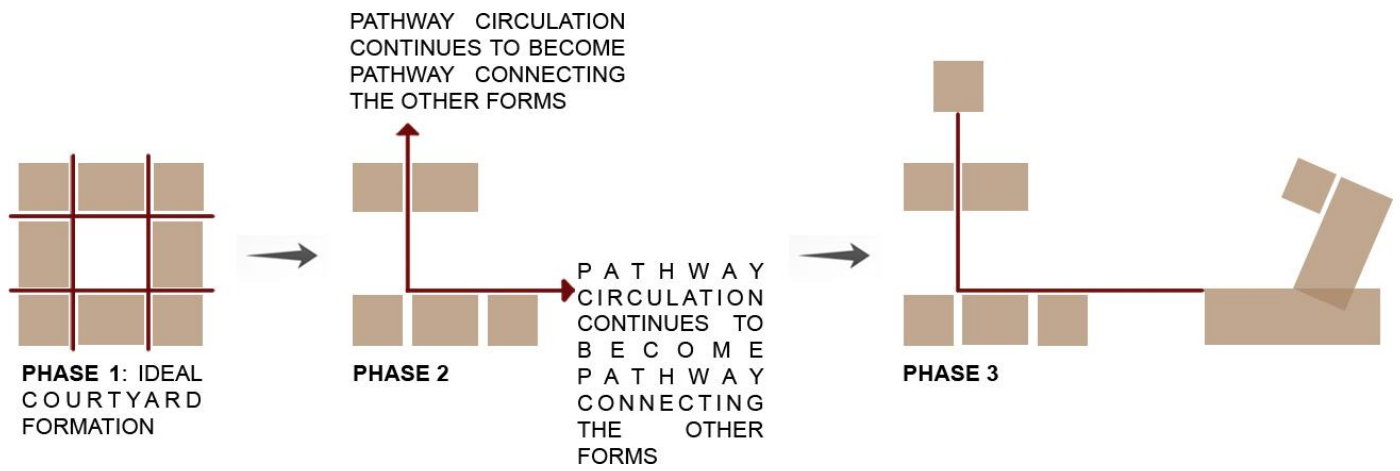


Fig 3.2: Form derivation
Source: Author

6.1.2 Functional zoning

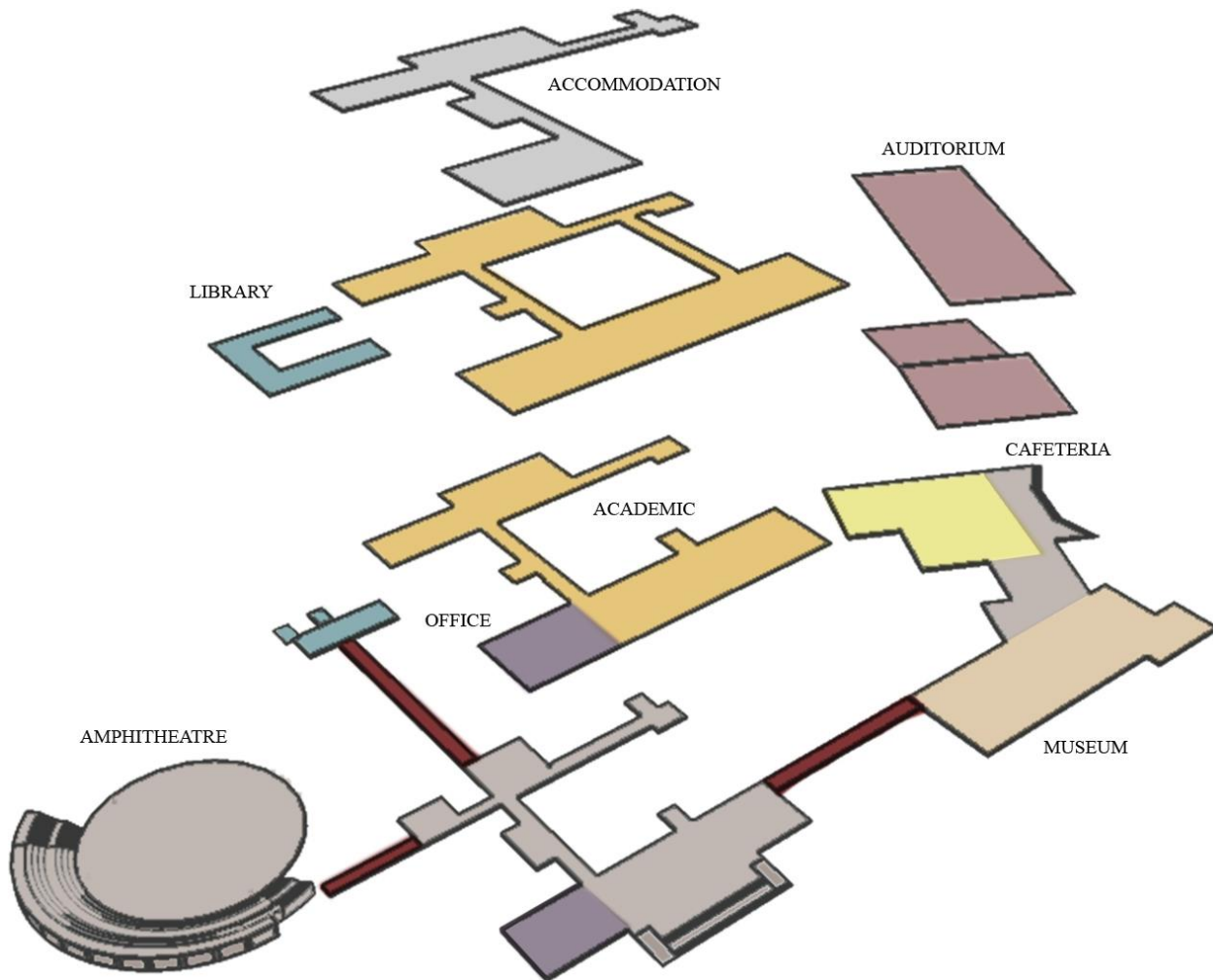


Fig 3.3: Functional zoning
Source: Author

6.1.3 Fenestration details

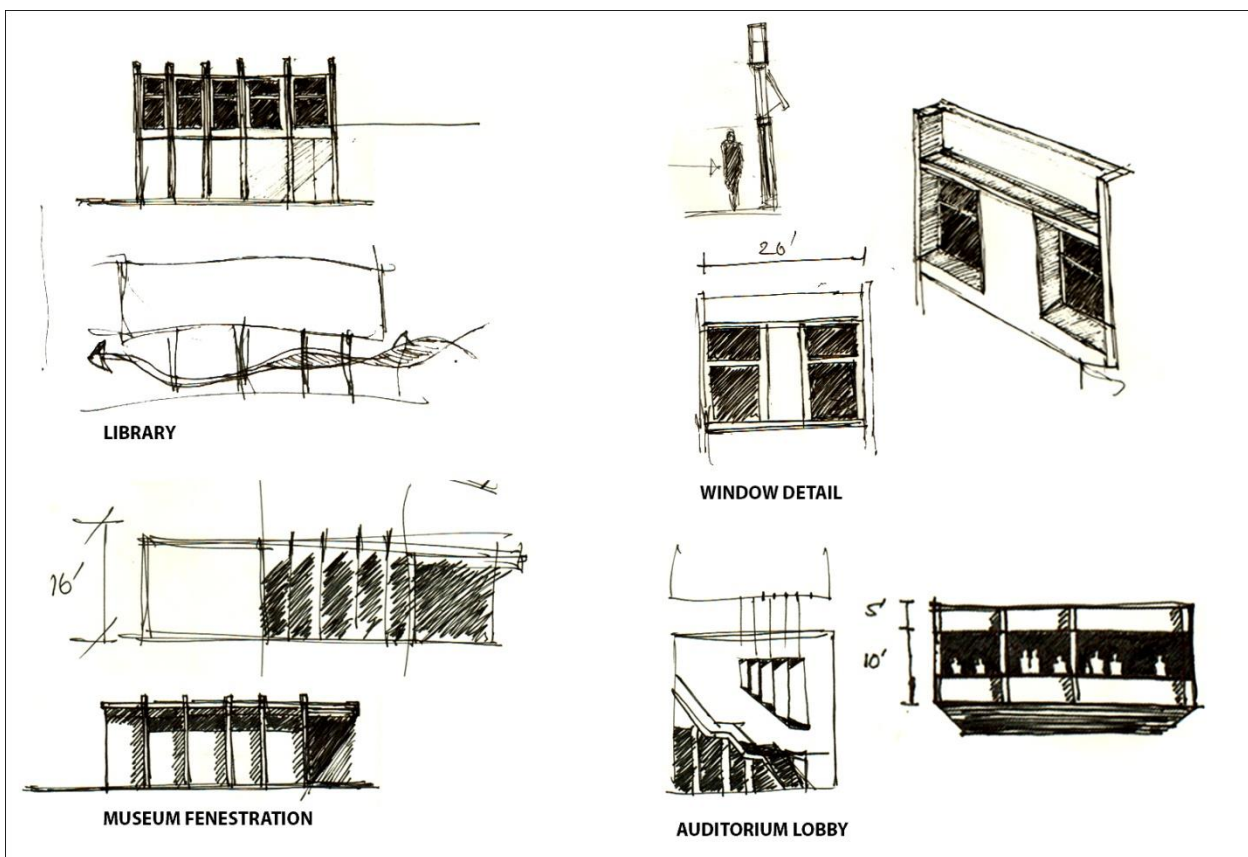
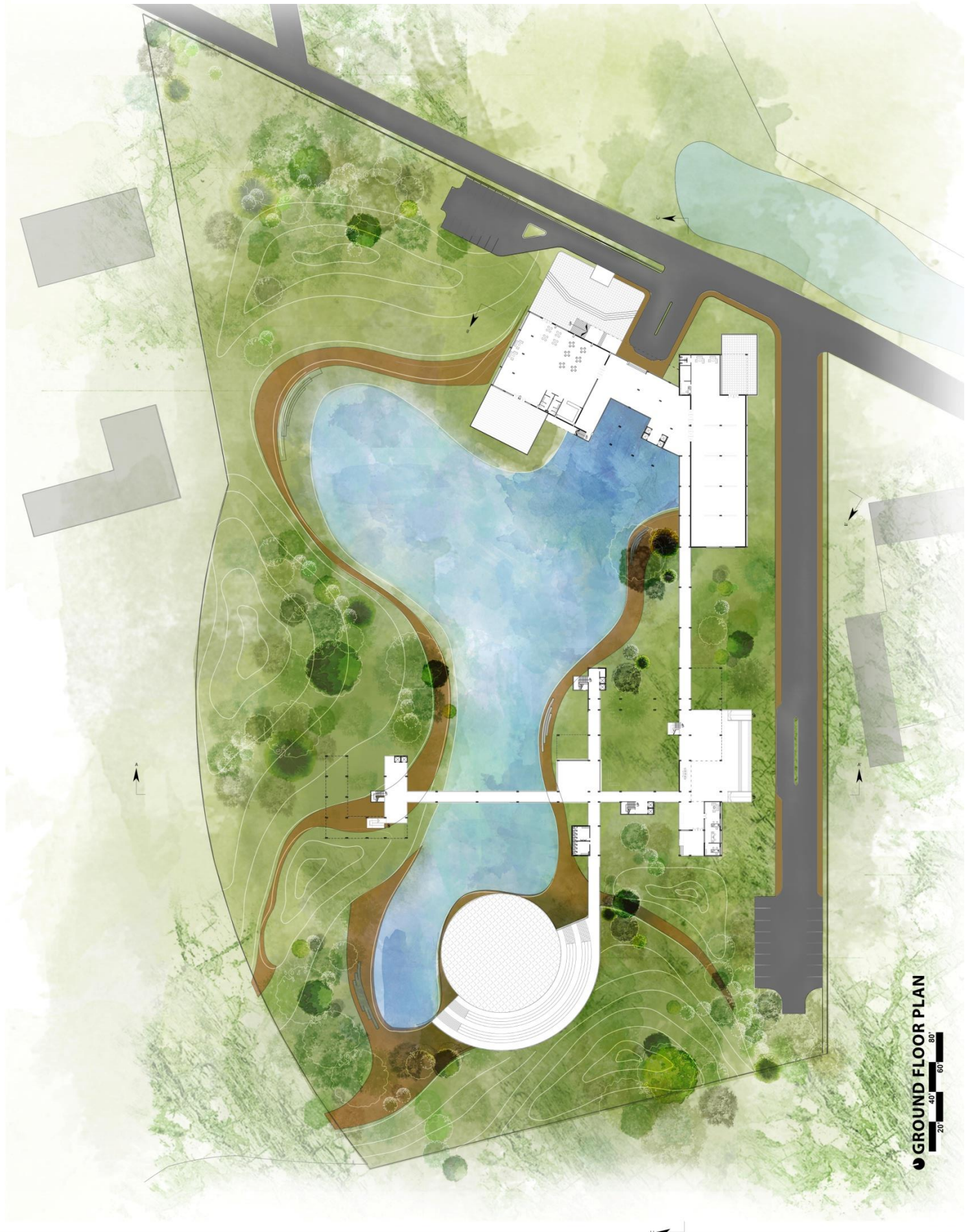
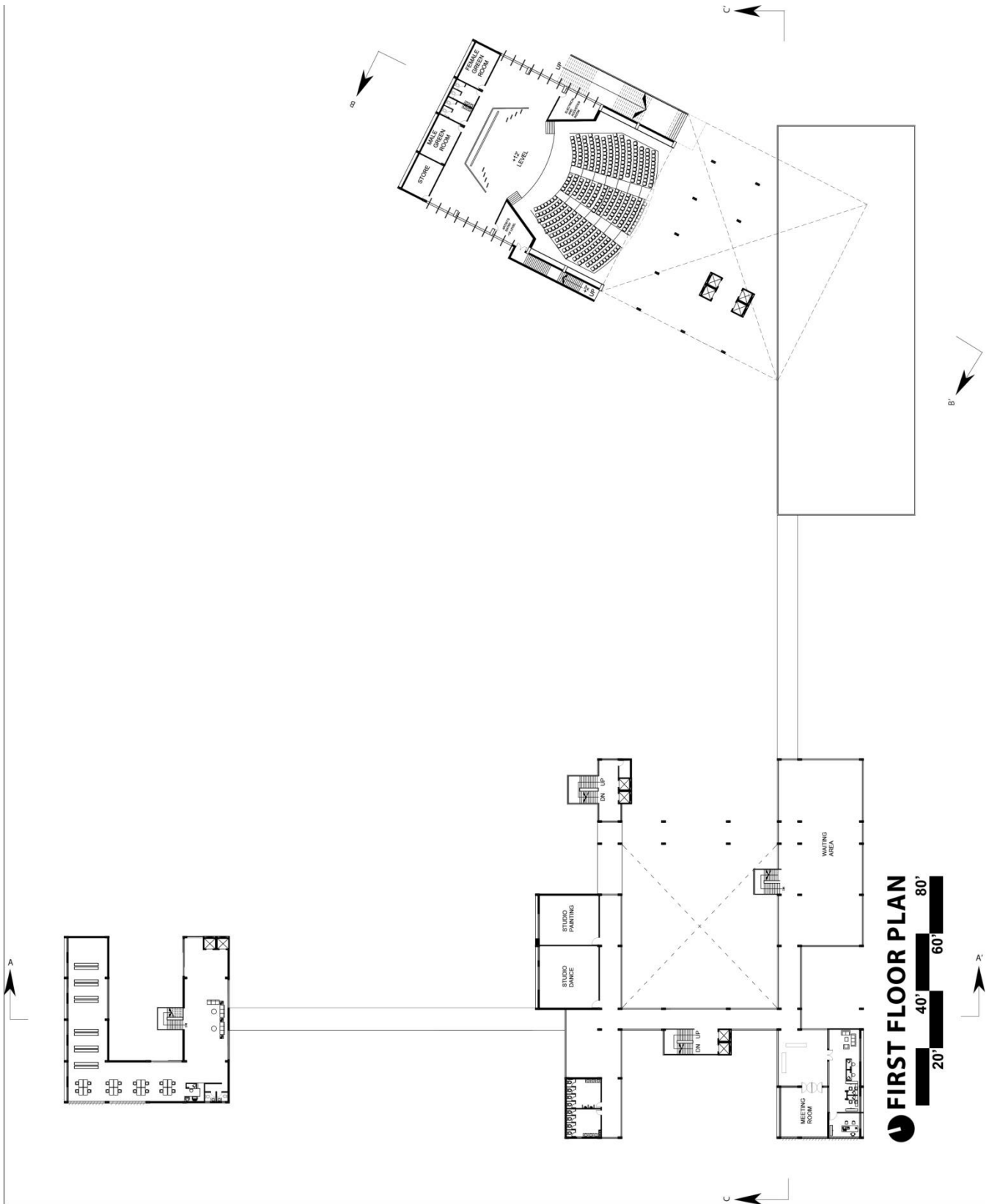
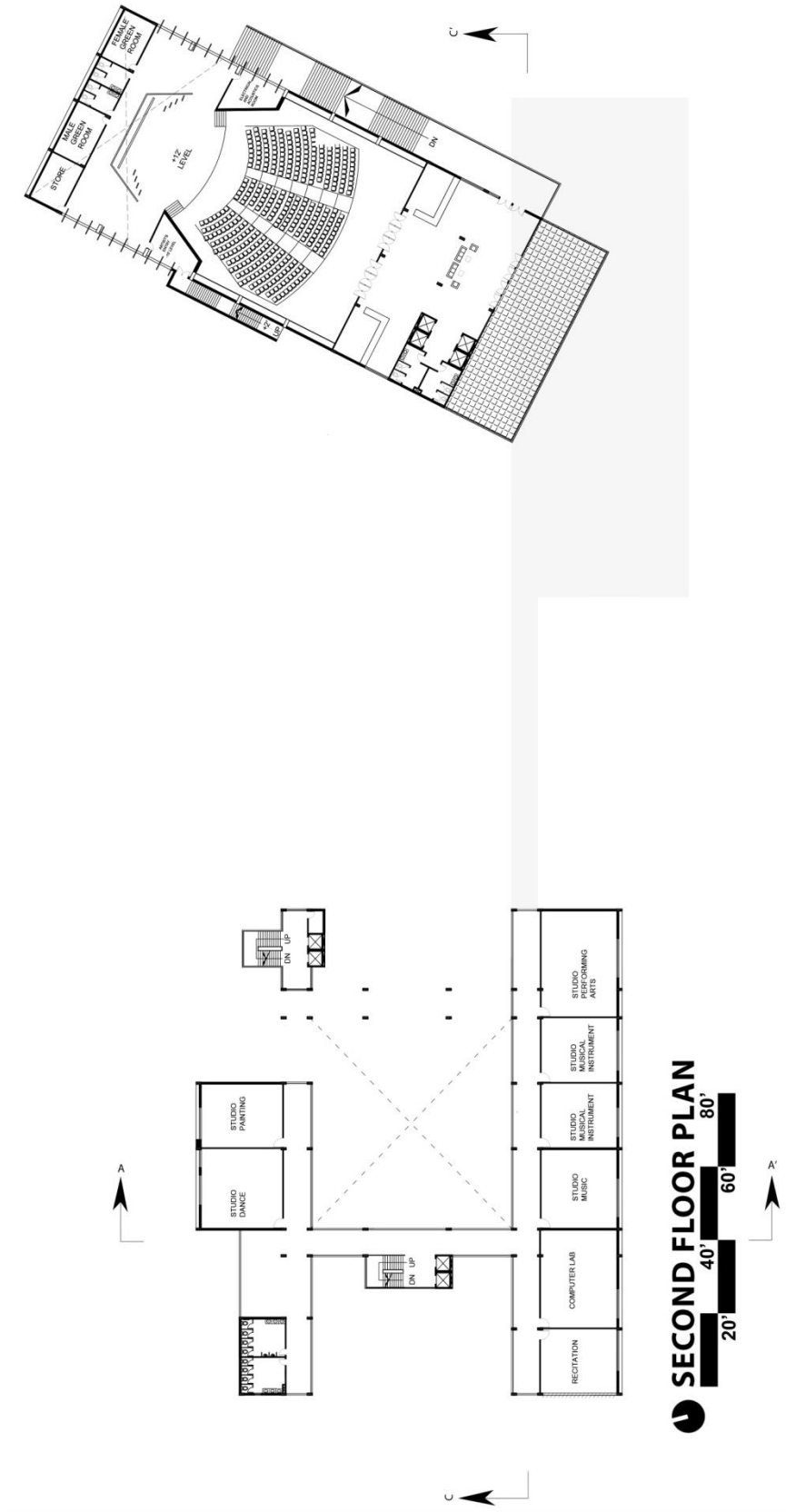


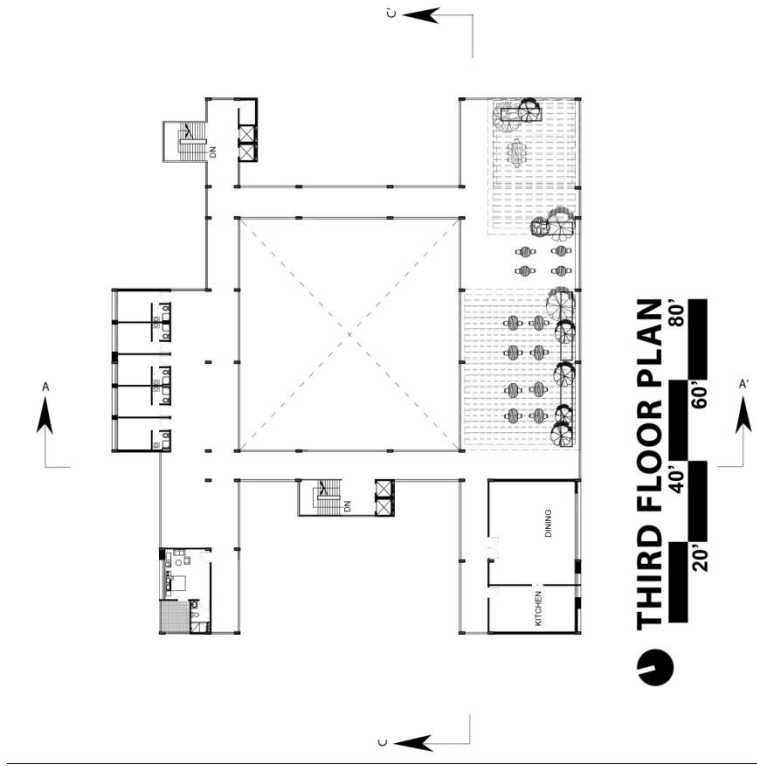
Fig 3.4: Fenestration details
Source: Author

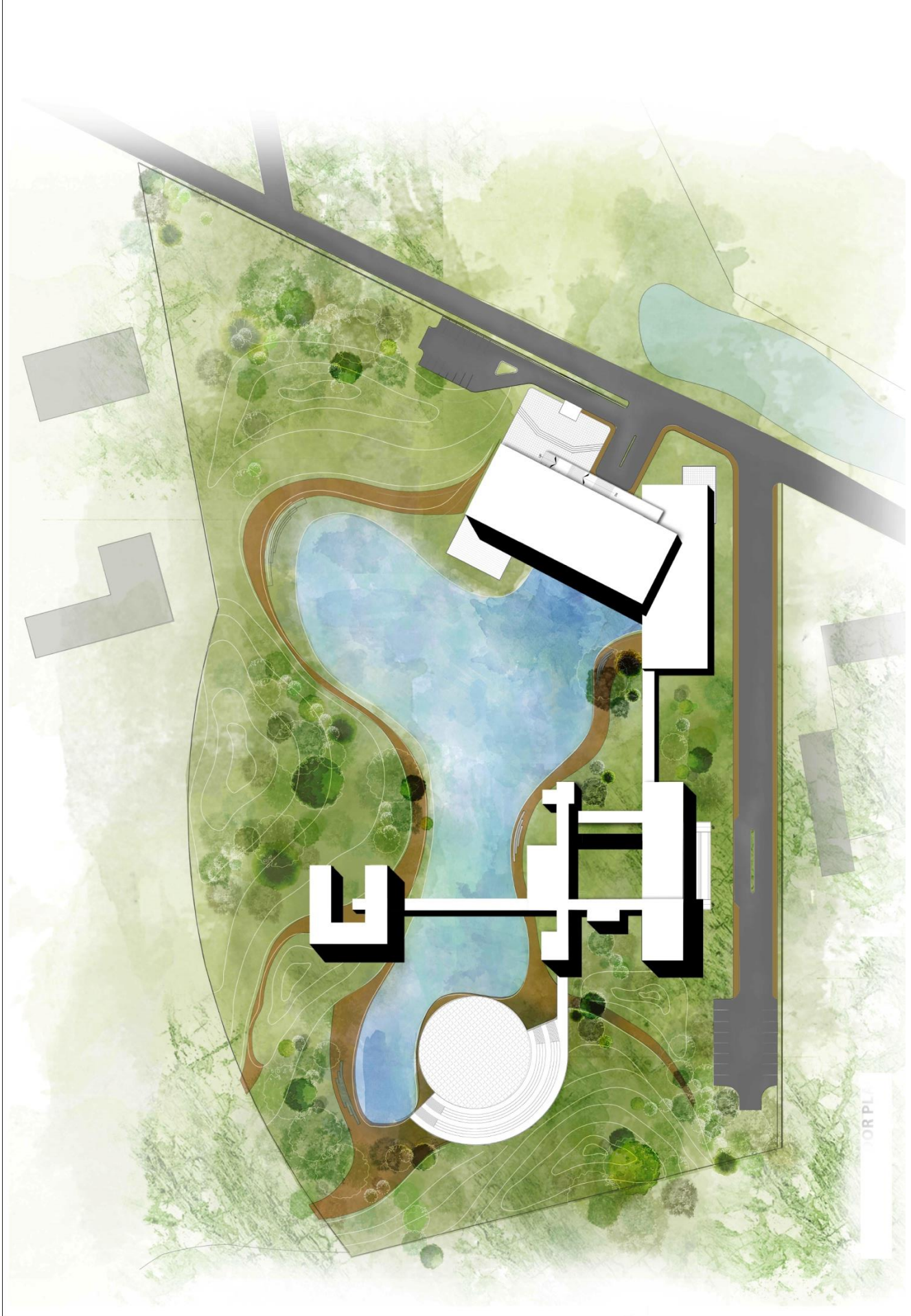
7.1 Drawings



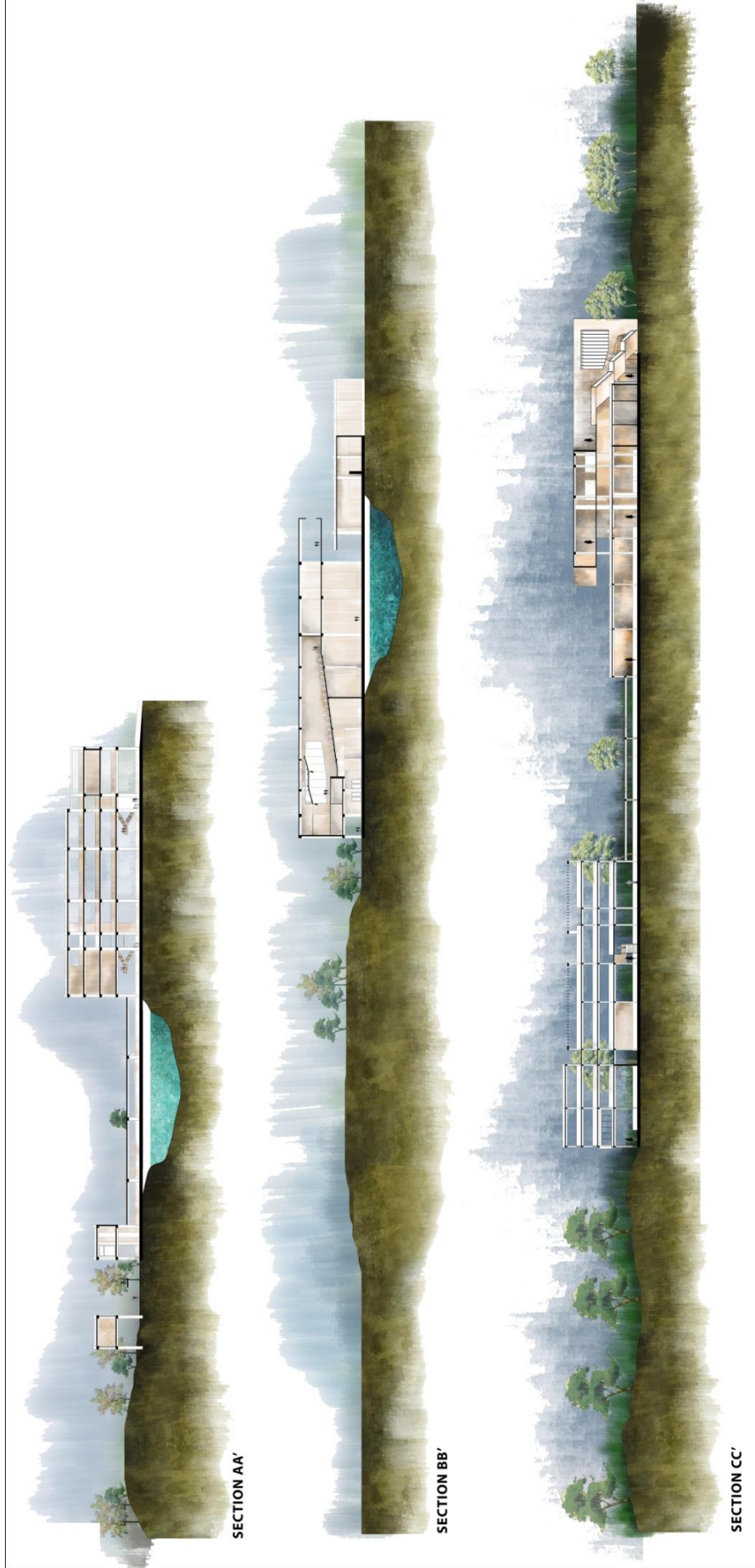






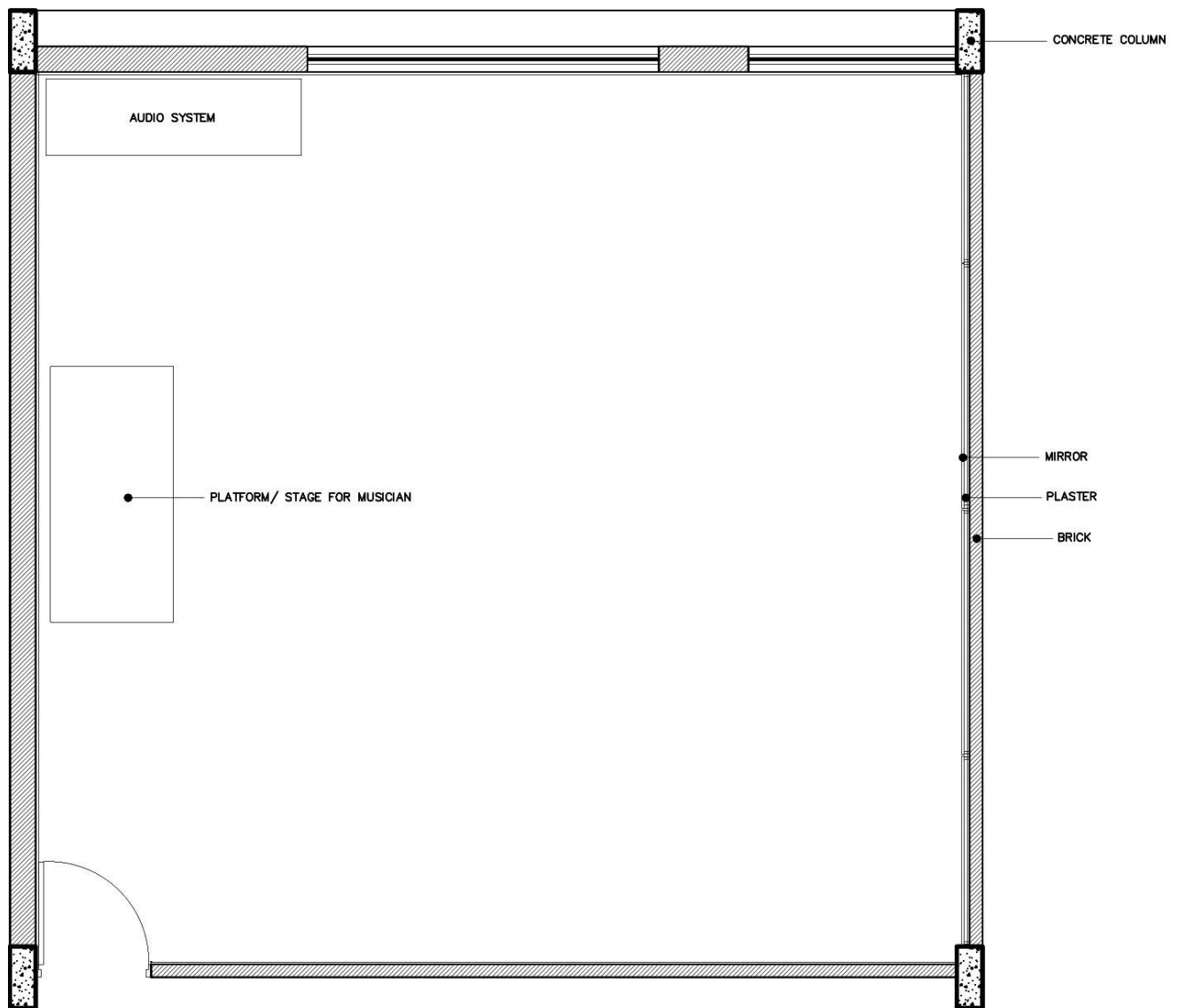


OR PL

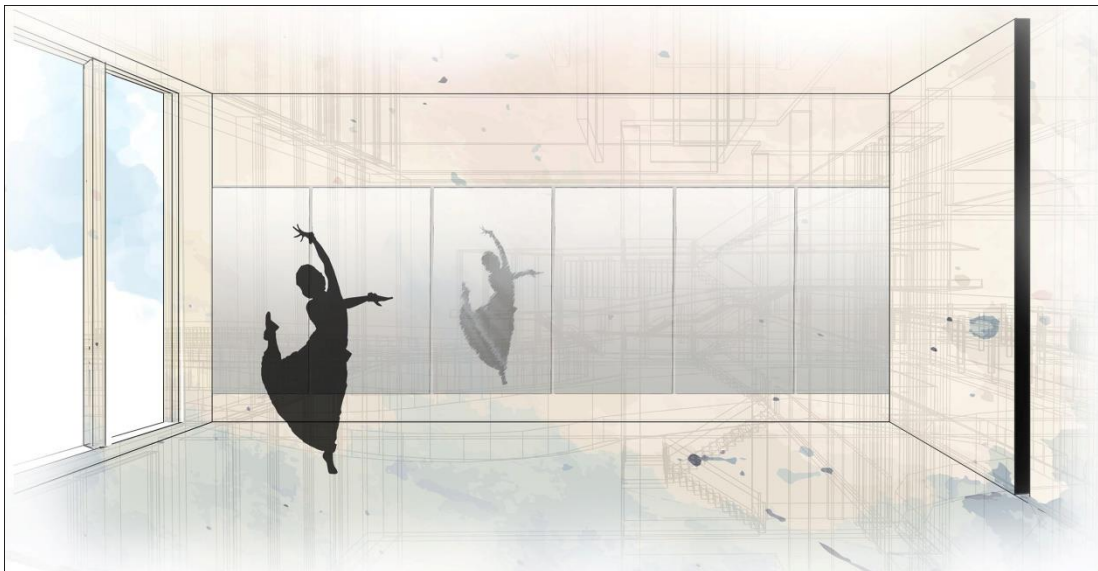


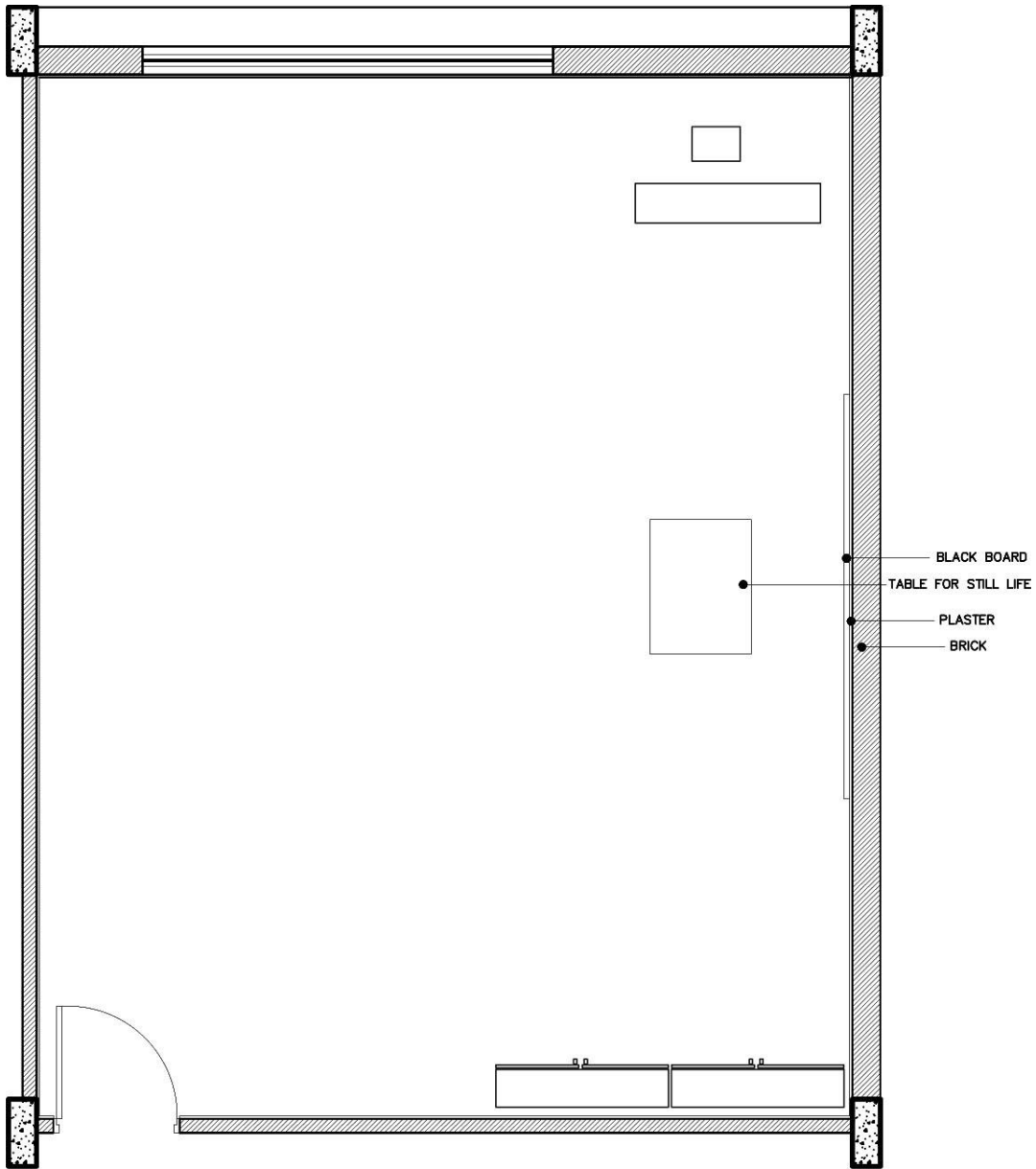


7.2 Classroom details



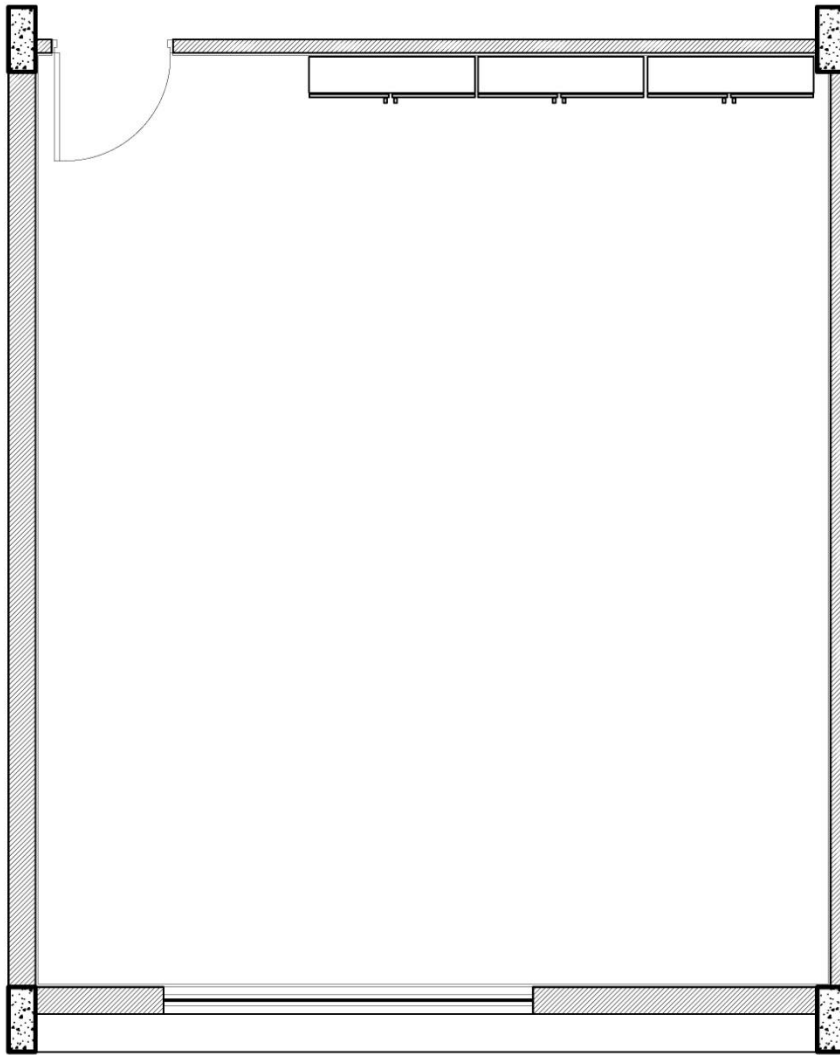
DANCE STUDIO
LAYOUT





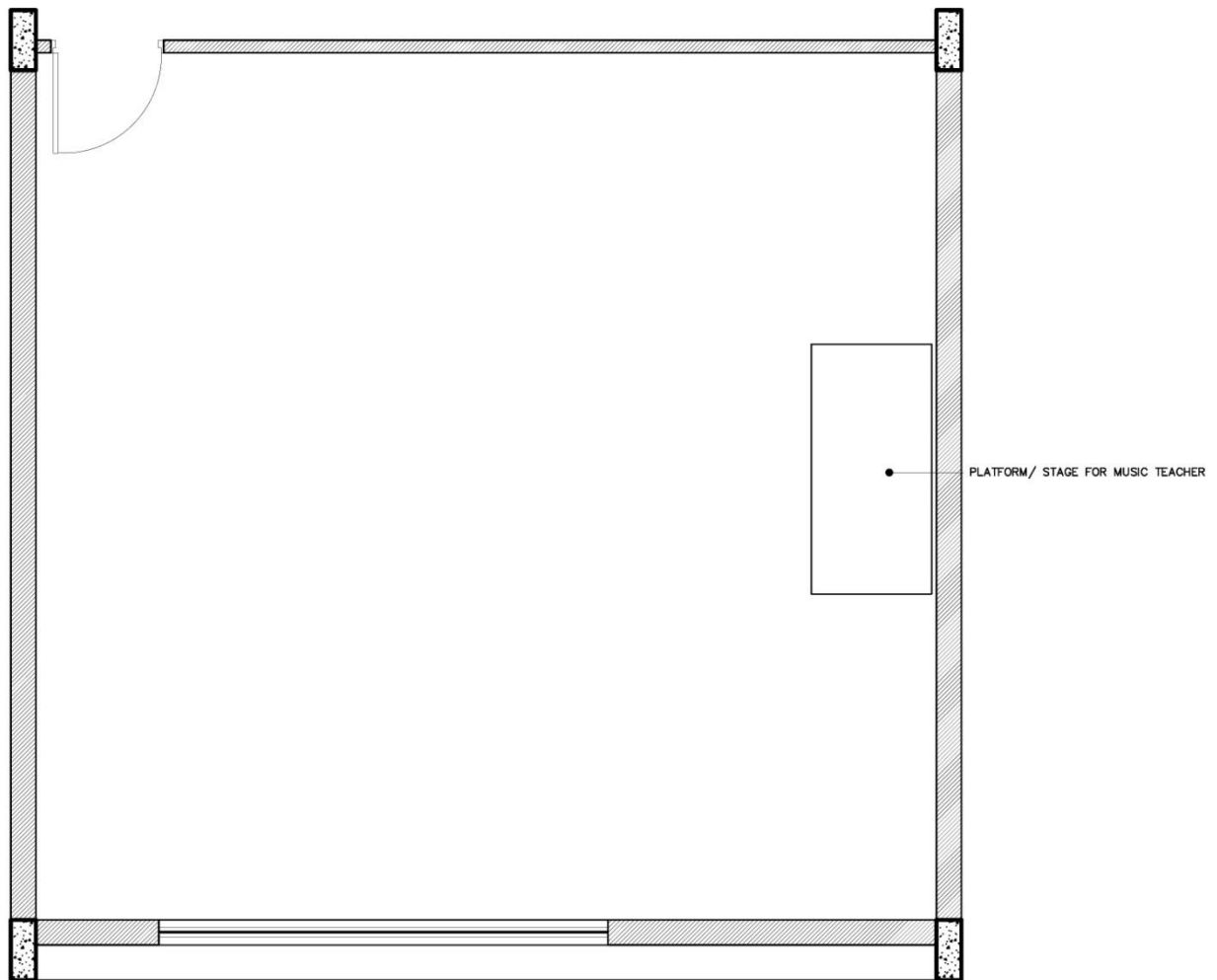
PAINTING
CLASSROOM
LAYOUT





MUSICAL
INSTRUMENT
CLASSROOM
LAYOUT





MUSIC
CLASSROOM
LAYOUT



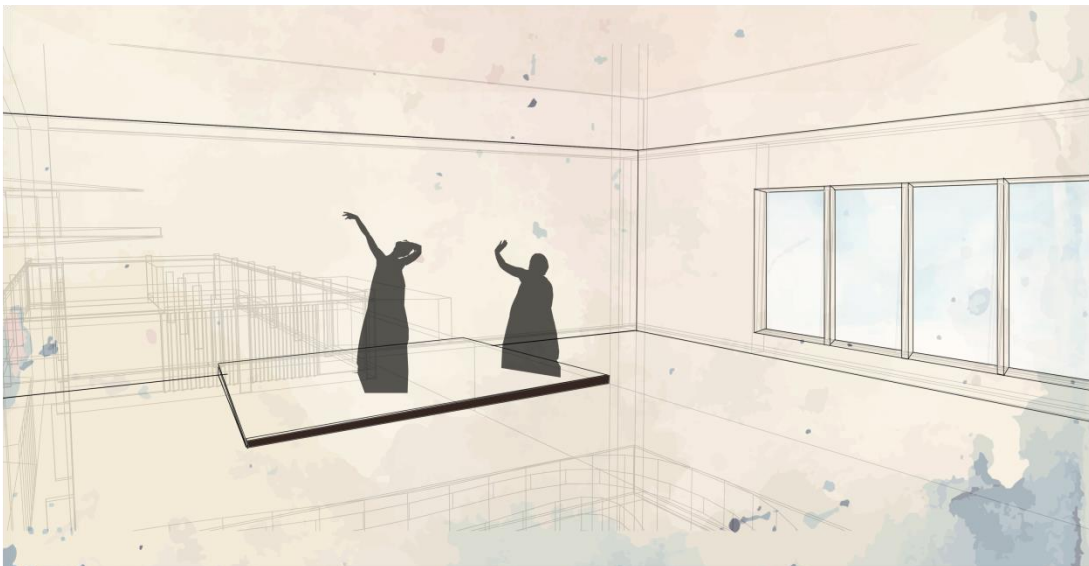
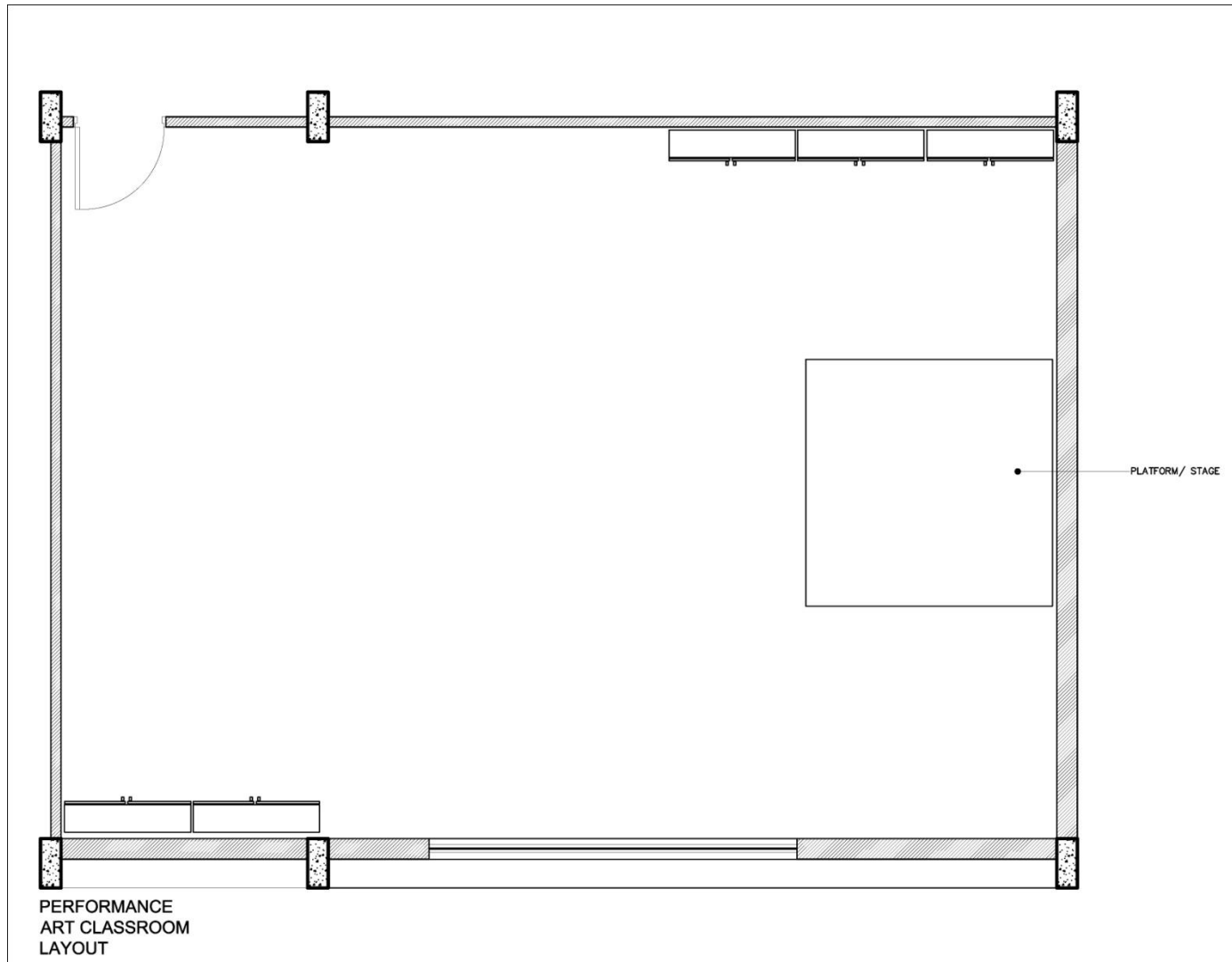
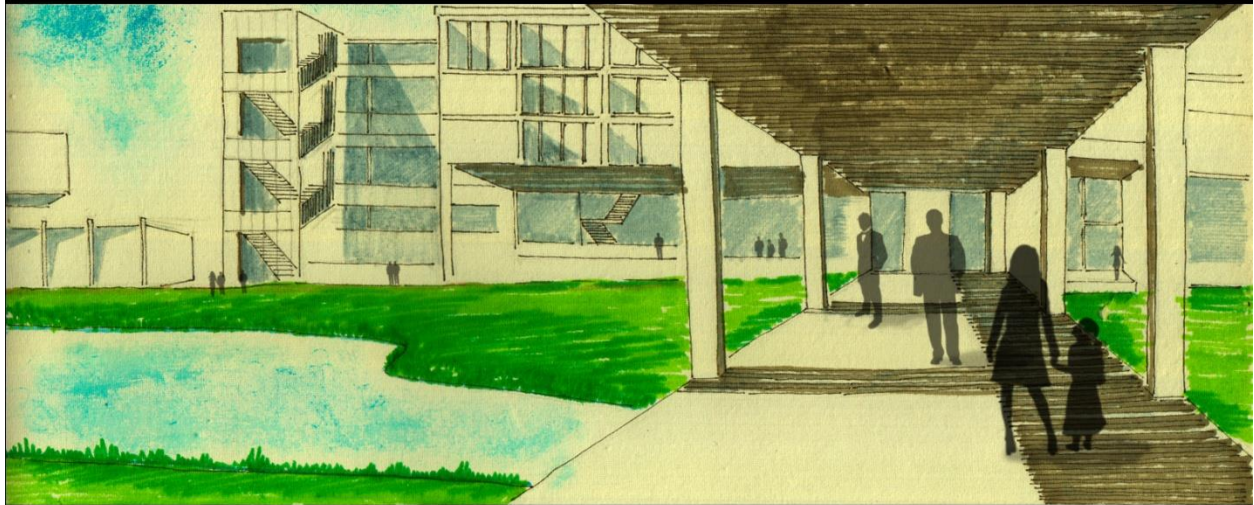




Fig 4.1: Landscape details
Source: Author











Conclusion

Bangladesh Shishu Academy complex in Narsingdi, has been designed not only to serve the students of the academy rather the community as a whole. It was designed keeping in mind the need for a breathing space –that also encourages cultural growth- in a rapidly developing urban area.

The academy was designed to integrate nature with architecture and create an environment outside of the academic block that encourages the children to explore and be creative. It was the intention of the design and of this paper to point out the importance to understand child psychology when designing for the children- a key point that is often neglected in Bangladesh. Design can be a useful learning tool if implemented properly. Thus more research and design exercises need to be undertaken in order to explore how psychology and architecture can be integrated.

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