

SEMINAR-II

ARC512

# **CENTRAL PUBLIC LIBRARY DHAKA**

**The Cynosure of Knowledge**

**BRAC UNIVERSITY**

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**NAME: FAYEKA FATEH (11208005)**

**INSTRUCTORS:**

**Mohammad Habib Reza**

**AbulFazalMahmudunNobi**

## **ABSTRACT**

The Central Public Library will be the 'cynosure of knowledge'. This means it will become the center where knowledge will give guidance to the people and at the same time it will attract all kinds of people into it to commute and share their knowledge creating an iconic civic hub. The library will also reflect our culture and our society to the foreign visitors in Bangladesh who come here to visit. Knowledge can be gained fruitfully with the right surroundings, environment and resources. Therefore one's senses need to be played with to fully grasp knowledge and enlightenment.

### **Keywords:**

Knowledge, library, books, nature, enlightenment, senses, natural elements, cynosure, center, focus

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## 1.1 PROJECT BRIEF

Title of the Project: Central Public Library Dhaka

Statement: The Cynosure of Knowledge

Client: Government

Site Location: Shahbagh, Dhaka, Bangladesh (23.736444°N; 90.394798°E)

Site Area: 3.324 acres; 144793.53 sft

## 1.2 PROJECT RATIONALE

The Central Public Library is the public library of Dhaka. It houses 68 public libraries in its jurisdiction which is managed by Directorate of Public Libraries under Ministry of cultural Affairs. The library moved to a different location in 1978 from its original location. The building in the original location was designed by Mazharul Islam that at present houses the Dhaka University Central Library. Due to the relocation of The Central Public Library, it lacks the appropriate environment for utilizing all the five senses to acquire knowledge and it is not inviting to the common people. The current users are the students of Dhaka University it should have been able to attract all kinds of users of the country. The aim of this project is to create the appropriate environment where all kinds of people will be attracted to commute and exchange their knowledge and also acquire knowledge in a healthy manner. Data will be collected through interviewing the current users of the library and case studies of successful libraries will be carried out to understand what kind of environment people need in a library to be enlightened with knowledge.

## 1.3 PROJECT INTRODUCTION:

The Central Public Library once known as The Sufia Kamal National Public Library **সুফিয়াকামালজাতীয়গণগ্রন্থাগার** is the largest public library in Bangladesh. It also houses the Public Library Department which, with 68 public libraries including the Sufia Kamal National Public Library in its jurisdiction, is managed by the Directorate of Public Libraries under the Ministry of Cultural Affairs.

Location: The Central Public Library is located at Shahbag, Dhaka of Bangladesh. It is coordinated with 23.736444°N 90.394798°E.

The Name & Rename:

The name of the Library was Central Public Library in 1955, during established. In between 1996 and 2007 it was named Begum Sufia Kamal National Public Library. On 2007 Sufia Kamal National Public Library, renamed the Central Public Library. On 2010, 1 January, the Central Public Library, renamed the Sufia Kamal National Public Library by the Ministry of Culture, Bangladesh.

#### Historical Background:

The foundation stone for Dhaka Central Public Library was laid in 1954 with the Registrar of Dhaka University as part-time Librarian Designated to be the center for the public library system in the then East Pakistan on the basis of the recommendations made by Australian Library consultant Mr. L C Key in 1955, it was opened to the public on March 22, 1958 with a stock of 10,040 books. In 1978 the library moved to its building near the Shahbag Intersection from its original building designed by pioneering Bangladeshi architect Mazharul Islam, which went on to house the Dhaka University Central Library. Department of the Public Libraries was established with Bangladesh Central Public Library as its headquarters in 1984. In between 1980-85 UNESCO provided nearly 9.9 million Bangladeshi Taka to develop the library.

#### Collection:

Books in the collection are mostly in Bengali and English, as well as other languages including Urdu, Hindi, Arabic and Persian. As a depository library, it deposits all Bangladeshi publications under the Copyright. The Library receives most of the Bangladeshi daily newspapers and periodicals. It also has a special collection of juvenile material and is providing separate reading facilities for children. The Dewey Decimal Classification (DDC) system with minor modifications is used to organize library materials.

There are 2 Lac 2 thousand 183 books in the Central Public Library at present (2015). In its collection, including old and rare books with historical value, along with a small valuable collection of 40 to 50 manuscripts titles for research and reference services.

#### Opening Hours:

There are five reading room of the public library. In the meantime, there is a general reading room, reference, science and reading room, children's reading room. Sunday to Thursday from general reading room is open from 8am to 9pm. Children's reading room is open from 9am to 5pm. Science reading room and reference Thursday to Saturday is open from 8am until 9pm. There is also free internet service for all age, occupation and class of people can get the services.

#### Shawkat Osman Auditorium:

Auditorium of the library is a major venue for cultural events in Dhaka, including the International & Independent Film Festival. (Dr. Mansur GolapBiswash, 2015)

According to Dr. Robert O. Doyle, Ph.D. Astrophysics, Harvard, The Information Philosopher, knowing how we know is a fundamentally circular problem when it is described in human language, normally as a set of logical propositions. And knowing something about what exists adds another complex circle, if the knowing being must itself be one of those things that exist. If the descriptions are logically valid and/or are verifiable empirically then we think we are approaching the truth about things and acquiring *knowledge*. Information is stored or encoded in physical and biological structures. Structures in the mind are partly built by biological processes and partly built by human intelligence which is *free*, *creative* and *unpredictable*. Therefore *knowledge* is information created and stored in minds and in human artifacts like stories, books and internetworked computers. “Knowledge is actionable information that forms the basis for thoughts and actions”.

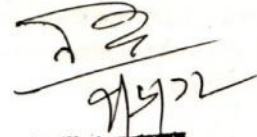
Knowledge is easy to acquire if a person has a clear mind and the suitable environment. Therefore a library should be inspirational, while providing spaces for quiet reflection, relaxation, socialize and study. A learning environment encourages exploration, where information and stock is clearly displayed and easily accessible.

## 1.4 Major Programs

### সংযুক্তি-১

গণগ্রন্থাগার অধিদপ্তর চত্বরে প্রস্তাবিত বহুতল ভবনের নকশা প্রণয়নকল্পে অধিদপ্তরের চাহিদামালা নিম্নরূপঃ

১. বেজমেন্টে ১ এবং ২:- পার্কিং ( ন্যূনতম ৫০টি মাইক্রোবাস/কার রাখার সংস্থান করতে হবে) ও বৈদ্যুতিক পাওয়ার স্টেশন(১০০কেবিএ উপকেন্দ্রের জন্য);
২. প্রথম তলা :- প্রতিবন্ধীদের জন্য ও শিশু-কিশোরদের জন্য পৃথক পৃথক পাঠকক্ষ ( প্রতিটি ন্যূনতম ১০০ জন পাঠকের ব্যবহারের জন্য);
৩. দ্বিতীয় থেকে চতুর্থ তলা পর্যন্ত :- ১০০০ (এক হাজার) সিটের একটি মিলনায়তন এবং ৩০০ ও ২০০ সিটের দুটি সেমিনার কক্ষ ও ক্যাফেটারিয়া (কমপক্ষে ১০০ জন পাঠকের বসার সুবিধাসহ);
৪. পঞ্চম তলা:- সাধারণ পাঠকক্ষ ( ন্যূনতম ১০০০ পাঠকের একসঙ্গে পাঠের সুবিধাসহ);
৫. ষষ্ঠ তলা:- বিজ্ঞান ও রেফারেন্স পাঠকক্ষ ( ন্যূনতম ১০০০ পাঠকের একসঙ্গে পাঠের সুবিধাসহ) ;
৬. সপ্তম তলা:- ডিজিটাল লাইব্রেরি ( ন্যূনতম ১০০০ পাঠকের একসঙ্গে পাঠের সুবিধাসহ) ;
৭. অষ্টম তলা:- অধিদপ্তরের সদর দপ্তর ( অতিরিক্ত/যুগ্ম-সচিব পর্যায়ের ২জন, উপ-সচিব পর্যায়ের ৫জন, সিনিয়র প্রথম শ্রেণীর ১৫ জন, এবং অপরাপর বিভিন্ন শ্রেণীর ৮ জন কর্মকর্তার জন্য অফিস কক্ষ এবং অন্যান্য সুবিধাদি রাখতে হবে ;
৮. নবম তলা:- প্রশিক্ষণ কেন্দ্র (প্রশিক্ষকদের বসার কক্ষসহ ৮০ থেকে ১০০ জনকে প্রশিক্ষণ প্রদানের সুবিধা থাকতে হবে) এবং পরিকল্পনা শাখা ও প্রকল্প কার্যালয় (প্রকল্পের সাথে সংশ্লিষ্ট কর্মকর্তা, সহযোগি কর্মচারী এবং একসঙ্গে ৫টি প্রকল্প পরিচালনা জন্য প্রয়োজনীয় অফিসকক্ষসহ) ;
৯. দশম তলা:- সাইবার সেন্টার ( ১০০ জন নেট ব্যবহারকারীর বসার ব্যবস্থা ও ছোট আকারে ক্যাফেটারিয়া/স্ন্যাকসেন্টারসহ);
১০. একাদশ তলা:- স্থায়ী পুস্তক প্রদর্শনী/বইমেলা আয়োজনের জন্য ব্যবস্থা রাখা;
১১. দ্বাদশ তলা:- ডরমেটরী (পৃথক বাথরুমসহ ৫০ জনের থাকার সুবন্দোবস্ত থাকতে হবে)
১২. ত্রয়োদশ তলা:- আবাসিক লাইব্রেরিয়ান, রক্ষণাবেক্ষণ সুপারভাইজার/ইঞ্জিনিয়ার ও কেয়ারটেকারের আবাসিক ভবন (আধুনিক সুবিধাদিসহ) ।
১৩. চতুর্দশ তলা থেকে বিশ তলা পর্যন্ত :- ভবিষ্যত পরিকল্পনা অনুযায়ী সম্প্রসারণের সুযোগ রাখা ।

  
 মোঃ নূর হোসেন/জাদুঘর  
 মহাপরিচালক  
 গণগ্রন্থাগার অধিদপ্তর  
 সাব্বাল, ঢাকা-১০০০

## 2.1 SITE LOCATION:

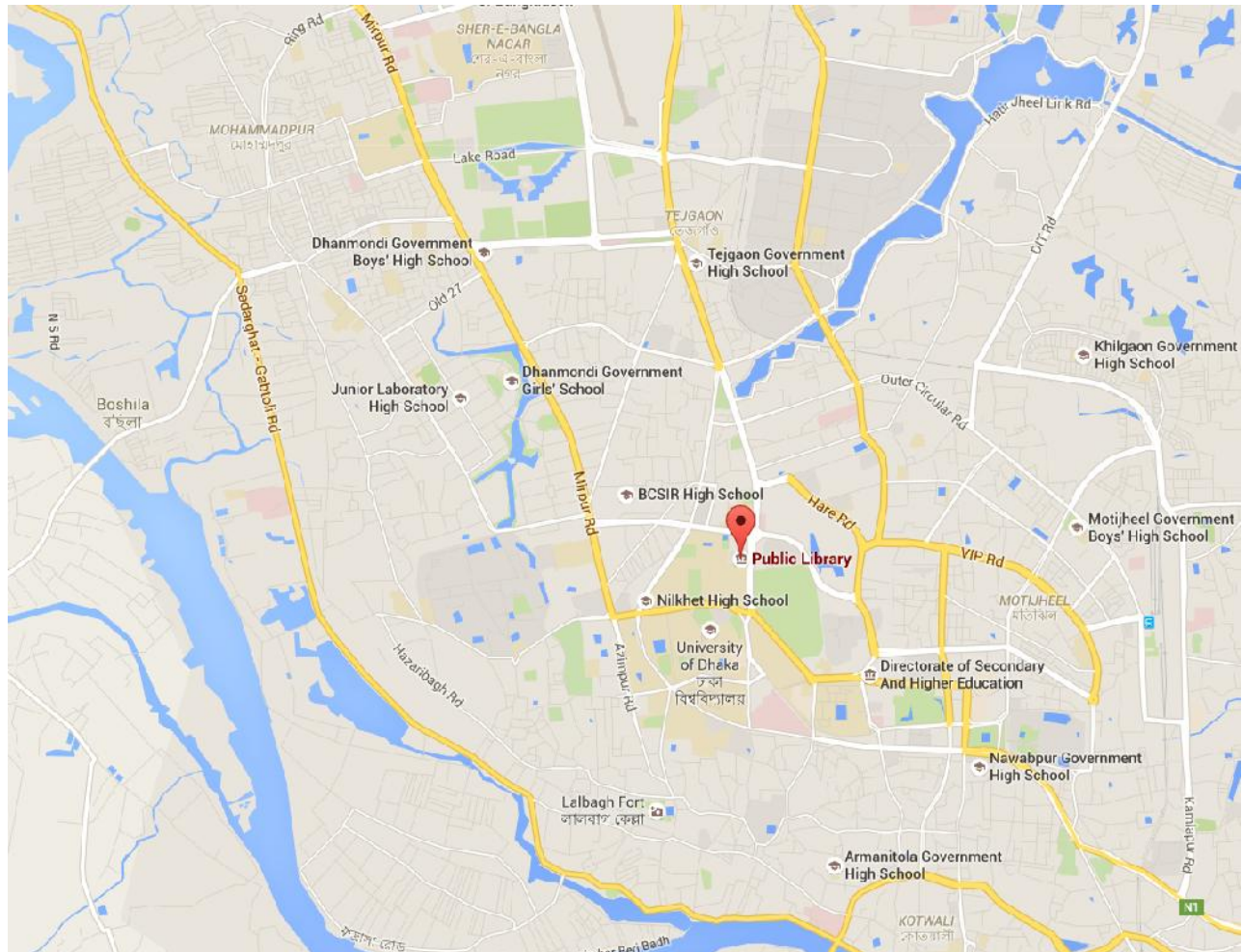


Fig 2.1.1: Site location in Shahbagh



Fig 2.1.2: Detailed Site location in Shahbagh, Dhaka, Bangladesh

Landmarks: SuhrawardiUdyan, Charukola, Bangladesh National Museum, Dhaka University Central Library, Dhaka University, Shahid Zia Shishu Park, Ibrahim Medical College, BangladeshBetar, Ruposhi Bangla Hotel.

## 2.2 SITE ANALYSIS

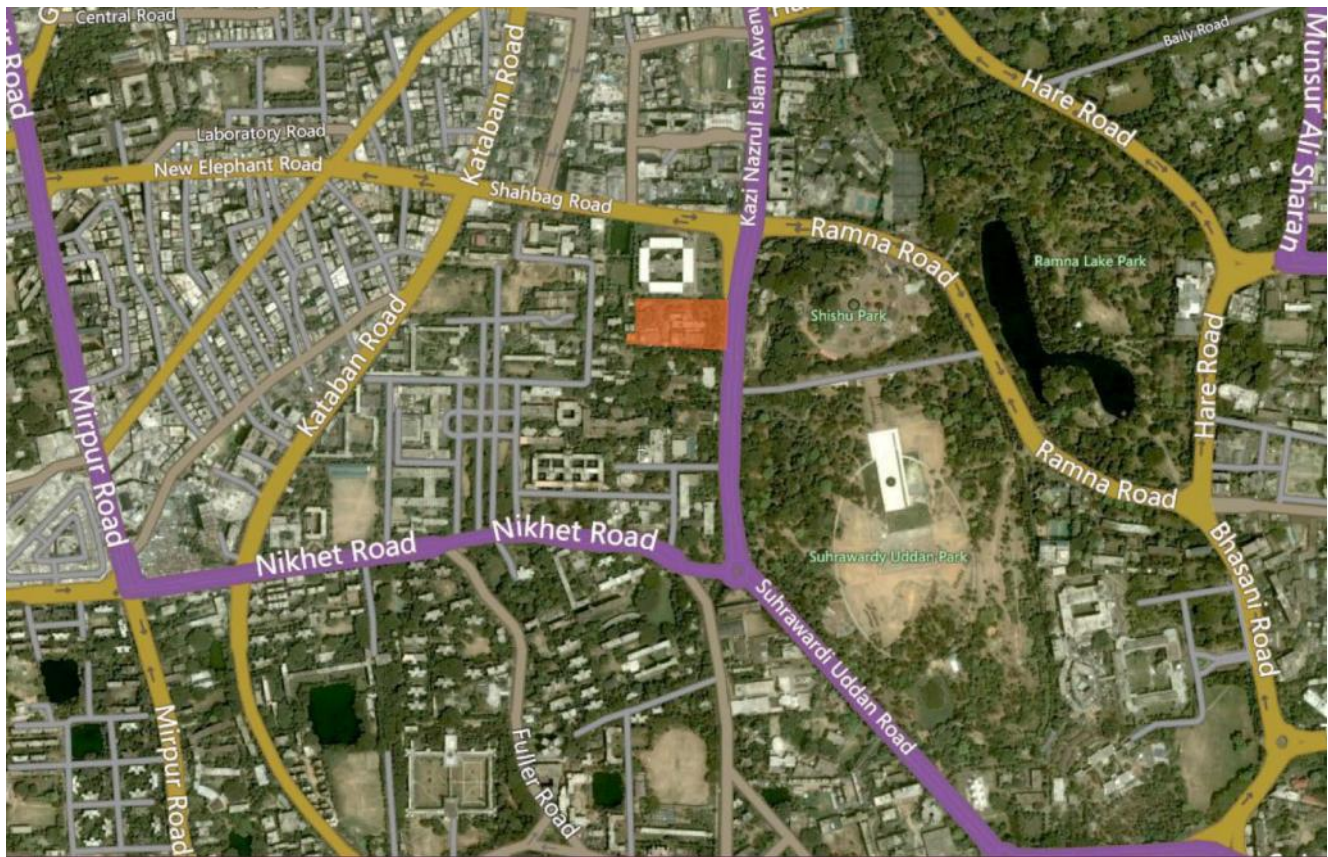


Fig 2.2.1: Existing Site with its Surroundings



Fig 2.2.2: Road Networks



Fig 2.2.3: Urban green



Fig 2.2.4 Existing Site with its Surroundings (zoomed)

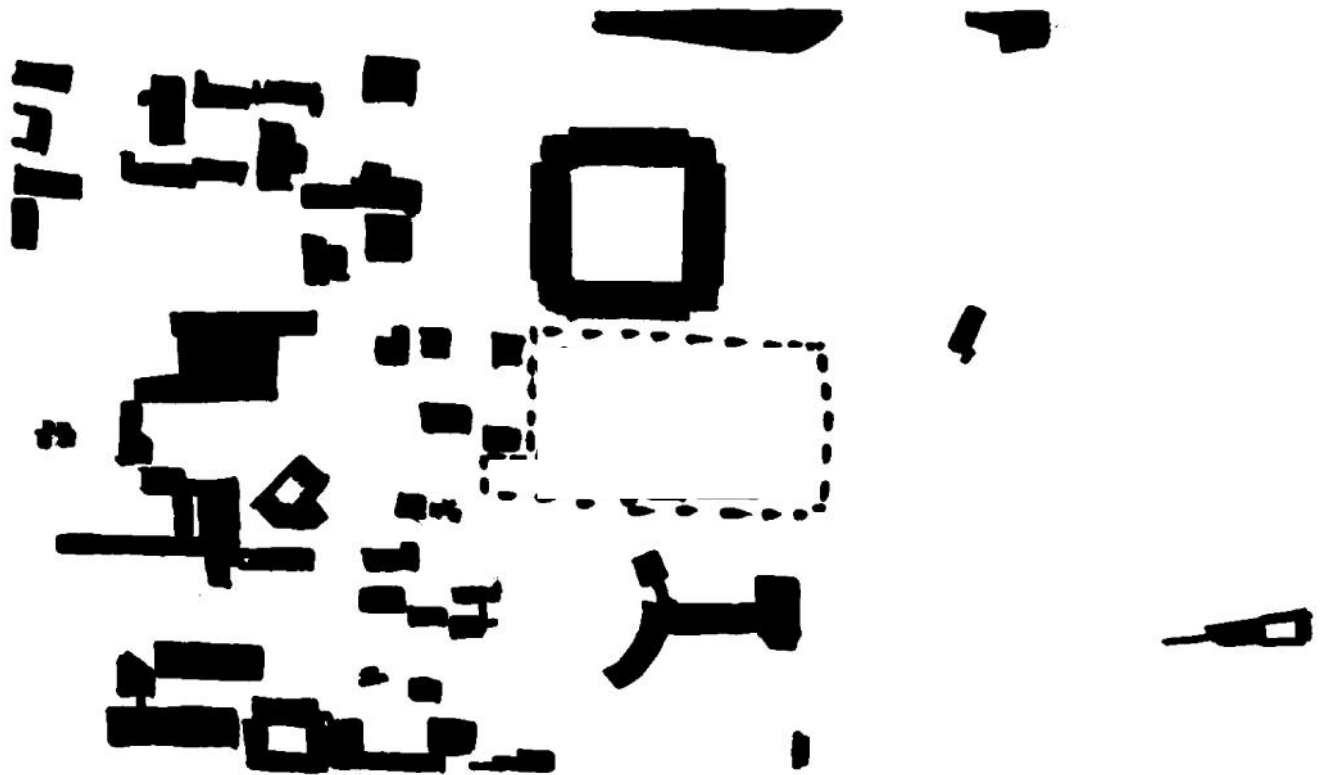


Fig 2.2.5: Solid-Void

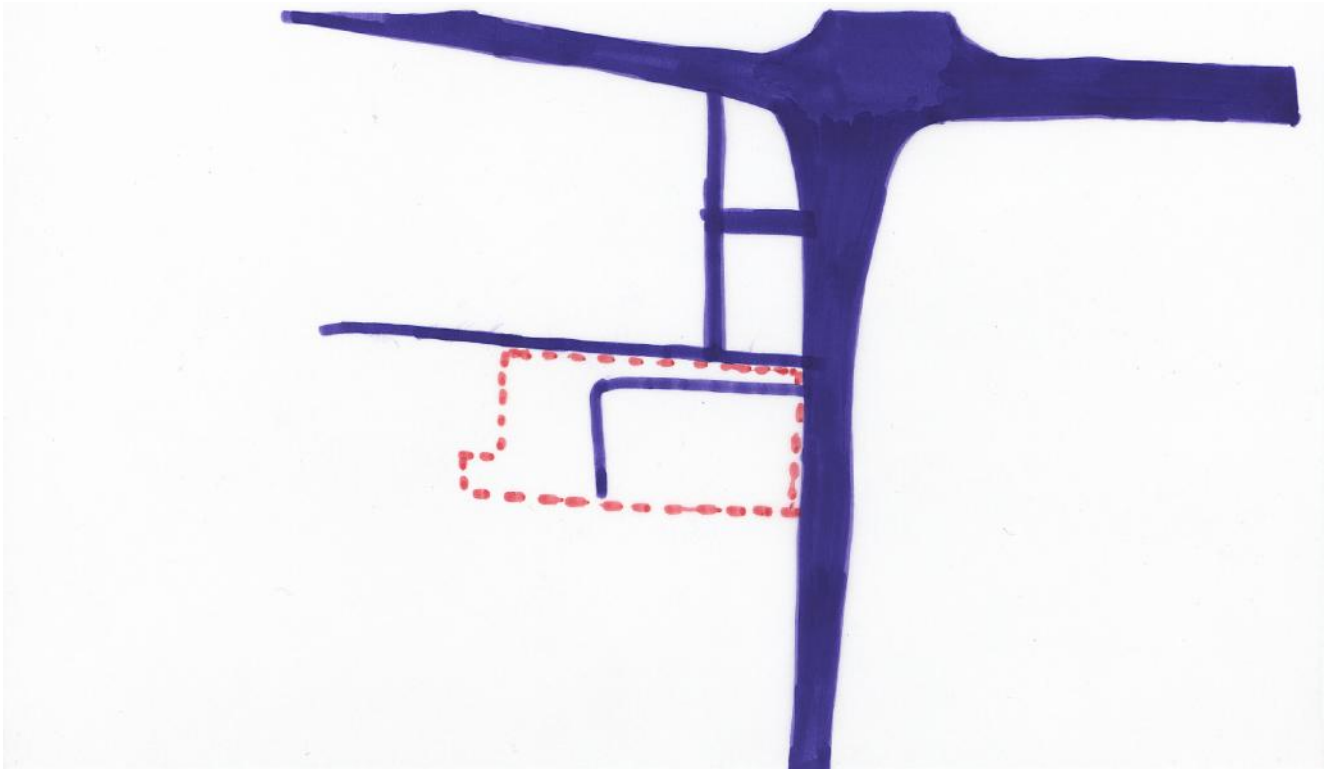


Fig 2.2.6: Nearest Road Networks

## 2.3 SITE FORCES

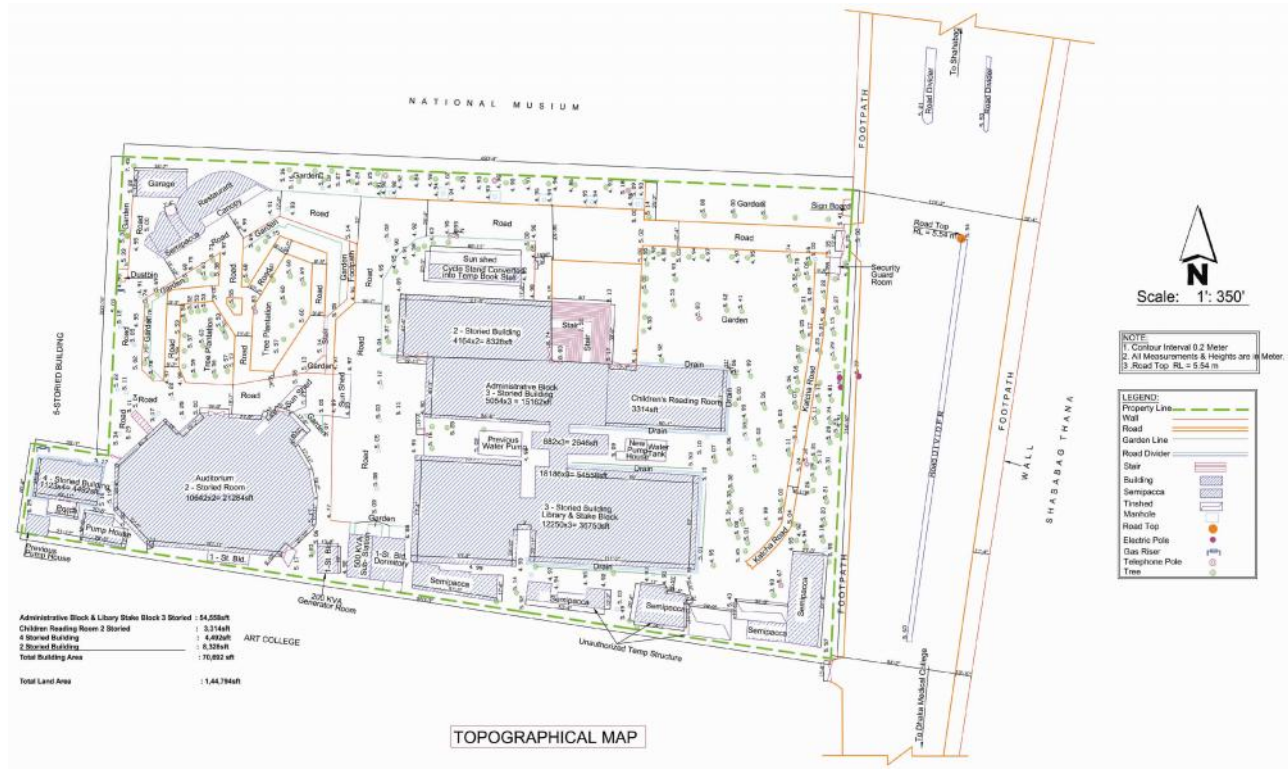


Fig 2.2.7: Existing Topographical Map

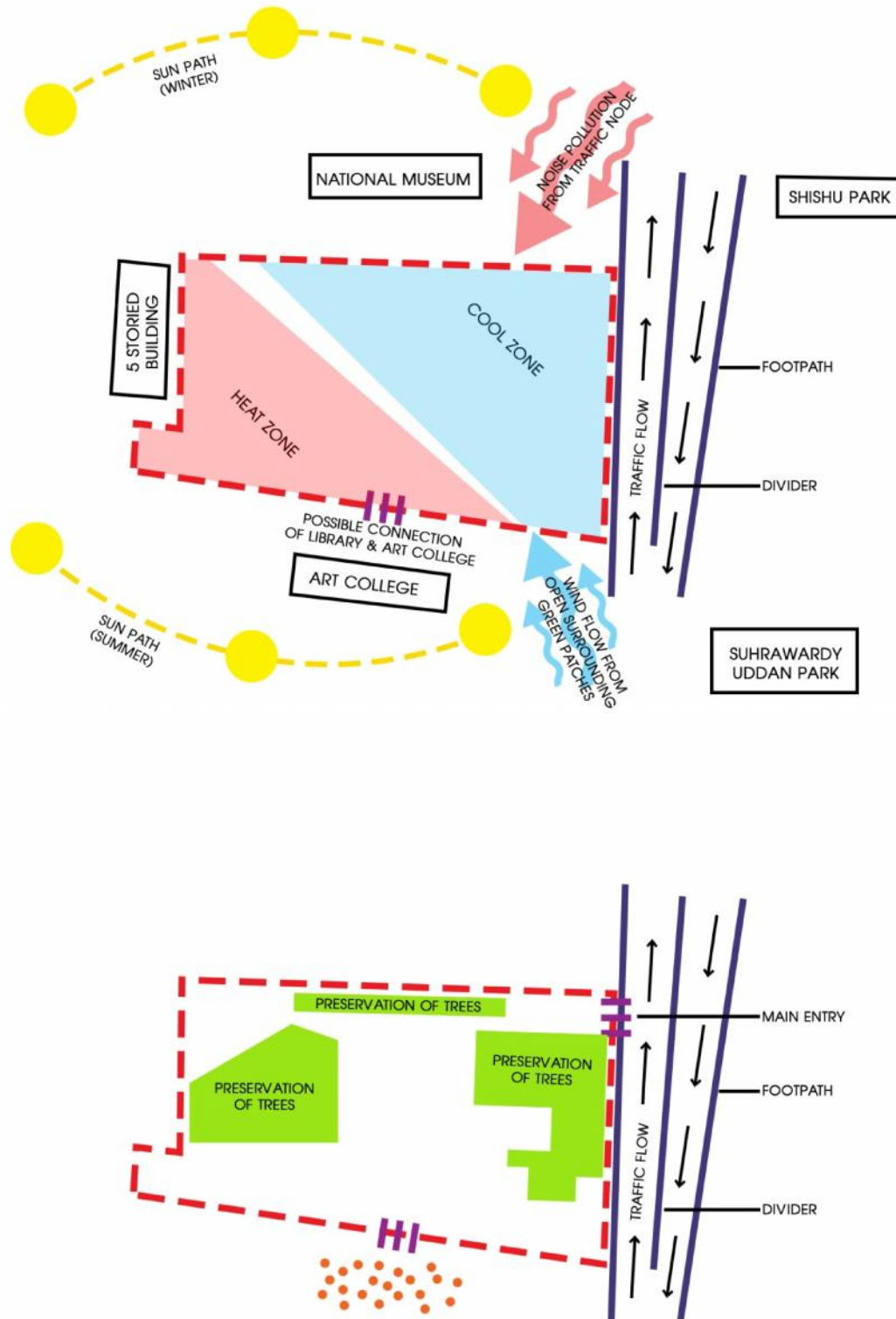


Fig 2.3.2: Site Forces

## 03 LITERATURE REVIEW

### What is knowledge?

We can describe knowledge as an existing entity in our existent minds and in the existing external world. Information is encoded in physical and biological structures. Structures in the world build themselves, following natural laws, including physical and biological laws. Structures in the mind are partially built by biological processes and partially built by human intelligence, which is free, creative, and unpredictable. For information philosophy, knowledge is information created and stored in our minds and in human artifacts like stories, books, and internetworked computers. Knowledge is actionable information that forms the basis for a person's thoughts and actions.

Knowledge includes all the cultural information created by human societies which includes the theories and experiments of scientists, who collaborate to establish our knowledge of the external world. Scientific knowledge is the closest of any knowledge to being independent of any human mind, though it is still dependent on an open interdependent community of fundamentally subjective inquirers.

Epistemologists say persons have knowledge only if a statement is true, second if they believe that a statement is true and lastly if their belief is "justified," and this justification may be because their belief was the consequence of a "reliable" cognitive process, or because the belief was "caused" by facts in the world about the belief. They trace their three-step conditions for knowledge back to Plato's Theaetetus and Aristotle's Posterior Analytics. Plato did talk about opinions, which could be true or false. The true or "right" opinions could be further supported by giving an "account" of the reasons why an opinion is "true" and not "false." But like many Platonic dialogues, there was no resolution or agreement in the Theaetetus that these three elements could indeed produce knowledge. The Greek word Plato used for knowledge was episteme, which translates more nearly as "know how" than the "know that" associated with knowledge of the "facts" in propositions.

Bertrand Russell distinguished "knowledge by acquaintance" as immediate or direct awareness of a particular thing. He contrasted such basic knowledge with knowledge of concepts, ideas or "universals," which can be used to describe many particular things. He called this "knowledge by description." He included the sense data of "right, here, now" in immediate knowledge, knowledge we less likely to doubt and that serves as a logical foundation.

Therefore we can say our environment, surroundings and physical matter cultivates information that we process and store in our minds through which we live our lives in a better way.

### How did knowledge come to existence?

We can all say knowledge came to existence when the universe came to existence. This includes the appearance of the first matter formed by the elementary particles like quarks, protons, neutrons, and electrons. It also includes the first atoms and molecules which did not appear until at least 380,000 years after the origin of the universe. The very same steps are needed to form the galaxies, stars, and planets, which were starting to form about 400 million years after the origin. All these cosmic information structures are passive and we call it the cosmic creation that further made possible for creation of life on earth. Like a chain-reaction information itself was stored in the process such as this. By information we mean a quantity that can be understood mathematically and physically. It corresponds to the common-sense meaning of information, in the sense of communicating or informing. It also corresponds to the information stored in books and computers, but it also measures the information in any physical object, like a stone or a leaf, in a production process like a recipe or formula, and the information in biological systems, including cell and organ structures and the genetic code.

### **How are green spaces important?**

Green spaces specifically aim to improve health and psychological outcomes. These spaces can help to provide a place for refuge and provide psychological balance in people. According to Clare Cooper Marcus and Marni Barnes, psychological stability comes because the green spaces ( gardens, backyards, green natural parks, etc) provide relief from psychological imbalance, stress reduction and improvement in overall sense of well-being and hopefulness as people are hard-wired to find nature engrossing and soothing that benefits a diverse of people with different needs.

Regardless of age or culture, people find nature restorative. According to a study by the researchers Marcus and Barnes, more than two-thirds of people choose a natural setting to retreat to when they are stressed. In another study, 95% of the people they interviewed said their mood improved, changing from depressed, stressed, and anxious to more psychologically calm and balanced after they spent time in nature.

Why do we find nature so restorative? One school of thought holds that it is hardwired in our genes. Roger Ulrich, a leading researcher in healing gardens, summarizes it thus: "We have a kind of biologically prepared disposition to respond favorably to nature because we evolved in nature. Nature was good to us, and we tend to respond positively to environments that were favorable to us". Another reason for our biological connection to nature could be that humans who paid close attention to nature gathered key information that helped them survive and reproduce. So the tendency to find nature engrossing lived on in those genes.

Many studies show that after a stressful event, images of nature very quickly produce a calming effect. Within three to four minutes after viewing nature scenes, blood pressure, respiration rate, brain activity, and the production of stress hormones all decrease and mood improves. This again has an evolutionary advantage because it allows us to recuperate and

recover our energy quickly. This ability to recover from stress quickly in order to be ready to respond to new threats was important for our ancestors' survival.

Therefore, gardens can be created to provide psychological, social, physical, emotional, and spiritual benefits to humans. A large part of this is because of the positive reactions humans have to nature, so it is important to have lots of green vegetation and flowers to promote and encourage activities between people. For many people, being in nature and interacting with the natural world, brings a sense of peace, tranquility, and feelings of connectedness - with self, others and a higher power. Gardens can encourage social interaction that enhances immune functions and promote psychological balance.

Working people have their normal life and social support disrupted. Gardens offer a break from the chaotic environment, which in itself offers a sense of control. Gardens can enhance a sense of control if they offer a variety of spaces to choose from - some private and some open, some sunny, some shady, some with background sounds, some without, and so forth.

## **Conclusion**

To conclude we can say information is stored in nature that we gather from nature through our five senses that gets processed in our minds as we experience it and turns into stored information called 'knowledge'. Hence our surroundings play a vital role in how we gather information and what information we gather. Gardens can be that source of beneficial surrounding that leads to measurable psychological, physiological and behavioral benefits reducing negative moods to acquire a balanced mental state.

## 04CASESTUDY

### 4.1 Phillips Exeter Academy Library

Architect: Louis I Kahn

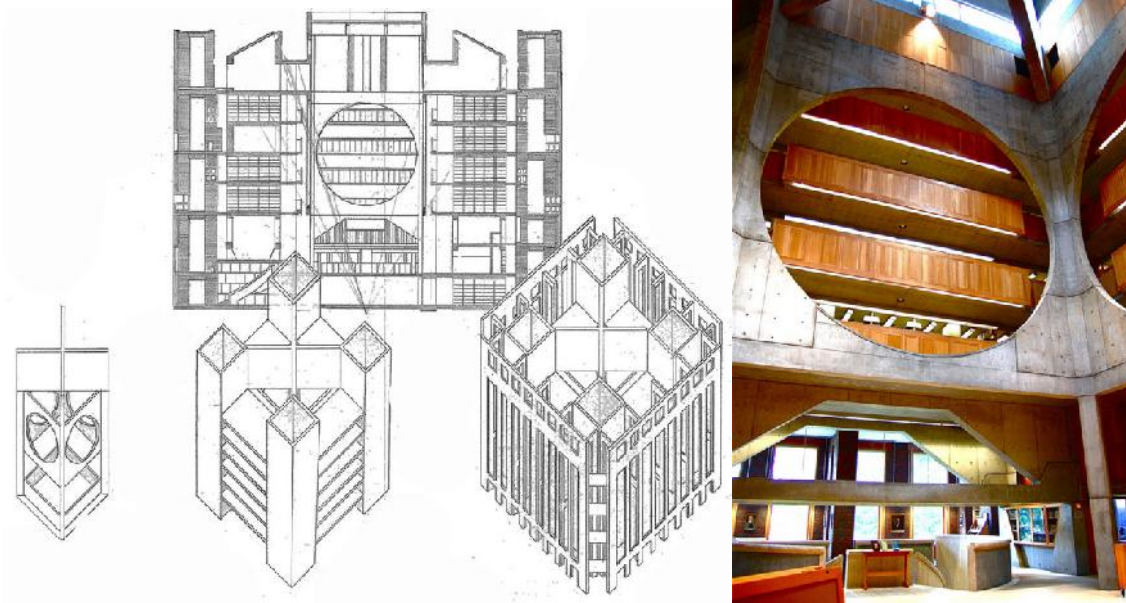
Location: New Hampshire, United States

Duration: April 1969 – November 1971

Structural System: Concrete, Brick and wood

Words of the Architect:

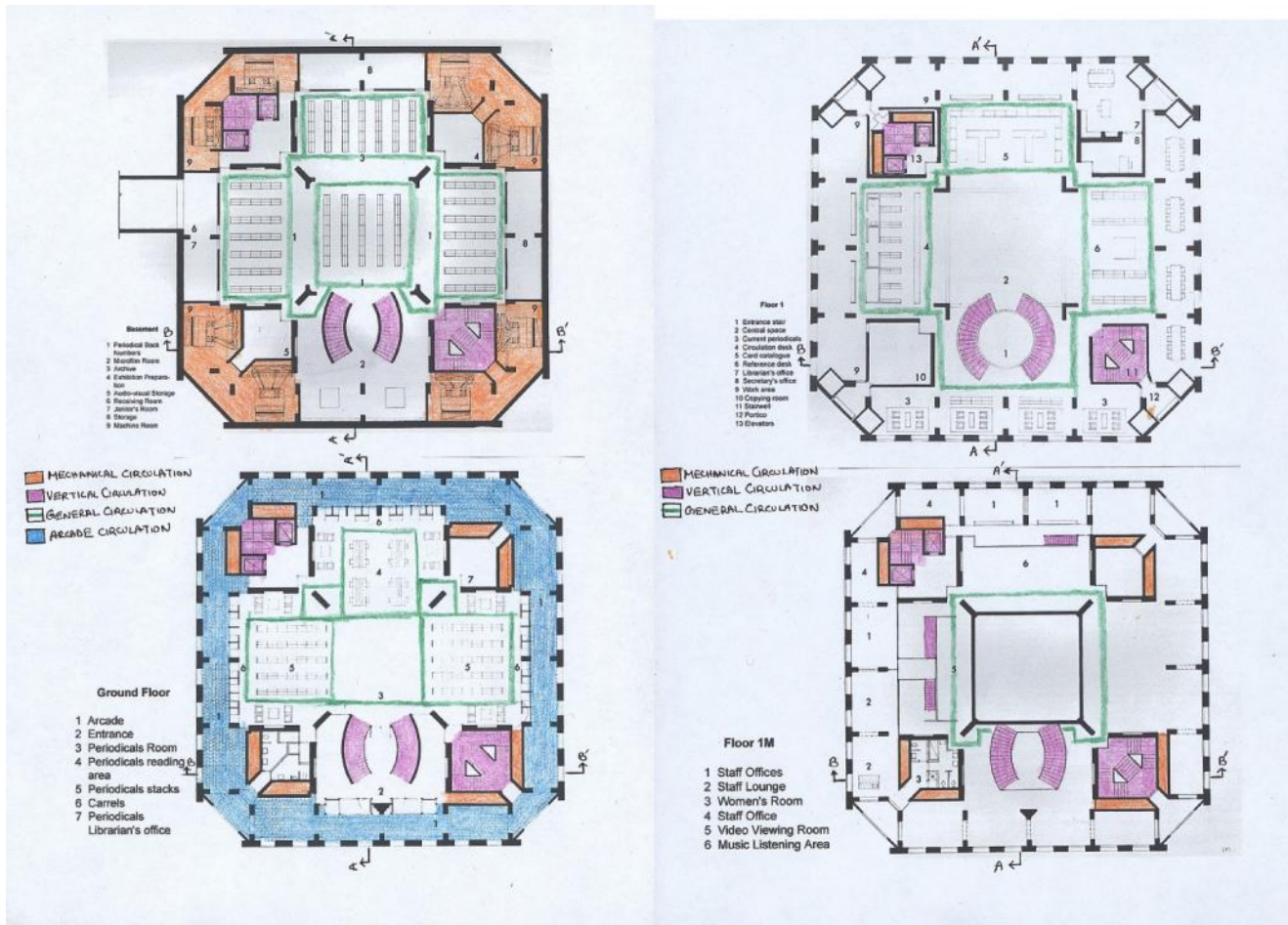
"The quality of a library, by inspiring a superior faculty and attracting superior students, determines the effectiveness of a school. No longer a mere depository of books and magazines, the modern library becomes a laboratory for research and experimentation, a quiet retreat for study, reading and reflection, the intellectual center of the community.... Fulfilling needs of a school expected eventually to number one thousand students, unpretentious, though in a handsome, inviting contemporary style, such a library would affirm the regard at the Academy for the work of the mind and the hands of man."

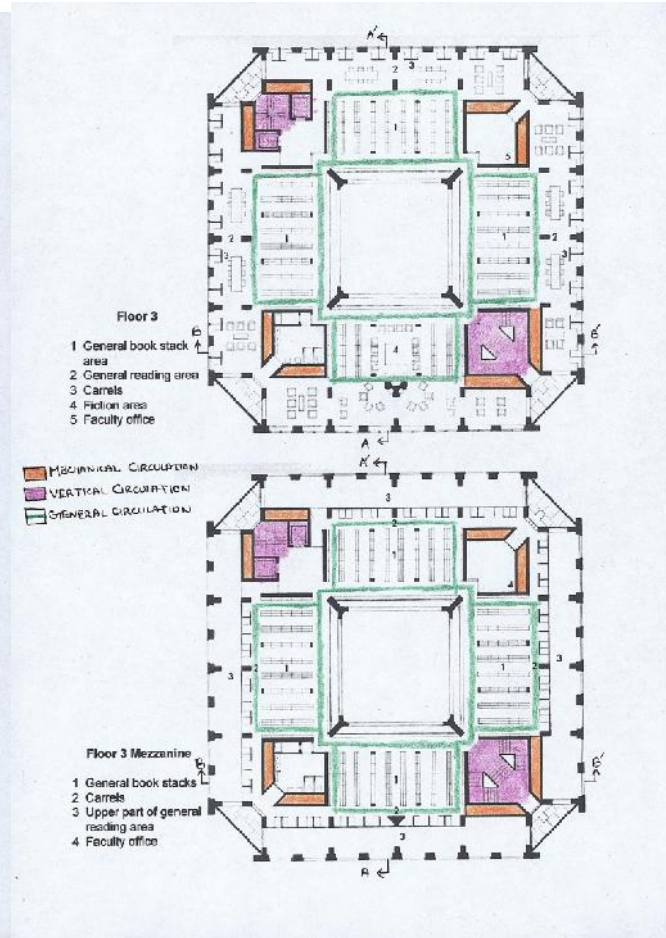
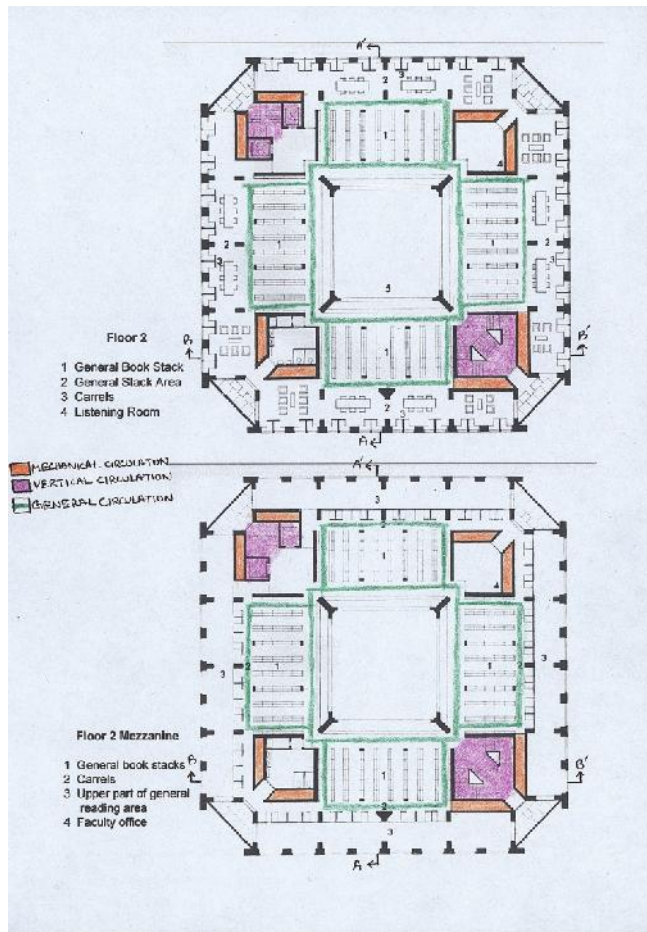


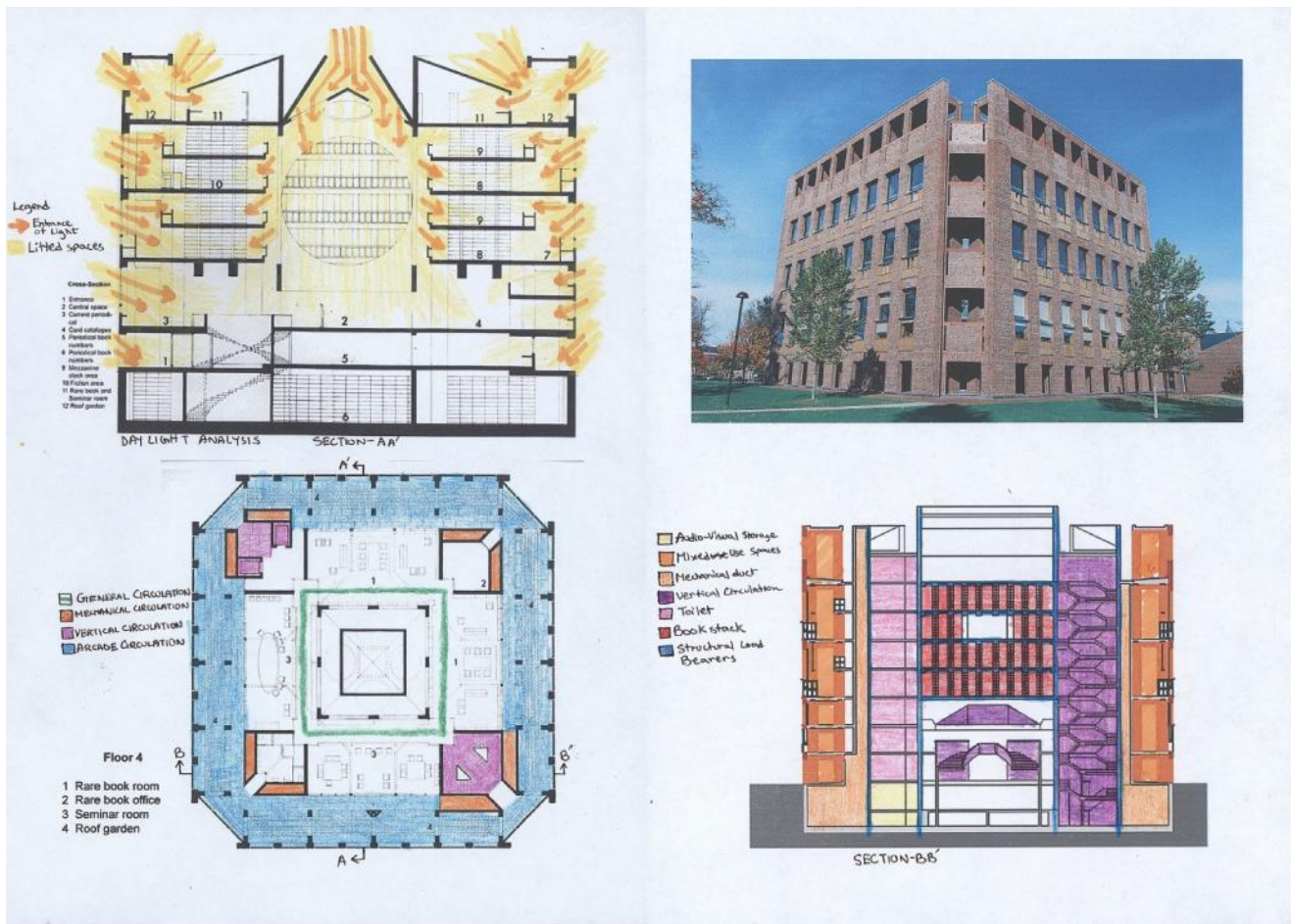
The beauty in the architecture of the library of the first floor, however, is what gave the Exeter Library its fame. This main floor reaches 70 feet in height and soaks in natural light from a clerestory at the top of this space and from large expanses of glass on the north and west sides. From this 50 foot square space visitors can spot metal bookstacks and readers seven levels above through large holes punctured perfectly into the walls, almost touching at the

corners where the walls square off. The upper floors contain book stacks for 250,000 volumes, a student computer lab, a viewing area for videotapes and DVDs, listening areas for music, offices for use of faculty members, and 210 specially designed study carrels for students. On these floors are approximately 450 different seating types scattered among the building in different rooms, such as some lounges and on a terrace that encircles the building along the exterior of the fourth floor.

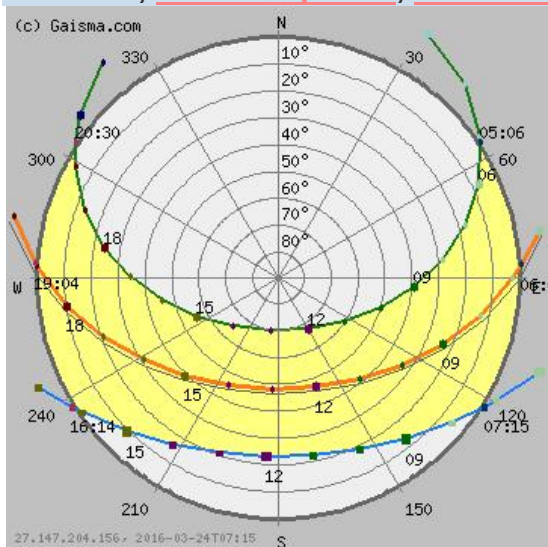
Analysis:





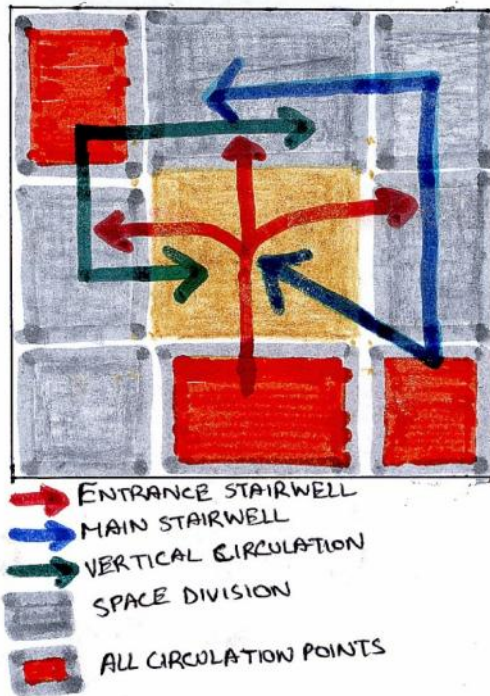
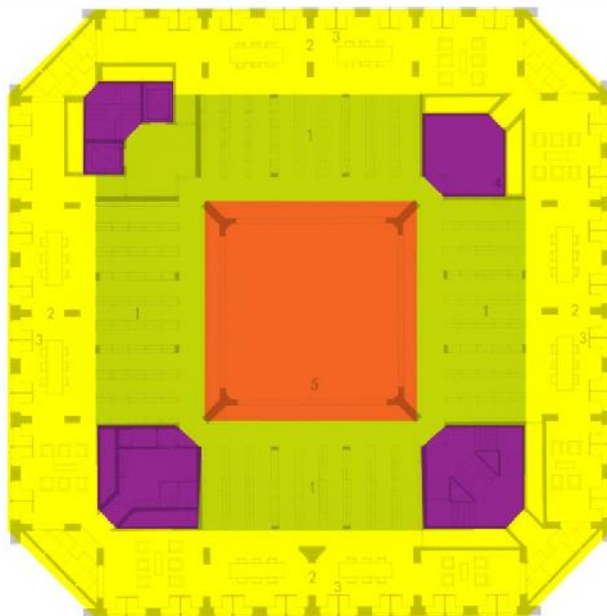
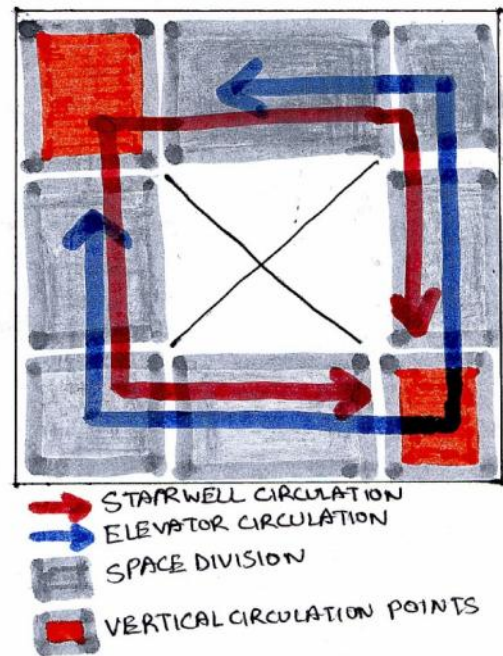


### Concord, New Hampshire, United States - Sun path diagram



#### Sun path

- March & September
- June solstice
- December solstice

FLOOR CIRCULATION OF GROUND FLOOR,  
FIRST FLOOR & FIRST FLOOR MEZANINEFLOOR CIRCULATION FOR SECOND  
THROUGH FORTH FLOOR

LEGEND

- atrium
- bookshelves
- reading ares
- stairwells, service

The atrium is at the center with the book stacks surrounding it, and surrounding the book stacks are the reading areas towards the exterior and with the circulation on the corners.

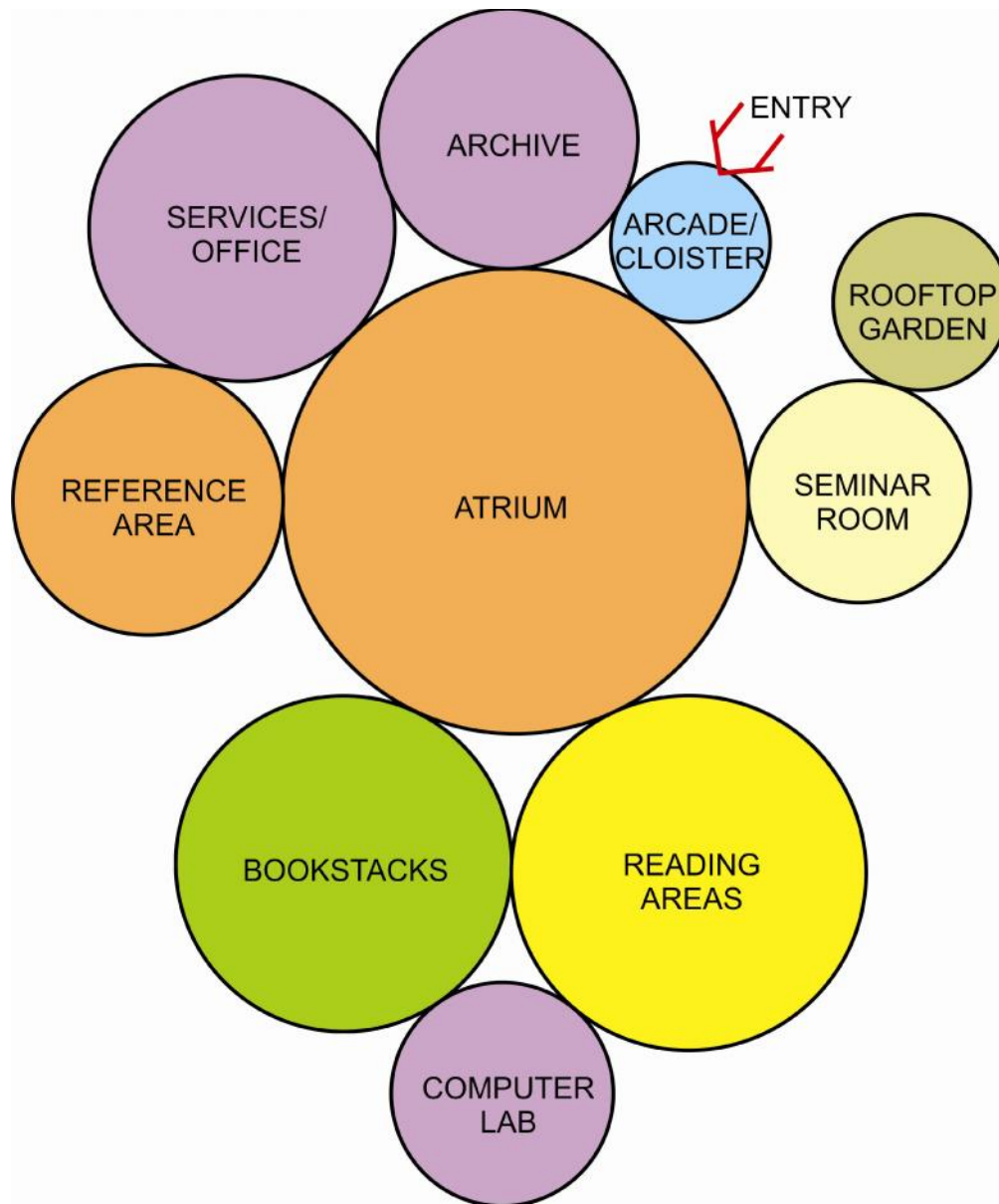


Fig: Bubble Diagram

## 4.2 Seattle Central Library

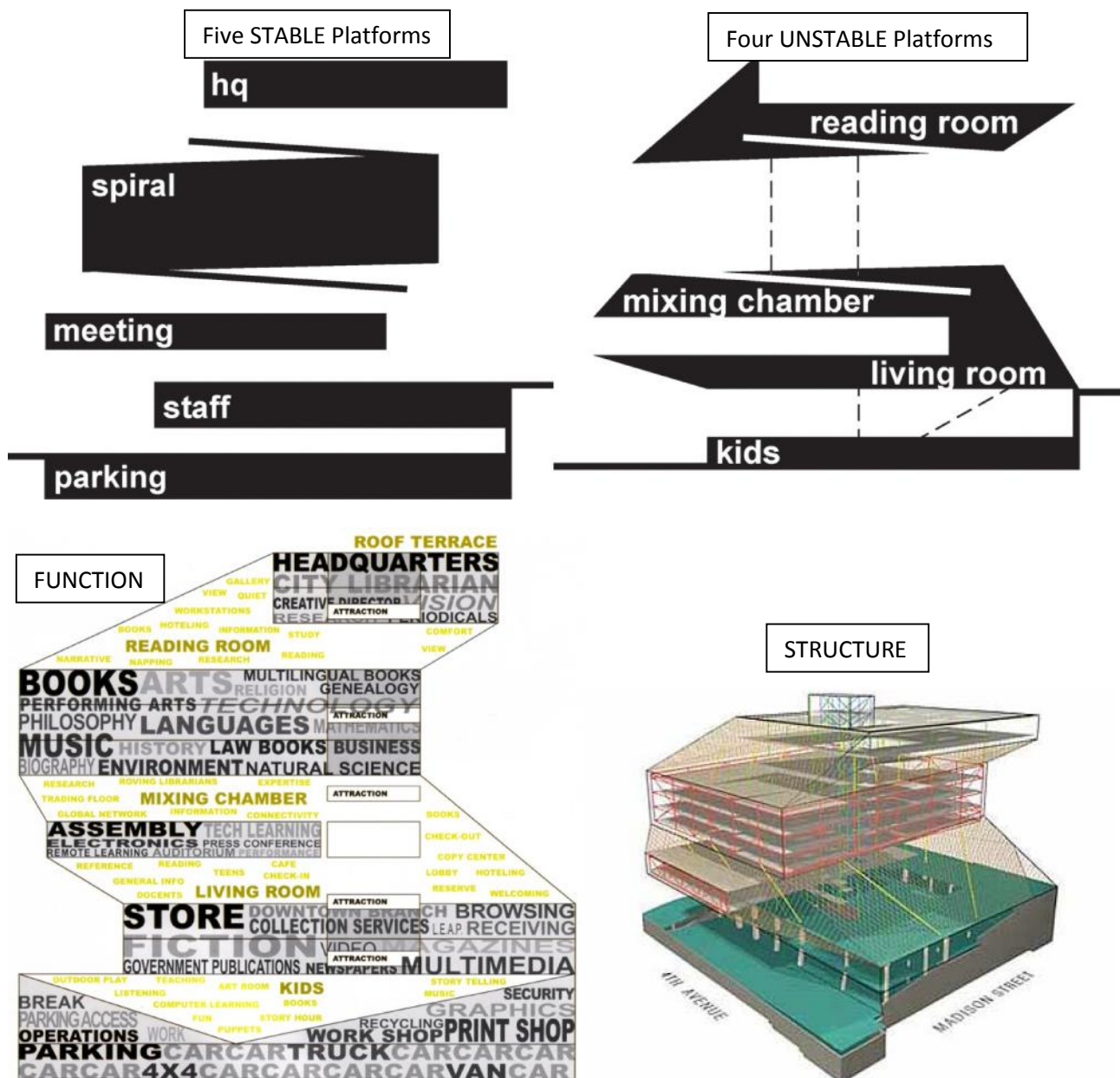
Architect: OMA and REX

Location: Seattle, Washington, USA

Duration: 1999 – 2004

Area: 362,987 sft

Structural system: Concrete base, steel members and Steel and Glass skin



Flexibility in contemporary libraries is conceived as the creation of generic floors on which almost any activity can occur. Programs are not separated, rooms or individual spaces not given unique characters. In practice, this means that bookcases define generous (though nondescript) reading areas on opening day, but, through the collection's relentless expansion, inevitably come to encroach on the public space. Ultimately, in this form of flexibility, the library strangles the very attractions that differentiate it from other information resources. Each platform is a programmatic cluster that is architecturally defined and equipped for maximum, dedicated performance. Because each platform is designed for a unique purpose, their size, flexibility, circulation, palette, structure, and MEP vary. The spaces in between the platforms function as trading floors where librarians inform and stimulate, where the interface between the different platforms is organized—spaces for work, interaction, and play.

Source: Archdaily

Analysis:

The Seattle Public Library has broken the general norms of a typical library where the flexibility of different functions has been given great value in which each function has its own form. It consists of five stable platforms and four unstable platforms. A new function has been incorporated in it known as “the living room of the city”. The goal of this library was to give the illusion of floating offset boxes while minimizing columns and transfer griders.

### **4.3 Bibliotheca Alexandria**

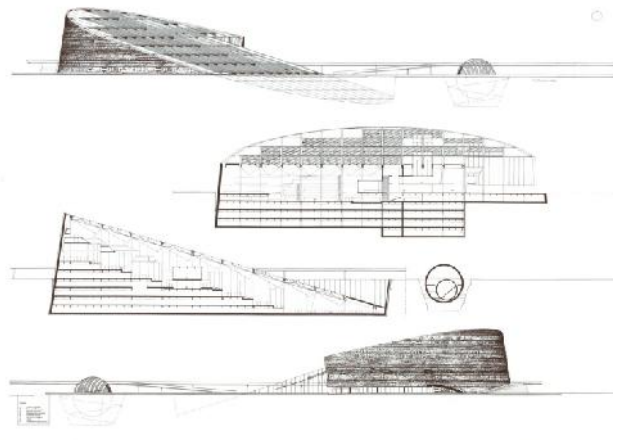
Architecture Firm: Snøhetta

Location: Alexandria (on the shore of Mediterranean Sea), Egypt

Duration: 15 May 1996 – 16 October 2002

Structural System: Glass, Stone, has the largest circular reinforced diaphragm wall in the world (160m diameter)

Words of the Architect: The pure geometry of the circular plan is to recall the cyclical nature of knowledge, fluid throughout time and to reflect the circular layout of the Alexandrian harbor.



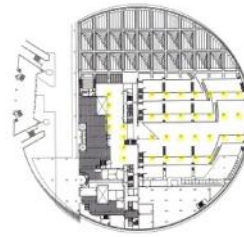
The Bibliotheca Alexandria on Egypt's Mediterranean Coast is a spectacular, state-of-the-art facility with an unresolved architectural identity. Commissioned in 1989 as a contemporary resurrection of the fabled Library at Alexandria once venerated throughout the ancient world, the present building was intended to serve as a city's connection to history and heritage. But its stark modernity and technological innovations make it decidedly more forward-looking than historically referential, a cosmopolitan exploration of form and engineering perhaps longing for a stronger sense of regional belonging.

Source: Arch Daily

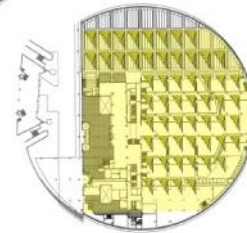
Analysis:

The most important library of the Ancient World was located in Alexandria, Egypt, and is the model for what we think of as a library today. Scholars used to travel from far and wide to study in Alexandria, whose library was built much like a college campus, with rooms to store texts and rooms to study. The Royal Library of Alexandria was destroyed in a fire—or perhaps several attacks, including one by Julius Caesar.

The reading room of this library is where the architecture most glorifies the acts of scholarship and erudition. Basking in diffused northern sunlight pouring through the roof, the warmth of the natural wood finishes and the staggered floor arrangement create spaces that uplifts ones spirits. Richly textured wall finishes, meticulous structural articulations, and an innovative skylight system with the sculptural playfulness of a “Miralles Window” sequence break down the enormous space further into a delicate interplay of details on an appreciably human scale.



Entrance of diffused light through Miralles Window



### Facts & Figures:

Total floors -11

Total floor areas -85,405 m<sup>2</sup>

Building Height -33 m

Universal Library -36,770 m<sup>2</sup>

Cultural Activities -4210 m<sup>2</sup>

Technical Services and Operational Support -10,860 m<sup>2</sup>

International School of Information Studies (ISIS) -3500 m<sup>2</sup>

Conference Center Ancillary Services, Other Areas -30,840 m<sup>2</sup>

Books: 200,000 at inauguration 1 up to 8 million ultimately

Periodicals: 1500/4000

Audio 1 Visual 1 Multimedia Materials: 10,000/150,000

Manuscripts & Rare Books: 10,000/50,000

Maps: 50,000

Computer Data Bases: OPAC, Internet access to the information superhighways

## 05 PROGRAM DEVELOPMENT

### 5.1 Events and Activities

#### *Regular Activities*

Exhibition

Workshop

Drama

Documentary and Films

Reading

Dinning

#### *Periodical Activities*

Science Fair

Debate

Art competition

Design competition

Book Reading competition

Seasonal cultural Events

### 5.3 Program Development

|                                                     |            |
|-----------------------------------------------------|------------|
| Parking for 50 (includes microbus, car& motor bike) | 27,730 sft |
| Electric Power-station (100 Kba)                    | 1,000 sft  |
| Archives                                            | 54,900 sft |
| Service & Storage                                   | 5,000 sft  |
| Library for the physically challenged               | 9,100 sft  |
| Library for the children                            | 9,200 sft  |
| General library                                     | 54,900 sft |
| Science and Reference books library                 | 54,900 sft |

|                                         |                       |                                   |
|-----------------------------------------|-----------------------|-----------------------------------|
| Digital library (Audio & Visuals)       | 91,880 sft            |                                   |
| Small Cafeteria                         |                       | 5,000 sft                         |
| Multipurpose Hall                       |                       | 13,700 sft                        |
| Seminar Hall                            | 5,300 sft & 8,000 sft |                                   |
| Restaurant                              |                       | 3,525 sft                         |
| Training center                         | 3,525 sft             |                                   |
| Exhibition space                        |                       | 5,000 sft                         |
| Dormitory for 50 visitors               |                       | 26,990 sft                        |
| <i>Office with supporting functions</i> |                       |                                   |
| 7 Secretary                             |                       | 83 sft X 7 (581 sft)              |
| 15 seniors                              |                       | 61 sft X 15 (915 sft)             |
| 8 others                                |                       | 100 sft                           |
| 5 Trainers                              | 61 sft X 15 (915 sft) |                                   |
| Dinning                                 |                       | 500 sft                           |
| Reception & Lounge                      | <u>300 sft</u>        |                                   |
|                                         |                       | Approx. Total <u>3,82,961 sft</u> |

## 06 DESIGN DEVELOPMENT

### 6.1 Considerations

Considerations for the form will be taken from site analysis done in chapter 02. Further zoning and considerations are shown below.

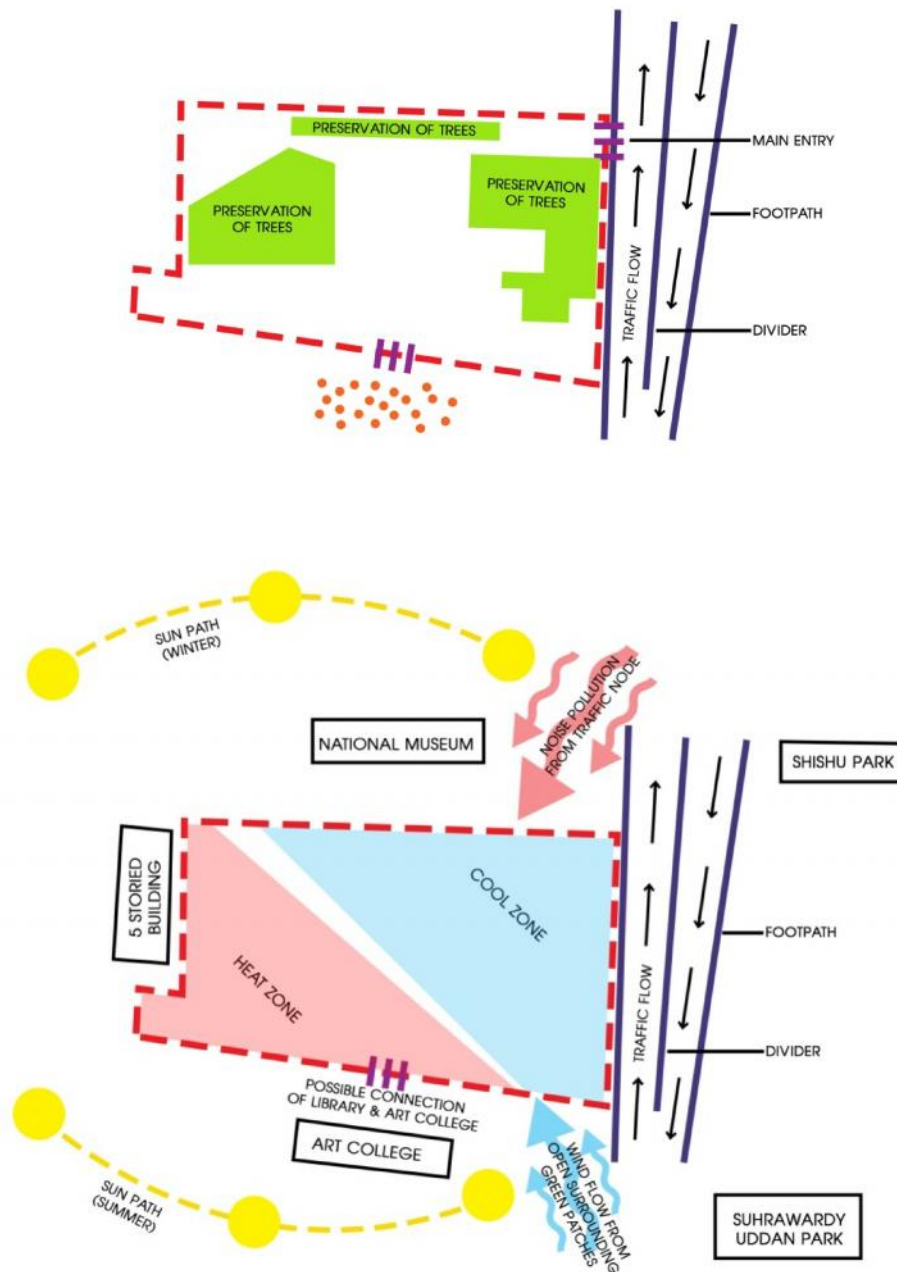


Fig 2.3.2: Site Forces

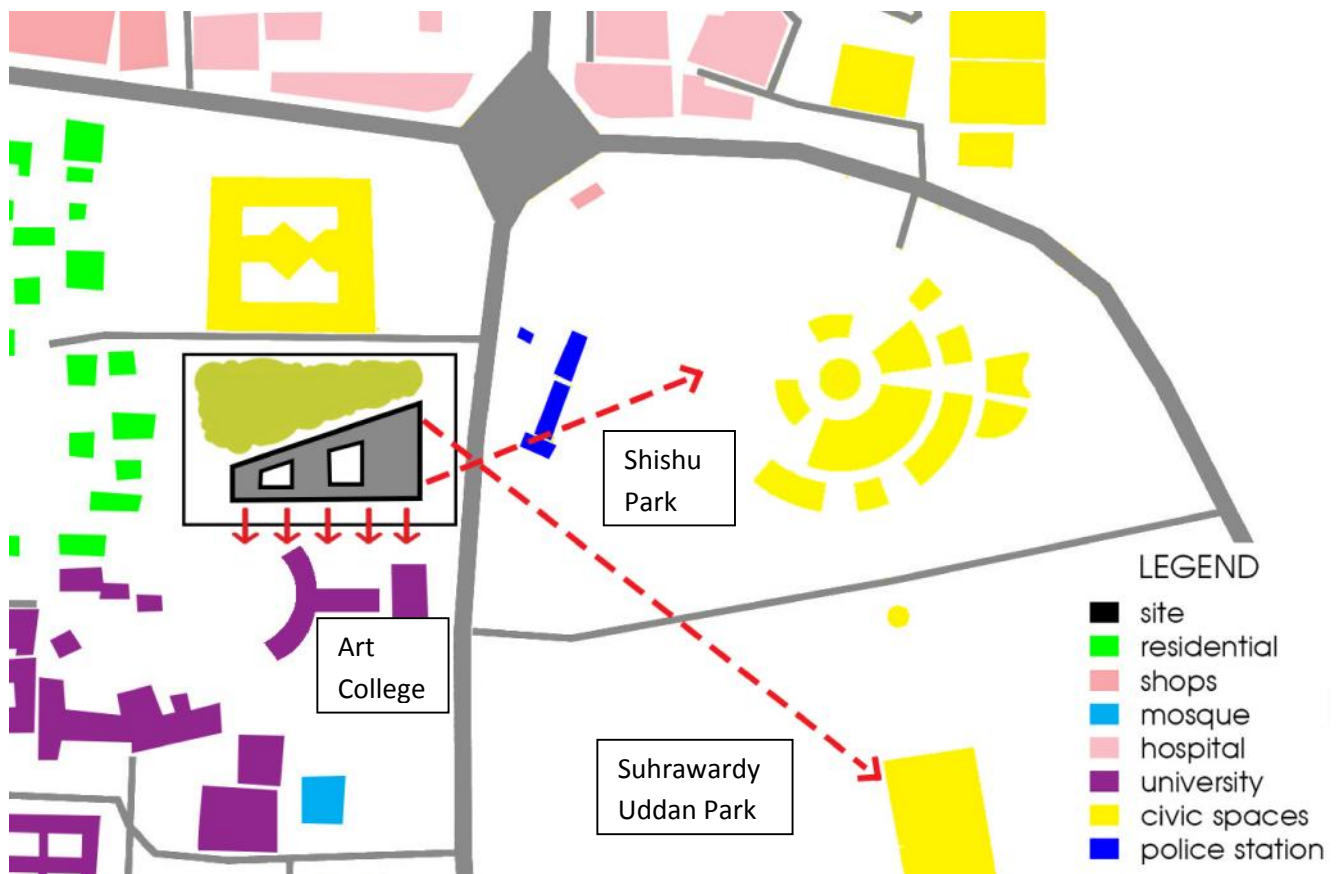


Fig 6.1.1: Urban Site Forces

An axis is created with the popular and busiest civic spaces shown in red dashed arrow. A view is given to the art college for the students to practice their creativity through this structure. An a connection between art college and the library complex is introduced so that they can exhibit their sculptures or paintings or their works informally on the ground floor of the premises and also creating and easy access to enter the library. A view to the preserved green on the north west of the site from the library is given for the people of the library to further connect with nature.

## 6.2 Form

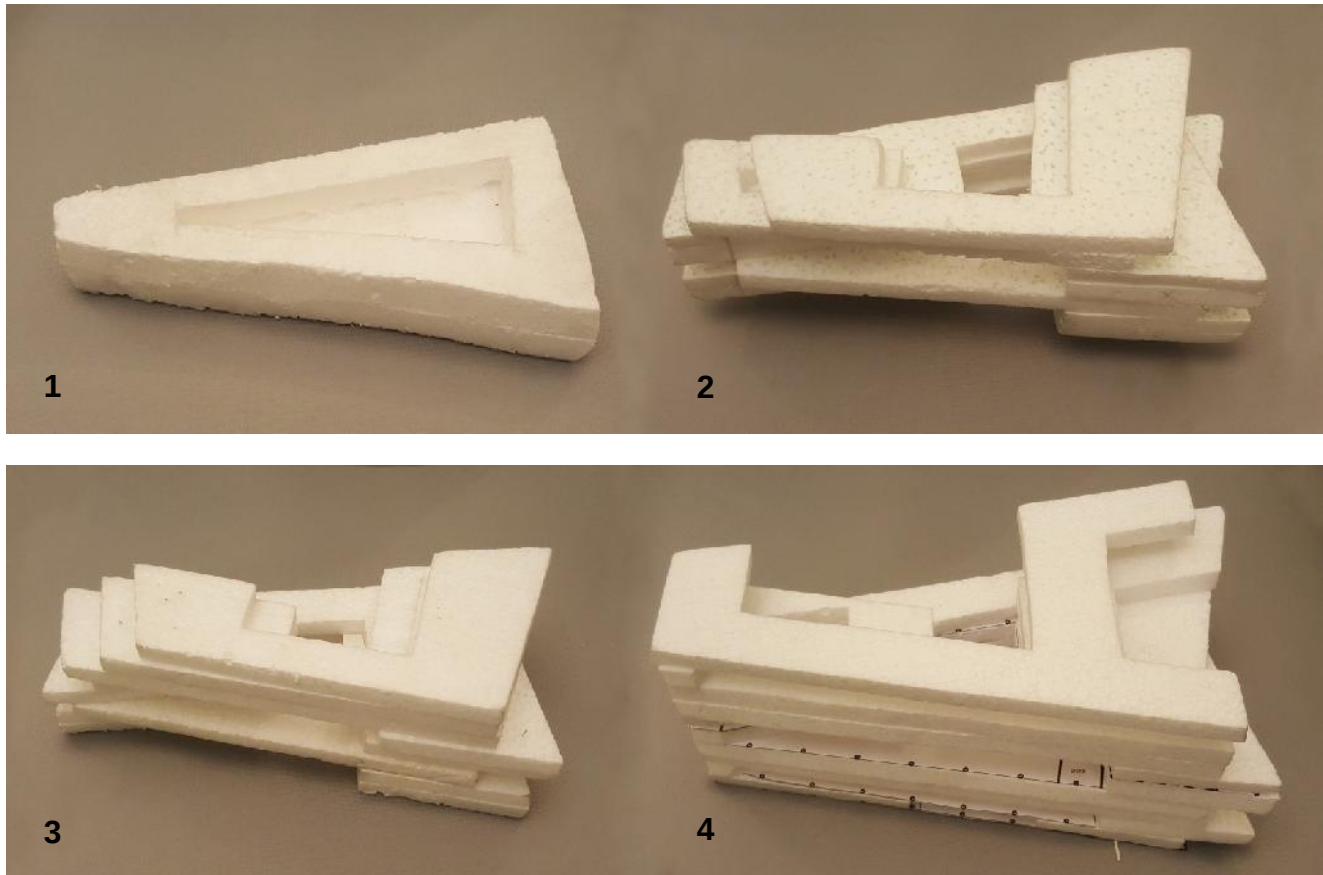


Fig 6.2.1: Evolution of form

After taking account to the above considerations the form took the shape of a triangular trapezoid with an atrium introduced into it (shown in Fig 6.2.1, phase1) so that light can flow into the premises and the atrium would contain green vegetation that the building would surround.

In phase 2 of the form generation the functions with their particular calculated area was introduced with green terraces and gardens shown in green dots on the model.

Phase 3 of form generation is the further improved version where how the terraces should be designed according to the climate and the urban surroundings was being practiced.

Phase 4 is where furnitures were added with designing circulation and structure was added to further improve the design.

After going through the phases the final form was achieved with fenestrations added to the design of the building shown in the next figure.

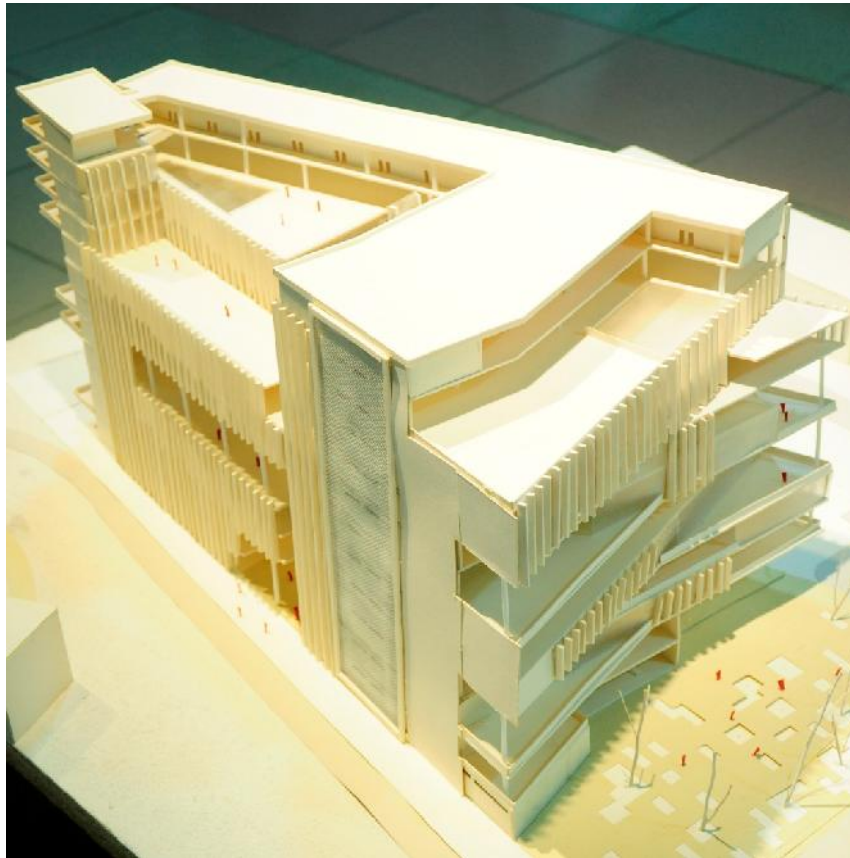


Fig 6.2.2: Final Evolution of form

## 6.3 Design Development

### SITE LOCATION

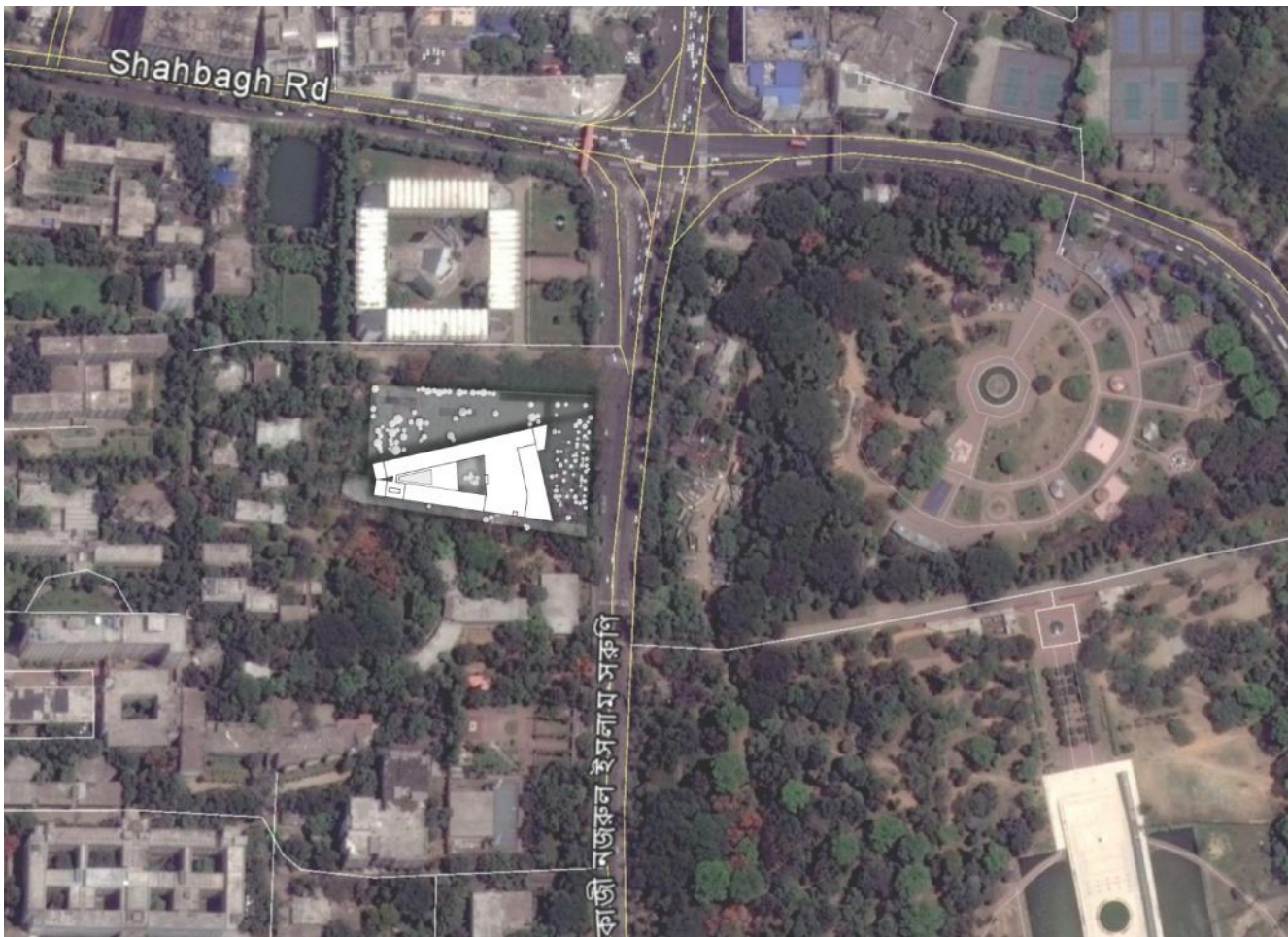
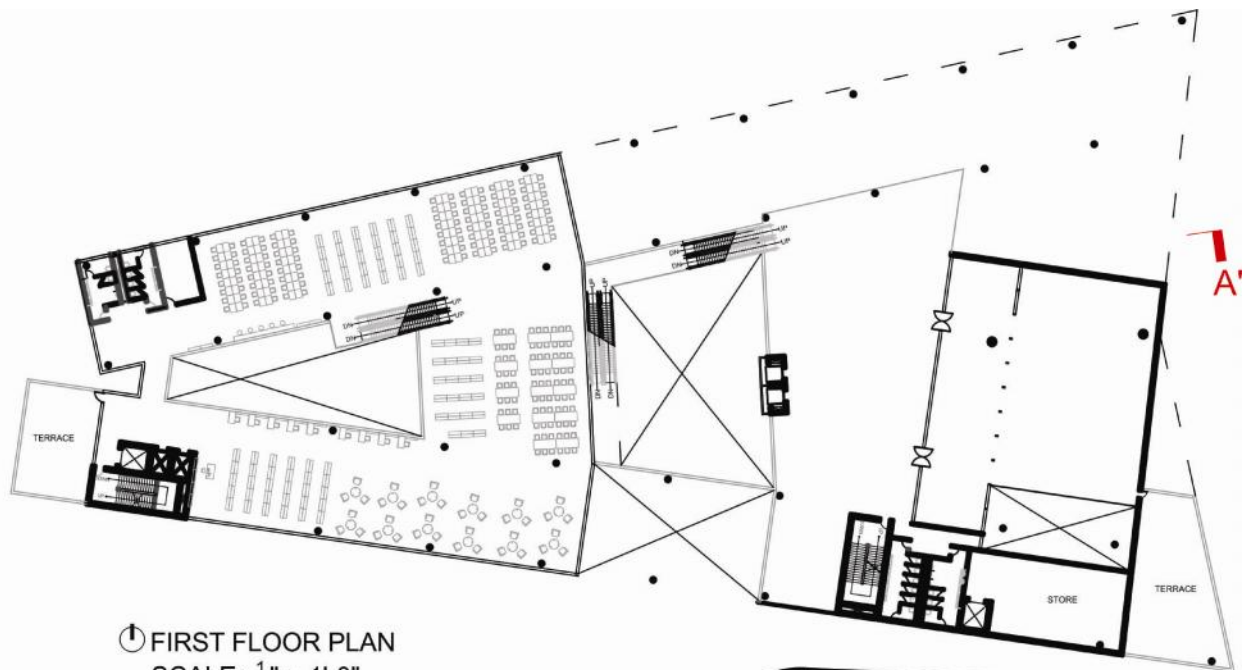
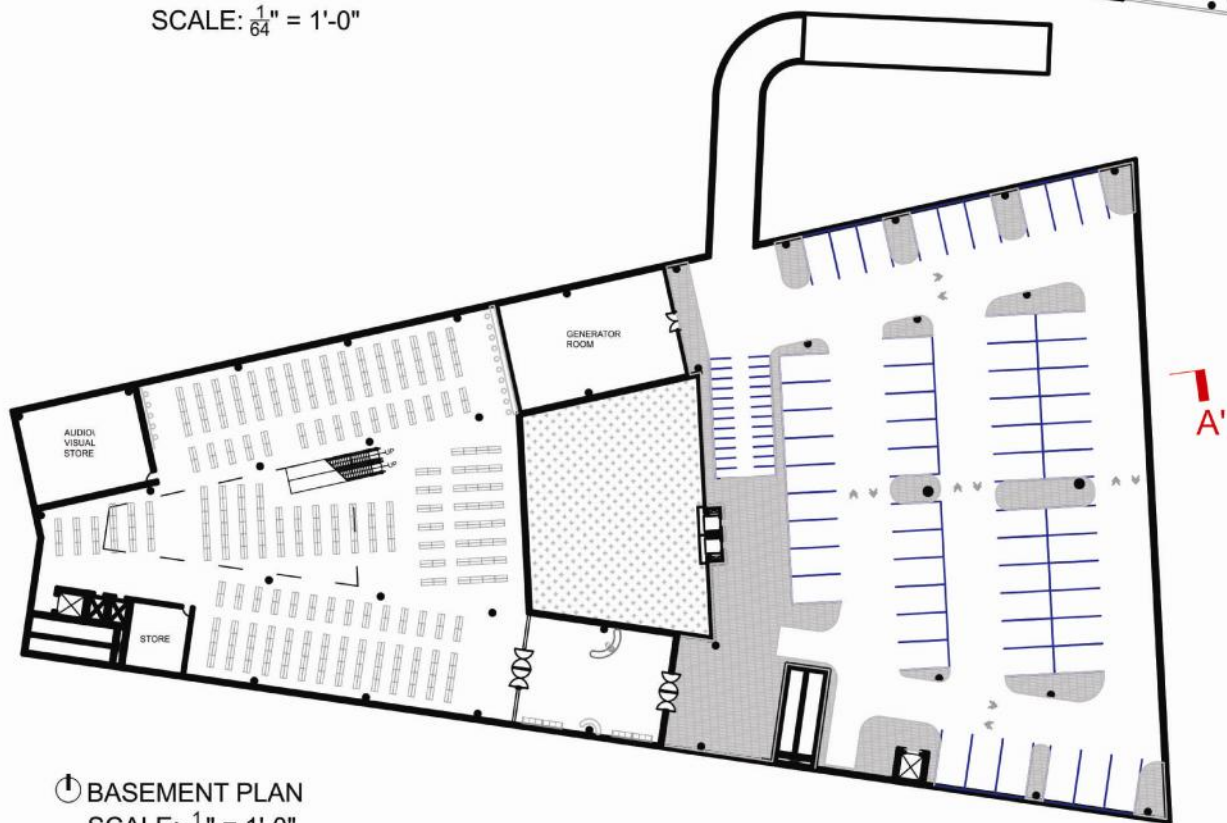


Fig 6.3.1: Urban Site Forces

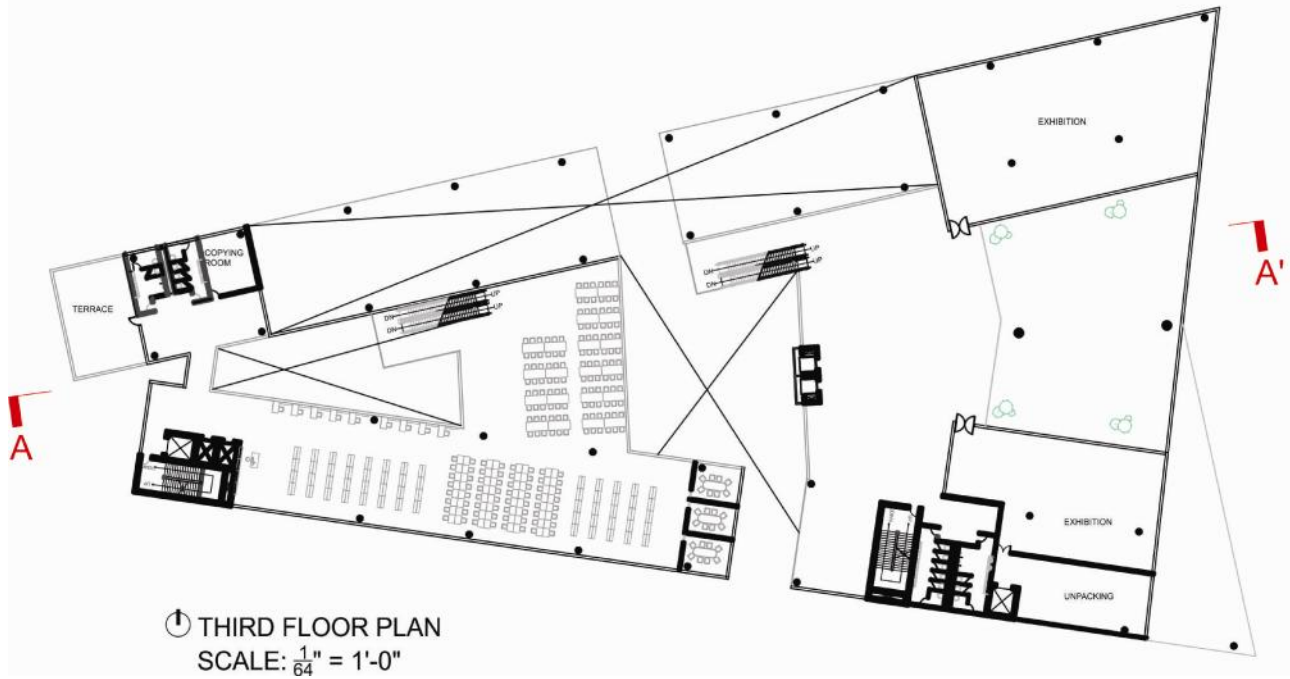
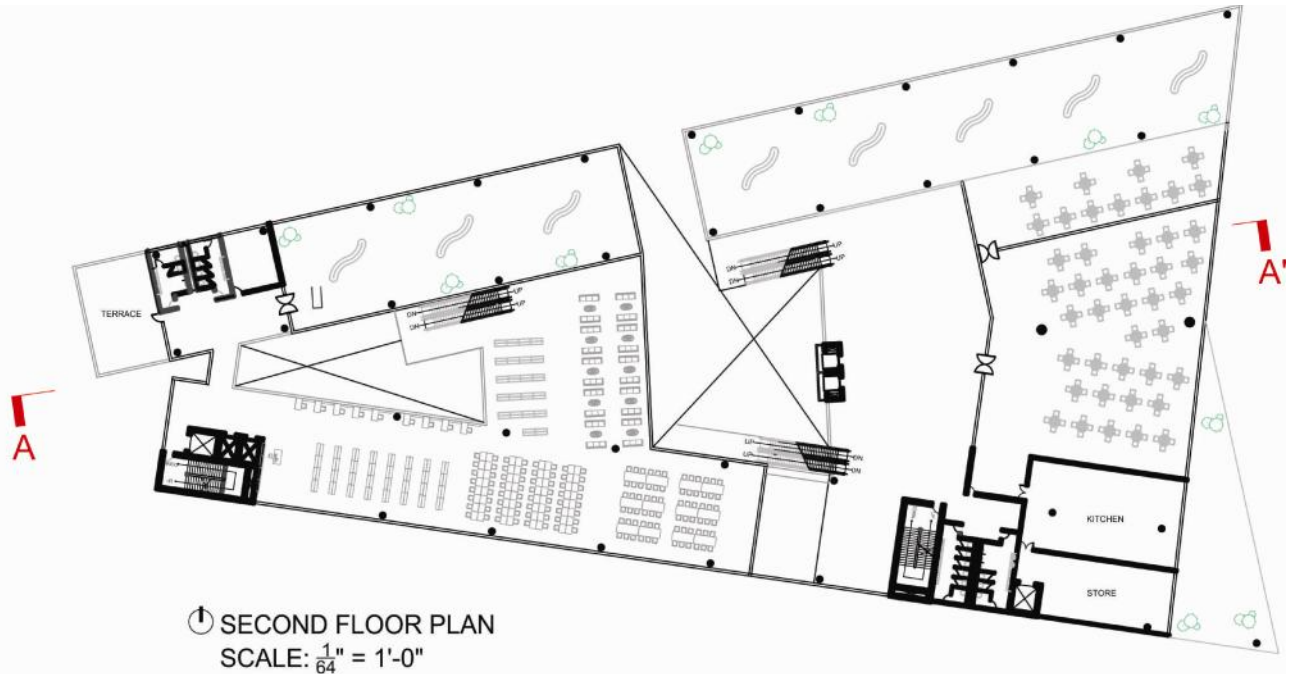


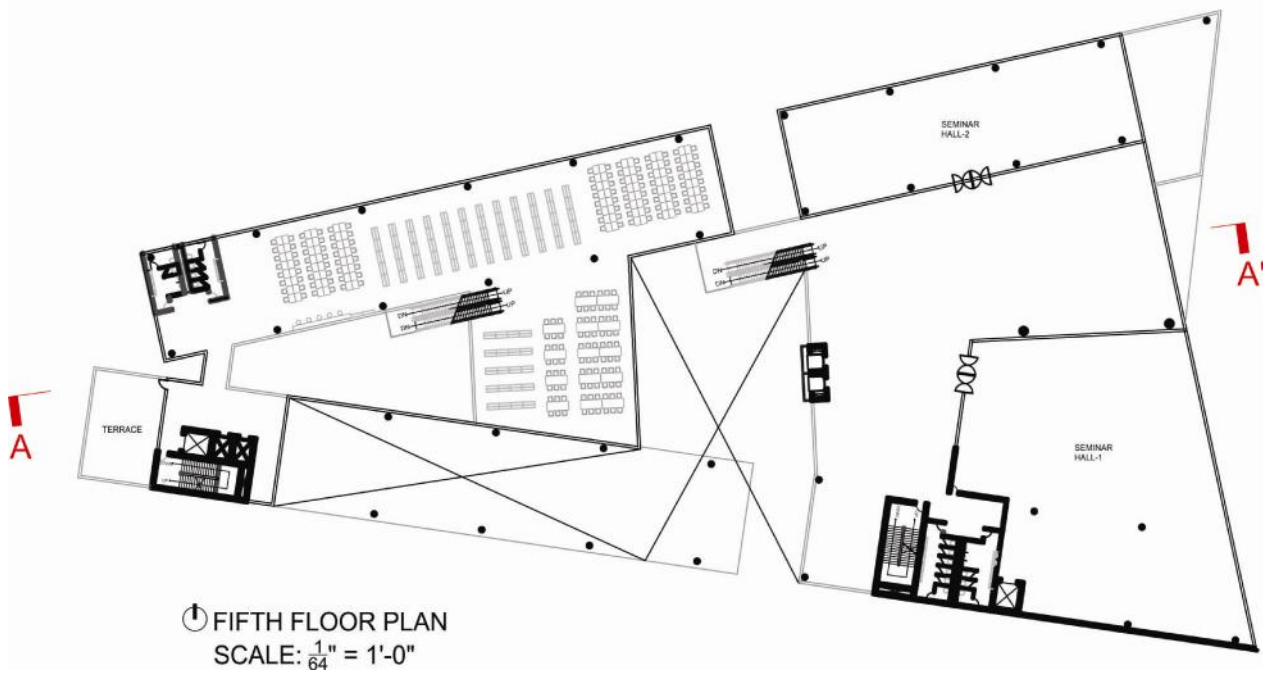
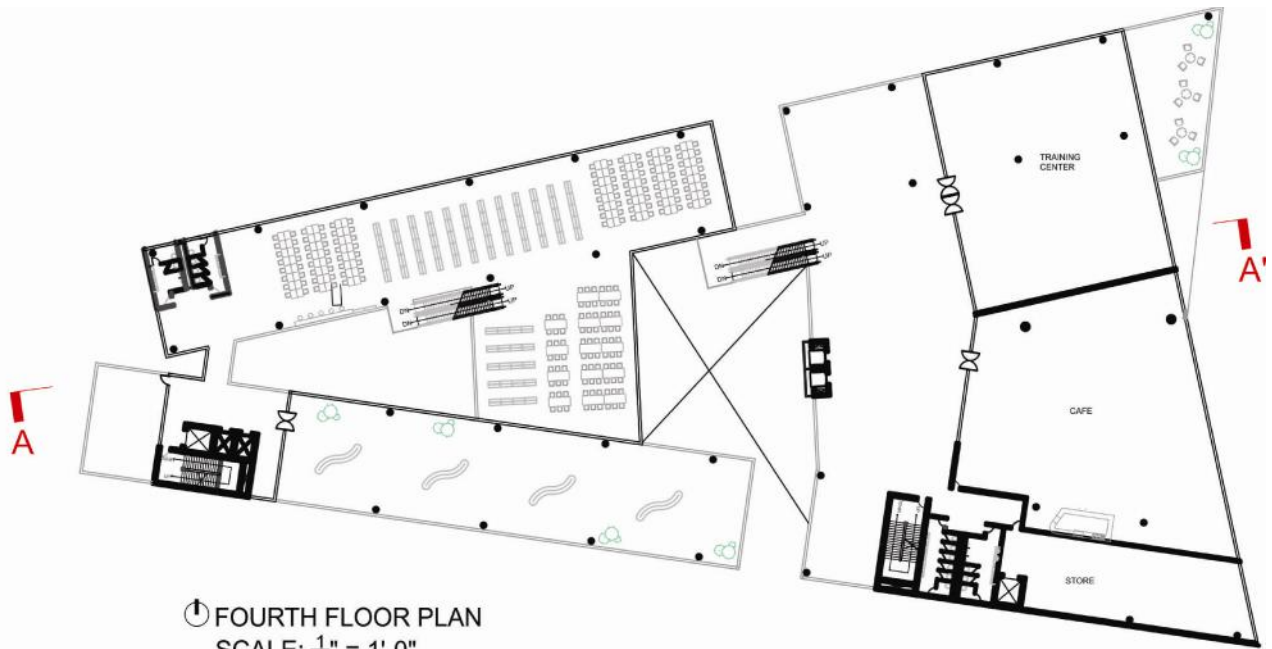


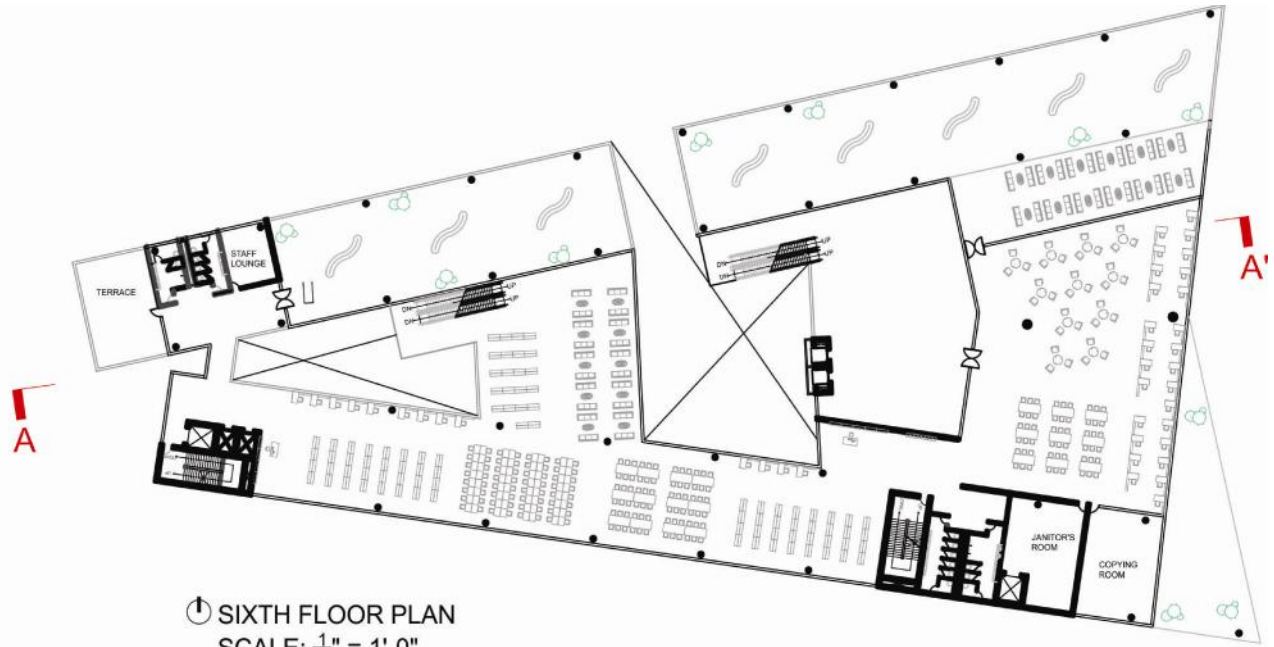
① FIRST FLOOR PLAN  
SCALE:  $\frac{1}{64}$ " = 1'-0"



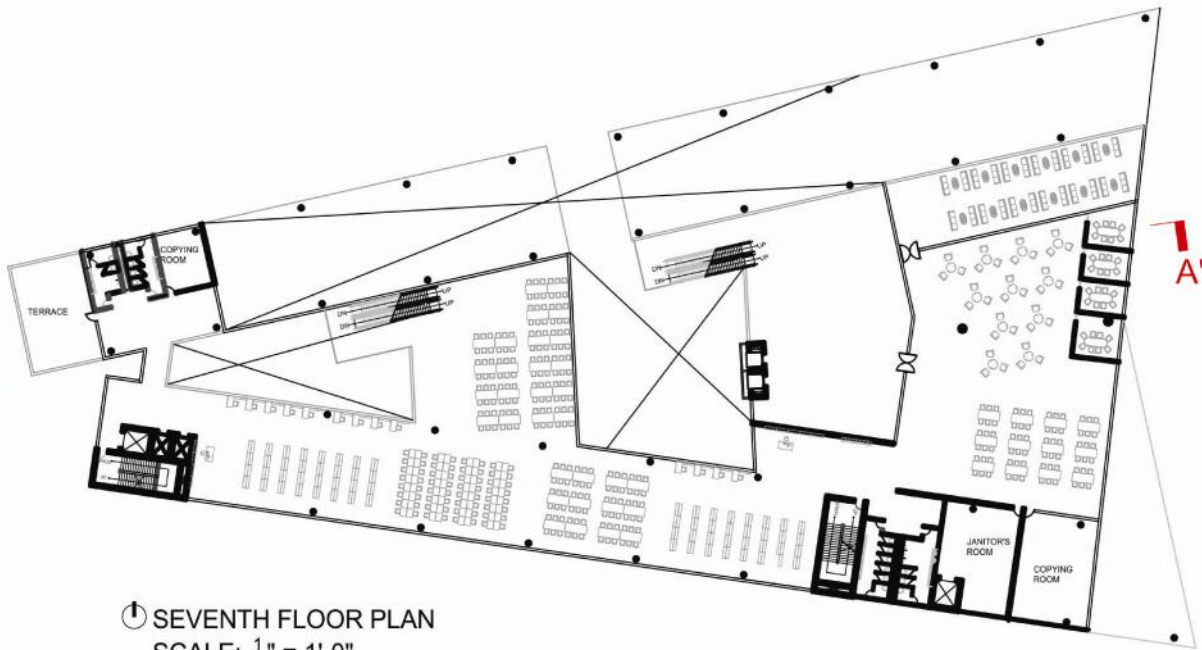
② BASEMENT PLAN  
SCALE:  $\frac{1}{64}$ " = 1'-0"



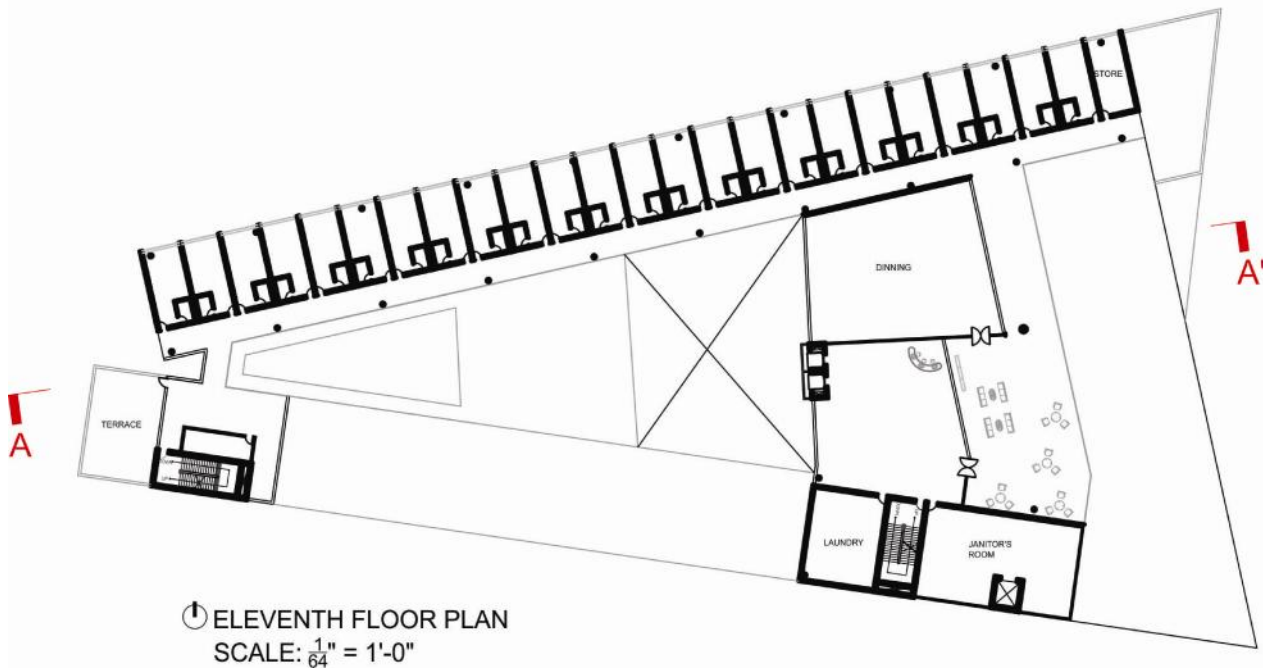
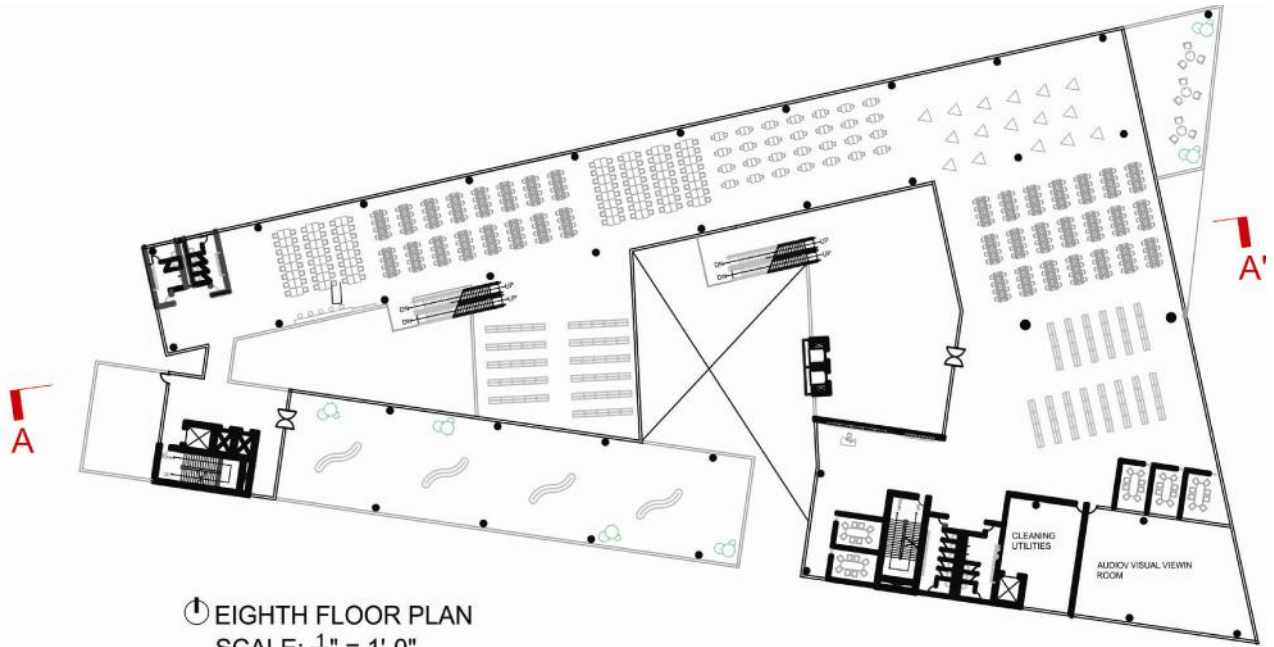




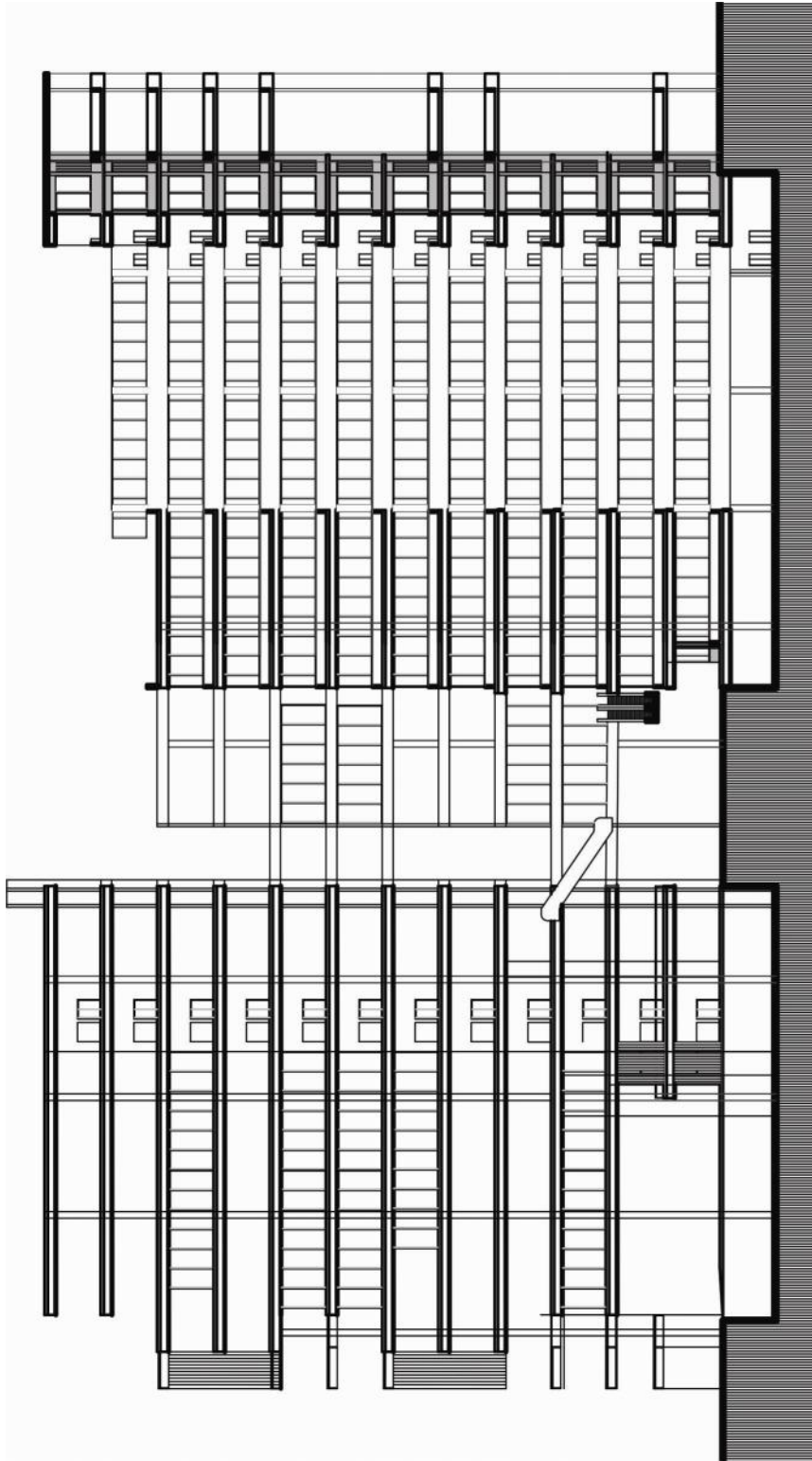
⌚ SIXTH FLOOR PLAN  
SCALE:  $\frac{1}{64}'' = 1'-0''$



⌚ SEVENTH FLOOR PLAN  
SCALE:  $\frac{1}{64}'' = 1'-0''$



## 6.4 SECTION



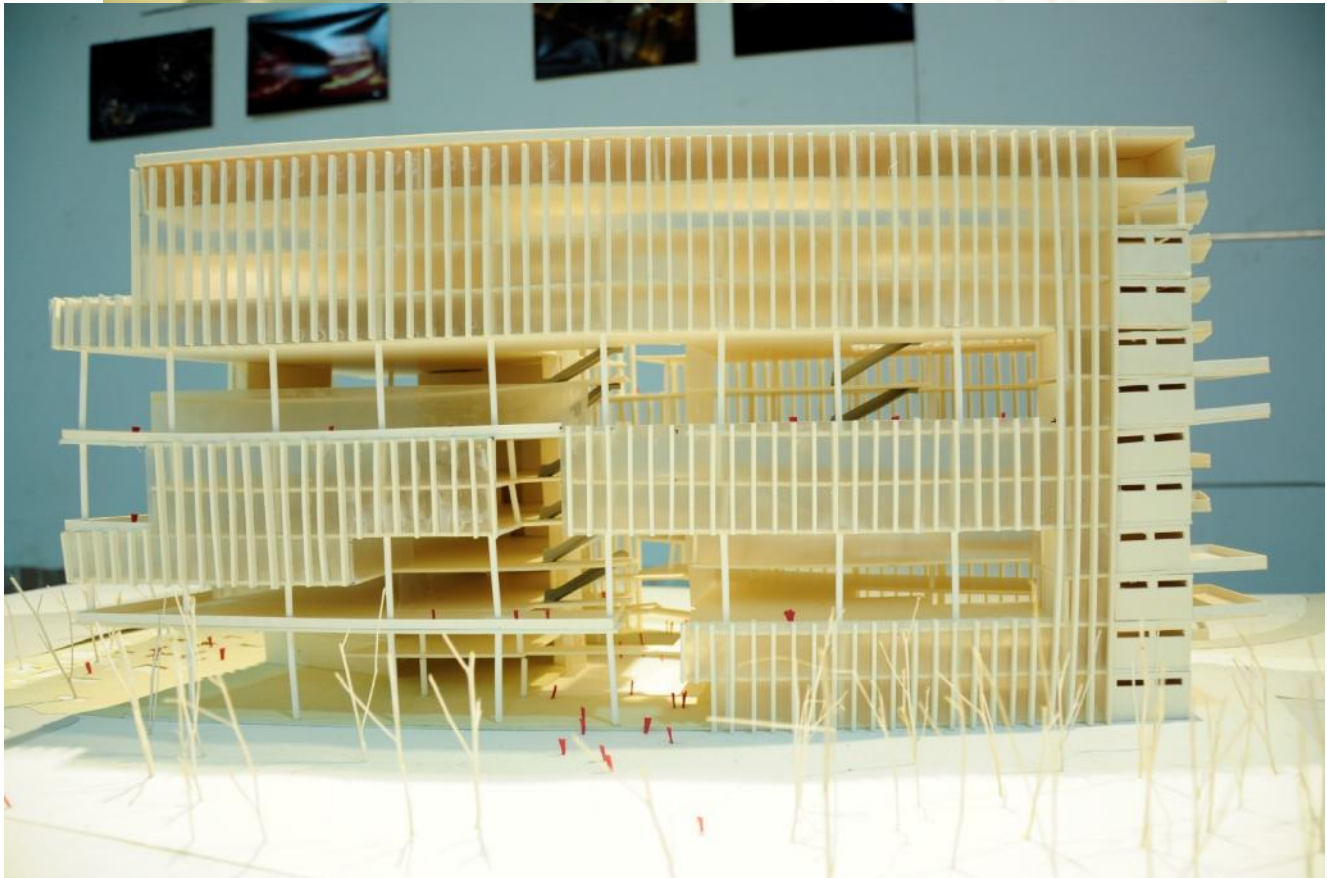
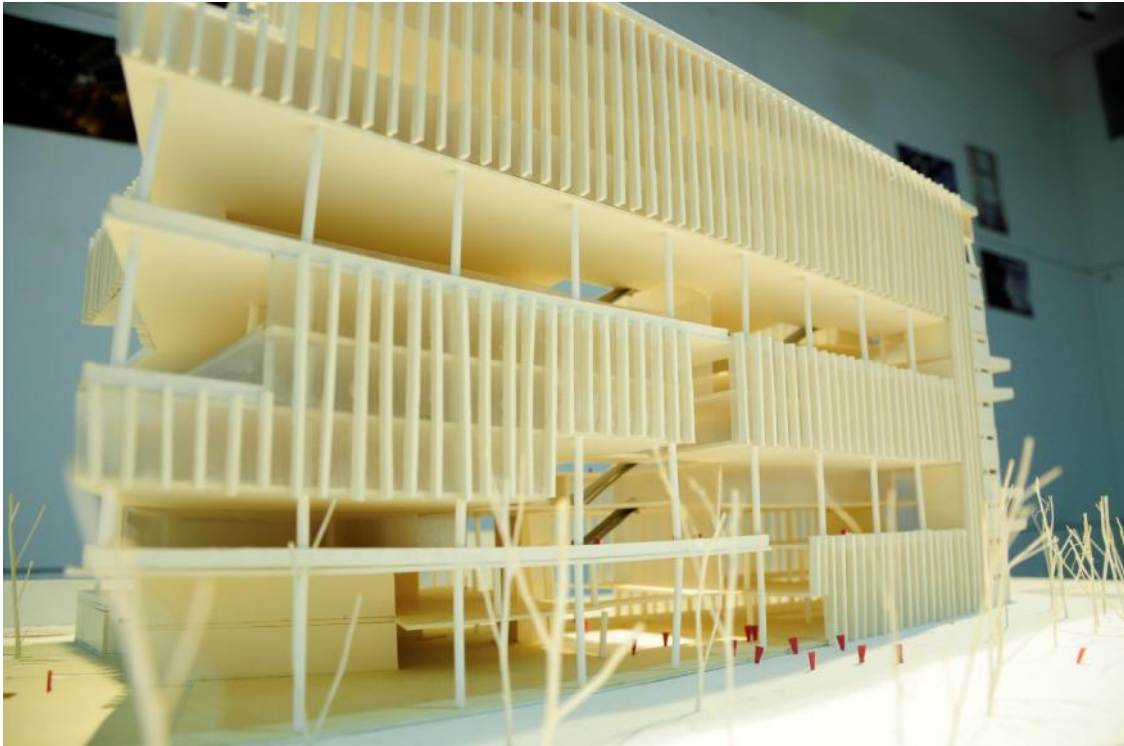
SECTION-AA'  
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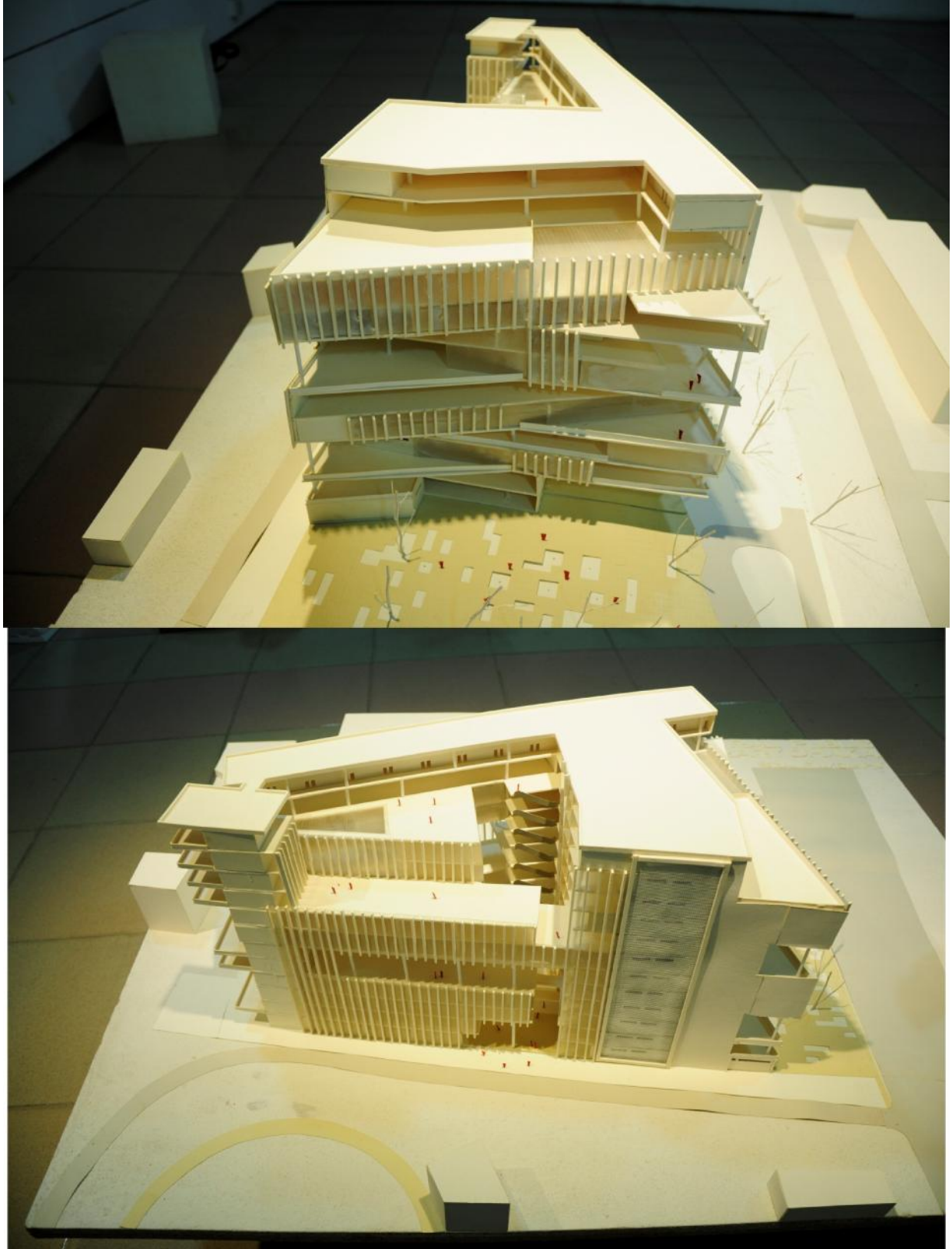
## 6.5 RENDERED IMAGES

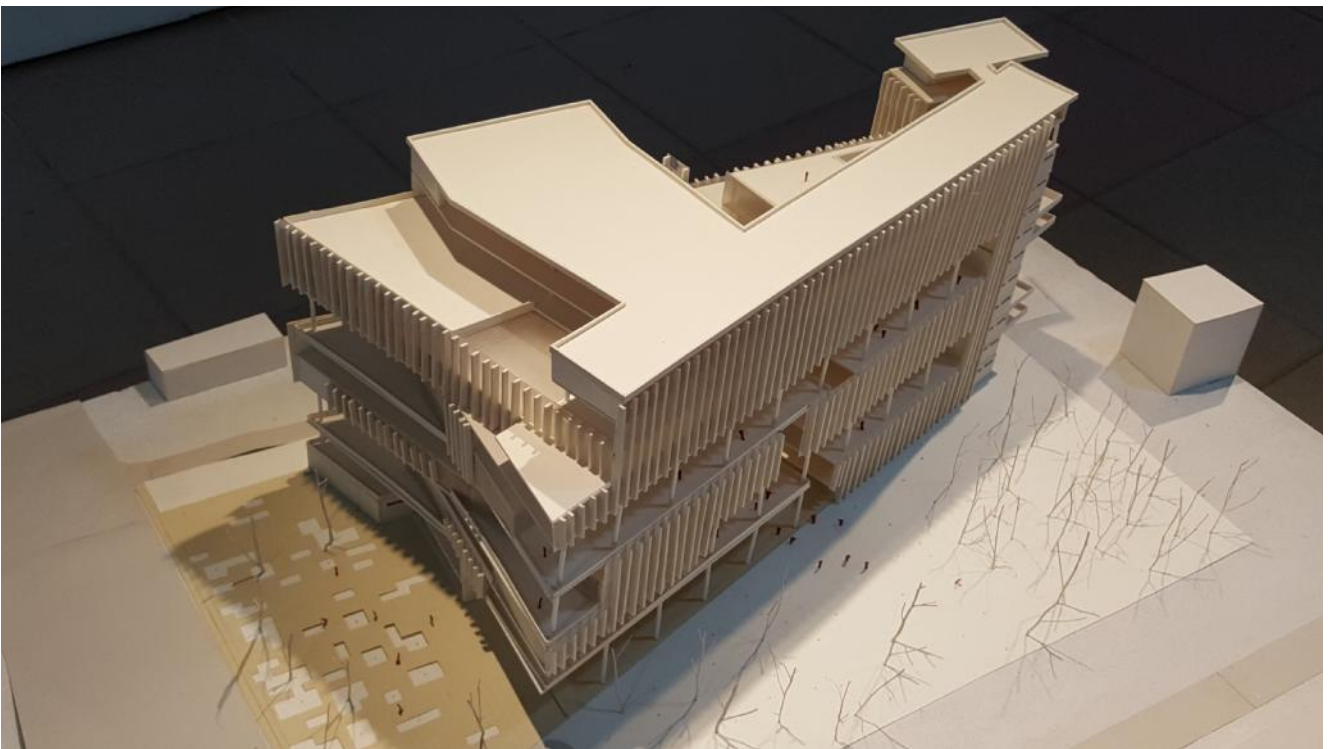
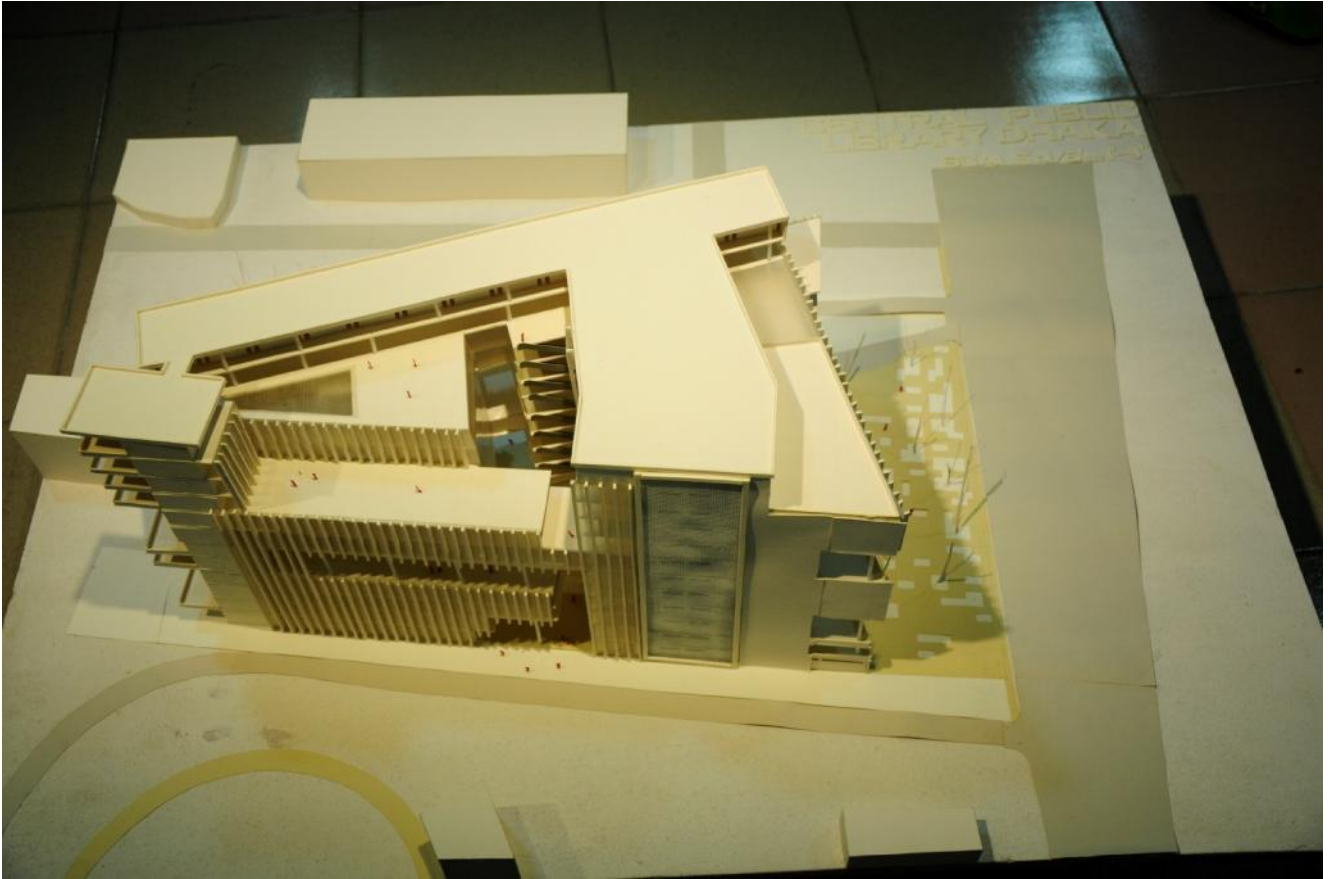




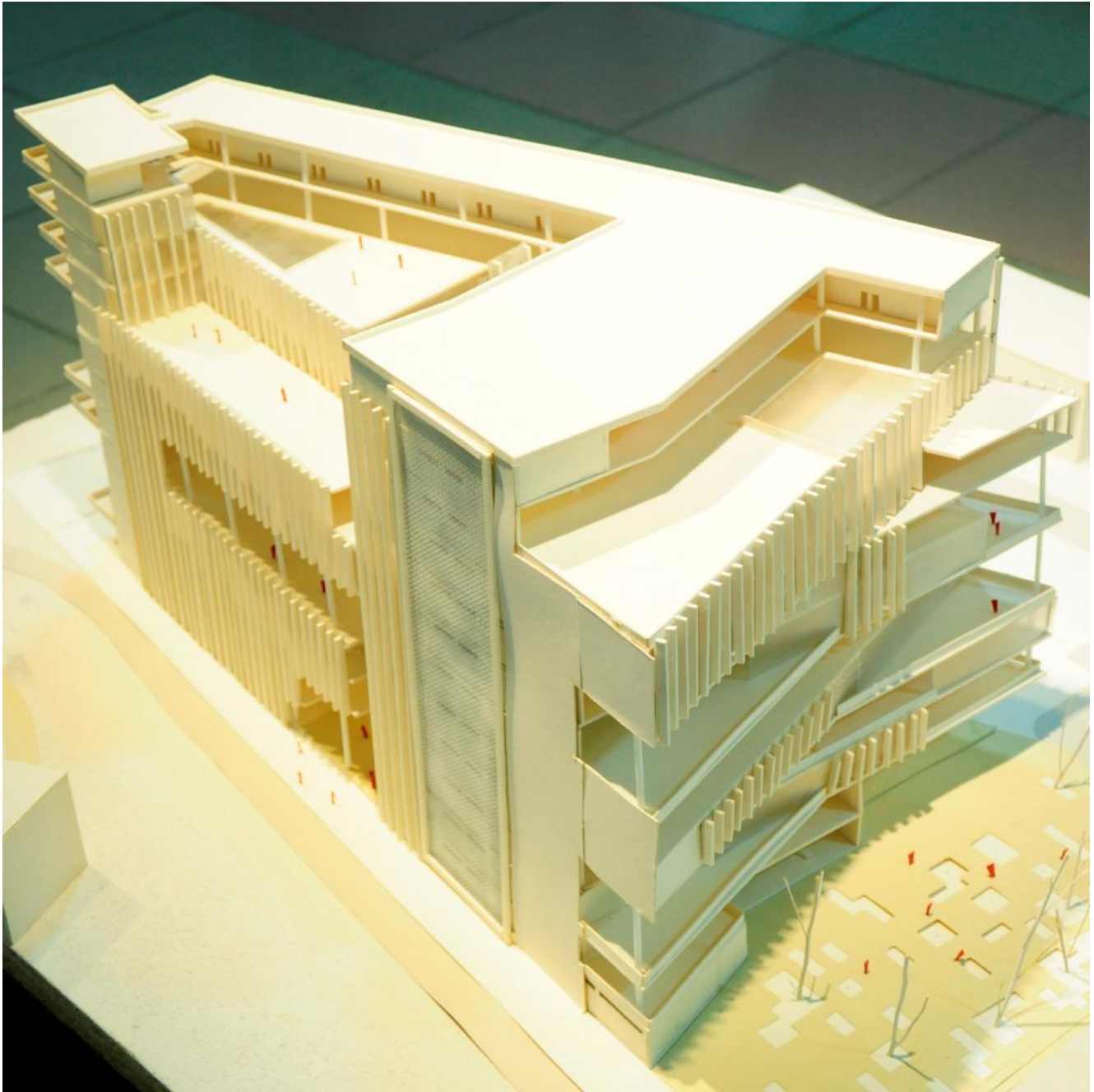
## 6.6 MODEL IMAGES

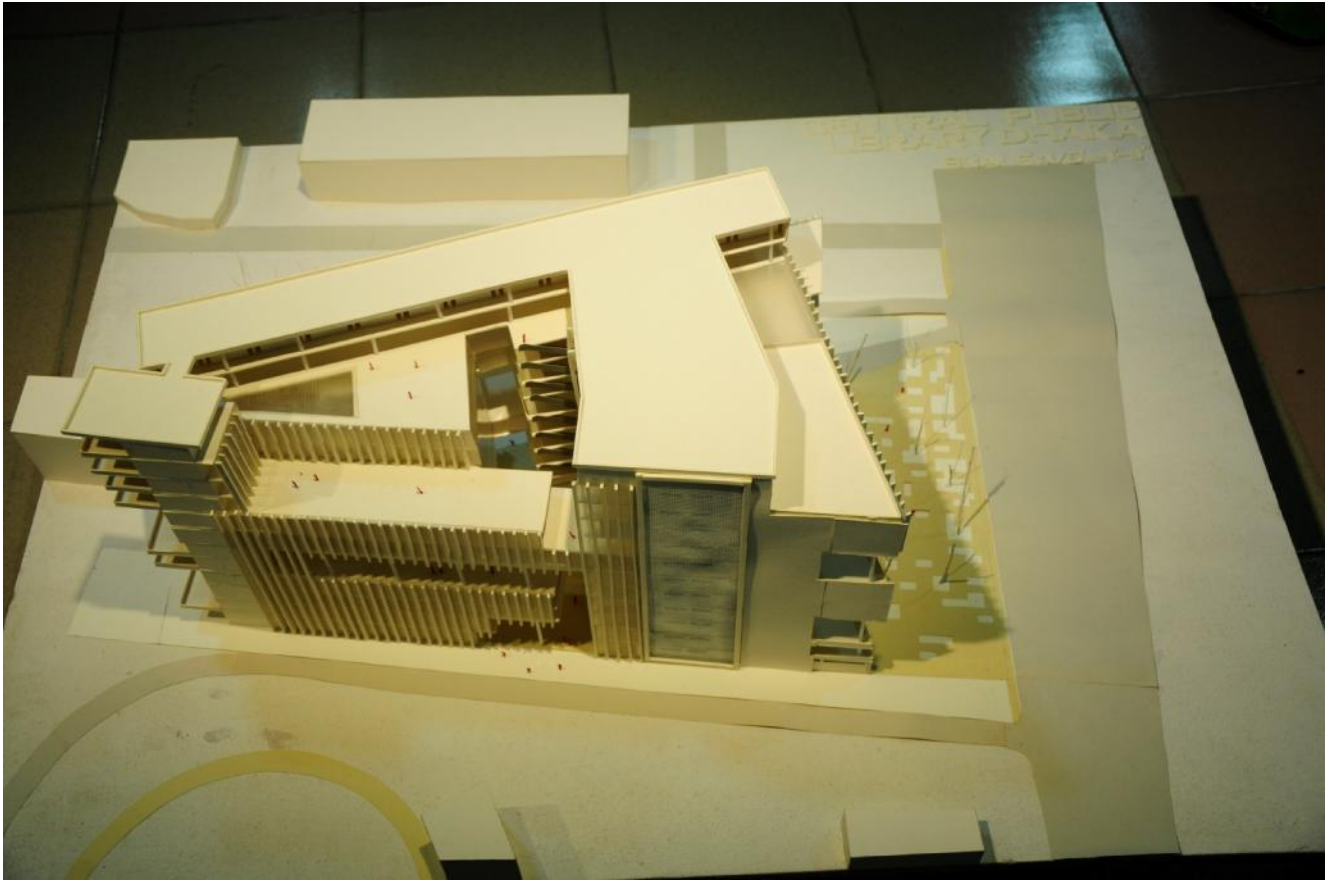












## 6.7 Conclusion

The Central Public Library Dhaka will become a space for people to commute and share their ideas and knowledge and they will also come to get enlightened from the information and data in the stored books. It will become a major civic hub where people will come to take a break from their everyday chaotic lives in the natural green spaces created here and read books that they like and have a time that they can give themselves to be psychologically and physiologically balanced.

## LIST OF FIGURES

Fig 2.1.1: Site location in Shahbagh

Fig 2.1.2: Detailed Site location in Shahbagh, Dhaka, Bangladesh

Fig 2.2.1: Existing Site with its Surroundings

Fig 2.2.2: Road Networks

Fig 2.2.3: Urban green

Fig 2.2.4 Existing Site with its Surroundings (zoomed)

Fig 2.2.5: Solid-Void

Fig 2.2.6: Nearest Road Networks

Fig 2.2.7: Existing Topographical Map

Fig 2.3.2: Site Forces

Fig 4.1.1 Bubble Diagram

Fig 6.1.1: Urban Site Forces

Fig 6.2.1: Evolution of form

Fig 6.2.2: Final Evolution of form

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