

CAMPUS OF ASA UNIVERSITY

By

Shihab Mohammad Shibly
14108014

A thesis submitted to the Department of Architecture in partial fulfillment of the
requirements for the degree of
Bachelor of Architecture

Department of Architecture
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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
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3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Student's Full Name & Signature:

Shihab Mohammad Shibly
14108014

Approval

The thesis/project titled Campus of ASA University submitted by

1. Shihab Mohammad Shibly (14108014) of Fall, 2019 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Architecture on 11-12-2019.

Examining Committee:

Supervisor:
(Member)

Fuad H. Mallik, PhD
Professor and Dean, Department of Architecture
BRAC University

Abul Fazal Mahmudun Nobi
Senior Lecturer, Department of Architecture
BRAC University

Mohammad Faruk, PhD
Associate Professor, Department of Architecture
BRAC University

Departmental Head:
(Chair)

Zainab Fauqui Ali, PhD
Professor and Chairperson, Department of Architecture
BRAC University

Abstract/ Executive Summary

ASA University is a private university that is part of ASA foundation's education plan. The current campus is situated in Shyamoli, Dhaka. However, due to government regulations every private university has to build their own permanent campus. I chose this project as thesis so that I can design a proper university campus and work around the factors that make a campus much more desirable as both educational environment and also as a livable breathable ground.

Internationally private university designs are becoming more mature and focusing on interaction, openness, recreation, visual connection, aesthetics, and extra-curricular activities. To keep pace with the modern world, private universities in our country are also changing their focus. I have done the design with keeping these ideologies in mind.

Keywords: ASA; Campus; University; Campus Design; University Design; ASA University.

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Chapter 1

Introduction

1.1 Project Introduction

ASA Bangladesh is a non-benefit association, eminent to be the primary microfinance association of Bangladesh. They work for social progression. Out of numerous social improvement plans is their training plan. ASA University began their voyage so as to make private university degree marginally progressively reasonable for everybody. In any case, the legislature of Bangladesh alongside the UGC have set out specific techniques to adapt to the developing interest of good training, one of them being the prerequisite of a private university's own grounds. Albeit numerous private universities have just moved in to their lasting grounds, ASA University Bangladesh is as yet taking a shot at their ways. ASA University of Bangladesh (ASAUB) is right now anticipating building up their perpetual grounds in Ashutia Thana, Dhour, Dhaka.

1.2 Project Brief

Name of the project: Campus of ASA University

Client: ASA Bangladesh

Site: Ashutia Thana, Mogdom Ali road, Dhaka

Site area: 3.1 acres

1.3 Project Rationale

Reason behind choosing this project was that I am a student of university and I can relate to the needs of a properly designed campus. Right off the bat, challenges like making space inside constrained assets and region are continually fascinating which are existing in this venture. Furthermore, there is part to investigate so as to assemble a "Well-planned grounds" which will be examined extravagantly in this paper. In conclusion, in the expert universe of experience is a major issue. The site is in a local location and the site has restriction and numerous certifiable challengers, however has great site condition. This gives incredible breadth of planning so as to create proficient expertise as a general rule destinations will consistently have numerous restrictions. Last however not the least, this undertaking will suit all the momentum offices and furthermore incorporate a recreational capacities like indoor games, and exercise room, a student focus and research-learning focuses. The examination will start with site and program investigation pursued by idea determination which will change itself into a conventional articulation through volumetric examinations. Eventually this examination will be a stroll through the procedure and result of structuring ASaub perpetual grounds.

1.4 Aim & Objectives of the Project

Point of these undertaking in to make learning condition for individuals this task will make openings and offices for the understudies to perform for the more promising time to come. In light of site zone and condition, ASaub grounds will be a compact site. The objective is to give all fundamental and propelled courtesies required in a grounds inside whatever confinement and difficulties the venture offers. Alongside an improved learning condition, the plan should empower grounds to be receptive to its site and network just as join supportability in it.

Chapter 2

Literature Review

1.1 Evolution of University

The advancement of training can be followed to the very beginnings of Humanity from the ancient cavern works of art found in Altamira and Lascaux around 35000 years back. Be that as it may, the conscious assessment of information starts with extraordinary scholar Plato somewhere in the range of 2400 years back. Plato established 'The institute' as the main college in 387 BC. 'The institute' was essentially the name of his home. From his composing we can locate the main precise investigation and system where human addressing and comprehension of the world and its different subjects could be organized. Plato's understudy Aristotle learned at the institute for a long time and he built up a structure of particular trains inside which examination can be engaged. Aristotle proceeded to grow further classifications and subsets of these orders and in this manner, gave the scholarly arranging structure of the resources, offices and regions of concentrate recognizable in our the present college. During the medieval period college advancement was firmly connected to the development of specialty guilds. Towards the finish of the thirteenth century the development of towns and urban communities conflated the exercises of the organizations with those of philosophical schoolings. The Medieval Latin word colleges implied an organization. Aristotle tried to build up the different parts of information and his idea later gave us the seven aesthetic sciences. They were separated into two gatherings, first, trivium-syntax, logic, rhetoric and besides, quadrivium-number-crunching, geometry, space science, music and later expansion drug and engineering. It was commonly acknowledged that the trivium was the basic degree of study and quadrivium was the higher division of the aesthetic sciences equivalent to ace status. In the United Kingdom just Oxford and Cambridge date from the thirteenth century. From the fifteenth to nineteenth

hundreds of years understudies researchers needed to make a trip either to Scotland or Ireland and Trinity College, Dublin to have college instruction. Some mid twentieth century colleges and some new colleges of United Kingdom and their ancestors are alluded to as 'redbrick' a gathering of these colleges. The Purpose of these colleges was to give progressively rise to access to advanced education to all sort of people. In the historical backdrop of college from the medieval times they can be separated into four ages as indicated by their individual compositional style. The principal ages are the colleges of Paris, Bologna, Oxford and Cambridge, all basic to their host urban communities. The subsequent ages are the colleges of redbrick, age of colleges denoted an opening up of instruction through provincial based institution. The third era of colleges was looked with the issue of development and extension that is the reason they depend on away grounds. Furthermore, the fourth era is the present college. Numerous Institutions under play the higher instructive jobs to indistinguishable principles from the built up colleges. Toward the beginning of 21st century, information and learning turned into the principal component of postmodern utilization.

1.2 Universities in Bangladesh

It is to be sure hard to decide the framework and nature of training in antiquated Bengal. We have sufficient proof of the thriving state of the sustenance of different parts of information in antiquated Bengal, however barely do we get any data about the instruction framework in the accessible sources. Buddhist Sangha Ramas, viharas and the Brahmanic strict focuses filled in as private communities for instruction in that antiquated period. In Medieval period Muslim sultans of Bengal empowered the spread of instruction, educational or basic, to satisfy their strict commitments. The rulers, the sufis, ulamas, the nobles, chieftains and altruists all contributed in such manner. Through the patronization of the Muslim rulers mosques and

madrasas were built up in better places of Bengal and these establishments filled in as focuses of Muslim instruction and culture till the provincial time frame. In pilgrim period the customary arrangement of training was supplanted by the pioneer system. University instruction during this period (1916-17 to 1946-47) saw some remarkable developments. It saw the foundation of fourteen new colleges in the entire of India, both unitary just as affiliating ones. The University of Dhaka (Dacca), set up in 1921, was a piece of the development program. University of Rajshahi, the second in the region, was set up in 1954 and Chittagong, the third, in 1965. There was no expansion in the quantity of colleges till around 1985 when the Islamic University got operational. The intervening years were not fruitless, however. All the six colleges kept on developing in size. Private colleges were at that point noticeable all around in the nineteen eighties. Viciousness on the grounds brought about by warring gatherings in the colleges, The Private Universities Act, 1992 has allowed foundation of private colleges in Bangladesh.

1.3 Growth of Private Universities

Open doors for good training are incredibly restricted in the nation; the circumstance is especially basic in the college level. An enormous number of imminent understudies can't get affirmation because of restricted seats accessible in little quantities of state funded colleges. In 1992, the administration, by a demonstration of Parliament, permitted foundation of private colleges in Bangladesh. From that point forward, countless private colleges have been opened in the nation - for the most part situated in Dhaka and Chittagong. Universities, both open and private, assume an essential job in making a pool of profoundly taught and prepared pros. In Bangladesh, a great many understudies who breeze through the higher optional assessment can't get admission to the couple of state funded colleges because of constrained seats. The fortunate ones who do get confirmation become prisoner to endemic grounds viciousness,

session jams and poor scholastic climate. So as to reduce the circumstance, the Government of Bangladesh in 1992 declared a mandate allowing the foundation of private colleges. Some welcomed this advancement with a murmur of help, while others saw it with reservation.

1.4 Necessity of Private Universities

The present training framework should be worldwide. 'World Class Education' includes a comprehensively acknowledged elevated requirement of instruction. Bangladesh needs an expanding number of profoundly taught individuals and talented experts so as to coordinate into the globalization procedure. The nation additionally needs researchers, logicians and pioneers with vision. Pioneers are our human capital. The state must give chances to advanced education to make human capital that meets worldwide standards. There are numerous private colleges in Japan, Thailand and the Philippines. Since the 50s, the differentiation among open and private colleges has steadily lessened in the created world, as state colleges get private gifts and research awards and private colleges additionally use state funds. In Bangladesh, there are 13 state funded Universities (barring the 6 specialized Universities being set up in six divisions), 30 private colleges, and 2,339 schools under the National University. While there is an intense deficiency of arithmetic, science and English educators, there is a tremendous overflow of expressions and sociology graduates. College degrees are losing pertinence and offer poor open doors for business. The extent of teachers to relate educators and instructors has been ascending since the mid 80's and is one of the most elevated on the planet. In state funded colleges, the instructor understudies proportion is 1: 20 on the normal, which is very high in worldwide benchmarks. Indeed, even this proportion is misdirecting, the same number of educators don't take their classes regularly. Of the in excess of 200,000 understudies who passed HSC and its Madrassa equal assessment in 2000, just 17,000 about 8% could get

confirmation in state funded colleges. Accordingly, an enormous number of meriting wannabes don't get conceded into the state funded college framework. The instructive needs of these leftover applicants must be accommodated. A significant number of these understudies, particularly those from wealthy families, travel to another country for higher examinations. In the event that there were elective chances, huge numbers of these understudies would have remained back and contemplated in the nation.

1.5 Background of ASA University

ASA University of Bangladesh began on 23 October 2006, their instructive methodology with a sharp pack of expert scholastics who were all that anyone could need to give and submit solid help to their understudies. They concentrated on making an interesting learning condition with the goal that the understudies are as much as excited as the educators who are giving instruction. They additionally center around giving reasonable methodologies, for example, a temporary position, hands on work openings and furthermore lab tests for various trains with the goal that the understudies get a feeling of an all-encompassing methodology in the wake of moving on from the foundation.

ASAUB has gained fame for contracting academicians who have national and worldwide notorieties also, besides who are well known for their down to business instructing systems. It causes the understudies to learn in a situation that advances energy, developments and rearing new thoughts. Being an understudy in ASAUB implies that the understudies accumulate the necessary transferable range of abilities that is cleaned with functional seeing so they can exceed expectations themselves in significant work fields and furthermore adjust to the mind boggling and quick changing present day world.

Chapter 3

Site Appraisal

1.1 Site Location

The site for ASA University campus is situated in Ashutia Thana, Mogdom Ali road, Dhaka.

It is North-West of Uttara 3rd phase. North of sector-16 and West of sector-10.



Figure 1: Large area map showing site location in Dhaka city.



Figure 2: Zoomed site map showing surroundings.

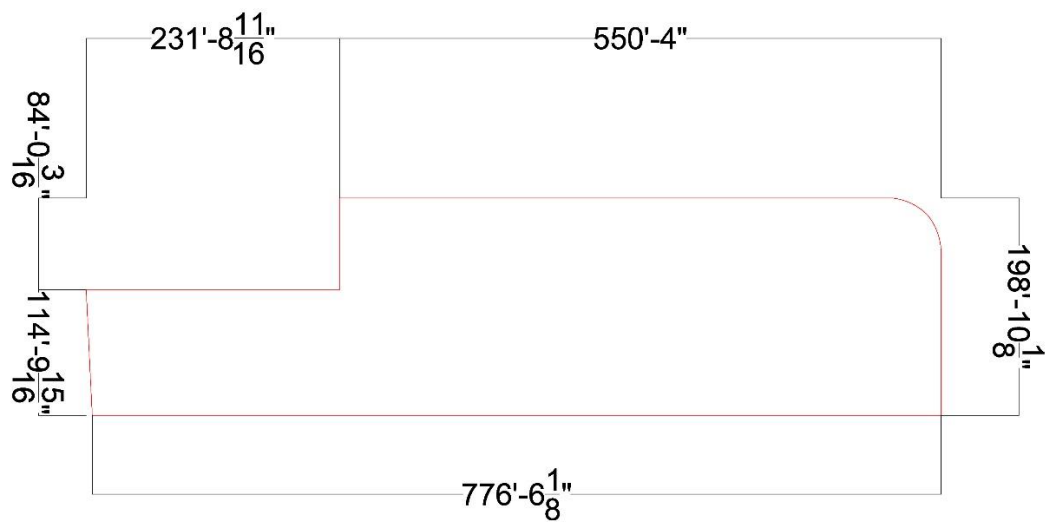


Figure 3: Site dimensions.

1.2 Site Topography

The site was initially a swamp, water body alongside Beribandh. The land was dispatched so as to raise the ground level. Thus, it is a flood brief region. By and by, it is a level land. There is a piece of Turag River nearby the site. It is one of the most significant stream around Dhaka city which is utilized for different purposes consistently. The stream involves extraordinary significance from financial perspective. It is additionally a travel point with Bangshi, Dhaleswari and Buriganga of the Dhaka city. The Turag stream is one of the most dirtied waterway encompassing the Dhaka city. The tributaries and distributaries of the stream likewise dirtied. The Bangshi which is the tributary stream of Turag is intensely contaminated and its distributary Buriganga is another notable dirtied waterway in the Dhaka city. The field investigation of the Turag stream produced using Abdullahpur to Amin bazar. Different wellspring of contamination are seen through Ashulia beribadh. The present state show that opportunity has arrived to take a few activities to spare Turag waterway. Contamination situations are seen at each spot of the waterway bank. By and by, the day by day landfill around Turag stream are making barricades of the waterway, disturbing it characteristic stream is likewise turning into a matter of worry during flood seasons.



Figure 4: Site surroundings.

1.3 Climate of site

Bangladesh has a tropical atmosphere which implies it is a blistering and stormy during summer and a dry in winter. Bangladesh is liable to decimating violent winds, starting over the Bay of Bengal, in the times of April to May and September to November. Flooding waves are regularly normal and these tempests can make extraordinary disasters and hazard life. The violent wind of November 1970 affected around 500,000 lives and many lost their lives in Bangladesh, was one of the most exceedingly awful catastrophic events of the nation during that time. Bangladesh is inclined to wrecking typhoons, which begins in the Bay of Bengal, in the times of April to May and September to November. Frequently joined by flooding waves, these tempests can cause incredible harm and death toll. The twister of November 1970, in which around 500,000 lives were lost in Bangladesh, was one of the most noticeably awful catastrophic events.

The normal temperature is regularly comfortable during November, December, January and February. By and large, the temperature stays high. April, May, June, July, August, September and October have part of downpour in Dhaka. November, December and January are relatively dry. April is the hottest. January is the coolest. August is the most blustery. December has the most minimal temperature and in every case exceptionally dry.



Figure 5: Temperature, Sun hours and Rainfall Statistics of site.

1.4 Future Development of site

The site is still pretty much empty and there are a lot of chemical factories (color dies, sweater, textile, fabric, printing, food processing), Metal workshops and salvage yards, garages and wood workshops and storage around the site.

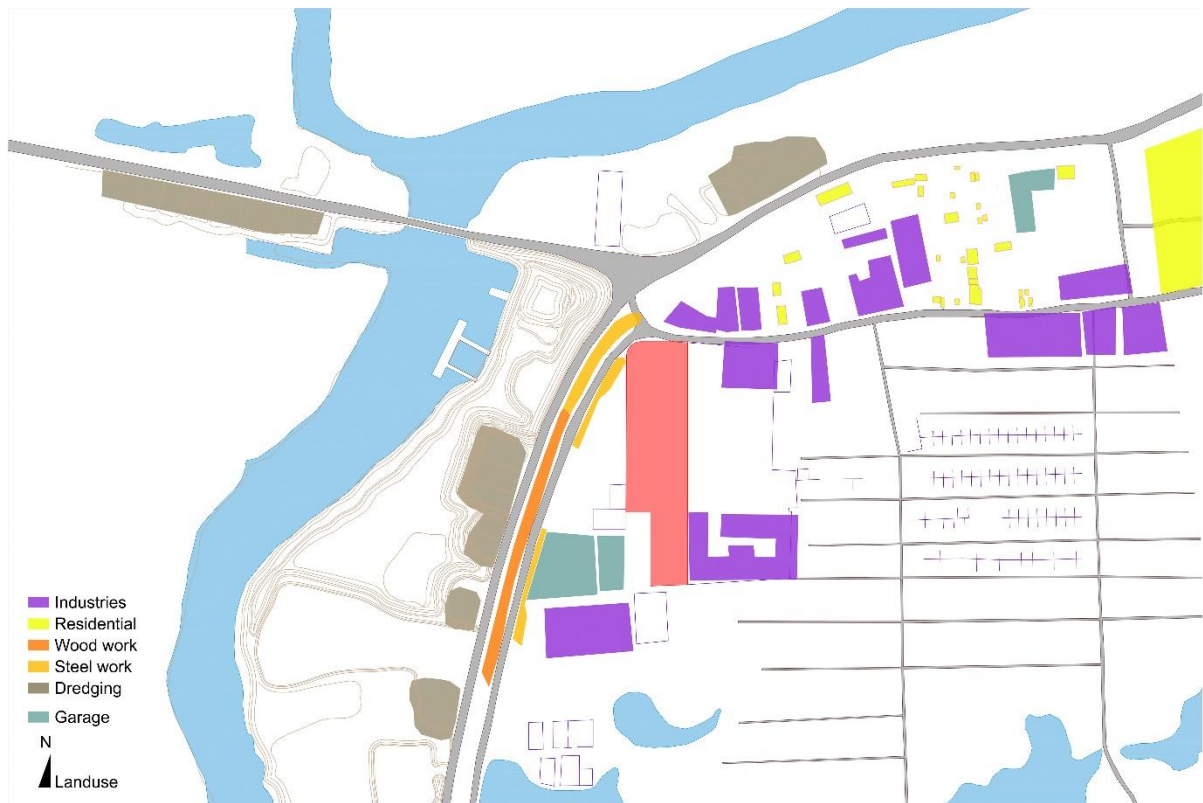


Figure 6: Current land use around the site.

However, according to detail area plan of Rajuk, the land use will have major changes in near future. So, I had to take the future site development in consideration. The main road along Turag will turn into 300 feet wide express highway. A 100 feet road will go near the site which will connect the site to Mirpur. Plots beside roads will be turned into commercial and mixed use plots. And surrounding plots will be turned into residential plots. Traffic pattern will change severely. Placing a university in that site alone will increase traffic from highway and 100 feet road.

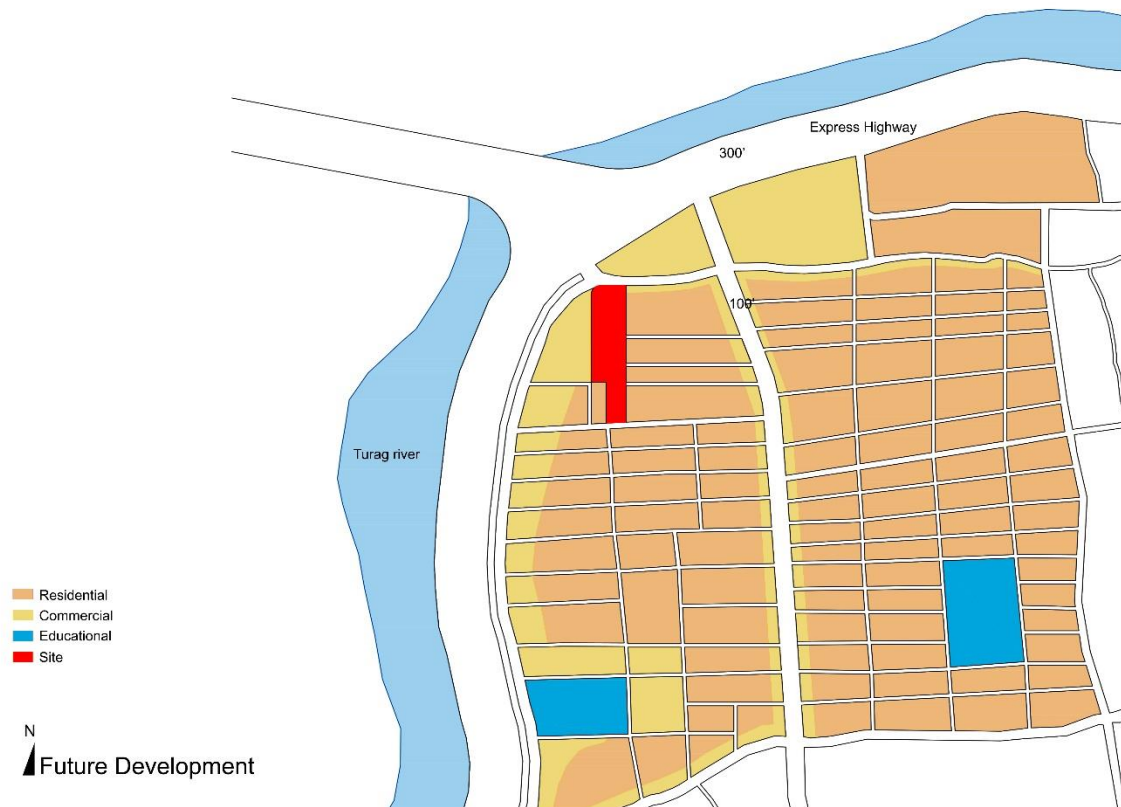


Figure 7: Future Land use.



Figure 8: Future road use & Traffic pattern

Chapter 4

Programs

1.1 Basic Program Overlay

ASA University has six departments:

1. Department of Business Administration
2. Department of Law
3. Department of English
4. Department of Pharmacy
5. Department of Sociology
6. Department of Public Health

The requirement for other functions are -

1. Auditorium (300 persons)
2. Indoor games
3. Gym
4. Cafe
5. Library
6. Club rooms (10)
7. Workshop & seminar rooms (2)
8. Computer labs (4)
9. Pharmacy labs (5)
10. Classrooms (75)
11. Administration office

1.2 Program list

Administrative Zone

Function	Number of Users	Area (sft)
Office Lobby	20	500
Chairman's office	1	300
VC's office	1	300
Pro-VC's office	1	300
Registrar's office	1	300
Deputy registrar's office	1	150
Assistant Registrar's office	1	150
Senior executive office	2	300
Executive office	3	450
Committee meeting room	48	1260
Record room		200
Proctor's Office	5	250
Co-ordination officer's office	3	300
Toilets		260
Total		5520

Accounts Section

Function	Number of users	Area (sft)
Treasurer's office	1	300
Dir. Accountant's office	1	300
Chief Accountant's office	1	200
Accountants' office	5	500
Executive office	5	500
Total		1800

Exam Controller's Office

Function	Number of users	Area (sft)
Head controller's office	1	300
Student's record room		900
Confidential record room	2	200
Document processing room		200
Common office	5	500
Total		2100

Auditorium

Function	Number of users	Area (sft)
Lobby		1440
Office	2	256
Projector room	2	280

Stage		1680
Backstage		960
Green room		1080
Lighting & sound room	4	256
Seating	300	3840
Total		9792

Indoor Games

Function	Number of users	Area (sft)
Playing zone		5400
Locker rooms		2280
Office	2	320
Storage		640
Total		8640

Library

Function	Number of users	Area (sft)
Lobby		500
Front desk	2	150
Librarian's office	1	150
Office	5	150
Assistant librarian's office	3	150
Book reading space	50	3100
Book shelf space	20 shelves	600

Archive		300
Book storage room		200
Photocopying area	2 machines	50
Total		5800

Department of English

Function	Number of users	Area (sft)
Classrooms	35x11= 335	6600
Departmental Head's office	1	150
Common work space	30	600
Professor's workspace	3	300
Associate Professor's workspace	3	300
Senior Lecturer's workspace	3	300
Junior lecturer's workspace	3	300
Dean's office	1	150
DCO office	1	150
Total (Without classrooms)		2250

Department of Pharmacy

Function	Number of users	Area (sft)
Classrooms	35x8= 280	4800
Departmental Head's office	1	150

Common work space	12	250
Professor's workspace	3	300
Associate Professor's workspace	3	300
Senior Lecturer's workspace	3	300
Junior lecturer's workspace	3	300
Dean's office	1	150
DCO office	1	150
Total (Without classrooms)		1900

Pharmacy Labs

Function	Number of users	Area (sft)
Pharmaceutical tech lab	25	600
Biopharmaceutical lab	25	600
Physiology lab	25	600
Research lab	25	400
Total		2200

Department of Business Administration

Function	Number of users	Area (sft)
Classrooms	35x25= 875	15000
Departmental Head's office	1	150
Common work space	40	800
Professor's workspace	3	300

Associate Professor's workspace	3	300
Senior Lecturer's workspace	3	300
Junior lecturer's workspace	3	300
Dean's office	1	150
DCO office	1	150
Total (Without classrooms)		2450

Department of Law

Function	Number of users	Area (sft)
Classrooms	35x15= 525	9000
Departmental Head's office	1	400
Common work space	15	150
Professor's workspace	3	300
Associate Professor's workspace	3	300
Senior Lecturer's workspace	3	300
Junior lecturer's workspace	3	300
Dean's office	1	150
DCO office	1	150
Total (Without classrooms)		2050

Department of Public Health

Function	Number of users	Area (sft)
Classrooms	35x3= 115	1800
Departmental Head's office	1	150
Common work space	12	250
Professor's workspace	3	300
Associate Professor's workspace	3	300
Senior Lecturer's workspace	3	300
Junior lecturer's workspace	3	300
Dean's office	1	150
DCO office	1	150
Total (Without classrooms)		1900

Department of Sociology

Function	Number of users	Area (sft)
Classrooms	35x6= 210	3600
Departmental Head's office	1	150
Common work space	10	200
Professor's workspace	3	300
Associate Professor's workspace	3	300
Senior Lecturer's workspace	3	300
Junior lecturer's workspace	3	300

Dean's office	1	150
DCO office	1	150
Total (Without classrooms)		1850

Chapter 5

Case Studies

1.1 IIM University, Ahmedabad

Architects: Louis Kahn

Typology: Educational Architecture / University

Location: Vastrapur, Ahmedabad, Gujarat, India

Project year: 1974

The Indian Institute of Management Ahmedabad, also called IIM Ahmedabad or just IIMA, is an administration organization situated in Ahmedabad, Gujarat, India. The old grounds was structured by Louis Kahn, who was a type of uncovered block engineering. The most unmistakable highlights of the arrangement are the various curves and square block structures with hovers cut out in the façade. The broad complex incorporates a library, showing offices and private structures. Kahn began taking a shot at this task from 1962. Its 60 sections of land region. He structure this foundation with his way of thinking. For Kahn, the structure of the organization was something beyond effective spatial arranging of the homerooms; he started to scrutinize the plan of the instructive framework where the study hall was only the main period of learning for the understudies. Its passage and court become another focal point of learning and study hall transform into a conventional sitting territory for the start of learning. He utilized local materials to reflect Indian culture in elevation.

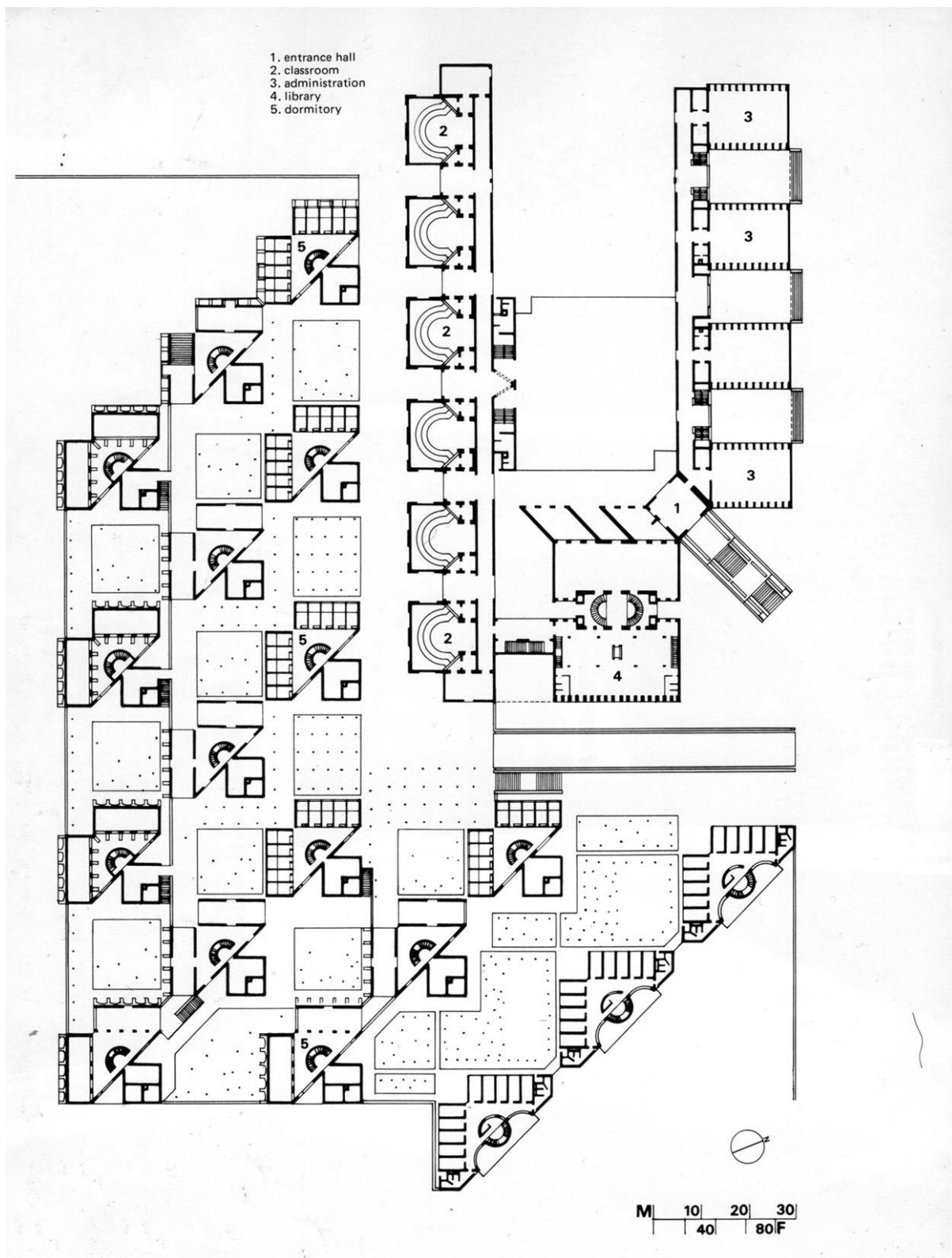


Figure 9: Plan of IIM.

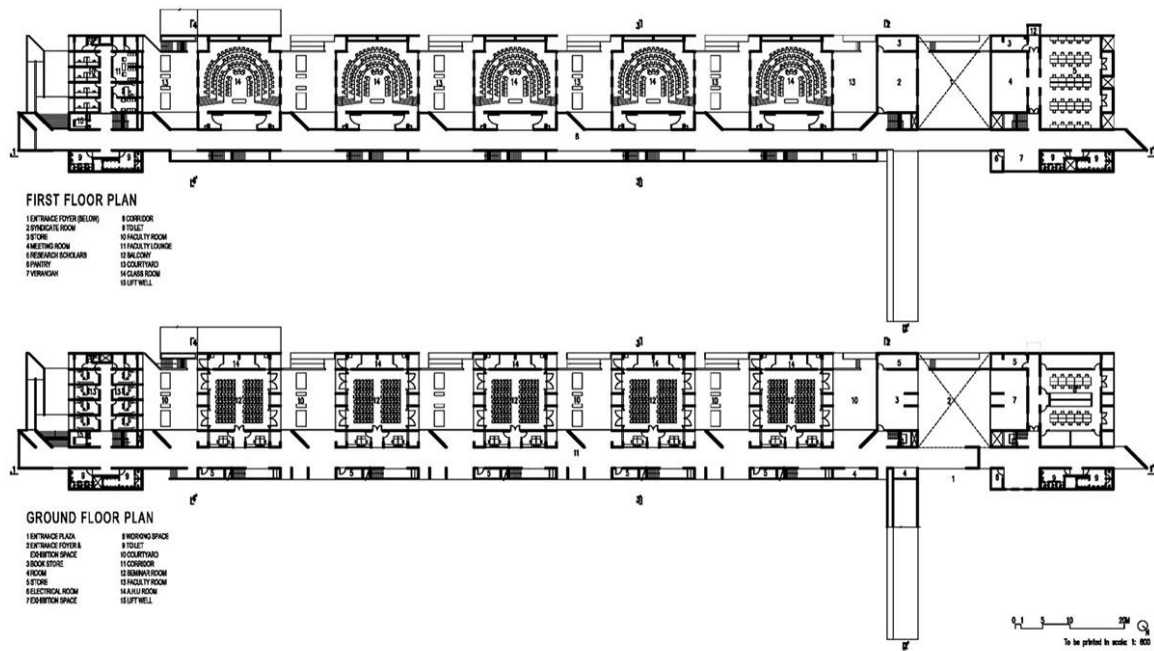


Figure 10: Plans of IIM.

The calculated reconsidering of the instructive practice changed a school into a foundation, where training was a community oriented, and cross-disciplinary exertion happening all through the study hall. In a great part of similar ways that he moved toward the structure of the National Assembly Building in Bangladesh, he actualized similar systems in the Indian Institute of Management with the end goal that he joined neighborhood materials (block and concrete) and enormous geometrical façade extractions as praise to Indian vernacular design. It was Kahn's strategy for mixing present day design and Indian custom into an engineering that must be applied for the Indian Institute of Management. The huge exterior oversights are preoccupied examples found inside the Indian culture that were situated to go about as light wells and a characteristic cooling framework shielding the inside from India's unforgiving desert atmosphere. Despite the fact that the permeable, geometric façade goes about as channels

for daylight and ventilation, the porosity took into consideration the formation of new spaces of social event for the understudies and personnel to meet up.

Together, Kahn's reconsidering of the customary standards of India's instructive framework alongside a gathering of eager industrialists made one of the most looked for after, persuasive, and tip top business colleges on the planet. Lamentably, Kahn was not able see his structure happen as expected as he had passed on in New York City in 1974 preceding the task was done. Nonetheless, there is no doubt whether his structure had totally changed the manner by which present day engineering builds up itself in one's way of life.



Figure 11: Campus of IIM.



Figure 12: Campus of IIM.



Figure 13: View of outside from geometric punch.

1.2 IIM, Bangalore

Architects: B V Doshi

Typology: Educational Architecture / University

Location: Bangalore

Project year: 1973

The IIMB grounds was structured by praised modeler B V Doshi. The grounds is a goal and a journey for understudies of design and rehearsing planners, with the engineering of the scholastic and authoritative squares turning into a contextual investigation. Finished in 1983, the first stone engineering is currently supplemented by the greenery, similarly as B V Doshi had expected.

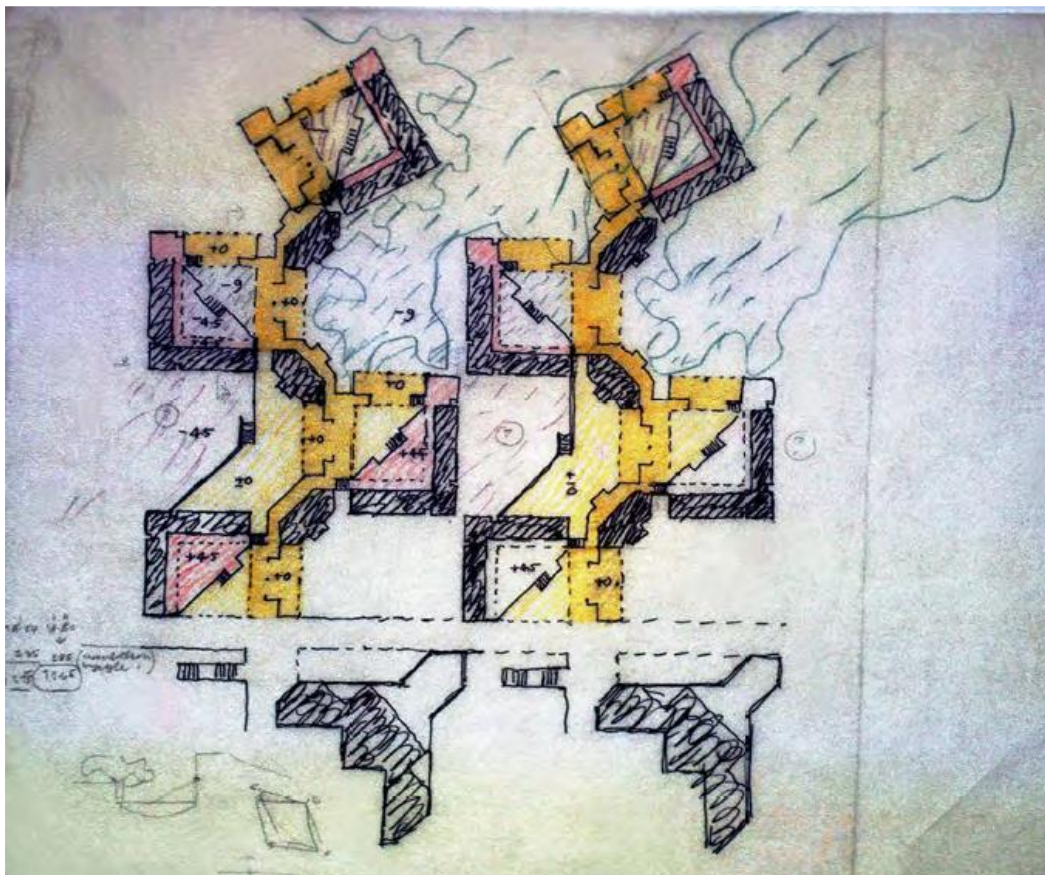


Figure 14: Conceptual Zoning of IIM

The designer, B V Doshi, accomplished this vision by connecting a system of passageways, yards and outer spaces taking into account future expansions. As one of only a handful scarcely any Indian modelers known and regarded universally, B V Doshi is regularly presented as a man who prepared in his specialty under Le Corbusier and Louis Kahn, a proclamation that however exact, will in general credit his accomplishment to their characters as opposed to his very own ability. IIMB's plan upsets this assumption, indicating us a profoundly unique, inventive individual who is as much enamored with design as he is with life and learning.

Fatehpur Sikri's yards and the nurseries of Bangalore converged in B V Doshi's inner being. He got the nurseries and put them in the yards, and the vision for a 'glocal' grounds was conceived. Rather than patios that are dry and unbending, he made green hallways, which take into account scholarly trades to be conveyed past the study hall. The plan of IIMB mirrors the draftsman's ideal feeling of scale, extent and light. From the logo that depicts the beams of the rising sun to the structure of the IIMB intricate, light assumes a pivotal job. The interchange of dividers and openings, light and shadows, and solids and voids change the character of the principle working during various occasions of the day and during various seasons. The high halls are now and then open; now and again mostly secured with lookout windows and some of the time with just pergolas to elevate the spatial experience. The width of the passageways is balanced to take into consideration easygoing seating. Access to study halls and regulatory workplaces is given through these passageways. The plan offers understudies and staff the capacity to see and feel nature in any event, when inside the homeroom. The focal yard or the focal pergola gives one the sentiment of being in a spot not obscure to one's internal being. The yards and passageways are delicate to the Indian setting of network and condition. They are exercises in musicality and creation. They show that the inside must be pertinent to the outside, and that life, workmanship and engineering can exist together. The IIMB grounds was

conceived as a spot to be occupied, as a spot to encourage the course of human collaboration. The structure in this manner saves vitality – human or mechanical, upgrades advances, embraces imaginative methods for building and uses elective materials. Three-celebrated lobbies, open quadrangles with sufficient territory for greenery, daylight spilling in through pergolas, geometrical rooftops and an unpleasant surface completion are the one of a kind highlights of this plan. IIMB's plan subsequently symbolizes a profound comprehension of the past and an agreeable association with the present.

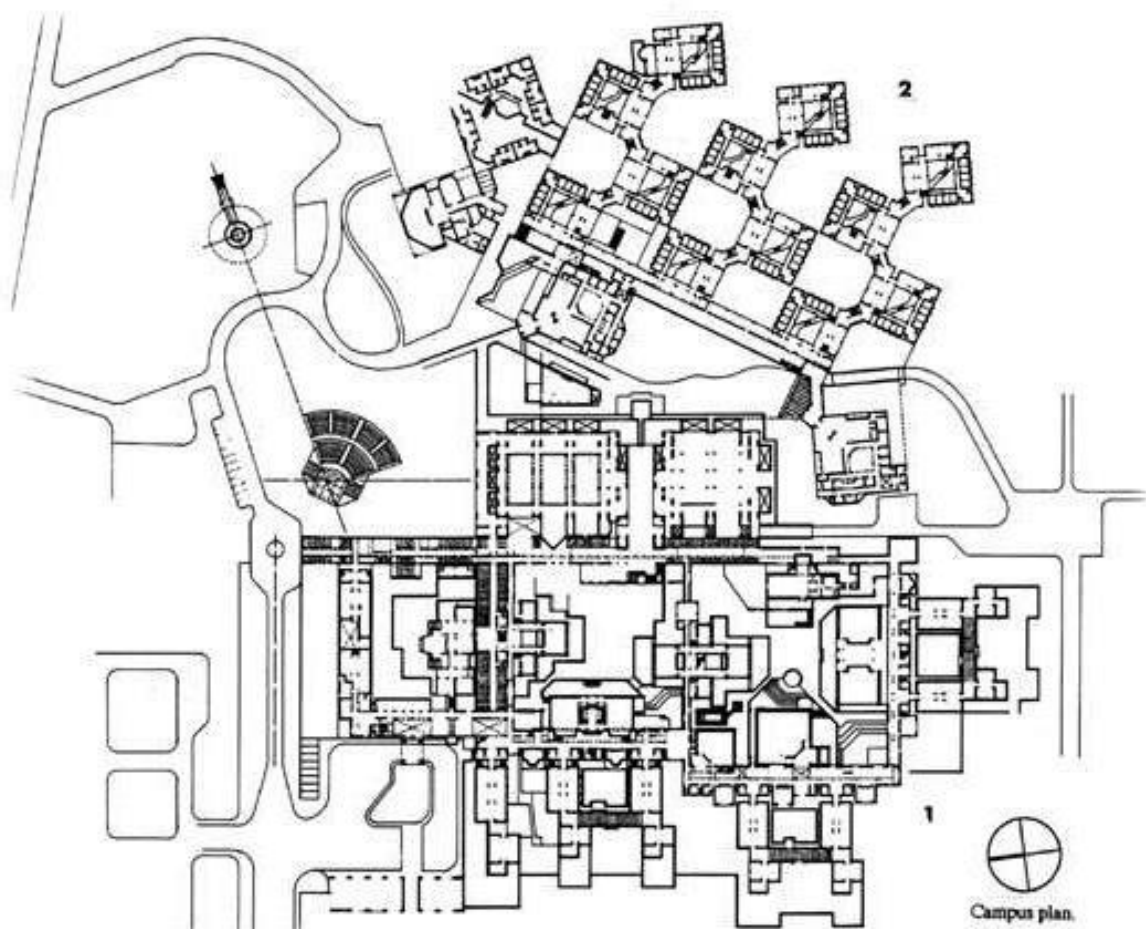


Figure 15: Plan of IIM.

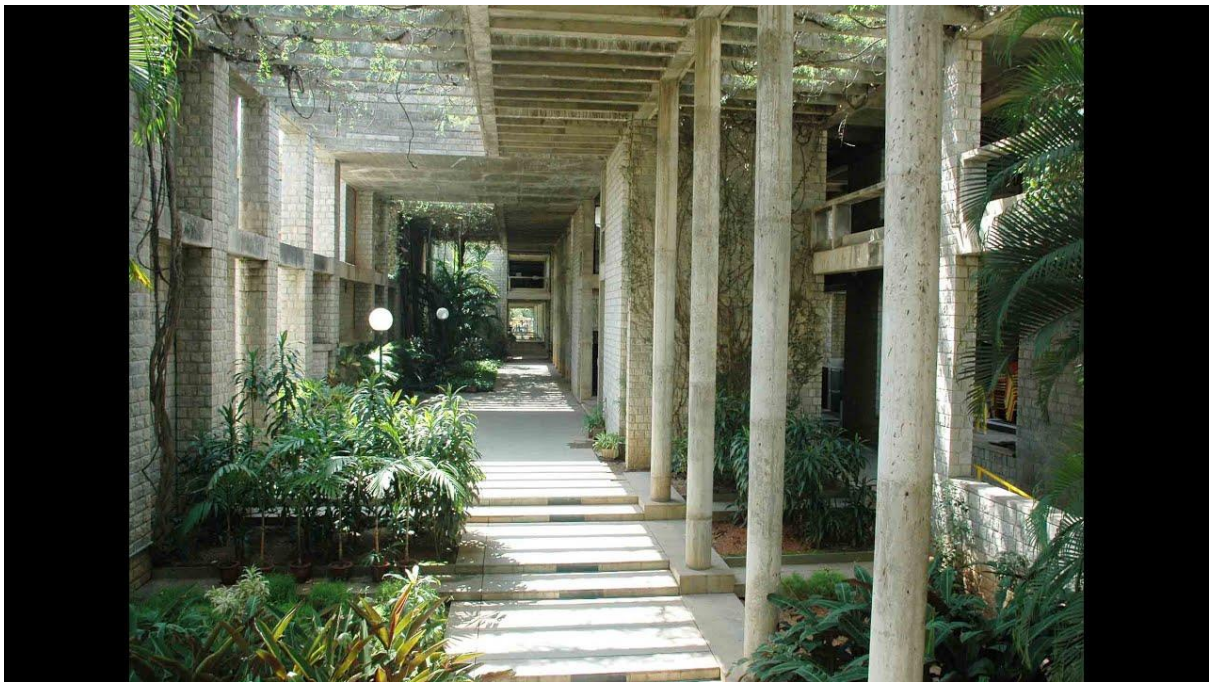


Figure 16: Campus of IIM.



Figure 17: Campus of IIM.

Chapter 6

Design Development

1.1 Design Considerations

1. The site is an irregular shape, almost and rectangle with one side having a curvature and one side narrowing down even more. It is a linear site with openings on both side. So naturally it makes sense to put masses along its length. However, the site is exposed toward East and West (long side) and has little exposure towards North and South (short side) making it challenging to place mass along its length. Masses has to be put on transverse direction mostly.
2. The site is situated just beside a junction of an express highway and secondary road of 60 feet width. Vehicular entry should have been on the other side of the site where there is another road available. However, that road on the backside is only 20 feet wide and not sufficient enough accommodate major vehicular traffic during rush hour. So the vehicular main entry is proposed on the front side of the site. It has been stretched into the site long and wide enough to compensate for traffic congestion. There is proper vehicular entry, drop off, way down to basement and loop for pickup on one single path.
3. It is a very narrow site with two openings on two roads of varying width. Since the vehicular entry had to be put on front side of the site, the backside can be privileged with huge pedestrian access and grand plaza with greens surrounding it.
4. While following maximum ground coverage rule and also considering the long stretched vehicular path, I had to face challenge of putting mandatory green space on the site. So I put a lot of green space one the back of the site where pedestrian path is semi-paved surface and rest is soak able green.

5. There is lack of waterbody in the residential area on South-East of site. Though there is Turag River on North-West, it felt like the site needed a waterbody of its own to create a gesture of being close to nature.
6. Private universities campuses in our country have always been looked upon as closed, restricted and private space. But as I have mentioned before, internationally universities are focusing on opening up their campus more to people as a gesture of welcoming everyone to get enlightenment and also to care for students' mental growth as it is recommended that open environment helps with mental health. So, the design has been done in such way that it opens up to the nature and space as much as possible without causing disturbance on privacy, where it is needed.

1.2 Concept

1. The linear site that can provide opening from both side has encouraged me to make a long thoroughfare that can give people the sense of connectivity and welcome them towards the site. It gives continuous visual and spatial connection that is filled with other recreational functions and spaces to interact with.
2. As the site is exposed majorly towards East and West, I had to place the masses on facing North and South, thus minimizing heat gain from direct sunlight.
3. Placing of the masses blocks direct air from south to some extent. So, the masses needed to be opened up. There are punches on them to let air pass.
4. For structural and functional needs the cores cannot be placed in the middle of the site as it will block the thoroughfare. So, the cores had to be placed on opposite sides of each masses.

1.3 Conceptual Diagrams

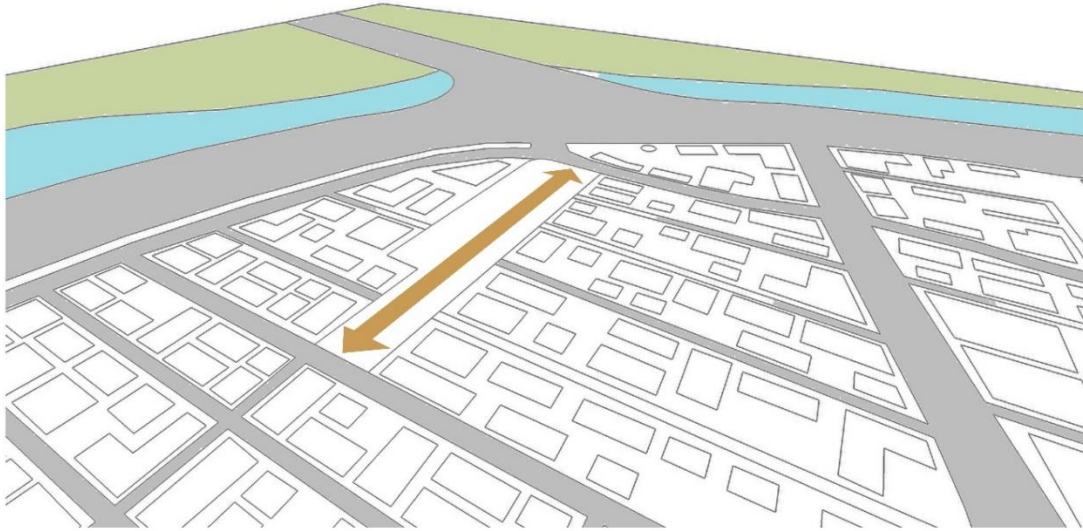


Figure 18: Public access and thoroughfare.

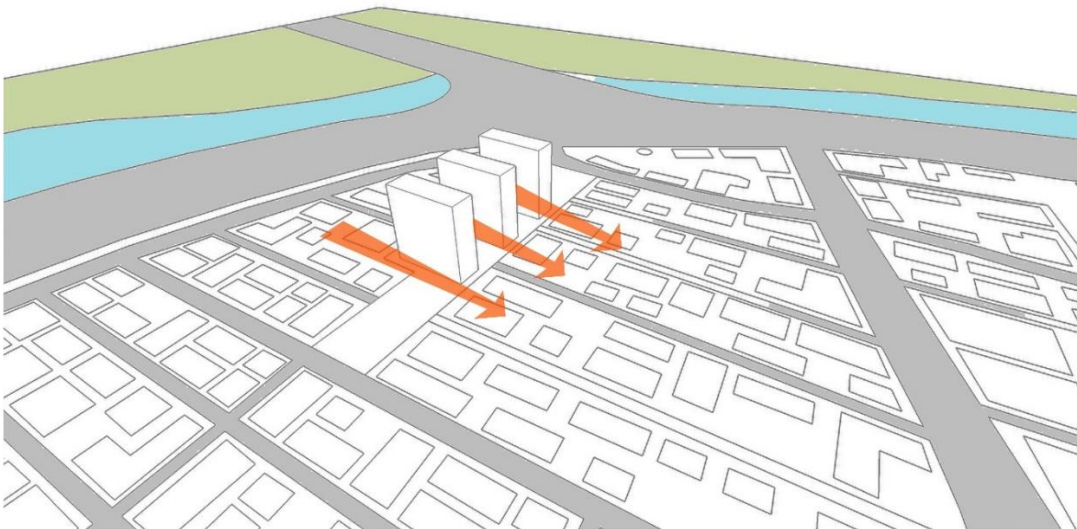


Figure 19: Minimizing heat gain.

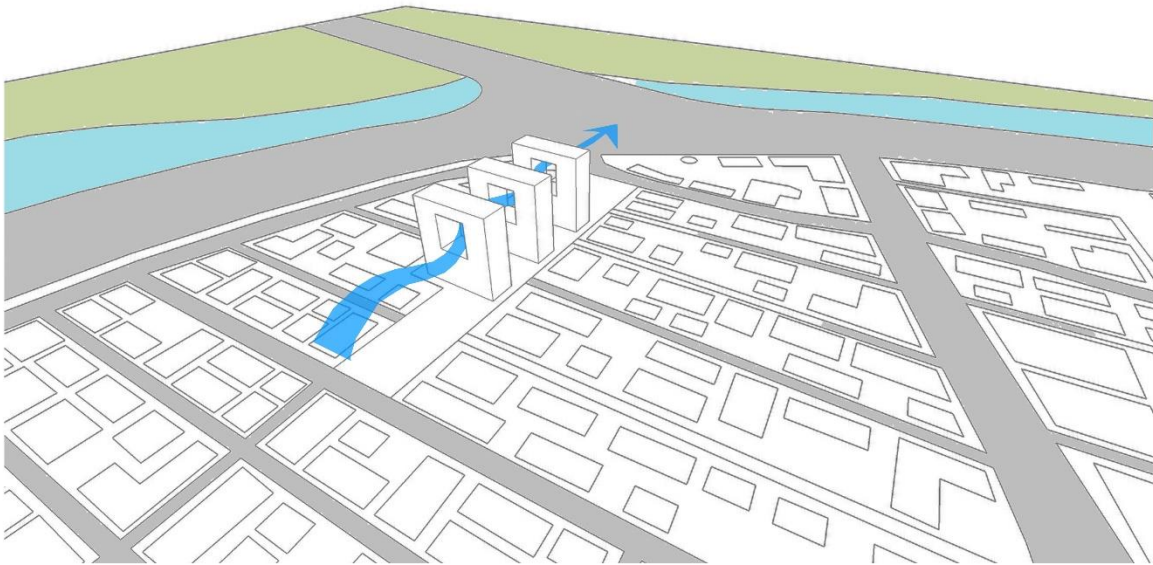


Figure 20: Natural ventilation.

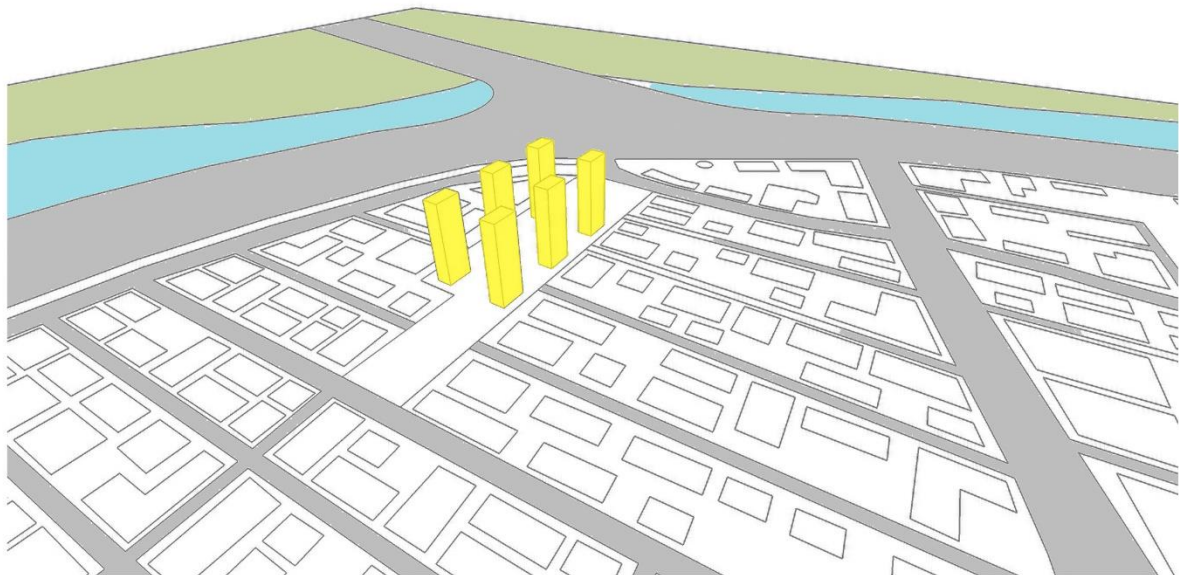


Figure 21: Location of cores.

1.4 Drawings

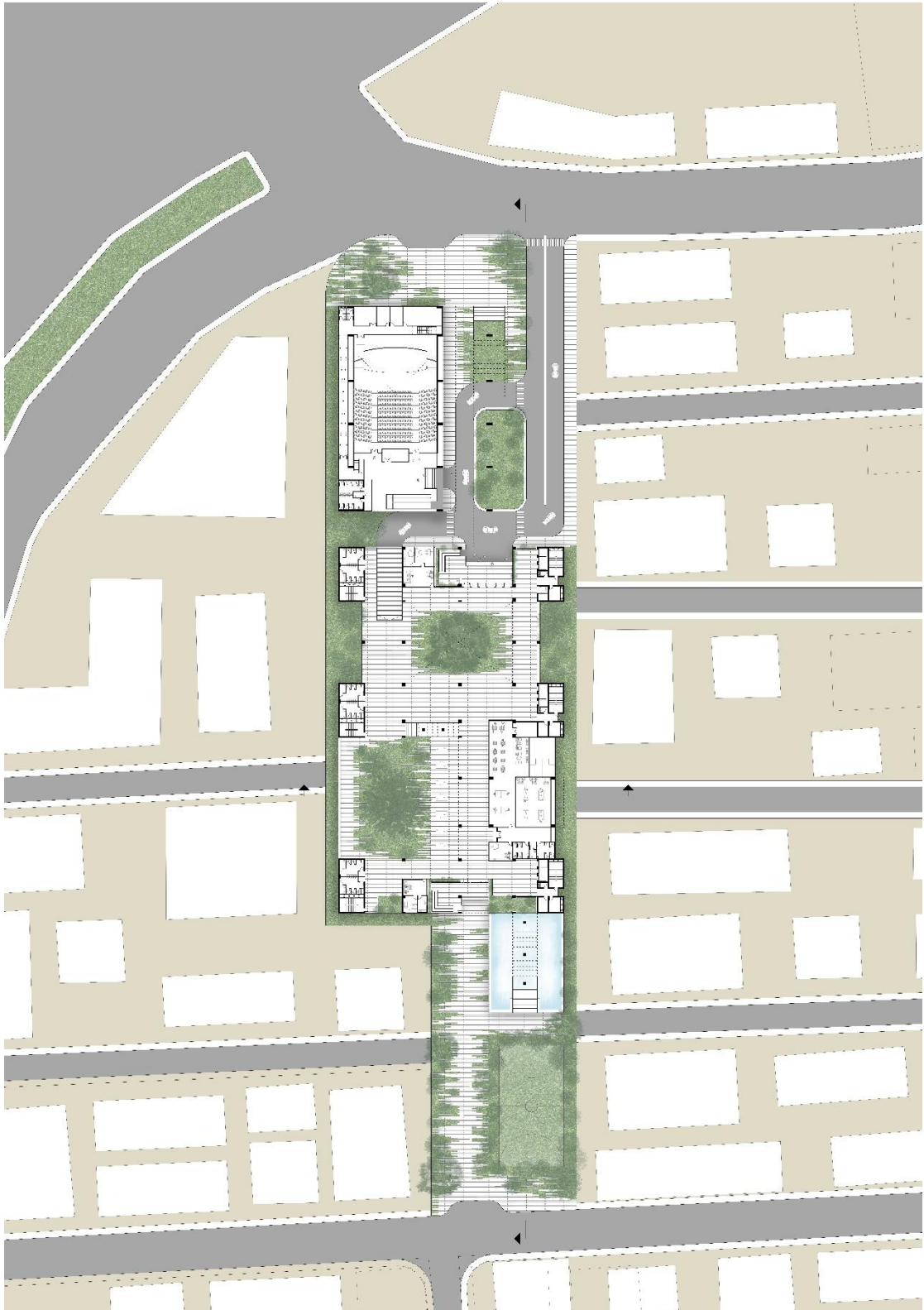
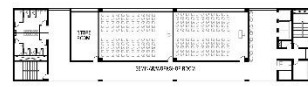


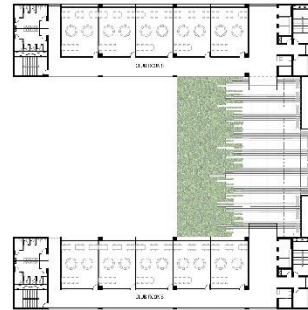
Figure 22: Ground Floor Plan.



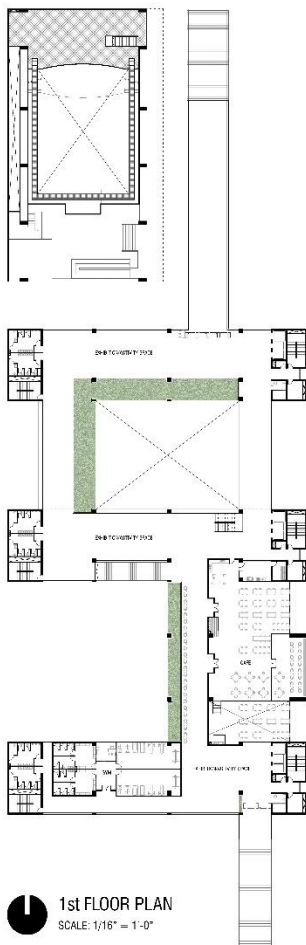
2nd FLOOR PLAN
SCALE: 1/16" = 1'-0"



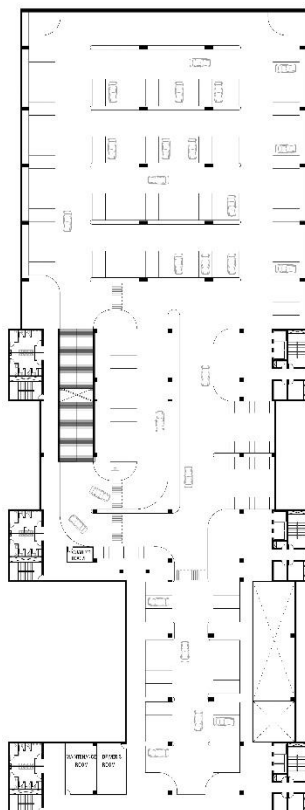
3rd FLOOR PLAN
SCALE: 1/16" = 1'-0"



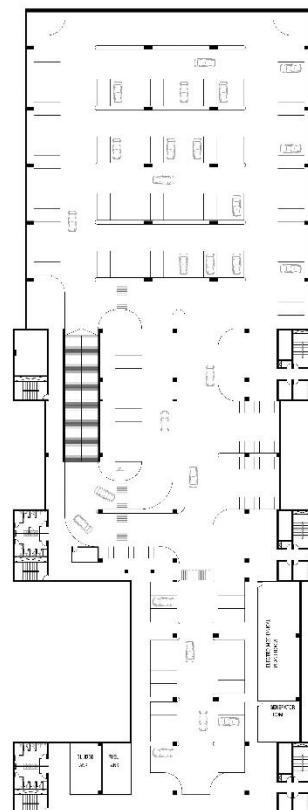
4th FLOOR PLAN
SCALE: 1/16" = 1'-0"



1st FLOOR PLAN
SCALE: 1/16" = 1'-0"



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



BASEMENT 2
SCALE: 1/16" = 1'-0"

Figure 23: Plans.



Figure 24: Plans.



Figure 25: East Elevation.

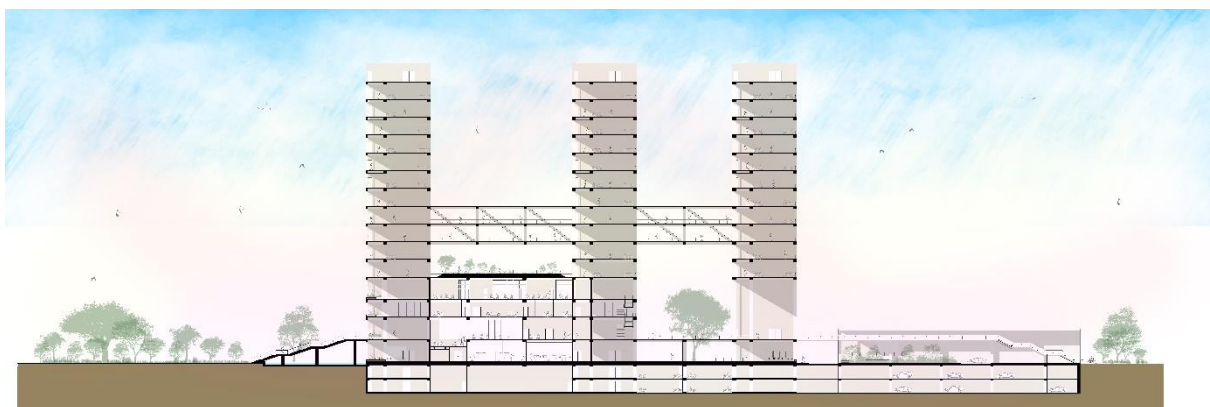


Figure 26: Long Section.

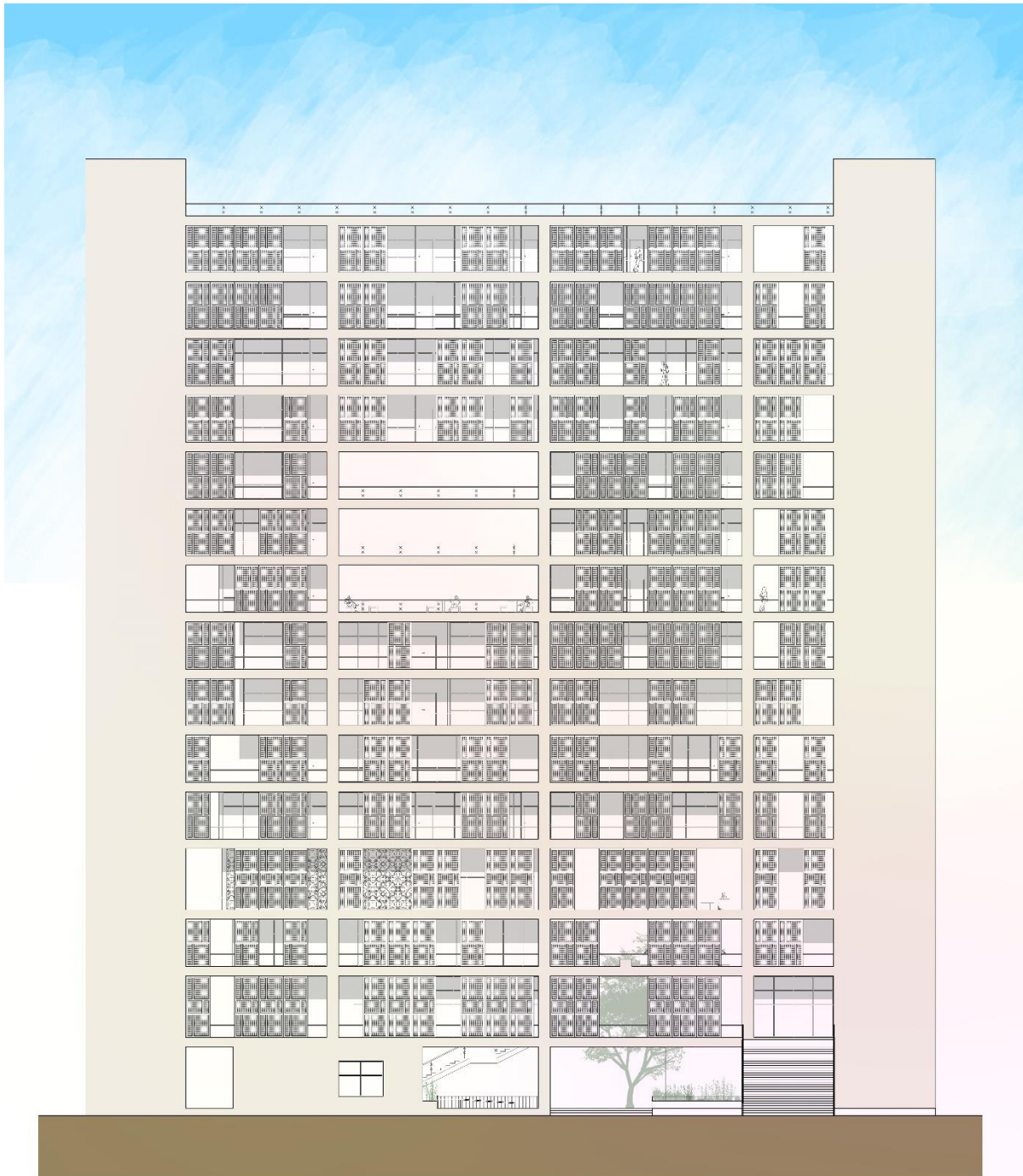


Figure 27: South Elevation.

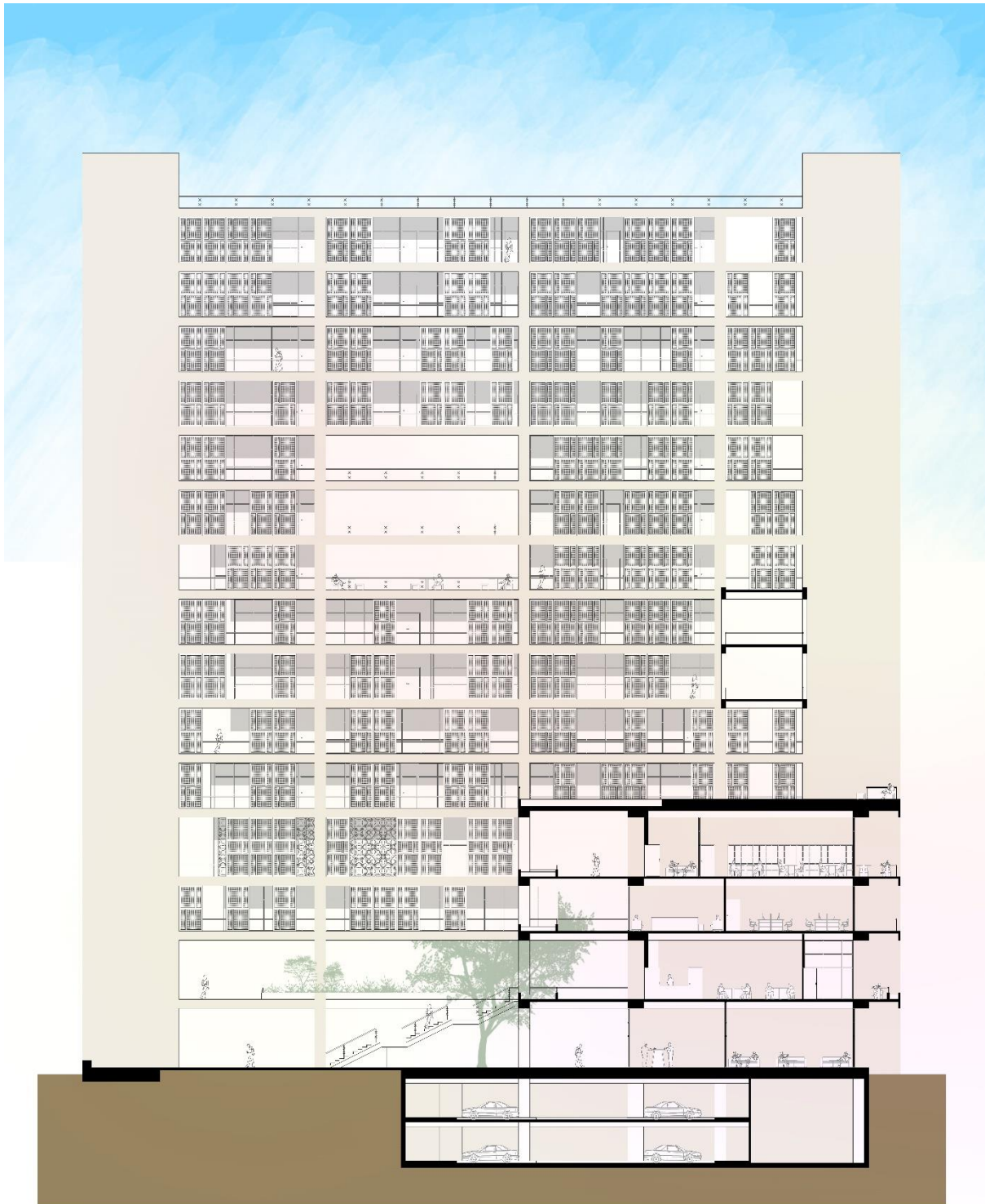


Figure 28: Short Section.

1.5 Images of model

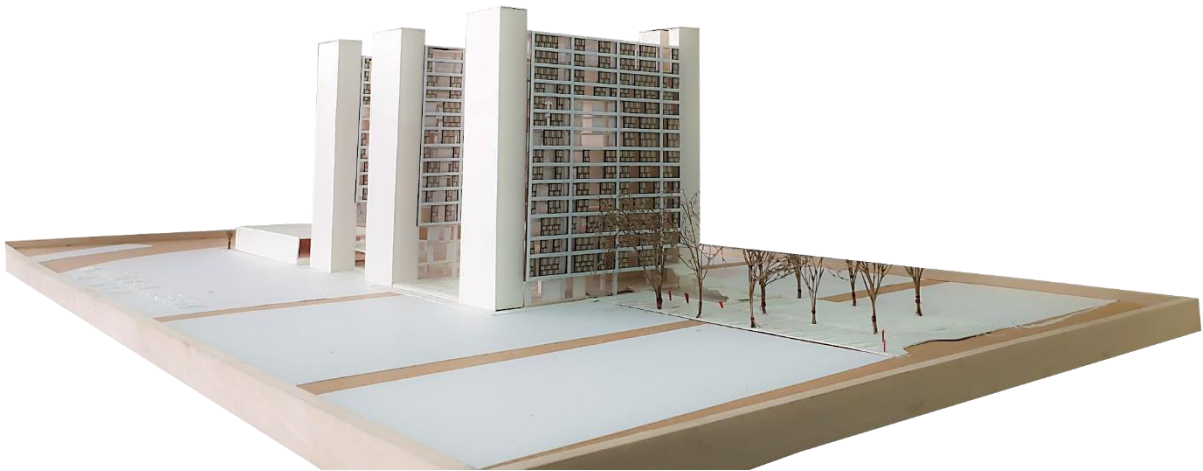


Figure 29: Image of Model.

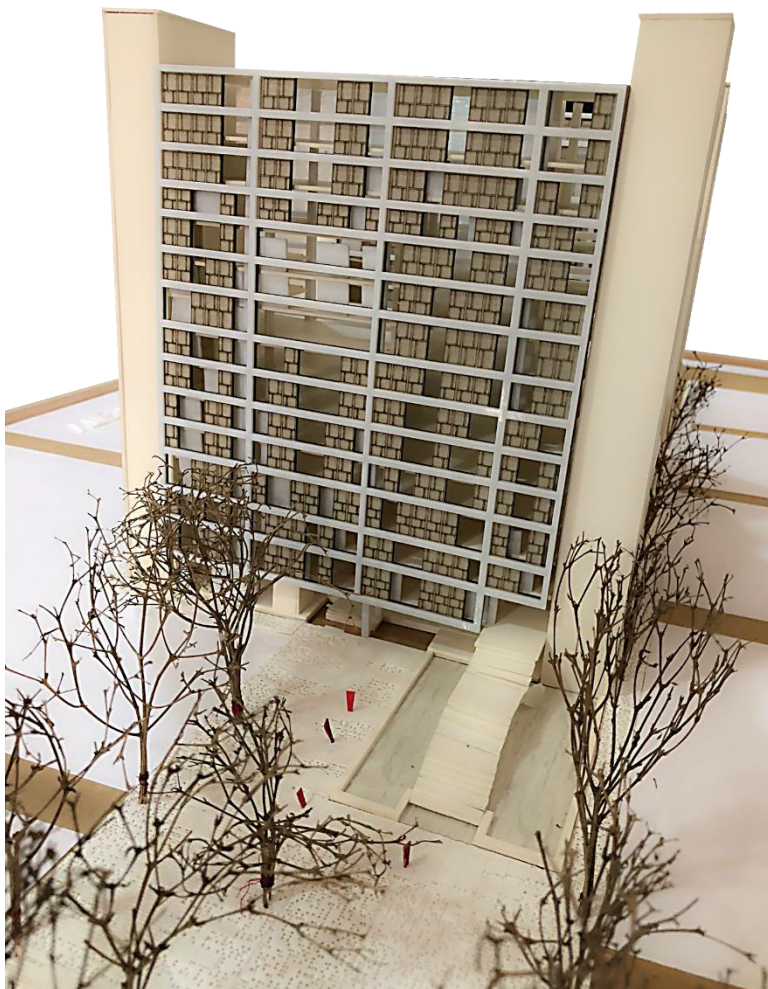


Figure 30: Image of Model.



Figure 31: Image of model.

Conclusion

A university campus must be an encounter for its client. A spot where information is shared, applied, tested. A spot where anybody can participate in the learning procedure. Not to be a particular fringe for information sharing procedure. A grounds can be a learning focus all in all. An instructive organization with its exercises not just assist understudies with learning in a superior manner yet additionally legitimize the estimation of information. A grounds not just has sway on its client inside it yet additionally the environment. It makes the pith of a holy space, open for all. A spot can outline the eventual fate of its environment.

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