

THESIS REPORT ON
“PRE-PRIMARY SCHOOL IN LUCKNOW UTTAR PRADESH”

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF:

BACHELOR OF INTERIOR DESIGN

BY

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(ROLL NO.1210107005)

THESIS GUIDE

AR. VERSHA VERMA



SESSION

2023-24

TO THE
SCHOOL OF ARCHITECTURE AND PLANNING
BABU BANARASI DAS UNIVERSITY
LUCKNOW

**SCHOOL OF ARCHITECTURE AND PLANNING
BABU BANARASI DAS UNIVERSITY, LUCKNOW
(U.P.).**

CERTIFICATE

I hereby recommend that the thesis entitled-“PRE-PRIMARY SCHOOL” IN LUCKNOW UTTAR PRADESH, prepared by DIVYA KORANGA under the supervision, is the bonafide work of the students and can be accepted as partial fulfillment of the requirement for the degree of Bachelor’s degree in Interior Design, School of Architecture and Planning, BBDU, Lucknow.

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Recommendation Accepted

Not Accepted

External Examiner

External Examiner

ACKNOWLEDGEMENT

Our hard work never shines if do not convey our heart feel gratitude to those people from whom we have got considerable support and encourage during this project.

To start with. First and foremost gratitude towards almighty GOD for his blessings. Then I would like to thank all my faculty members who have supported and guided me all these memorable 4 years.

I would like to thank my thesis coordinator Ar. Shailesh Kumar Yadav and Ar. Versha Verma who left no stone unturned to shape our thesis in the best possible way and also for his untimely help whenever required.

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I have put in my best of efforts and worked day and night to make this project a successful.

Hope u too will appreciate my endeavor.

THANKING YOU

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Certificate of thesis submission for evaluation

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3. Thesis Title : PRE-PRIMARY SCHOOL IN LUCKNOW
4. Degree for which the thesis is submitted: BACHELOR OF INTERIOR DESIGN
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7. Specification regarding thesis format have been closely followed. Yes / No
8. The content of the thesis have been organized based on the guidelines. Yes / No
9. The thesis has been prepared without resorting to plagiarism Yes / No
10. All the sources used have been cited appropriately Yes / No
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Name:

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DECLARATION

I hereby declare that the work done in this thesis project is my own work and I have collected the data from various sources, which I have duly acknowledged in my report.

DATE:

Place: Lucknow

Year: 2024-2025
Design

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THESIS TITLE: PRE-PRIMARY SCHOOL

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Examiner)

(Sign of external

(Sign of H.O.D)

Department)

(Sign of Dean of

ABSTRACT

The thesis paper concerns about the formation of interior perceptions in primary school. The environment forms, basis of many behavioral traits.

the education spaces must be given utmost importance while keeping mind the standards and principal . It will lead to creating and environment that would be psychological interest in child development .

The design and structure of the educational space positively impact the children as it helps in both physical and mental growth.

The employment of these ideas would be beneficial in the children's overall development considering their and mental abilities.

It has been recognized for many years that children learn from direct experiences with their surrounding environments.

Considering children spend the majority of their early lives occupying school buildings, the quality of this built environment is important as it is thought to have an impact on their learning, social development and well-being.'

The interior design of school environments, has been constantly evolving with the need for new and improved school buildings coupled with significant changes in education over the past few decades.

Use of creative methods, providing an understanding of primary school buildings through the children's eyes, giving them a voice within the research.

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CHAPTER – 01

INTRODUCTION

TOPIC: PRIMARY SCHOOL

LOCATION: LUCKNOW

INTRODUCTION: Primary education is a foundational stage in a child's academic journey, laying the groundwork for future learning and development. The design, environment, and quality of primary schools significantly influence student outcomes, well-being, and educational experiences. Effective primary education is crucial for fostering cognitive, social, and emotional growth, and its impact can be seen in students' future academic success and personal lives. This thesis explores the impact of primary school design on student learning outcomes, with a focus on creating inclusive and supportive learning environments that promote academic achievement, well-being, and social development. Specifically, this research will examine the relationship between primary school design, teacher effectiveness, and student outcomes, aiming to contribute to the understanding of how primary schools can support effective learning, inclusivity, and student success.

HISTORY AND BACKGROUND:

Evolution of Primary Education

1. **Ancient Civilizations:** Early forms of primary education existed in ancient civilizations, such as Greece and Rome, where children received basic education in reading, writing, and arithmetic..
2. **Middle Ages:** During the Middle Ages, primary education was primarily provided by monasteries and churches, focusing on religious instruction and basic literacy.
3. **Industrial Revolution:** With the Industrial Revolution, primary education became more formalized, and governments began to establish public schools to provide basic education to the masses
4. **20th Century:** In the 20th century, primary education continued to evolve, with an increasing focus on child-centered learning, inclusivity, and diversity.

Development of Primary Schools

1. **Curriculum Development:** Primary school curricula have evolved to include a range of subjects, such as mathematics, language arts, science, and social studies.
2. **Teaching Methods:** Teaching methods have also changed, with a greater emphasis on student-centered learning, technology integration, and differentiated instruction.
3. **Infrastructure Development:** Primary school infrastructure has improved, with modern facilities, safe learning environments, and access to resources and technology.

Challenges and Opportunities

1. **Equity and Access:** Ensuring equitable access to quality primary education remains a challenge, particularly in underserved communities.
2. **Teacher Training:** Providing ongoing professional development for primary school teachers is essential to support effective teaching and learning.
3. **Innovation and Technology:** Leveraging technology and innovative approaches can enhance primary education, but also requires careful consideration of implementation and equity.

AIM AND OBJECTIVE:

Aim

The primary aim of primary schools is to provide a foundational education that enables children to develop their cognitive, social, emotional, and physical abilities, preparing them for future academic success and lifelong learning.

Objectives

Some common objectives of primary schools include:

1. **Academic Foundation:** Provide a solid foundation in core subjects like language, mathematics, science, and social studies.
2. **Cognitive Development:** Foster critical thinking, problem-solving, and creativity skills.
3. **Social and Emotional Development:** Promote social skills, emotional intelligence, and well-being.
4. **Character Development:** Encourage values like respect, empathy, and responsibility.
5. **Preparation for Future Learning:** Prepare students for future academic challenges and lifelong learning.

SCOPE:

The scope of primary school encompasses various aspects:

Academic Scope

1. Foundational Education: Primary school provides foundational education in core subjects like language, mathematics, science, and social studies.
2. Curriculum Development: Primary schools follow a curriculum that outlines learning objectives, content, and assessment methods.

Developmental Scope

1. Cognitive Development: Primary school fosters cognitive development, including critical thinking, problem-solving, and creativity.
2. Social and Emotional Development: Primary school promotes social and emotional development, including social skills, emotional intelligence, and well-being.

Holistic Scope

1. Physical Education: Primary schools often include physical education to promote physical development and health.
2. Extracurricular Activities: Primary schools may offer extracurricular activities to promote creativity, teamwork, and leadership.

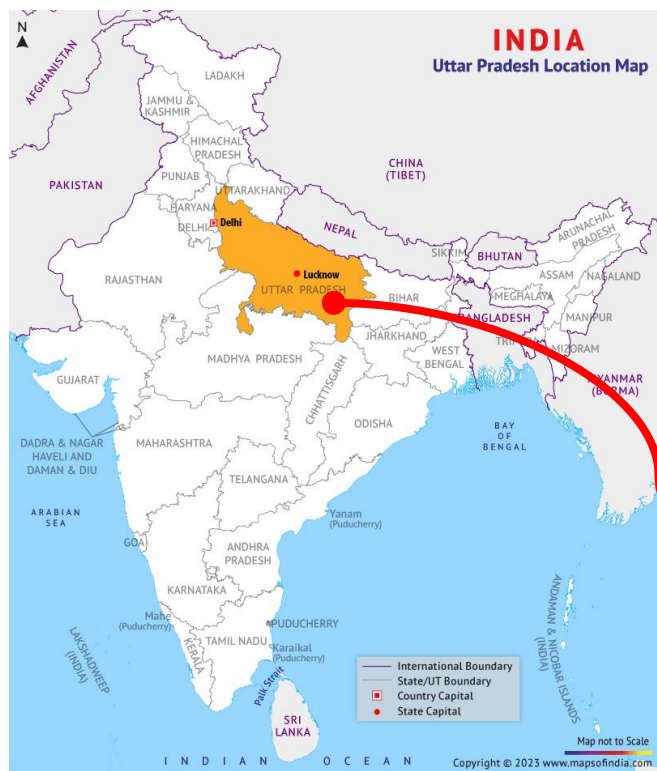
Community Scope

1. Parent-Teacher Interaction: Primary schools often involve parents and guardians in the educational process through regular interactions and events.
2. Community Engagement: Primary schools may engage with the local community through outreach programs, events, and partnerships.

Future Preparation

1. Preparation for Secondary Education: Primary school prepares students for secondary education by developing their academic skills and knowledge.
2. Lifelong Learning: Primary school lays the foundation for lifelong learning by promoting a love for learning, critical thinking, and problem-solving skills.

SITE:



MAJOR REQUIREMENTS OF THE PROJECT:

- Director's Office
- Principal's Office with Assistant Desk
- Admission Office
- Accounts Office
- Conference Room
- Staff Room
- Toilet
- Library
- Computer Lab
- Maths Cum Stem Lab
- Science Cum Composite Lab
- Auditorium

AIM AND OBJECTIVE:

The aim of a pedagogical center is to improve teaching practices and student learning outcomes by providing teachers with professional development opportunities, resources, and support to enhance their pedagogical skills, often focusing on innovative teaching methods, curriculum design, and assessment strategies; essentially, it aims to elevate the quality of education by fostering better teaching practices within an institution or community.

Key objectives of a pedagogical center might include:

Supporting teacher development : Offering workshops, seminars, and training programs on diverse teaching methodologies, differentiated instruction, and effective classroom management techniques.

Curriculum development: Assisting teachers in designing engaging and relevant curricula aligned with learning objectives and student needs.

Promoting reflective practice : Encouraging teachers to critically analyze their teaching practices and identify areas for improvement.

Sharing best practices: Facilitating collaboration among teachers to share successful pedagogical strategies and lessons learned.

Integrating technology in the classroom: Providing training on using educational technology tools to enhance student learning experiences.

Addressing specific learning challenges: Offering support for teachers working with diverse learners, including those with special needs.

Research and evaluation: Conducting research on effective teaching practices and evaluating the impact of pedagogical interventions.

SWOT ANALYSIS:

Strengths

- 1.Experienced Faculty: Highly qualified and experienced teachers and trainers.
2. Established Reputation: Well-known and respected in the education community.
3. Comprehensive Resources: Access to modern facilities, technology, and educational materials.
4. Strong Networking: Collaborations with schools, universities, and educational organizations.
5. Flexible Programs: Offerings cater to diverse learning needs and styles.

Weaknesses

- 1.Limited Funding: Reliance on grants and donations, which can be unpredictable.
2. Insufficient Technology: Outdated infrastructure and limited digital resources.
3. High Teacher Turnover: Difficulty retaining staff due to competitive job market.
4. Limited Community Engagement: Restricted outreach and partnership opportunities.
5. Inefficient Administration: Bureaucratic processes hindering effective decision-making.

Opportunities

- 1.Growing Demand for Teacher Training: Increasing need for professional development in education.
2. Partnerships with Educational Institutions: Potential collaborations with schools and universities.
3. Government Initiatives and Funding: Availability of grants and funding for educational projects.
4. Expanding Online Presence: Opportunities for online courses, webinars, and digital resources.
5. Community Outreach and Engagement: Possibilities for partnerships with local organizations and businesses.

Threats

- 1.Competition from Other Educational Institutions: Increasing competition from established schools and universities.
2. Changes in Government Policies and Funding: Uncertainty surrounding future funding and policy changes.
3. Technological Advancements and Obsolescence: Rapidly changing technology landscape requiring continuous updates.
4. Economic Downturn and Budget Cuts: Potential reductions in funding and resources.
5. Reputation and Brand Image: Vulnerability to negative publicity and damage to reputation.

This SOWT analysis provides a comprehensive overview of the pedagogical center's internal and external environment, highlighting areas of strength and weakness, as well as opportunities and threats.

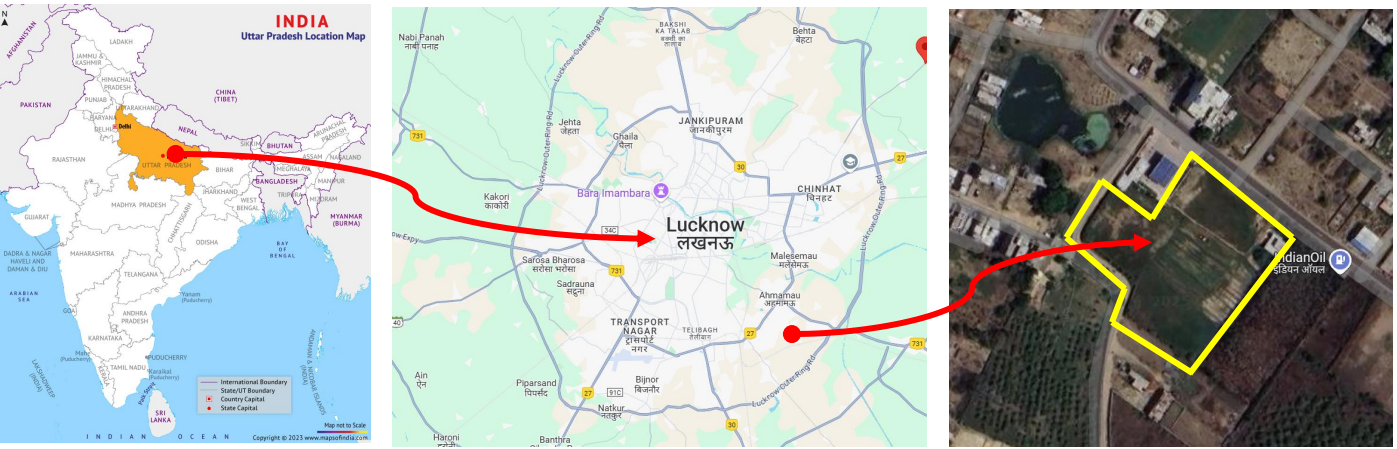
METHODOLOGY:

- Site Analysis
- Site & Surrounding
- Site Climate
- Literature Study
- Requirements Sheet
- Area Analysis
- Standard Sheet
- Concept Sheet
- Design
- Elective
- View

CHAPTER – 02

SITE ANALYSIS

SITE ANALYSIS –PRIMARY SCHOOL



LOCATION : NEAR S T P CHAURAHA, GOMTI NAGAR VISTAR, LONAPUR, LUCKNOW

SITE AREA : 54000sq/ft

BUILT-UP-AREA : 1844 sq/ft

CONNECTIVITY:

- AWDH BUS STAND- 8 km
- KESAR BAGH BUS STATION- 14.4 km
- METRO STATION (Indira Nagar)- 11.4 km
- GOMTI NAGAR RAILWAY STATION- 6.9 km
- CHARBAGH RAILWAY STATION- 14.5km
- AIRPORT (Chaudhary Charan Singh International Airport)– 22 km

NEAR BY:

- Gomti River
- Gomti Nagar Extension
- Ekana Cricket Stadium
- Phoenix Mall

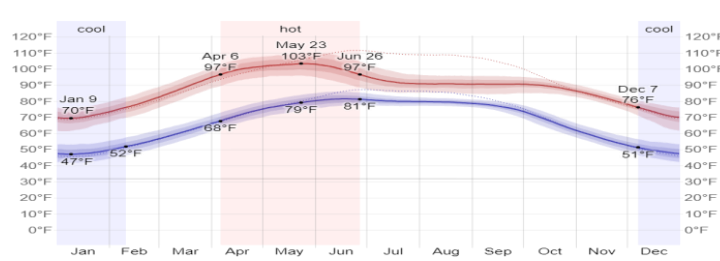
INTRODUCTION:

A pedagogical center is a place that supports teaching and learning through resources, workshops, and other activities. Pedagogy is the theory and practice of teaching, and it's based on how students learn. The history and background of pedagogical centers reflect the dynamic and adaptive nature of education. From ancient civilizations to contemporary times, pedagogical centers have played a crucial role in shaping the future of education. This provides a comprehensive foundation for understanding the evolution of pedagogical centers and their ongoing impact on education.

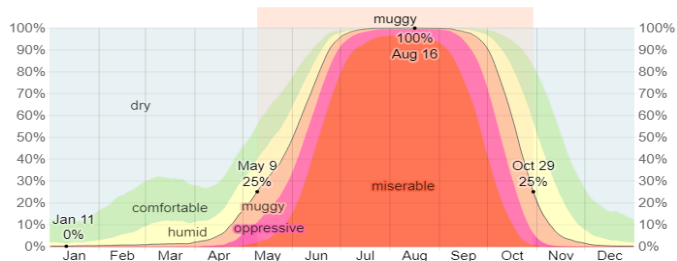


Lucknow has a warm subtropical climate with cool, dry winters from December to February and dry, hot summers from April to June. The rainy season is from mid-June to mid-September, when Lucknow gets an average rainfall of 1010 mm (40 in) mostly from the south-west monsoon winds. In winter the maximum temperature is around 21 degrees Celsius and the minimum is in the 3 to 4 degrees Celsius range. Fog is quite common from late December to late January. Summers can be quite hot with temperatures rising to the 40 to 45 degree Celsius range, the average highs being in the high 30's.

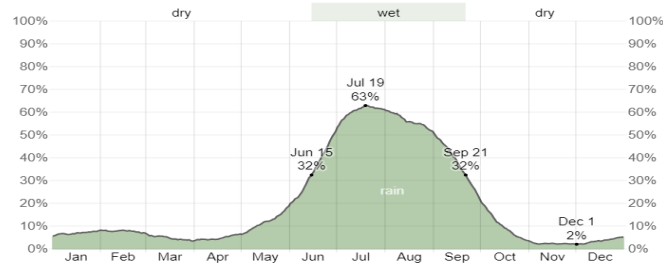
TEMPERATURE GRAPH



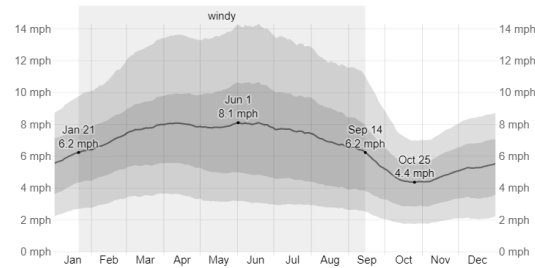
HUMIDITY GRAPH



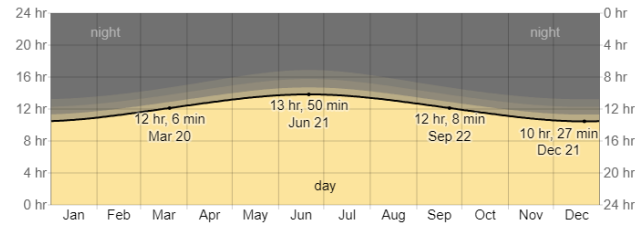
PRECIPITATION GRAPH



WIND SPEED GRAPH

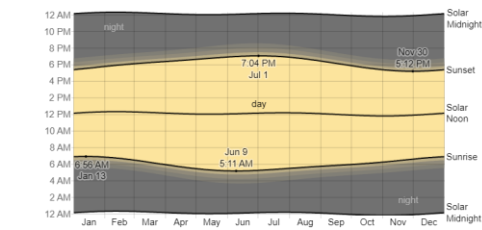


DAILY SUNSHINE GRAPH



Hours of Daylight and Twilight in Lucknow

The number of hours during which the Sun is visible (black line). From bottom (most yellow) to top (most gray), the color bands indicate: full daylight, twilight (civil, nautical, and astronomical), and full night.



Sunrise & Sunset with Twilight in Lucknow

The solar day over the course of the year 2024. From bottom to top, the black lines are the previous solar midnight, sunrise, solar noon, sunset, and the next solar midnight. The day, twilights (civil, nautical, and astronomical), and night are indicated by the color bands from yellow to gray.

CLIENT REQUIRED SPACE :

- Reception Area
- Director's Office
- Principal Office
- Accounts Office
- Admission Office
- Lift
- Pantry
- Classrooms
- Staff Rooms
- Toilets
- Activity Room
- Music Room
- Computer Lab
- Dance Room
- Library
- Laboratory
- Indoor Playing Area
- Swimming Pool
- Basketball Court
- Badminton Court
- Some Sport Planned In Terrace Space
- Utilization Of Negative Spaces Into Useful Storage Units

SITE DETAIL:

- 2 Side Road
- A Petrol Pump Near By
- 2 Story Building
- Has Lower And Upper Ground Floor
- Window Size: 6' X 5', Sill-4' Lintel 9'
- Door Lintel-9'
- Floor To Slab Height (Lower Ground Floor0):
- Room Height (Upper Ground Floor- 2nd Floor): 11'
- Classroom Size: 25' X 20'
- Laboratory Classes Size: 25'x 30'
- Toilet Size (He & She): 25' X 20'
- Lift Size: 6' X 10'
- Foyer Size: 36' X 20'
- Entrance Lobby : 36' X 30'
- Lower Ground Floor Hall : 60' X 30'

SITE IMAGES:

KEY FEATURE:

- **NATURAL NIGHT:** Large Window, Maximum Use Of Natural Light And Minimum Use Of Artificial Light.
- **Ventilation:** Large Window, Big Spaces And Classrooms And Good Slab Height Promote Good Airflow Keeps Inside Cool.



CHAPTER-03

CASE STUDY

CASE STUDY 1- KDMA WORLD SCHOOL,LOLLIPOPS (KANPUR)

- Led by KDMA school **Chairman** and group owner **Dr. Sanjay Kapoor**.
- With a vision to spread education and combat illiteracy, we laid the foundation of this temple to educate all and create as many strong pillars for the society to come.
- As we the cliché goes **“For men may come and men may go, but the river of Education will always flow”** ; with this perspective we anticipate to cater quality education and guidance to all those who wish to be a part of this legacy and form a pristine heritage of it.
- The motive of Education, in the current scenario has been merely restricted to a resource of earning livelihood, but apart from this the indispensable motive is the behavioural change, including the upliftment of each pupil’s Cognitive, Affective and Psychomotor skills.

LOCATION: Near Lifetron Hospital O-101, Awas Vikas Keshav Puram, Kalyanpur, KanpuR

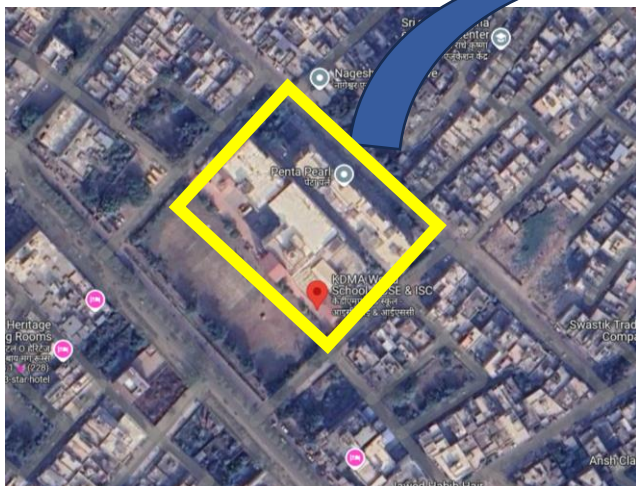
TOTAL AREA: 10000 sq.m.

BUILT-UP AREA: 5000 sq.m

COMPLETION YEAR: NOV 2012

NEAR BY:

- LIFETRON HOSPITAL
- KANPURIYA RASOI
- HOTEL SS GRAND
- PASHUPATI NATH TEMPLE



LOLLIPOP (PRIMARY SECTION):

ZONING:

Grond floor

- The island (play zone)
- Sa re ga ma pa (music room)
- Groove (dance theatre)
- Foodistan (dining)
- Paint brush (art room)

1st floor

- apple (computer lab)
- Bookworm (the library)
- Academic theme block

2nd floor

- Audio visual hall
- English lab
- Academic theme block

DANCE AND MUSIC ROOM

- Wooden flooring
- Cob lights
- Cassette ac
- Gypsum suspended ceiling



DESIGN IDIOLOGY:

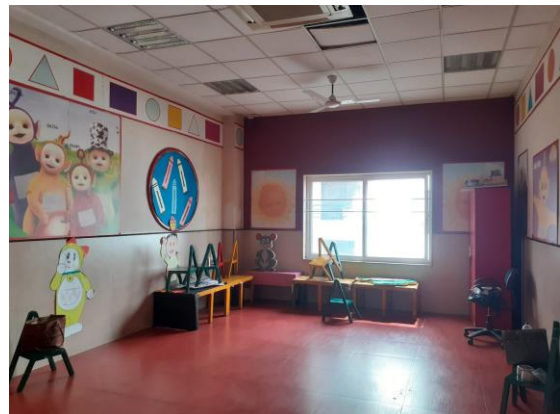
- interior is done on Disney them.
- each class different movie.
- play with pastel colour
- comfortable surrounding

RECEPTION AND PLAY AREA:

- Curve sofa with centre table
- Reception table
- Temporary partition
- 2'x2' white tiles vitrified flooring
- Gypsum and ceiling
- Cob lights
- Cassette ac
- Wallpaper
- 4' dedo with beading

CLASSROOM:

- 2'x2' red and yellow tile
- Gypsum ceiling
- Wallpaper
- Colourful walls
- Panel and cob lights
- Cassette AC's
- Table chair with standard



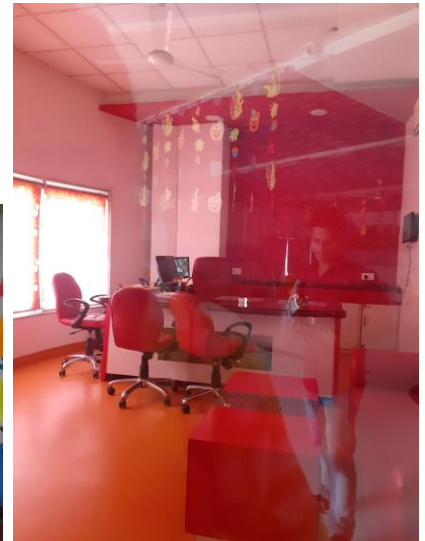
MATERIALS:

- 2'x2' tile-red, yellow and orange
- Colourful mica
- Wallpapers
- Wooden mica
- Aluminium window
- Removeable partition in bathrooms



FURNITURES:

- Table- 500mm x 780mm x 450mm
- 310mm x 290mm x 300mm
- Bathroom counter height- 900mm
- Bathroom partition-5'



RECEPTION:

- 8'x4' tiles (grey and beige)
- Pop false ceiling
- Cob lights
- Wallpaper on reception back
- Wooden mica
- Copper paint on columns
- 3+5+2 seating with a centre table
- Glass door
- Full height window
- Granite steps
- Pantry and washroom on back

CORRIDORS:

- 5'6" Dedo
- Dark ceiling and column colour
- Tube lights and spot lights
- 2'x2' grey tiles
- Moulding on walls
- Educational photo frames on wall
- Exposed ceiling but painted



CLASSES:

- 5' Dedo
- Softboards at back
- Gypsum ceiling
- Square panel light
- Terrazzo flooring
- Teacher table
- Teacher storage
- Smart board and white board



AUDITORIUM:

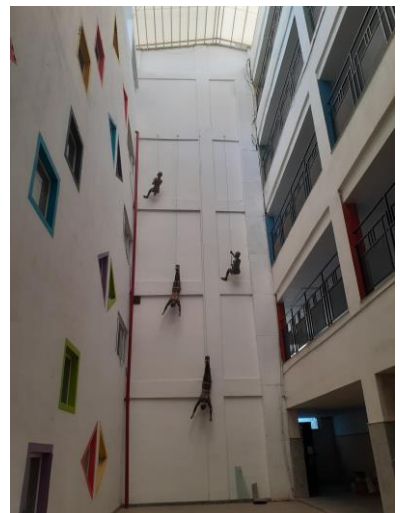
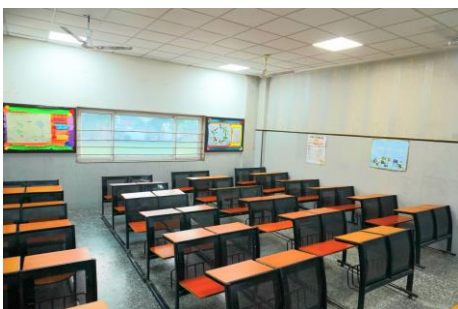
- 3'7"x14" seating steps
- Ms railing
- Carpet and wooden vinyl flooring
- Acoustic walls
- 38'x13'x2'6" stage with wooden flooring
- Ac ducts
- Panel lights on ceiling
- Gypsum ceiling

SPORTS:

- high ceiling height
- vinyl flooring for badminton court
- good light from with window
- wooden flooring
- panel lights
- gypsum ceiling
- swimming pool- pump room, storage room, separate washrooms
- 6' dedo

CO CURRICULAR ROOMS:

- Tube and spot lights
- 5' dedo
- Wooden flooring in dance and music room
- Steps in music room
- 2'x2' Kota flooring



CASE STUDY 2- JAIPURIA SCHOOL (LUCKNOW)

- Seth M.R. Jaipuria School, Lucknow has been established in memory of Late Seth Mungturam Jaipuria.
- Led by Jaipuria Schools Chairman and group owner Mr. Sharad Jaipuria.
- The mission of the school is to develop in our students ever-widening horizons of knowledge and wisdom, resolute will power which leads to self-control and self-mastery, universal love and develop strong and healthy bodies, courage and heroism.
- The school is dedicated to serve the highest interests of nation-building that can ensure vast synthesis of knowledge and harmonious perfection of the individual and the collectivity.
- The school has a vision of a new world in which relationships are governed by the spirit of universal fraternity.
- The purpose of our school is to make children clear and firm on principles, courageous in action and nurture universal love in their consciousness

LOCATION:

Vineet Khand Gomti Nagar, Lucknow, India

DESIGNER:

Team 3- Vijay Dahiya, Shubhra Dahiya And Sanjay Bhardwaj

AREA:

TOTAL AREA:

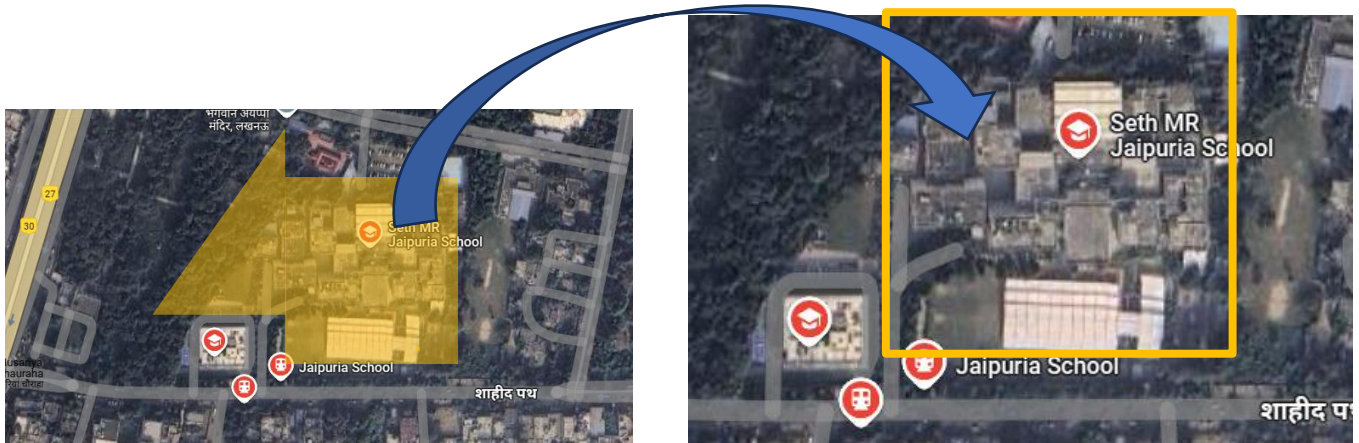
65000 sq. ft.

COMPLETION YEAR:

October 2018

INTERIOR IDEOLOGY:

Bringing a youthful and spirited ambience into each space.



CONNECTIVITY:

- Awadh Bus Stand- 2.6 Km
- Kesar Bagh Bus Station- 11 Km
- Indira Nagar Metro Station- 6 Km
- Gomti Nagar Railway Station- 3 Km
- Charbagh Railway Station- 11km
- AIRPORT – 22 Km

The project at SMR Jaipuria School involved the **expansion** and **refurbishment** of the **original structure** that was built in **1992**. Through a tactical refurbishment of the existing structure. The **design brief** called for the **accommodation** of **additional** programs such as **classrooms**, **activity rooms**, **large dance halls**, **a research lab**, **library** and **breakout spaces** along with the refurbishment of the school’s interiors. While the expansion was earmarked for the open space adjoining the school. This approach would help utilise existing circulation cores, and the need for resource-intensive additions while leaving the proposed site for **expansion** as open **playgrounds** for students.



The walls around the courtyard have also been transformed with a birch ply framework and low-height chalkboards that showcase the students’ artwork. These interventions together work to create two vibrant cores that enhance social interaction among the students and act as the heart of the institution.

The courtyards also form a vital part of the complex, bringing ample natural light and ventilation into the blocks.

The corridors form a unifying element throughout the school and are transformed into spaces where students can express themselves through drawings, display boards and artworks. Care is taken to ensure that chalkboards and display boards are at an accessible height for children, making it an inclusive and engaging environment



The library and research lab were also redesigned with furniture and storage units ergonomically designed specifically for children.

There are separate HVAC units for each space, enabling specialised attention to light ventilation and temperature. The school was also equipped with specialised ‘smart’ classrooms that are fully enabled with IT and AV. Classrooms were fitted LED light fixtures and high performance fenestration.

The refurbishment also entailed the revamp of the interiors of the administrative block to create a playful, yet sophisticated ambience to encapsulate the ideology of the school. One of the ways this has been done is with the introduction of colourful and dynamic of white, blue and orange. The vibrant ceiling is paired with monotonous used in the carpeted flooring and furniture. The walls are panelled used as displays for trophies and boards highlighting students achievements.



CHAPTER-05

LITERATURE STUDY

LITERATURE STUDY 1- NANDANAM KINDERGARTEN (TAMIL NADU)

LOCATION : Auroville, Tamil Nadu

ARCHITECT : Lalit Kishore Bhati, Shailaja Sudhakar Bhati

SITE AREA : 6150 sq/m

BUILT-UP-AREA : 737 sq/m

COMPLETION YEAR: 2014

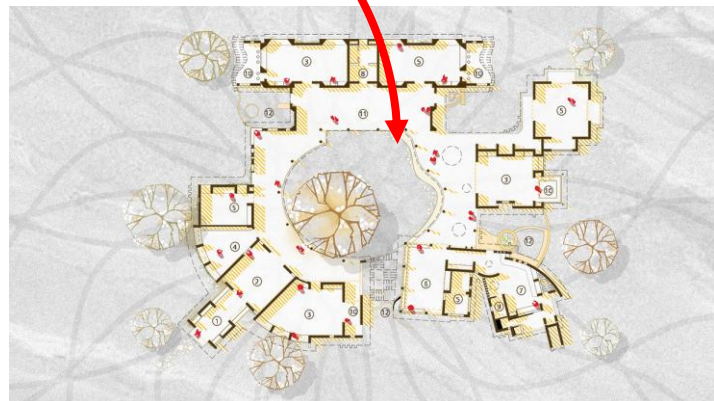
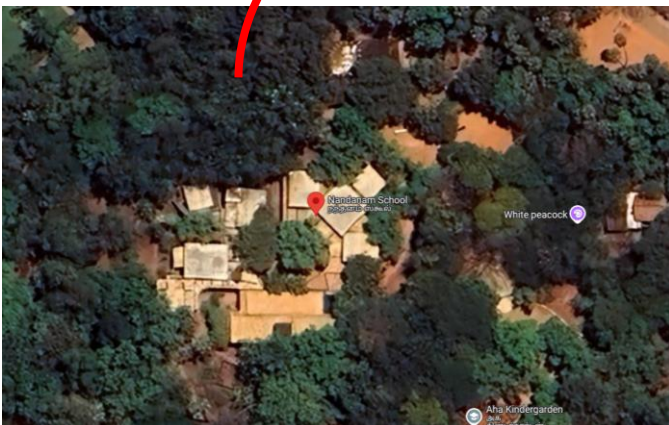
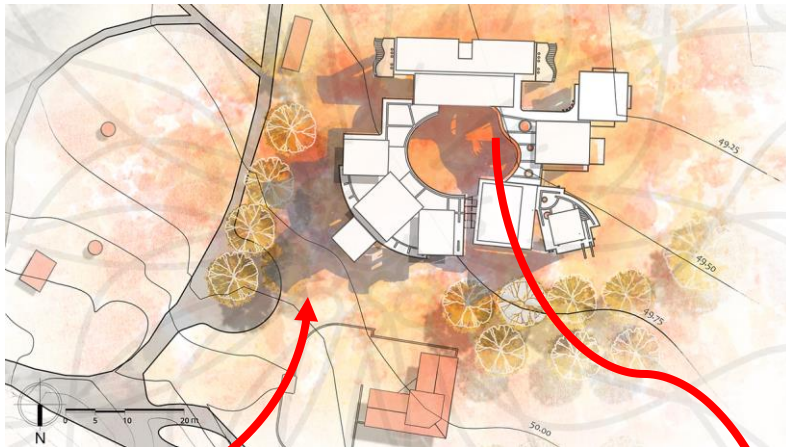
INTRODUCTION:

Nandanam, meaning 'Garden' in Sanskrit, is the second kindergarten in Auroville located in the center field. This creche cum kindergarten accommodates up to 60 children of age varying between 2.5 years to 7 years.

The main ideology recognized in this kindergarten is that the foremost principle of teaching is that you can't teach anything and the teacher is a helper and a guide, not an instructor or taskmaster. With these principles being followed, the kindergarten works on the integral development of children, focusing on their physical, mental, vital, and psychic development in accordance with The Mother's and Sri Aurobindo's guidelines.

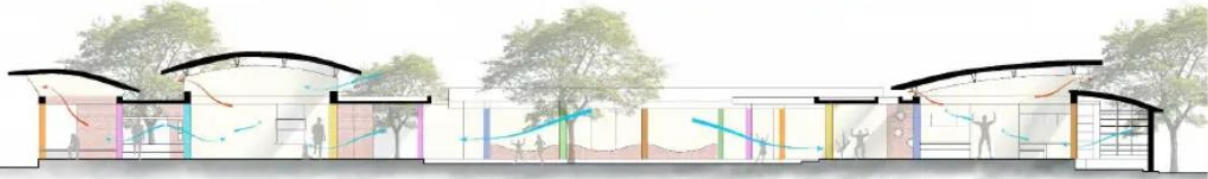
IDEOLOGY:

"It is through Beauty that the Divine manifests in the Physical" - The Mother Our work is centered on the belief that beauty and harmony in the built environment inspires corresponding harmony and wellbeing in life. We strive to create spaces that respond to climate while exploring the various possibilities with materials and redefining elements to create forms that flow with the requirement and the essential spirit of the place. Thus, our buildings are varied; follow no one particular style except that of honesty and creativity and the joyful celebration of the essence enclosed.

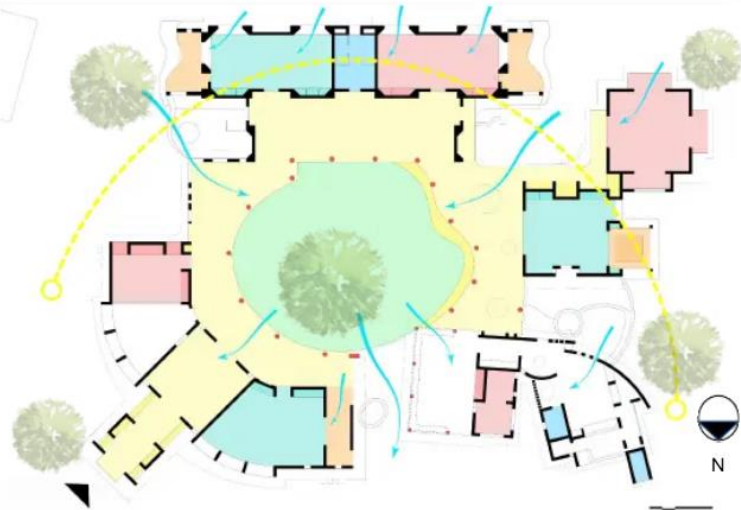


ZONING:

Climate and comf



Section showing play of wind

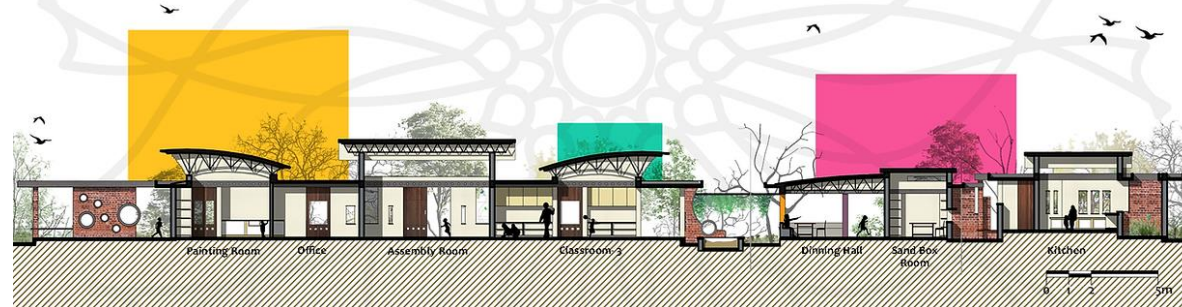


Plan with climatic response



Courtyard acts as central wind distributor

Auroville is on the South-Eastern coast of India with Hot and Humid climate. To tackle this problem Nandanam kindergarten has open courtyard,lifted vaulted roof,wide windows,free plan for wind to play with the structure.



Components of Program

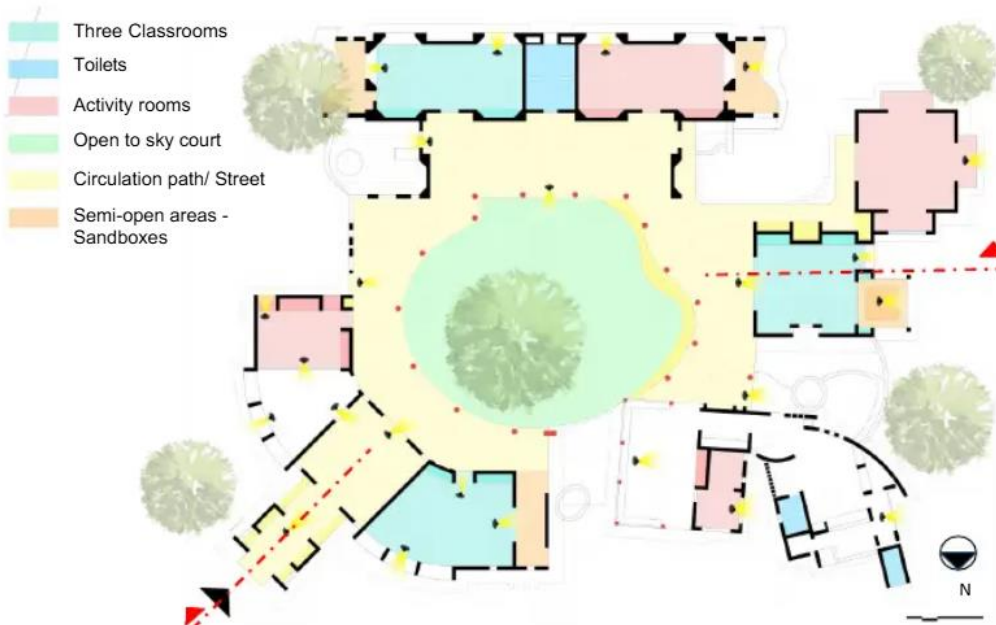
- Entrance
- Assembly hall
- classrooms
- Teachers room
- Activity room
- Dining room
- Dining annex
- Toilets teachers & students
- Central courtyard
- Puzzle corner
- Reading corner
- Lego corner
- Puzzle room
- Doll house
- Gathering space
- Extended dining Area



CONNECTIVITY AND CIRCULATION:



Section showing visual Connectivity



Visual connectivity throughout the school, interconnectivity of different activities and an integral inclusion of varied built and unbuilt space was the basis of spatial arrangement. All spaces were arranged around the central courtyard and a series of smaller open areas was integrated to allow the built mass to move freely on site.

INTERIOR SPACES:

Connection of the inner being of the child to the infinity is an essential element of education in Auroville. The curve roofs gradually rise up to bring the sky inside, to connect the eye to the sky and invoke spiritual connection. The trusses elevating the roof are elements to hang works of children and this way the building itself becomes part of the play.



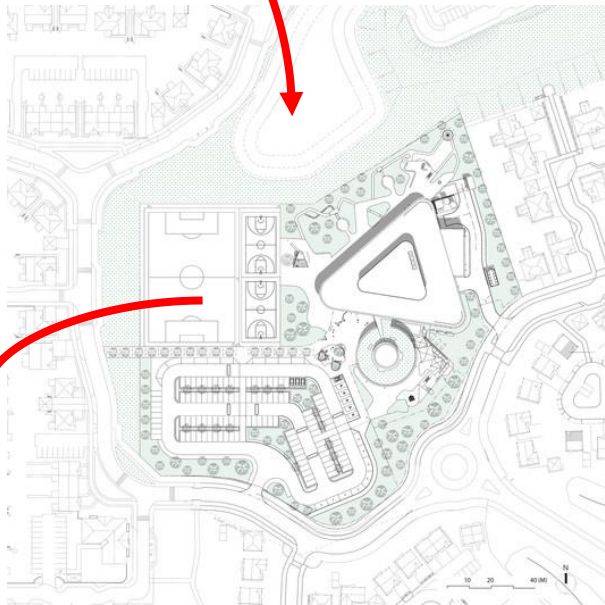
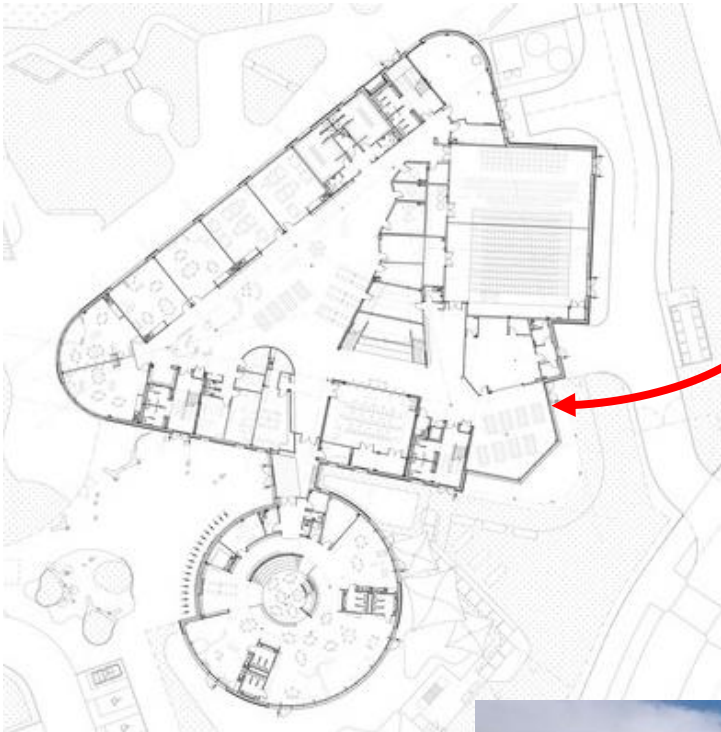
Inside the classrooms the walls are plastered and take a backseat, allowing the child to speak. The child's connection to landscape is ensured by large openings and low window sills. Small scaled open spaces are integrated in the flow of built spaces.

Activity plan:

The corridor forms a continuous band of activities like an internal street and surrounds the central courtyard. Here, the division of children by age ends and what pulls them together is their interest in a common activity.



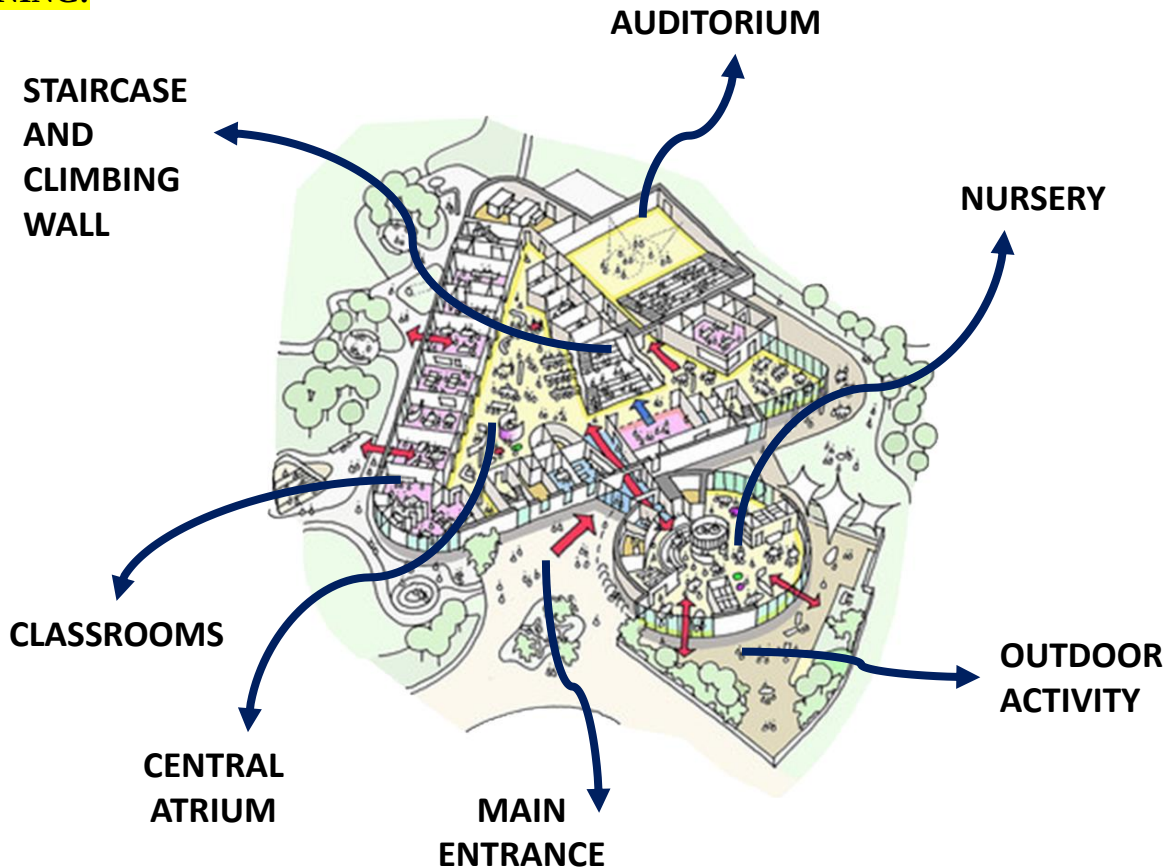
LITERATURE STUDY 2- THE MAIDENHILL PRIMARY SCHOOL (SCOTLAND)



LOCATION: Newton Mearns,
Glasgow G77, Scotland,
United Kingdom
ARCHITECT: BDP
AREA: 4725M
COMPLETION YEAR: 2019



ZONING:



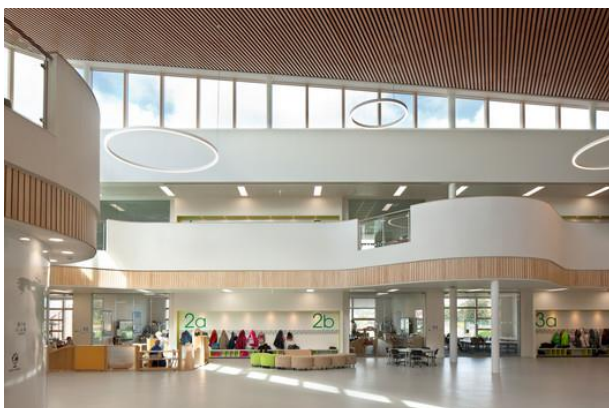
INTRODUCTION:

The project forms part of the new Maidenhill development at Newton Mearns, southwest of Glasgow. A completely new neighborhood, comprising more than 800 homes, is being created with the new two stream primary school and early years facility sitting at the heart of the masterplan.

The unusual condition of school being built in parallel with neighboring houses has given us an opportunity To design not only a new learning center , but also create a focus for the new community. A “green spine” runs Through the development, connecting the new dwellings to a central landscaped pathway which feeds into the school.

IDEOLOGY:

The design focuses on providing spaces which encourage children’s curiosity and create a learning landscape enriched with ‘play’ elements and natural forms.



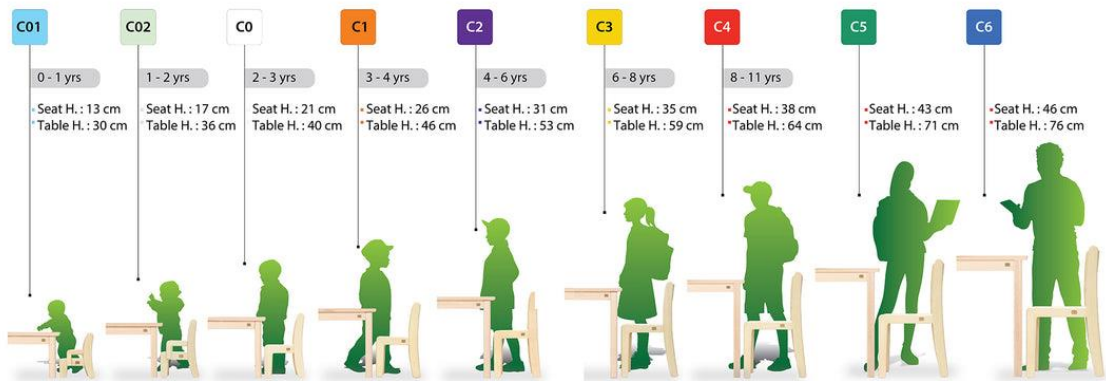


FEATURES:

- The Science & Technology zone plays a key role in encouraging children to interact with their environment through STEM related subjects.
- Central atrium: school organized around a central atrium ‘heart’ space, which contains a wealth of interactivity including science, performance, music, technology, library, art, storytelling and play.
- Creative activity space: The central ‘heartspace’ around flexible learning scenarios ranging from cosy ‘wall pocket’ snugs and ‘birdhouse’ hideaway for individual and paired learning, through to large auditorium types spaces for group work. An internal climbing wall or ‘Maidenhill’ provide scope for high energy activity.
- Nursery: Circular in form, filled with natural light designed around a central ‘treehouse’ that’s elevated above the central dining and performance space.
- The theme of nature: permeates throughout the school and is reflected in furniture, materials, shapes, colours and graphics.
- Outdoor activity space: Design of the outdoor spaces integrate the concept of ‘natural play’. This environment encourages children to engage with the four essential life elements; earth, air, fire and water.
- Energy efficient: Low energy emittance lights and low water use fittings are applied throughout the school.

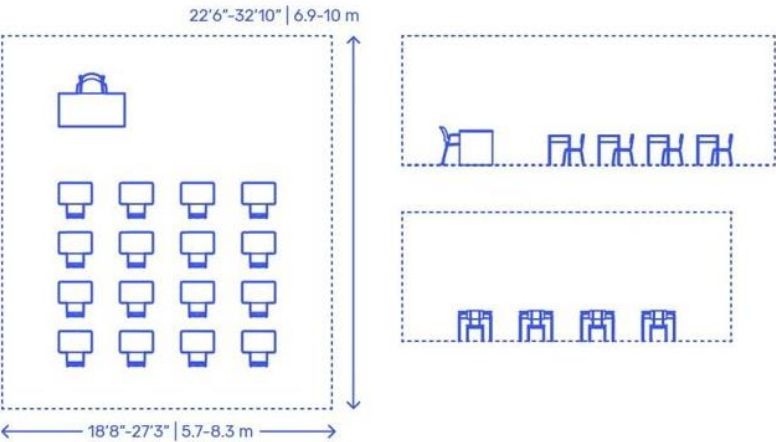
CHAPTER-06

STANDARD



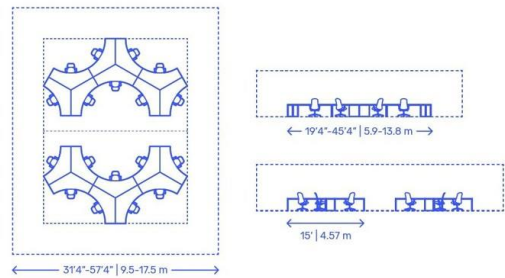
Dimensions.com | Classroom Layouts

Grid - Single (Desk, Children)



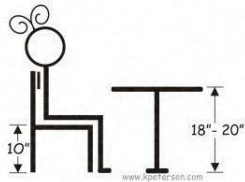
Dimensions.com | Open Offices

System, Pinwheel, Rows (Flip)



Juvenile Chair Seat And Table Heights

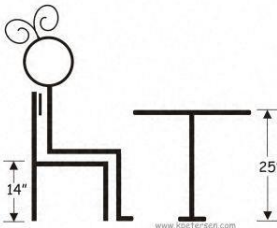
K (Ages 2 - 4)
 Seat Height: 10"
 Table Height 18" - 20"



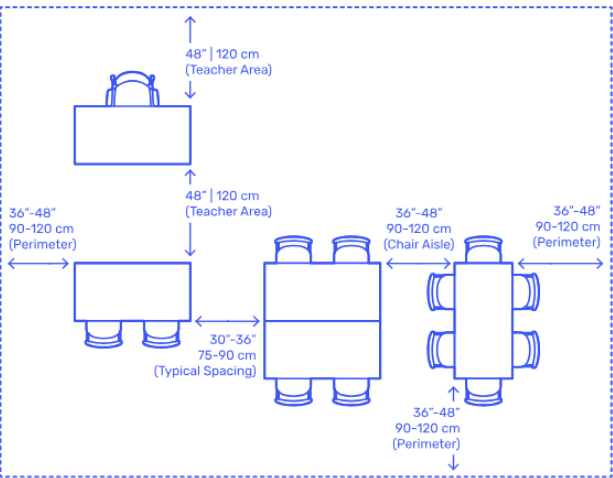
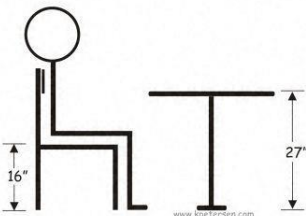
Kindergarten (Ages 4 - 7)
 Seat Height: 12"
 Table Height 20" - 22"



K - 3 (Ages 7 - 9)
 Seat Height: 14"
 Table Height 25"



Grade 4 - 8 (Ages 9 - 12)
 Seat Height: 16"
 Table Height 27"



CHAPTER-06

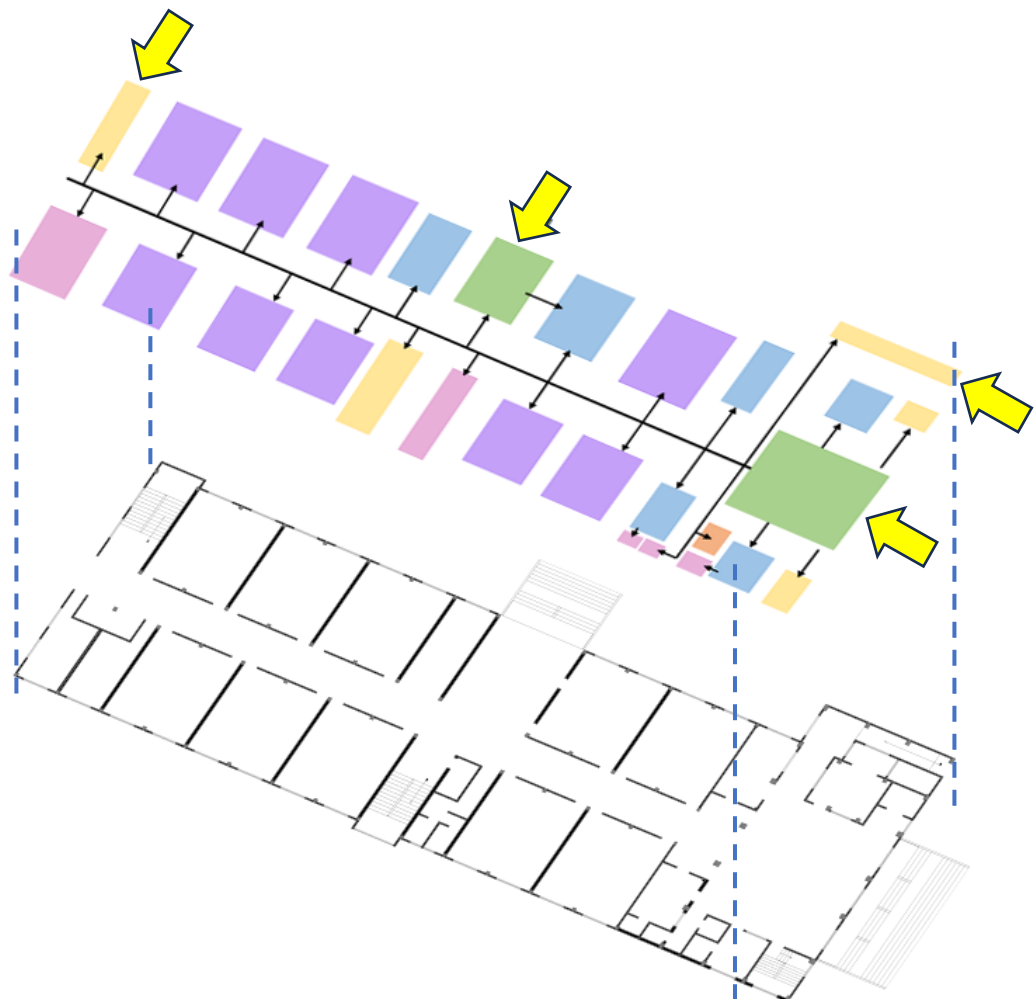
COMPARATIVE STUDY

COMPARATIVE STUDY

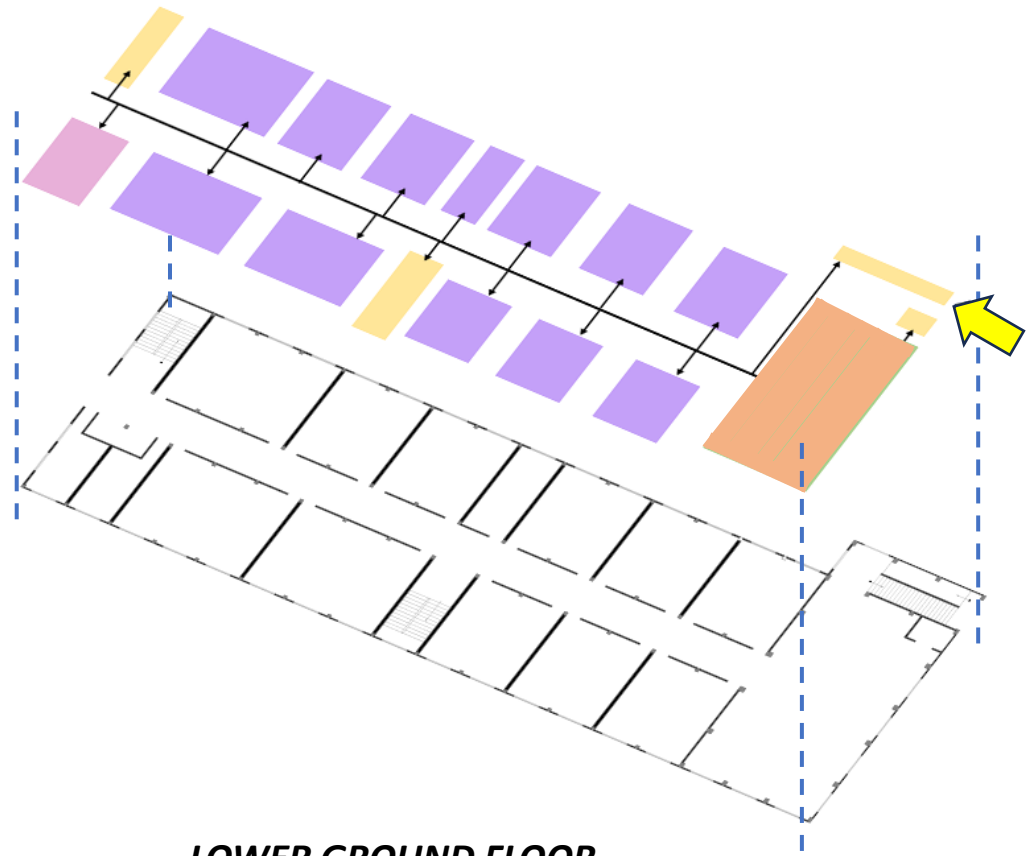
S. NO	SPACES	CASE STUDY 1	CASE STUDY 2	LITERATURE STUDY 1	STANDARD	INFERENCES
1.	Reception Classrooms Dance And Music Rooms Auditorium Corridors Co-curricular Activity Sports Room Library	Walls - Wallpapers, Pu Paint, Distemper Paint Walls – Wallpapers, Distemper Paints Walls- Acoustical Wall Treatments Walls –WPC Wall Moldings, Distemper Paint Walls- Wall Tiles , Distemper Paint Walls- Distemper Paint Walls- Distemper Paint Walls- Distemper Paint	Walls- Wooden Pannel Walls- Distemper Paint - - Walls- Distemper Paint - - Walls- Distemper Paint	Walls – Distemper paint, expose brick work Walls – Distemper paint, expose brick work - - Walls –Expose brick work Walls – Distemper paint, expose brick work - Walls – Distemper paint	- - - - - - -	- Wall- Distemper Paints, Wall Papers - - Wall- Distemper Paint Wall- Distemper Paints, Wall Papers - Wall- Distemper Paints, Wall Papers
2.	Reception Classrooms Dance And Music Rooms Auditorium Corridors Co-curricular Activity Sports Room Library	Flooring- 2x2 Vitrified Tiles Flooring- 2x2 Vitrified Tiles Flooring- Wooden Flooring Flooring- Carpet And Woodend Flooring Flooring- 2x2 Vitrified Tiles Flooring- Wooden Flooring Flooring- Vinyl Flooring Flooring- Wooden Flooring	Flooring- Carpet flooring Flooring- 2x2 Vitrified Tiles - - Flooring- 2x2 Vitrified Tiles Flooring- Wooden flooring - Flooring- 2x2 Vitrified Tiles	Flooring – Cement Oxide Flooring – Cement Oxide - - Flooring – Cement Oxide Flooring – Cement Oxide - Flooring – Cement Oxide	- - - - - - -	- Flooring- 2x2 Vitrified Tiles - - Flooring- 2x2 Vitrified Tiles Flooring- SPC flooring, Rubber flooring - Flooring- SPC flooring, Rubber flooring

S. NO	SPACES	CASE STUDY 1	CASE STUDY 2	LITERATURE STUDY 1	STAN DEAR D	INFERENCES
3.	Reception Classrooms Dance And Music Rooms Auditorium Corridors Co-curricular Activity Sports Room library	Ceiling – Distemper Paint Ceiling – Distemper Paint Ceiling – Distemper Paint Ceiling – Distemper Paint Ceiling – Distemper Paint Ceiling – Distemper Paint Ceiling – Distemper Paint Ceiling – Distemper Paint Ceiling – Distemper Paint	Ceiling – Acoustical Pannels Ceiling – Distemper Paint - - Ceiling – Distemper Paint Ceiling – Distemper Paint - Ceiling – Distemper Paint	Ceiling – PEB structure roofing with terracotta Ceiling – Expose Cement Texture - - Ceiling – Expose Cement Texture Ceiling – Filler Slab with terracotta pots - Ceiling – Expose Cement Texture	- - - - - - - - - - - - - - -	- Ceiling – Distemper Paint - - - Ceiling – Distemper Paint Ceiling – Distemper Paint - Ceiling – Distemper Paint
4.	Reception Classrooms Dance And Music Rooms Auditorium Corridors Co-curricular Activity Sports Room library	Lighting Fixture - Accent Lights Lighting Fixture - Accent Lights Lighting Fixture - Accent Lights Lighting Fixture- Accent Lights Lighting Fixture - Accent Lights Lighting Fixture - Accent Lights Lighting Fixture - Accent Lights Lighting Fixture - Accent Lights Lighting Fixture - Accent Lights	Lighting Fixture - Accent Lights Lighting Fixture - Accent Lights - - Lighting Fixture - Accent Lights Lighting Fixture - Accent Lights - Lighting Fixture - Accent Lights	Lighting Fixture - Accent Lights, Natural Light Lighting Fixture - Accent Lights, Natural Light - - Lighting Fixture - Accent Lights, Natural Light Lighting Fixture - Accent Lights, Natural Light - Lighting Fixture - Accent Lights, Natural Light	- - - - - - - - - - - - - -	- Lighting Fixture - Accent Lights - - - Lighting Fixture - Accent Lights Lighting Fixture - Accent Lights - Lighting Fixture - Accent Lights
5.	Type Of Furniture	Modern	Modern	Modern	-	Modern

ZONING & HORIZONTAL CIRCULATION



UPPER GROUND FLOORCO



LOWER GROUND FLOOR

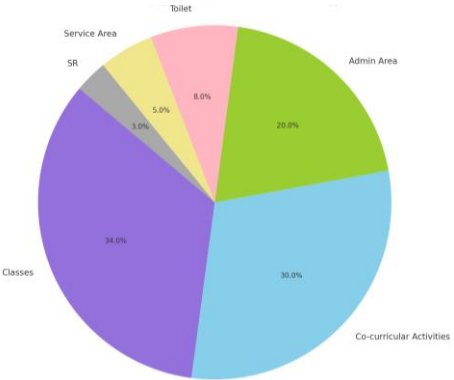
- PRIVATE AREA:**
- TEACHER OFFICES
 - COUNSELOR’S OFFICE
 - TOILET
 - ADMIN OFFICES
 - CLASSROOMS

- ADMIN AREA**
- Reception
 - Foyer
- FLOOR CONNECTIVITY**
- STAIR CASE
 - RAMP
 - LIFT

- ADMIN OFFICES**
- DIRECTOR’S OFFICE
 - PRINCIPAL OFFICE
 - ACCOUNTS OFFICE
 - ADMISSION OFFICE
 - CONFERENCE ROOM
 - PANTRY

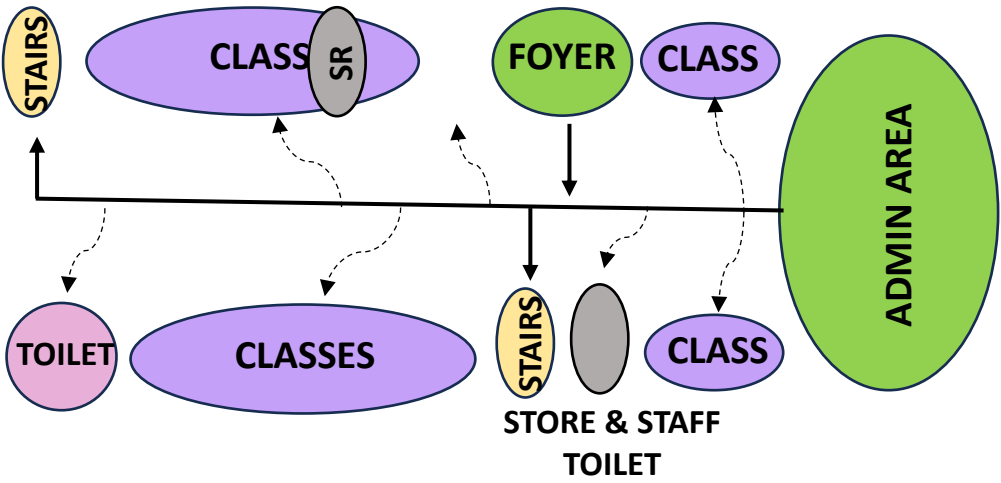
- CLASSES**
- PG-5th
 - Library
 - Computer Lab
 - Dance Room
 - Music Room
 - Staff room

- TOILET**
- MULTI-PURPOSE HALL**
- ACTIVITY AREA
 - DINING AREA

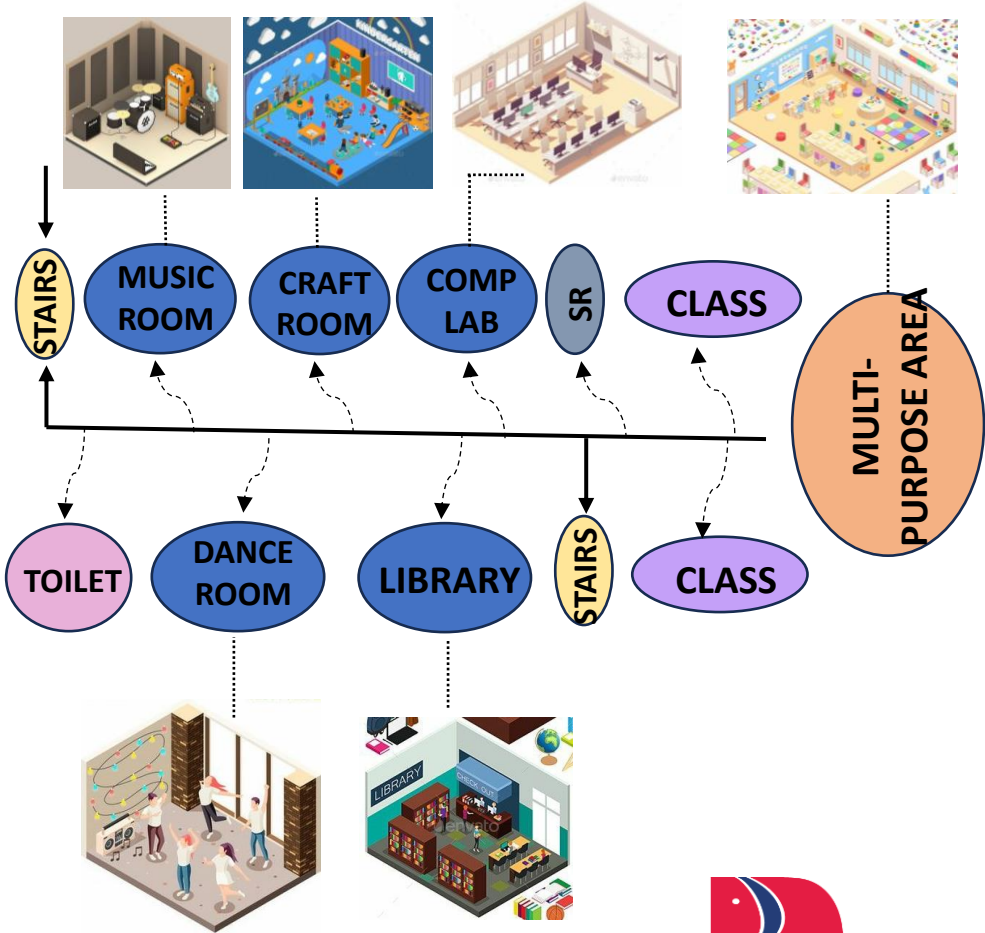


- SEMI-PRIVATE AREA:**
- LIBRARIES
 - COMPUTER LABS
 - CLASSROOMS
 - STAFF ROOM

- PUBLIC AREA:**
- MAIN HALLWAYS
 - RECEPTION
 - FOYER
 - OUTDOOR PLAY AREAS
 - DINING AREA



UPPER GROUND FLOORCO



LOWER GROUND FLOOR



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CONCEPT & THEM E

CONCEPT:

CREATIVE HUB

INSPIRED BY: ART AND SELF – EXPRESSION

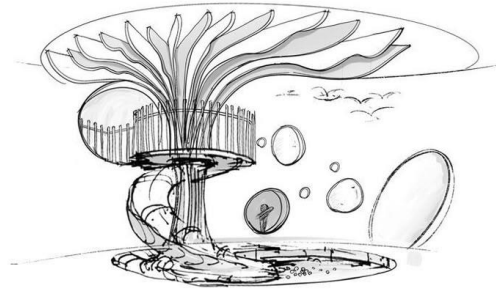
DESIGN IDEOLOGY: PLAY- BASED LEARNING SPACES

COLOR SCHEME: BRIGHT, VIBRANT AND BOLD COLORS

FURNITURE: FLEXIBLE , MOVABLE FURNITURE FOR COLLABORATIVE WORK

FEATURES:

- AN “CARFT ROOM” FOR CREATIVE PROJECTS.
- A “ MUSIC ROOM” FOR MUSIC EDUCATION.
- A “COMMON AREA” FOR FRIENDLY INTERACTIONS.
- RECYCLED THINGS
- KNOWLEDGE WALLS



THEM:

ECLECTIC

. AN ECLECTIC INTERIOR THEME IS A DESIGN APPROACH THAT COMBINES ELEMENTS FROM DIFFERENT STYLES, PERIODS, AND CULTURES TO CREATE A UNIQUE AND VISUALLY INTERESTING SPACE

- MIX OF STYLE
- UNCONVENTIONAL PAIRINGS
- BOLD COLORS AND PATTERNS
- UNIQUE TEXTURES



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MOOD BOARD

FURNITURE:

- FLEXIBLE
- MULTI-USE
- COLOR MICA
- WOODEN MICA

LIGHTS:

- PANEL LIGHTS
- COB
- DOWN
- PENDANT LIGHTS

WALLS:

- PAINTED
- WALLPAPER
- 3D INSTALLATION
- PANELLING
- LOUVERS

FLOORING:

- PIGMENTED CEMENT FLOORING
- WOODEN FLOORING
- COLORFULL TILES
- TERRAZZO FLOORING

TOILET:

- LOW HEIGHT
- FIXTURES
- TILES FLOORING
- TILES ON WALL

SPACES:

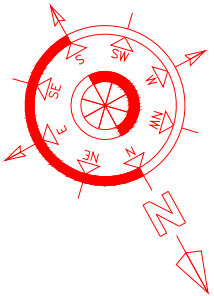
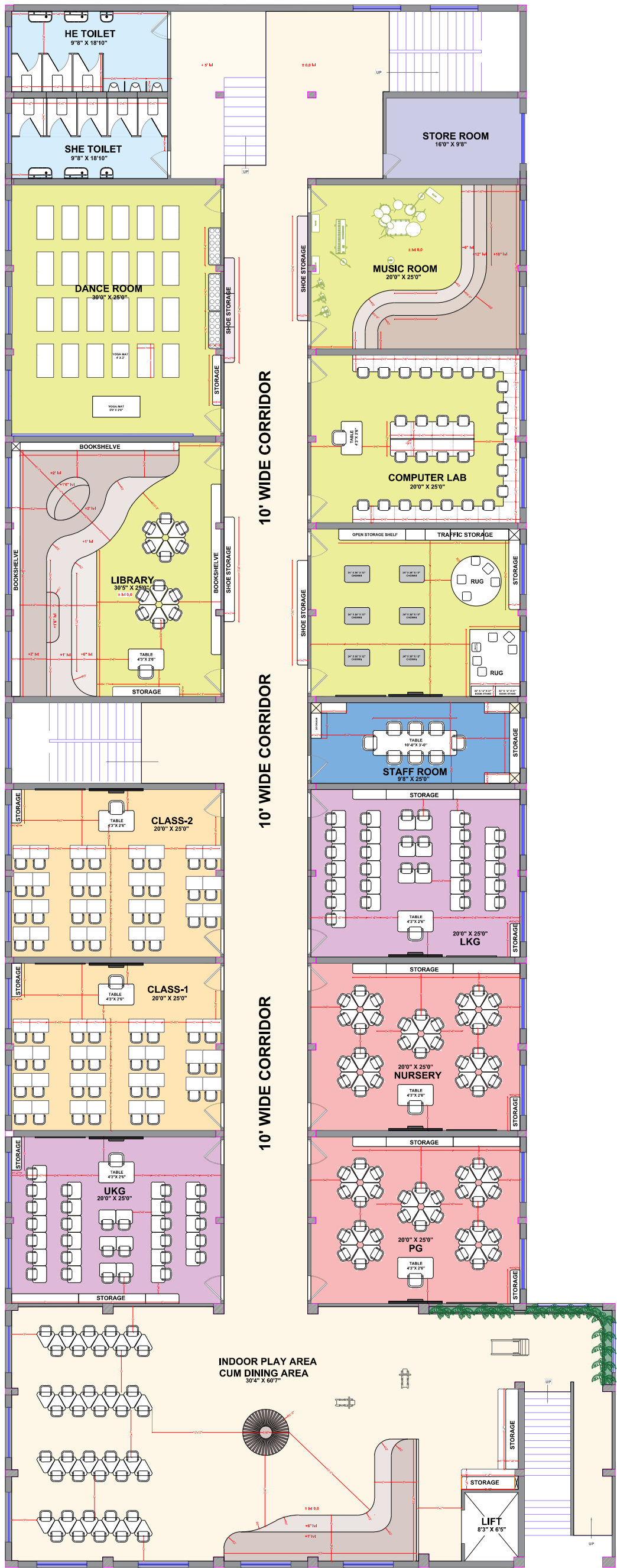
- RECYLED PIPES, TIRES, ETC.
- INTERACTIVE LEARNING
- COMFORTABLE SURROUNDINGS

CEILING:

- PAINTED CEILING
- WALLPAPER
- WOODEN PANELLING
- GYPSUM BOARD
- STRETCH CEILING



BBD UNIVERSITY



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
FURNITURE LAYOUT

THESIS GUIDE :
Ar. VARSHA VERMA

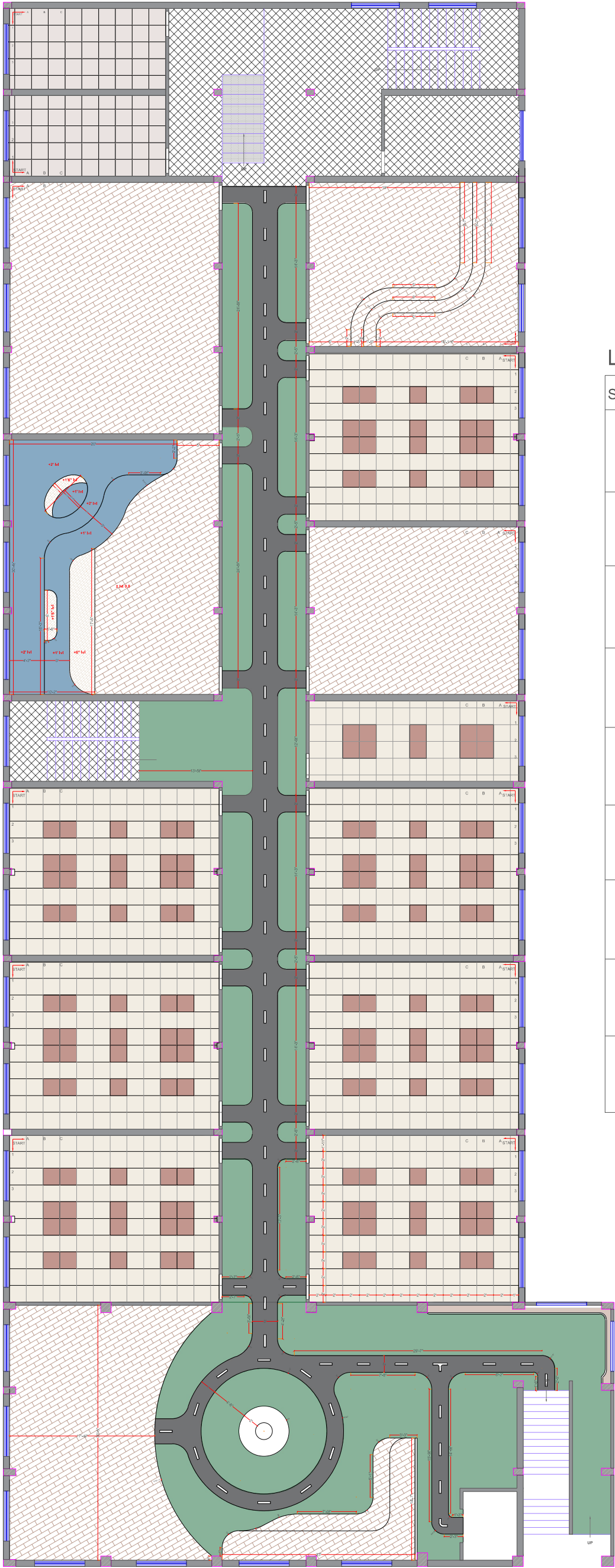
THESIS COORDINATER :
Ar. VARSHA VERMA

STAGE 4

PRIMARY
SCHOOL

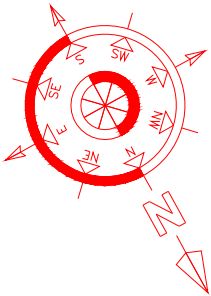


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LEGENDS

S NO.	SYMBOL	SYMBOL	AREA (WITH 15% WASTAGE)
1.		600mm X 600mm X 10mm AMAZON BEIGE (NITCO) VITRIFIED TILE	415 SQFT
2.		600MM x 600MM KOTA STONE	1060 SQFT
3.		BLUE RUBBER FLOORING	370 SQFT
4.		BEIGE RUBBER FLOORING	75 SQFT
1.		1230MM X 180MM X 4MM SPC FLOORING DN3156-12 (DECNO)	3295 SQFT
5.		600MM X 600MM X 12MM MATE LUNE BEIGE (IBERO) CERAMIC FLOOR TILES	3110 SQFT
6.		600MM X 600MM X 12MM NATURAL STONE BROWN (IBERO) CERAMIC FLOOR TILES	695 SQFT
7.		CEMENT CONCRETE FLOORING	910 SQFT
8.		GREEN CEMENT OXIDE FLOORING	2035 SQFT



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
FLOORING LAYOUT

THESIS GUIDE :
Ar. VARSHA VERMA

THESIS COORDINATER :
Ar. VARSHA VERMA

STAGE 4

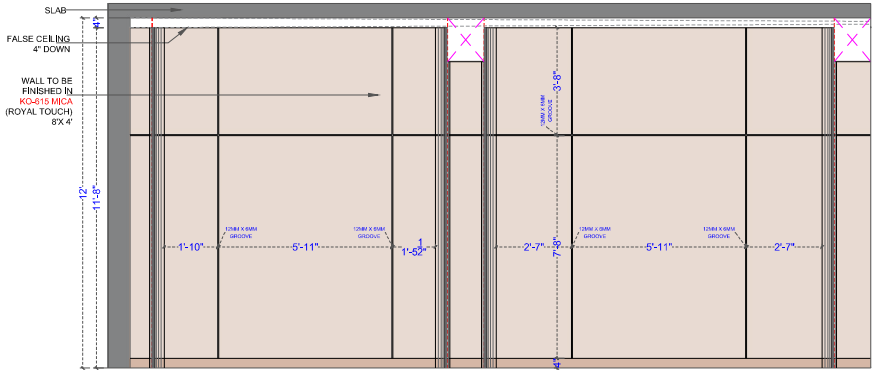
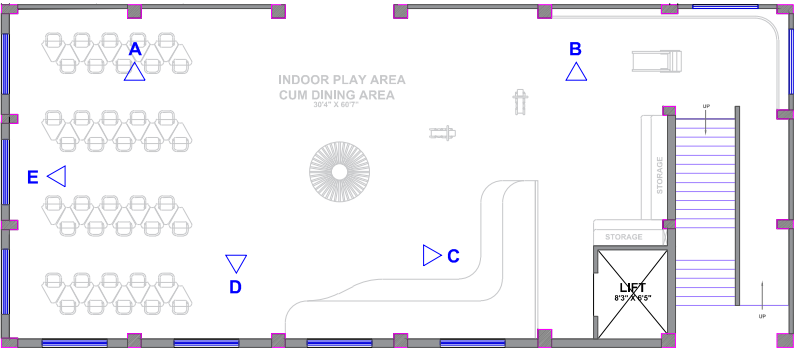
**PRIMARY
SCHOOL**



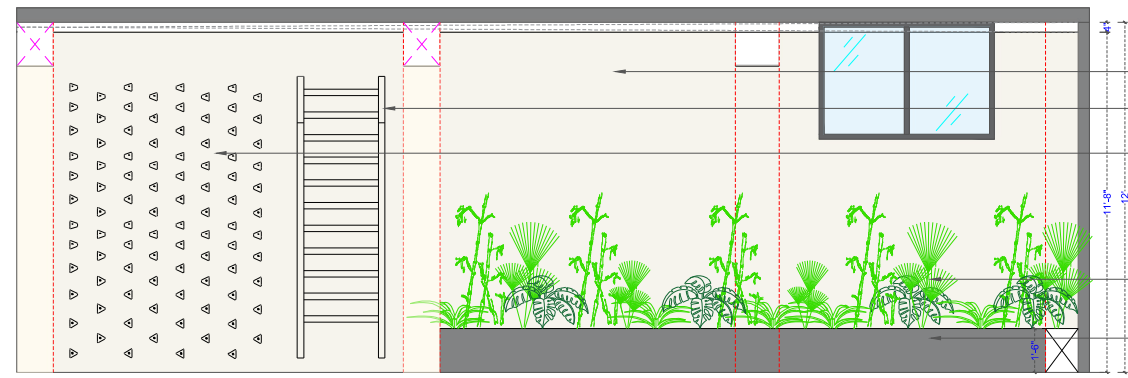
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ARCHITECTURE & PLANNING**

INDOOR PLAY AREA (WALL CARPENTRY DETAIL AND 3D VIEWS)

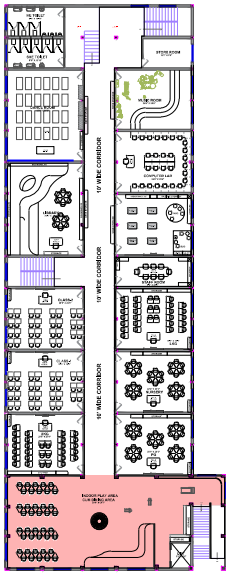
PLAN



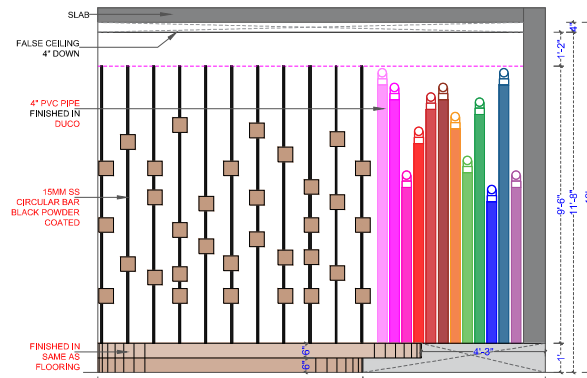
ELEVATION A



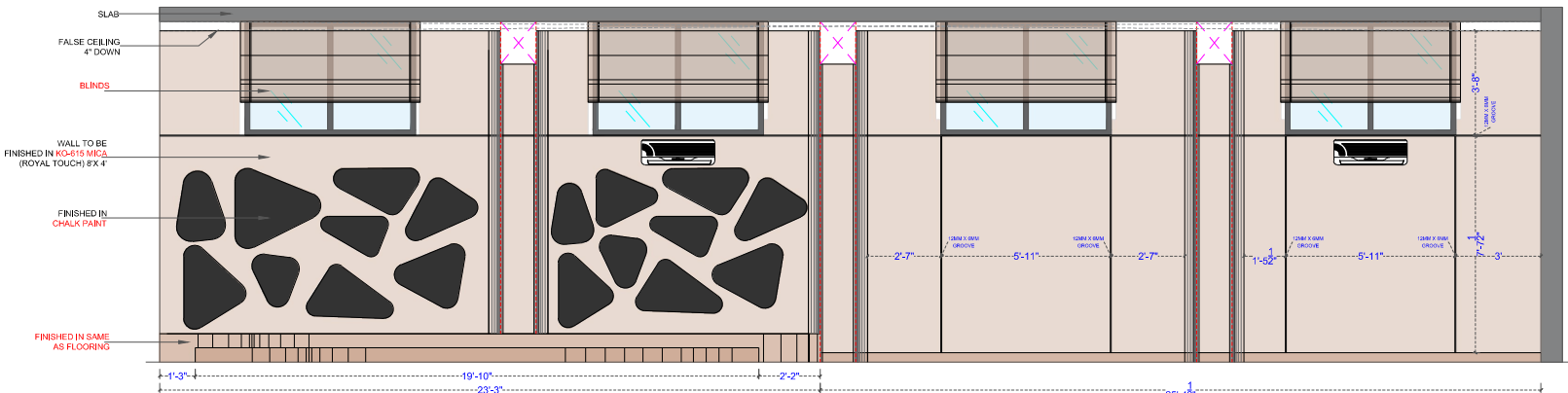
ELEVATION B



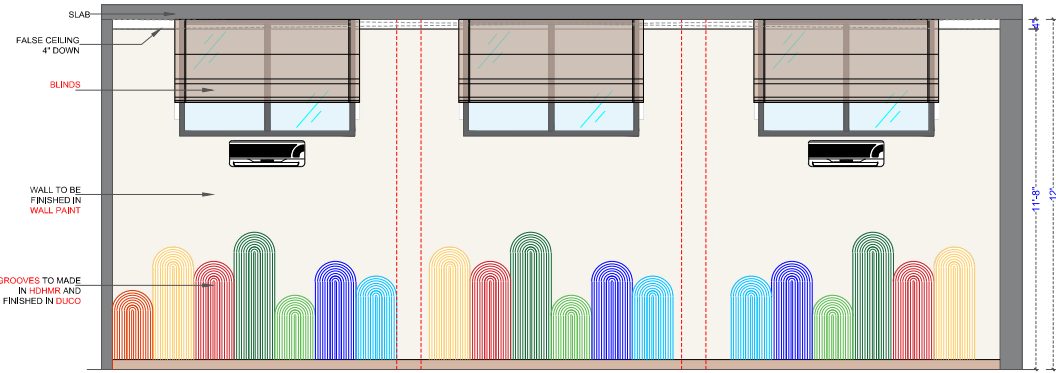
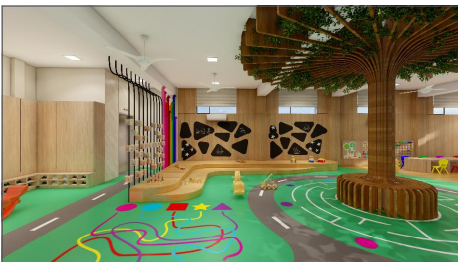
KEY PLAN



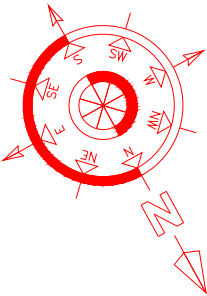
ELEVATION C



ELEVATION D



ELEVATION E



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
INDOOR PLAY AREA
WORKING DRAWING

THESIS GUIDE :
Ar. VARSHA VERMA

THESIS COORDINATOR :
Ar. VARSHA VERMA

STAGE 4

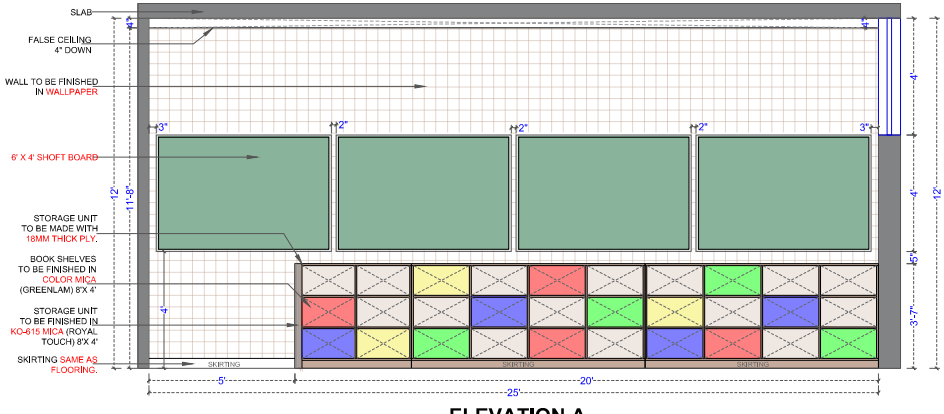
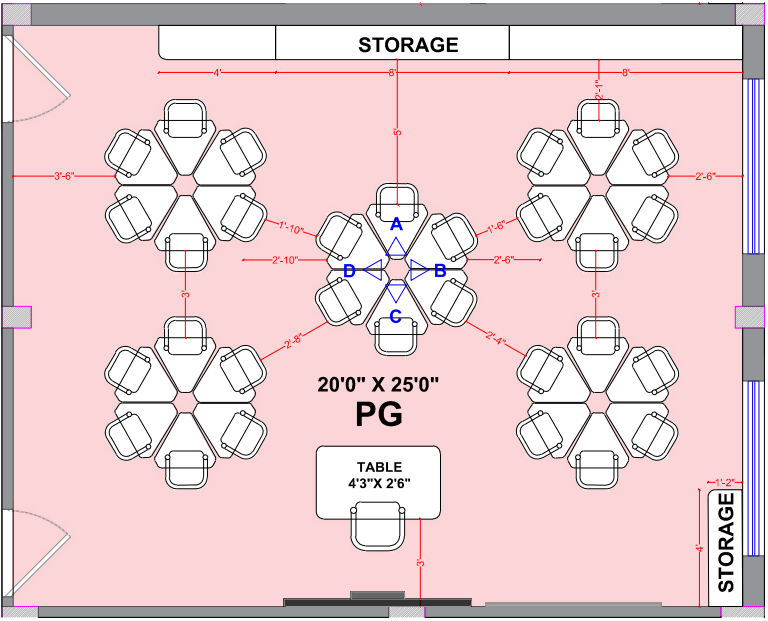
PRIMARY
SCHOOL



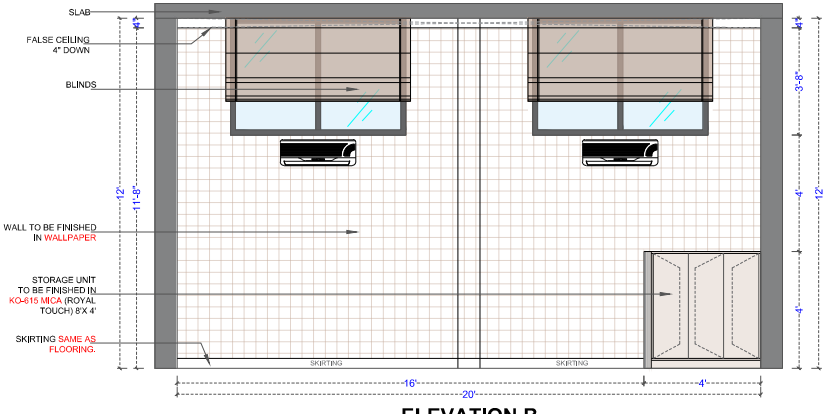
BBDU, SCHOOL OF
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PLAY GROUP (FURNITURE LAYOUT,CEILING DETAIL, WALL CARPENTRY DETAIL AND 3D VIEWS)

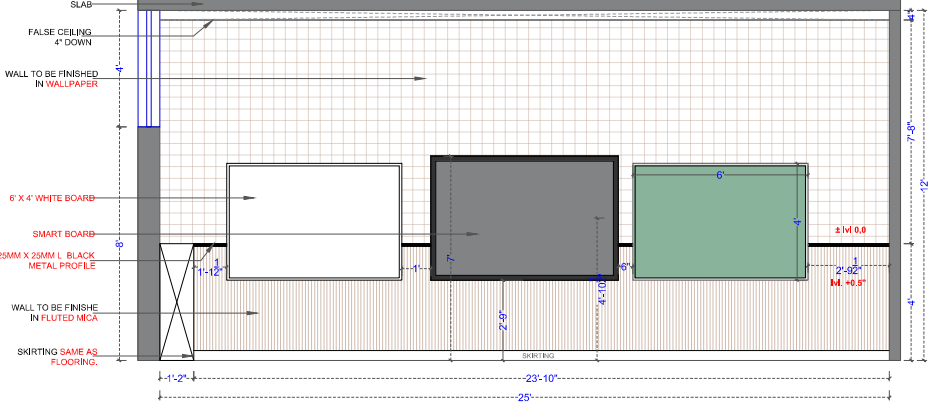
FURNITURE LAYOUT



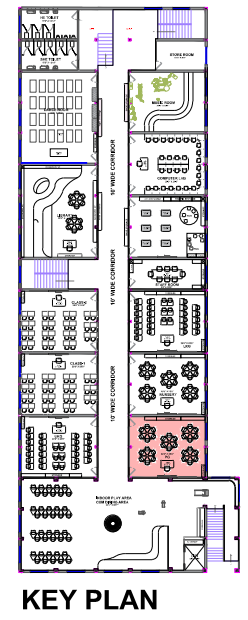
ELEVATION A



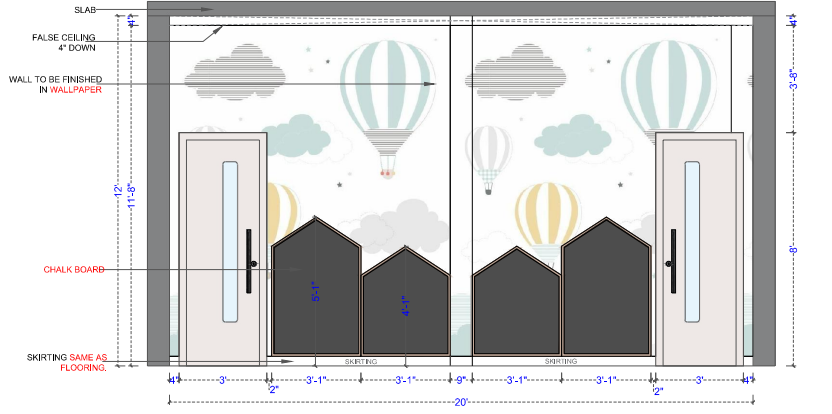
ELEVATION B



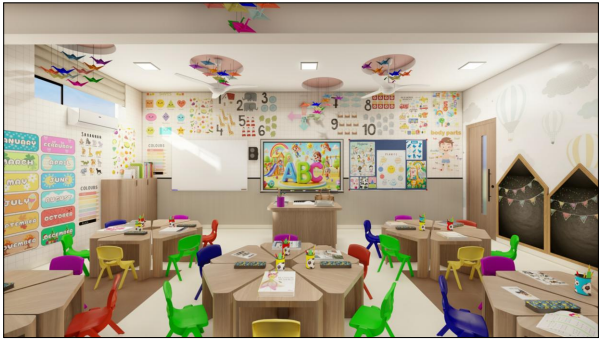
ELEVATION C



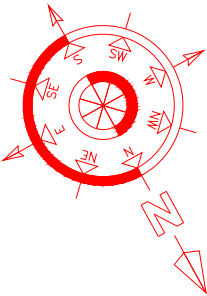
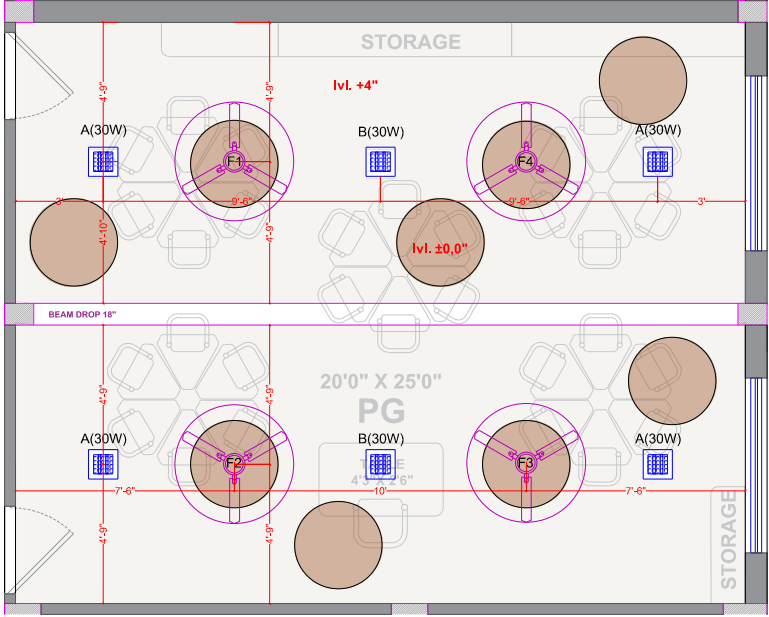
KEY PLAN



ELEVATION D



FALSE CEILING



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
PLAY GROUP
WORKING DRAWING

THESIS GUIDE :
Ar. VARSHA VERMA

THESIS COORDINATER :
Ar. VARSHA VERMA

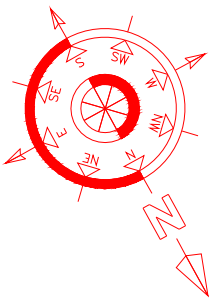
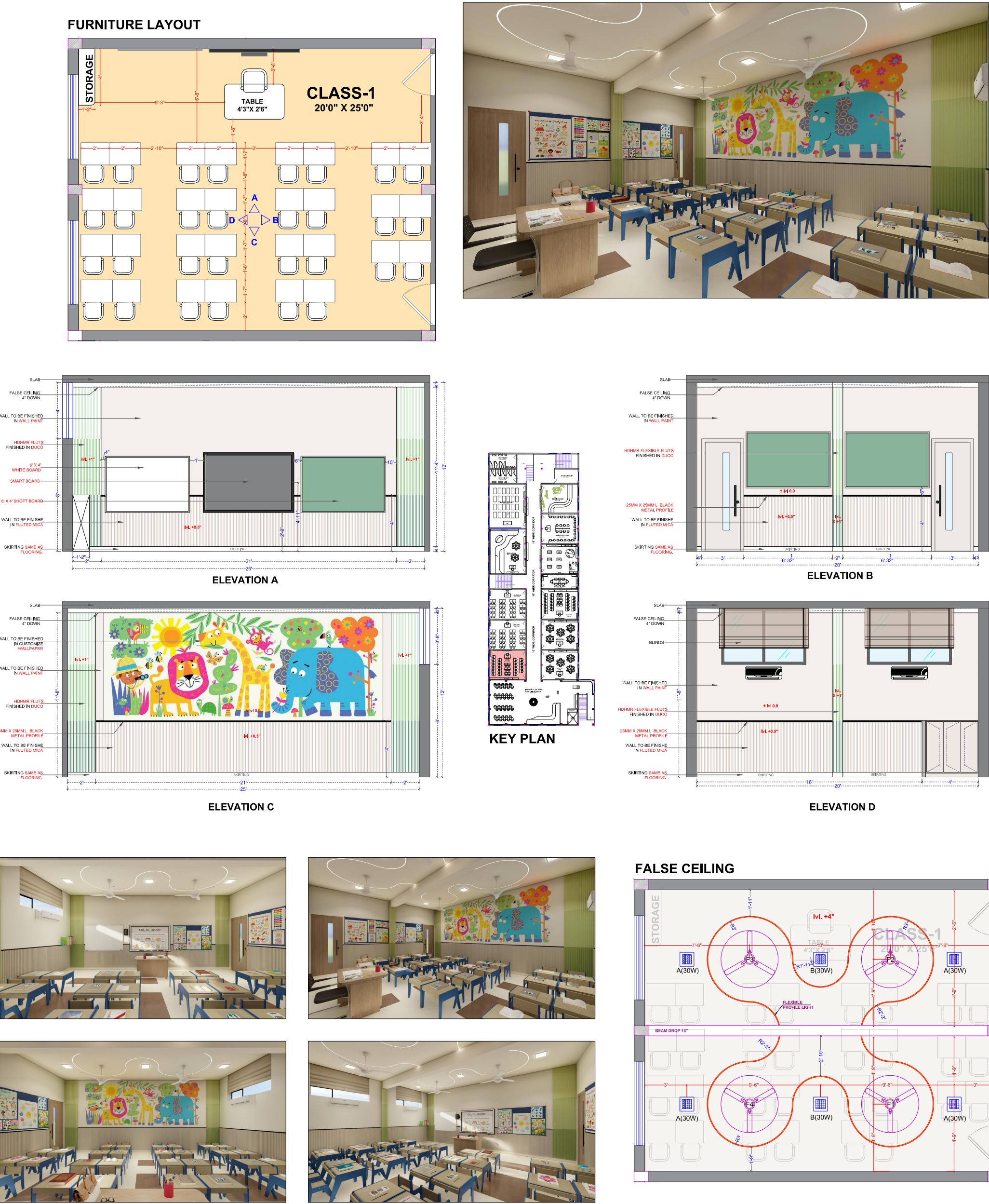
STAGE 4

PRIMARY
SCHOOL



BBD
UNIVERSITY
BBDU, SCHOOL OF
ARCHITECTURE & PLANNING

CLASS-1 (FURNITURE LAYOUT,CEILING DETAIL, WALL CARPENTRY DETAIL AND 3D VIEWS



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
CLASS-1
WORKING DRAWING

THESIS GUIDE :
Ar. VARSHA VERMA

THESIS COORDINATER :
Ar. VARSHA VERMA

STAGE 4

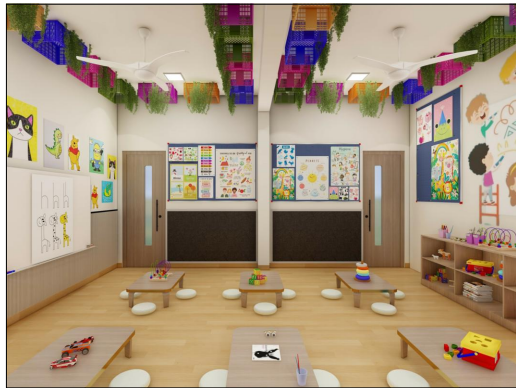
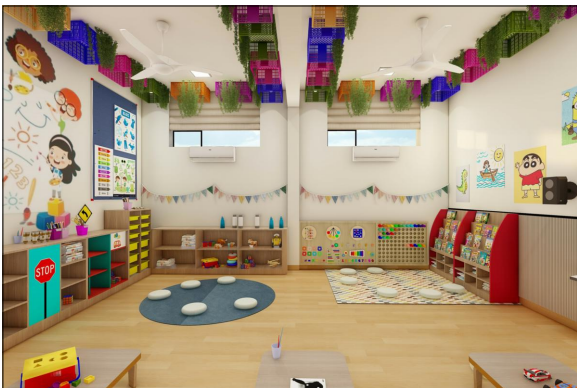
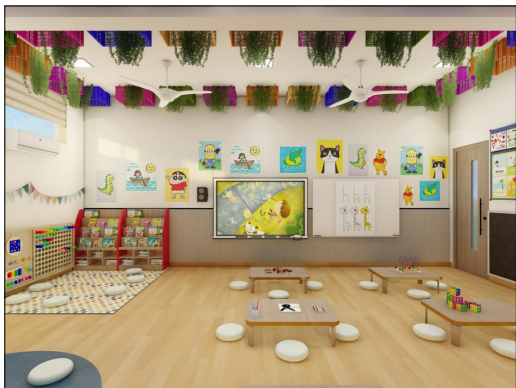
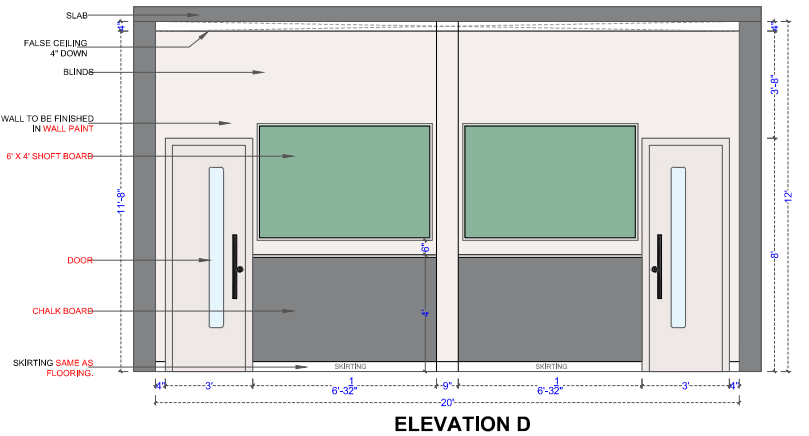
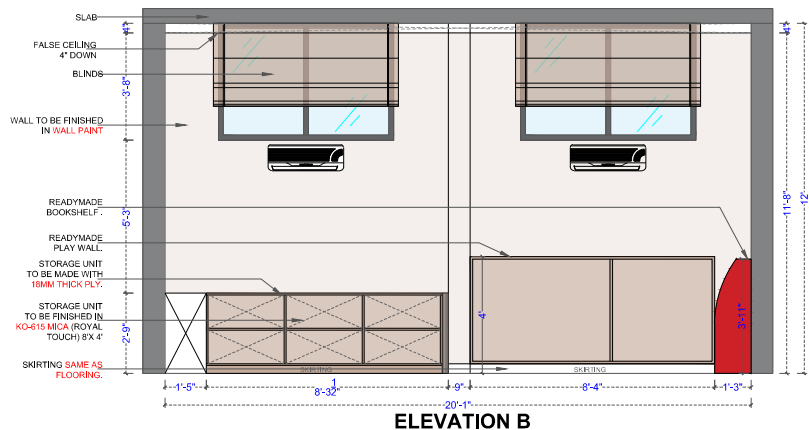
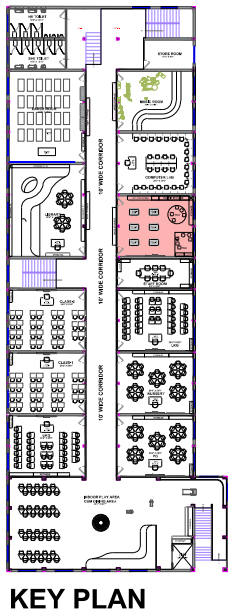
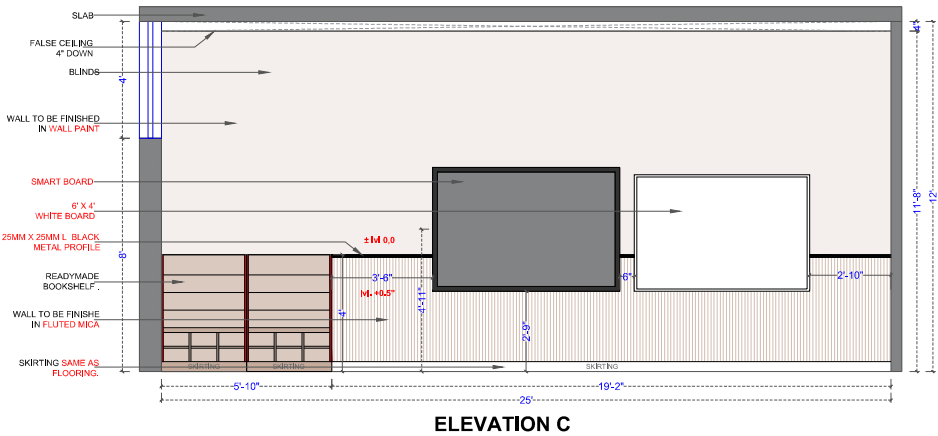
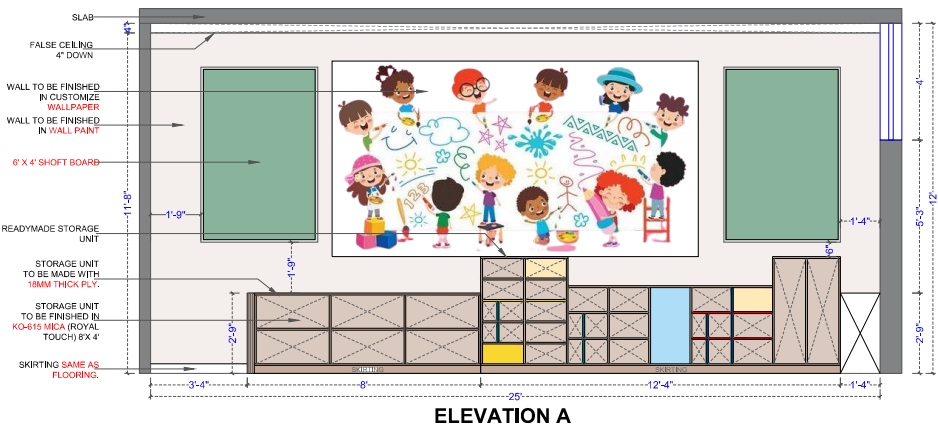
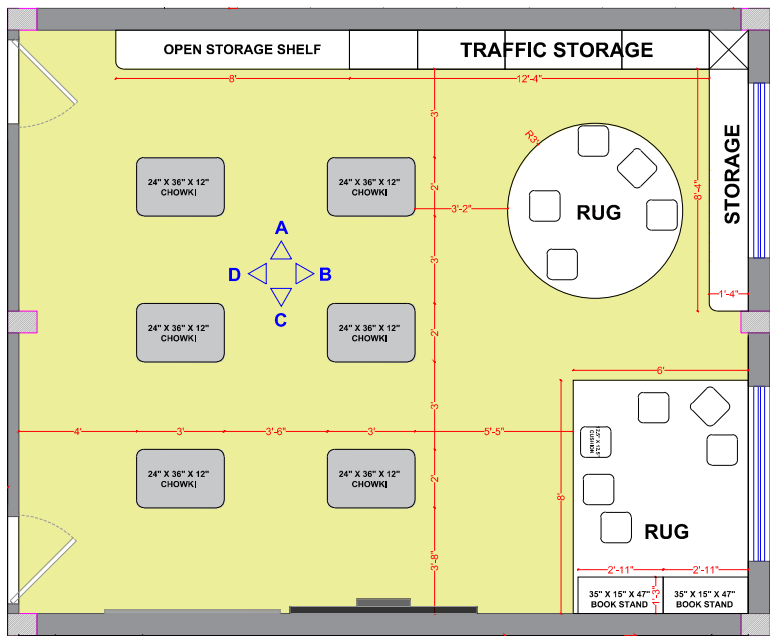
PRIMARY
SCHOOL



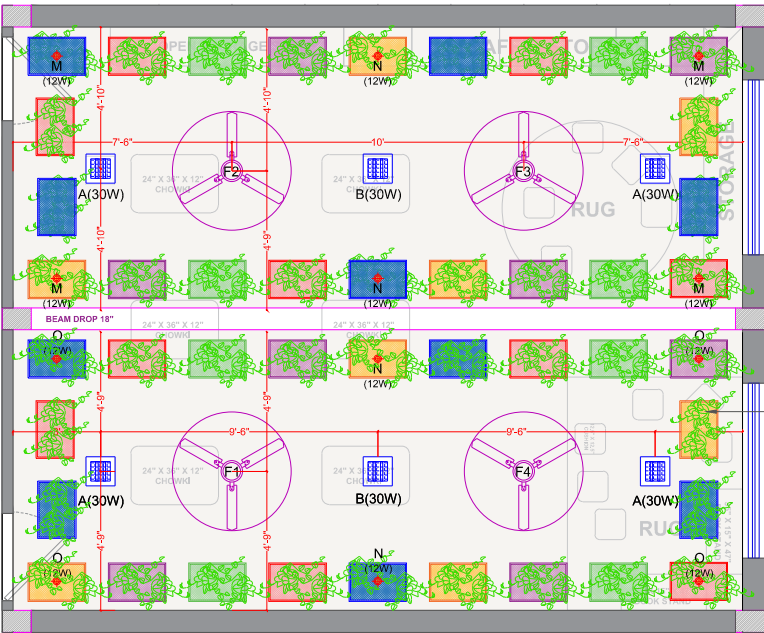
BBDU, SCHOOL OF
ARCHITECTURE & PLANNING

ACTIVITY ROOM (FURNITURE LAYOUT,CEILING DETAIL, WALL CARPENTRY DETAIL AND 3D VIEWS

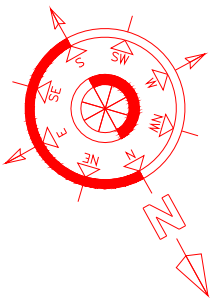
FURNITURE LAYOUT



FALSE CEILING



- PLASTIC MESH CRATE (600MM X 400MM X 250MM)
- SOPT LIGHT 12 WATT
- PANEL LIGHT 30 WATT



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
ACTIVITY ROOM
WORKING DRAWING

THESIS GUIDE :
Ar. VARSHA VERMA

THESIS COORDINATER :
Ar. VARSHA VERMA

STAGE 4

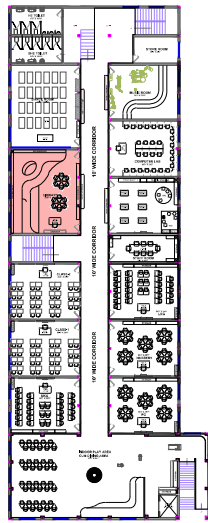
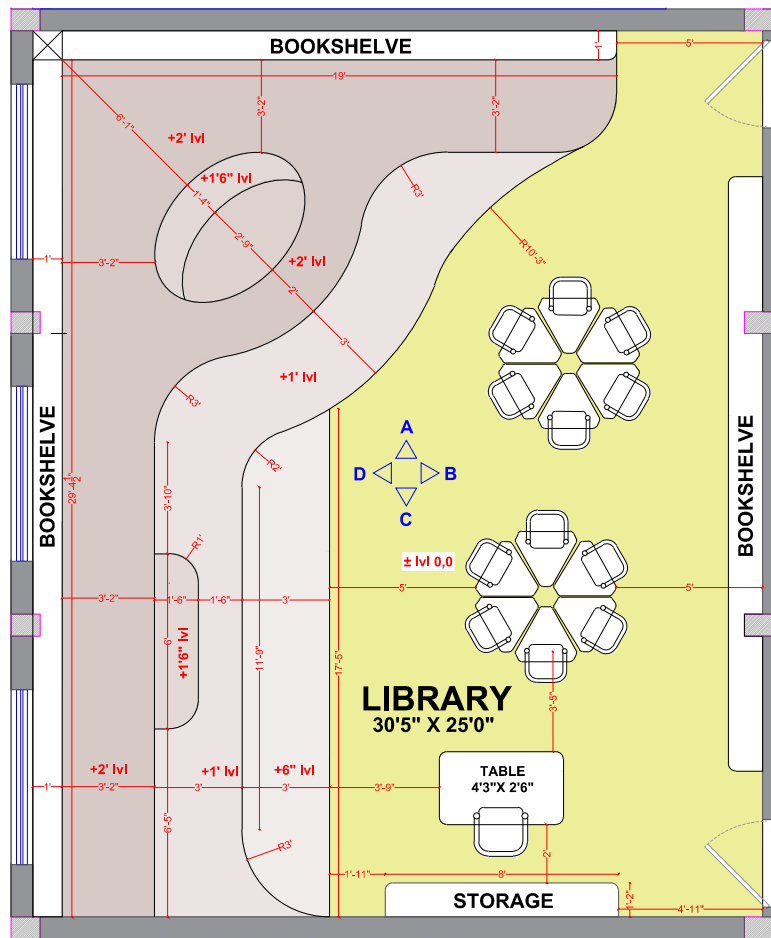
PRIMARY
SCHOOL



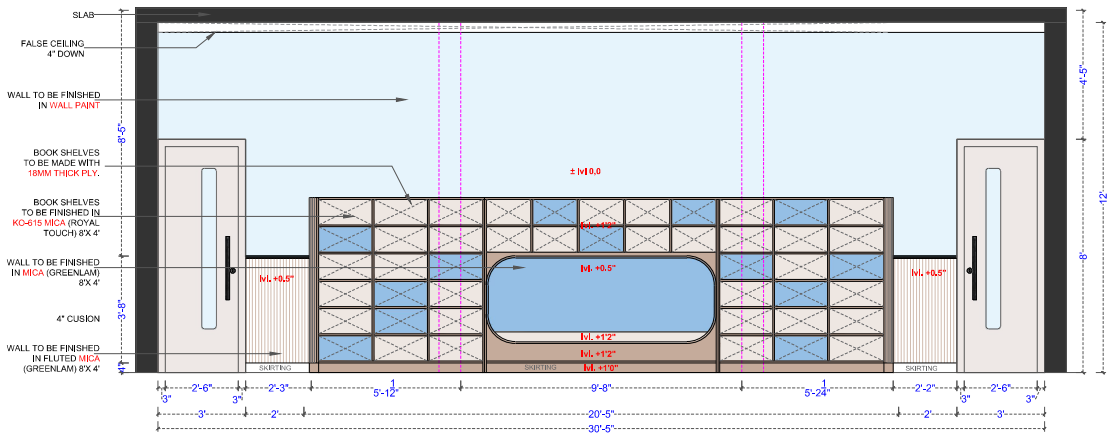
BBDU, SCHOOL OF
ARCHITECTURE & PLANNING

LIBRARY (FURNITURE LAYOUT, CEILING DETAIL, WALL CARPENTRY DETAIL AND 3D VIEWS)

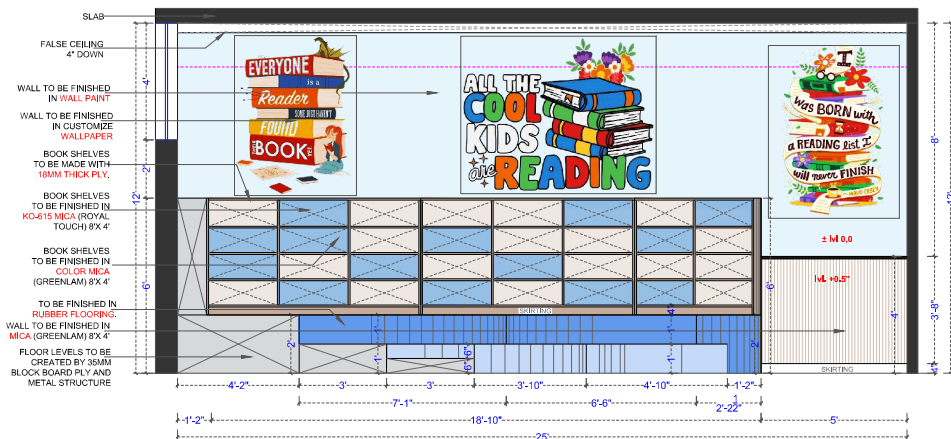
FURNITURE LAYOUT



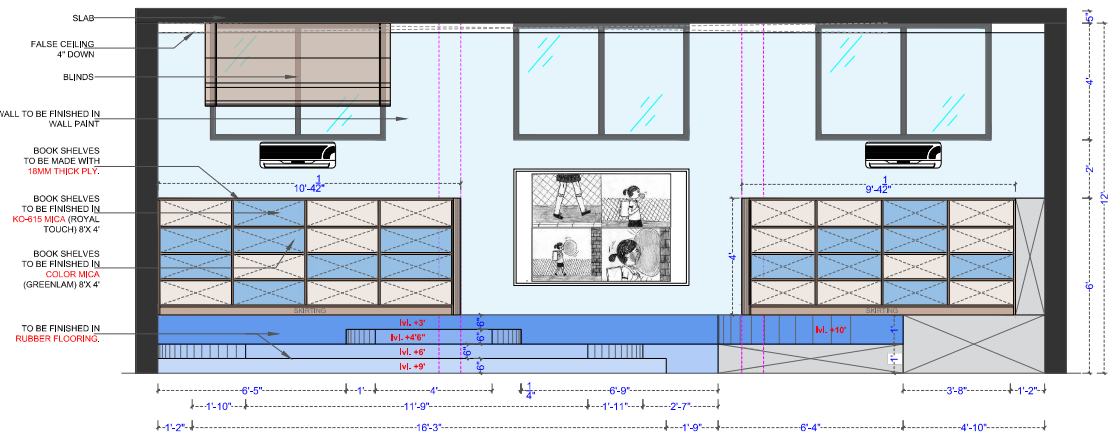
KEY PLAN



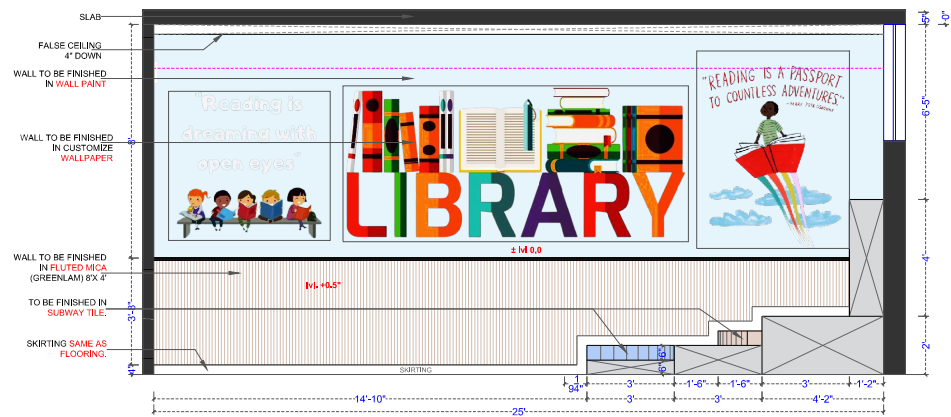
SECTIONAL ELEVATION B



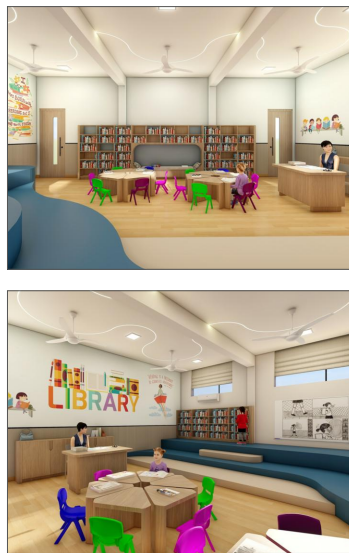
SECTIONAL ELEVATION A



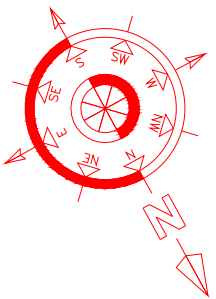
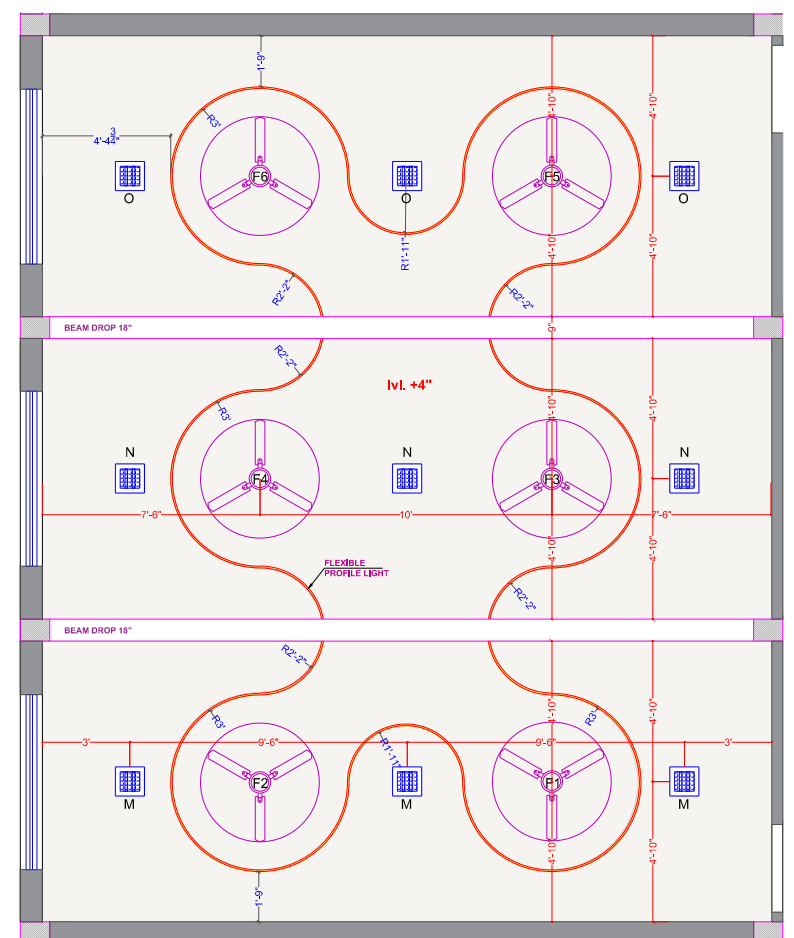
SECTIONAL ELEVATION D



SECTIONAL ELEVATION A



SECTIONAL ELEVATION C



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
LIBRARY
WORKING DRAWING

THESIS GUIDE :
Ar. VARSHA VERMA

THESIS COORDINATOR :
Ar. VARSHA VERMA

STAGE 4

PRIMARY
SCHOOL



**BBDU, SCHOOL OF
ARCHITECTURE & PLANNING**

TOILET, STORE ROOM, CORRIDOR AND STAIRCASE

SWITCH	MODULE	HEIGHT	MODULE
SB-1		54"	4
SB-2		36"	6
SB-3		54"	4
SB-4		54"	4
SB-5		54"	4
SB-6		54"	2
SB-7		54"	4

LIBRARY AND DANCE/YOGA ROOM

SWITCH	MODULE	HEIGHT	MODULE
SB1		54"	8
SB2		48"	6
SB3		36"	6
SB4		54"	6
SB5		18"	6
SB6		54"	8
SB7		54"	2

INDOOR PLAY CUM DINING AREA

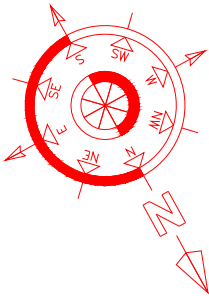
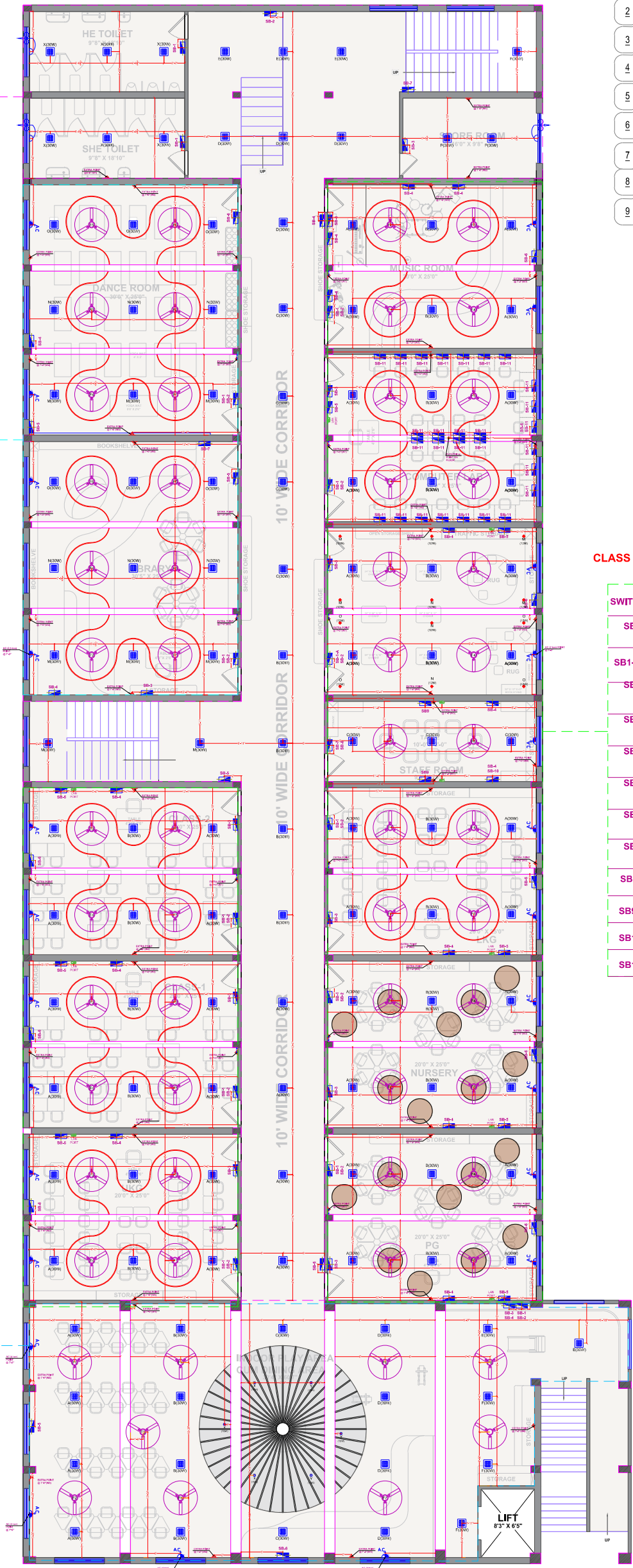
SWITCH	MODULE	HEIGHT	MODULE
SB1		54"	6
SB2		48"	8
SB3		54"	6
SB4		48"	8
SB5		54"	8
SB6		54"	6
SB7		54"	4

ELECTRICAL LEGEND :-

1		DISTRIBUTION BOARD
2		RECESS PANEL LIGHT 1' X 1'
3		SPOT LIGHT (15 WATT)
4		SPOT LIGHT (12 WATT)
5		CEILING FAN 4" DIAMETER
6		EXHAUST FAN
7		EXTRA ELECTRICAL POINTS ON WALLS
8		20AMP. A.C SOCKET OUTLET
9		LAN PORT

CLASS PG-2, STAFF ROOM, COMPUTER LAB AND MUSIC ROOM

SWITCH	MODULE	HEIGHT	MODULE
SB1		54"	6
SB1-A		54"	8
SB2		48"	6
SB3		54"	8
SB4		18"	6
SB5		54"	6
SB6		36"	6
SB7		54"	6
SB8		48"	4
SB9		36"	6
SB10		48"	6
SB11		24"	2



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
ELECTRICAL DETAIL

THESIS GUIDE :
Ar. VARSHA VERMA

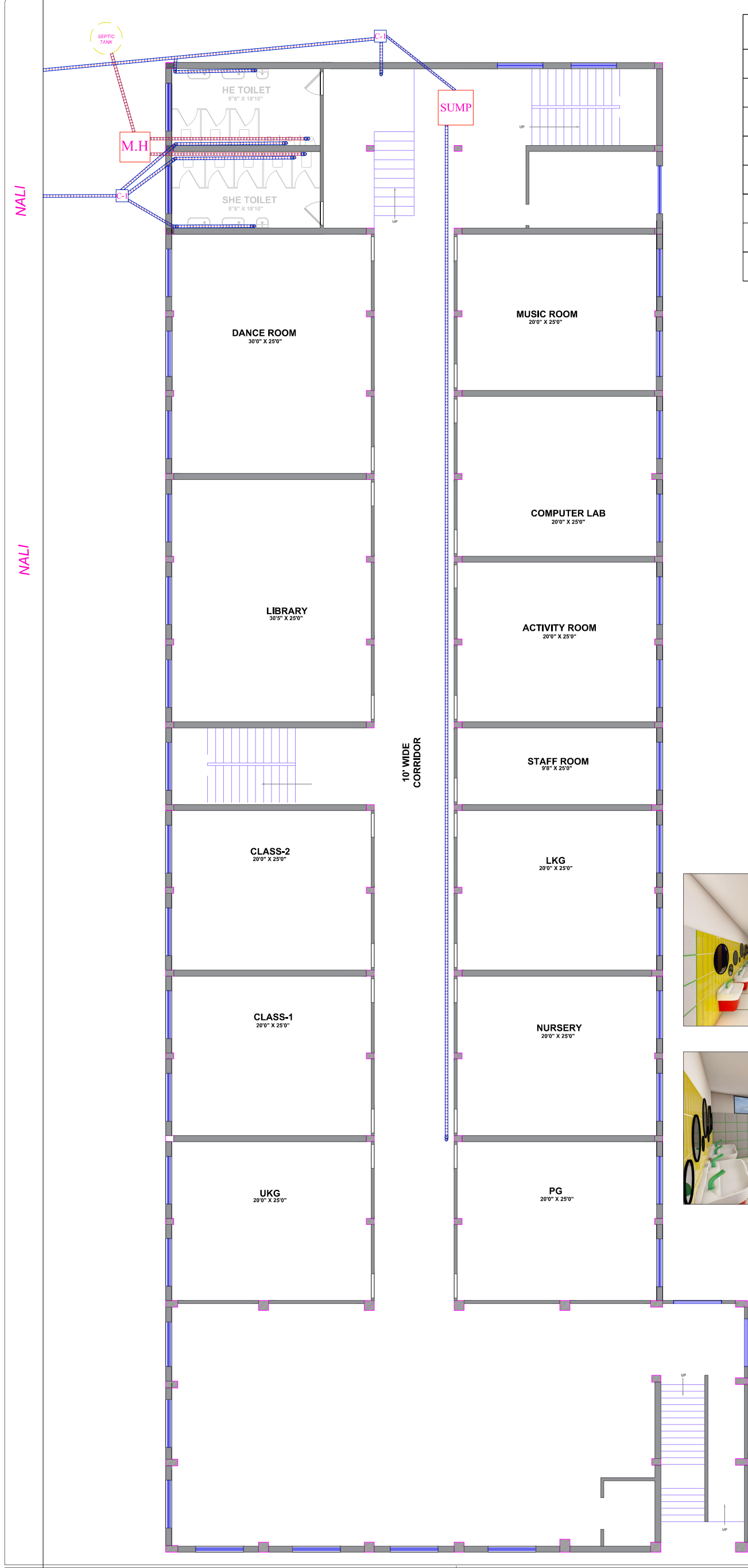
THESIS COORDINATOR :
Ar. VARSHA VERMA

STAGE 5

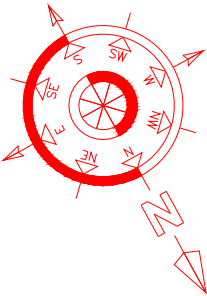
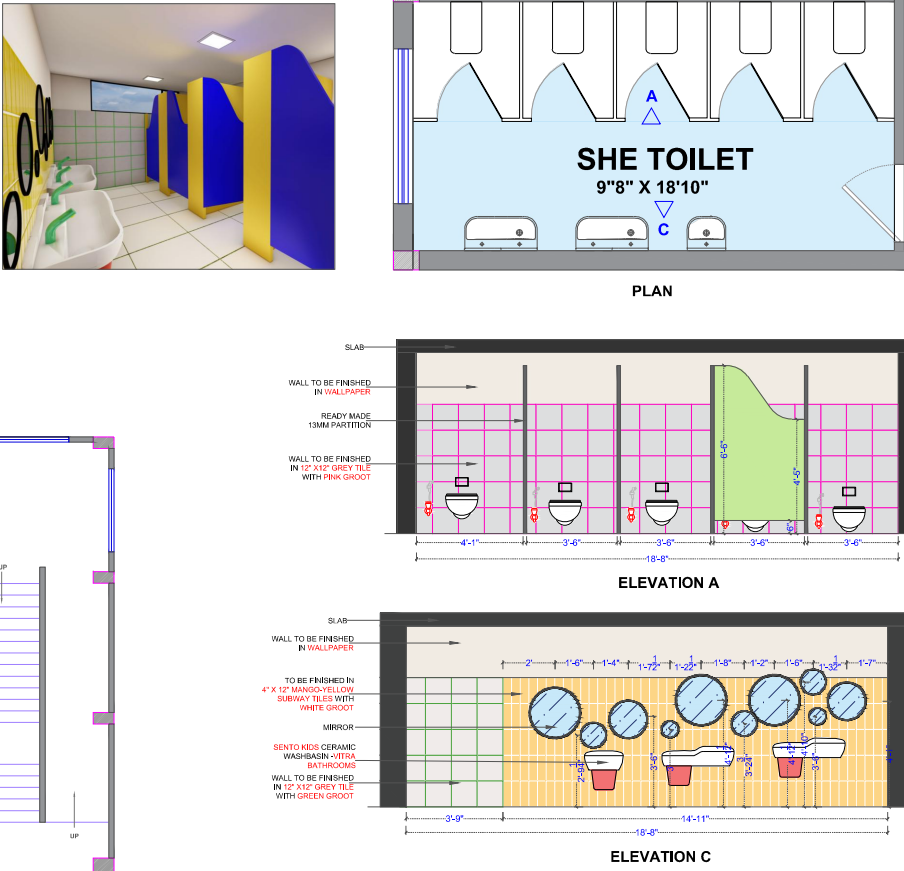
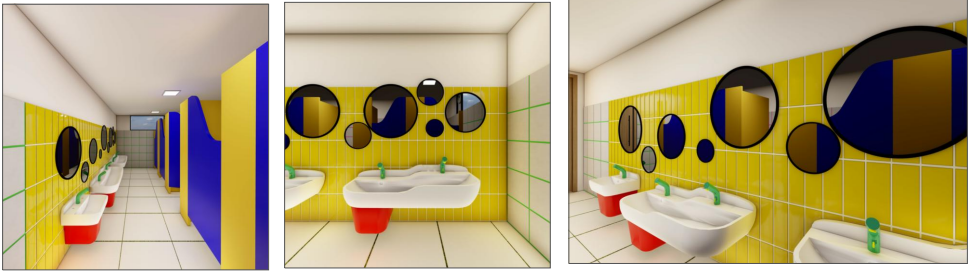
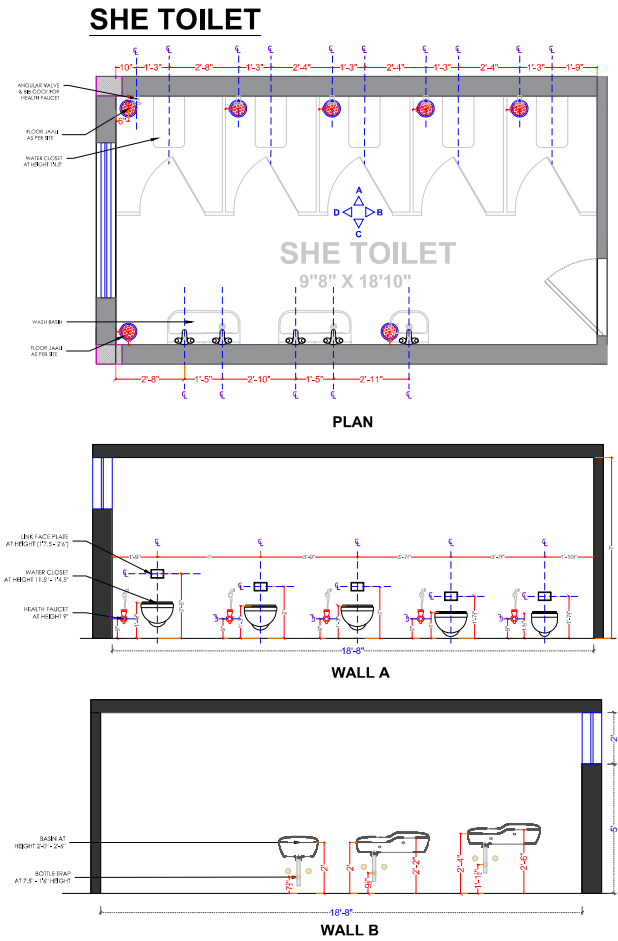
PRIMARY
SCHOOL



BBDU, SCHOOL OF
ARCHITECTURE & PLANNING



LEGEND			
S.R.	SYMBOL	NAME	DIMENSION
1.	C-1	CHAMBER-1	2'-0"X2'-0"
2.	SUMP	SUMP	
3.	MH	MAN HOLE	2'-0"X2'-0"
4.		DRAIN WATER PIPE	4"Ø
5.		SOIL WATER PIPE	4"Ø
6.		DRAIN WATER PIPE	4"Ø
		SOIL WATER PIPE	6"Ø



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
PLUMBING LAYOUT & SHE TOILET PLUMBING & ELEVATION DETAIL

THESIS GUIDE :
Ar. VARSHA VERMA

THESIS COORDINATER :
Ar. VARSHA VERMA

STAGE 5

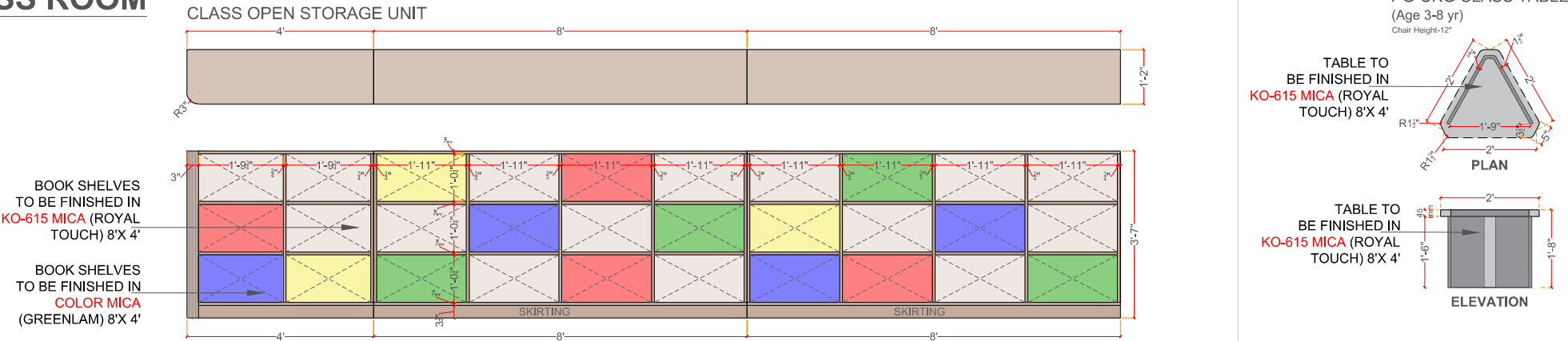
PRIMARY SCHOOL



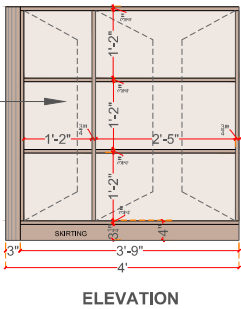
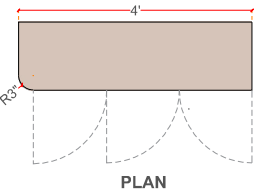
BBDU, SCHOOL OF ARCHITECTURE & PLANNING

FURNITURE CARPENTRY DETAIL (CLASS ROOM, ACTIVITY ROOM AND STAFF ROOM)

CLASS ROOM

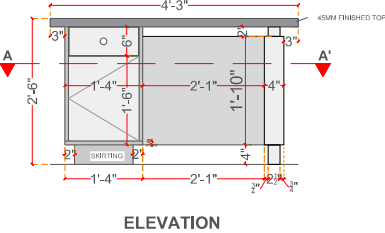
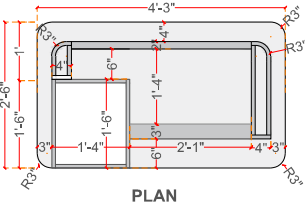


TEACHER'S STORAGE UNIT

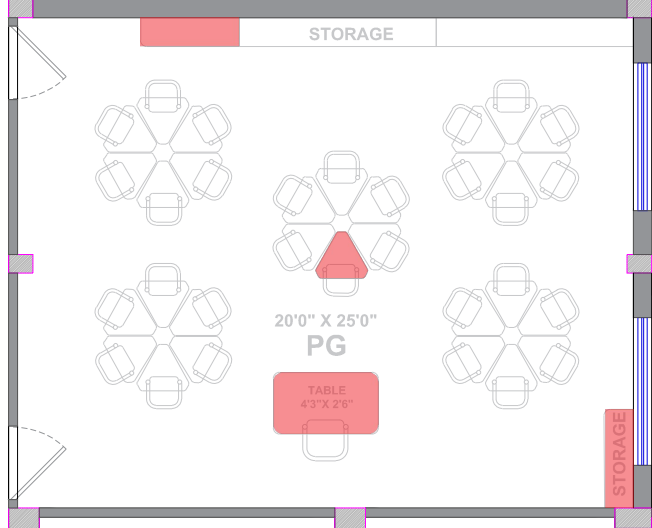


STORAGE UNIT TO BE FINISHED IN KO-615 MICA (ROYAL TOUCH) 8'X 4'

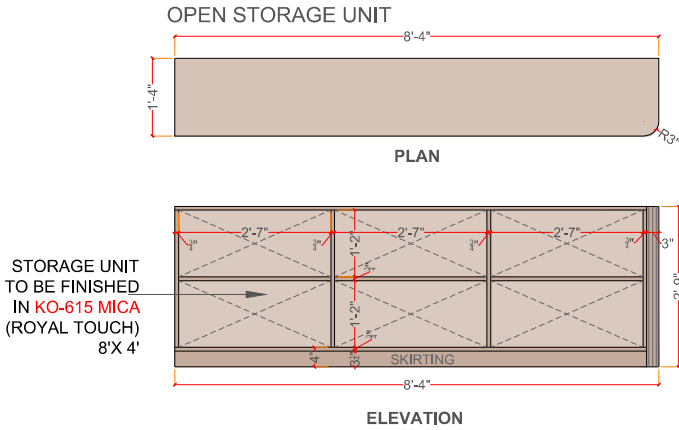
TEACHER'S CLASSROOM TABLE



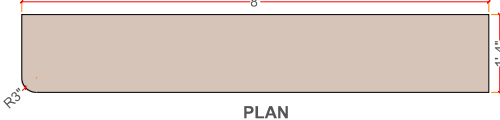
PLAN



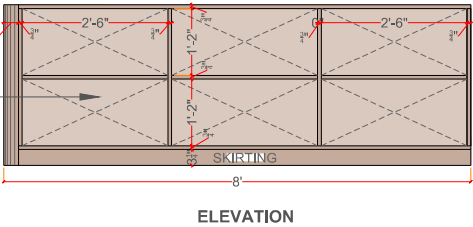
ACTIVITY ROOM



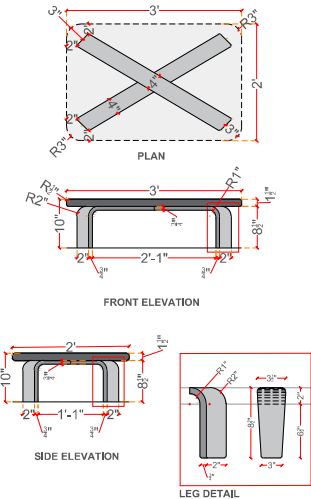
OPEN STORAGE UNIT



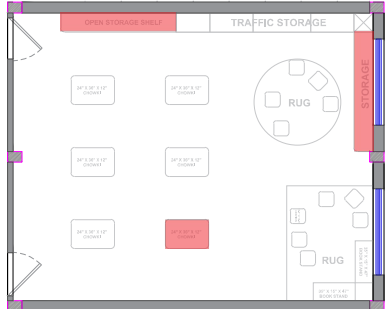
STORAGE UNIT TO BE FINISHED IN KO-615 MICA (ROYAL TOUCH) 8'X 4'



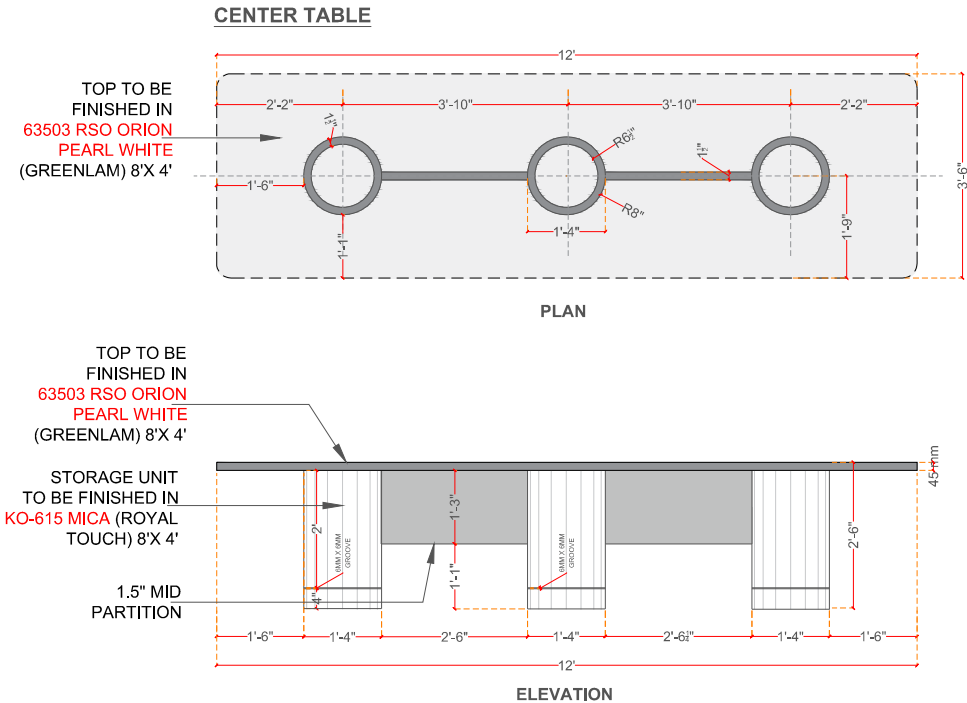
CHOWKI DETAIL



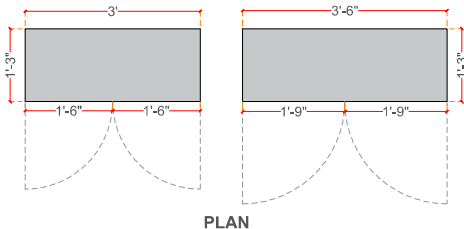
PLAN



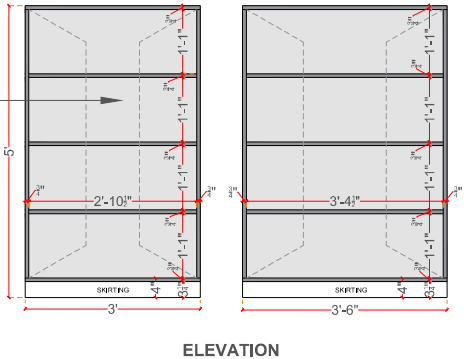
STAFF ROOM



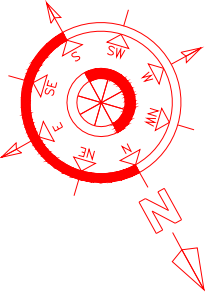
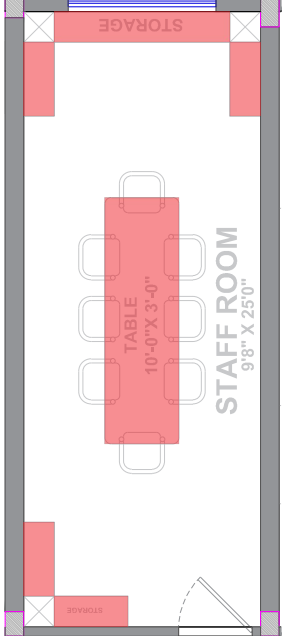
STORAGE UNIT



STORAGE UNIT TO BE FINISHED IN KO-615 MICA (ROYAL TOUCH) 8'X 4'



PLAN



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
FURNITURE
CARPENTRY DRAWING

THESIS GUIDE :
Ar. VARSHA VERMA

THESIS COORDINATER :
Ar. VARSHA VERMA

STAGE 6

PRIMARY
SCHOOL



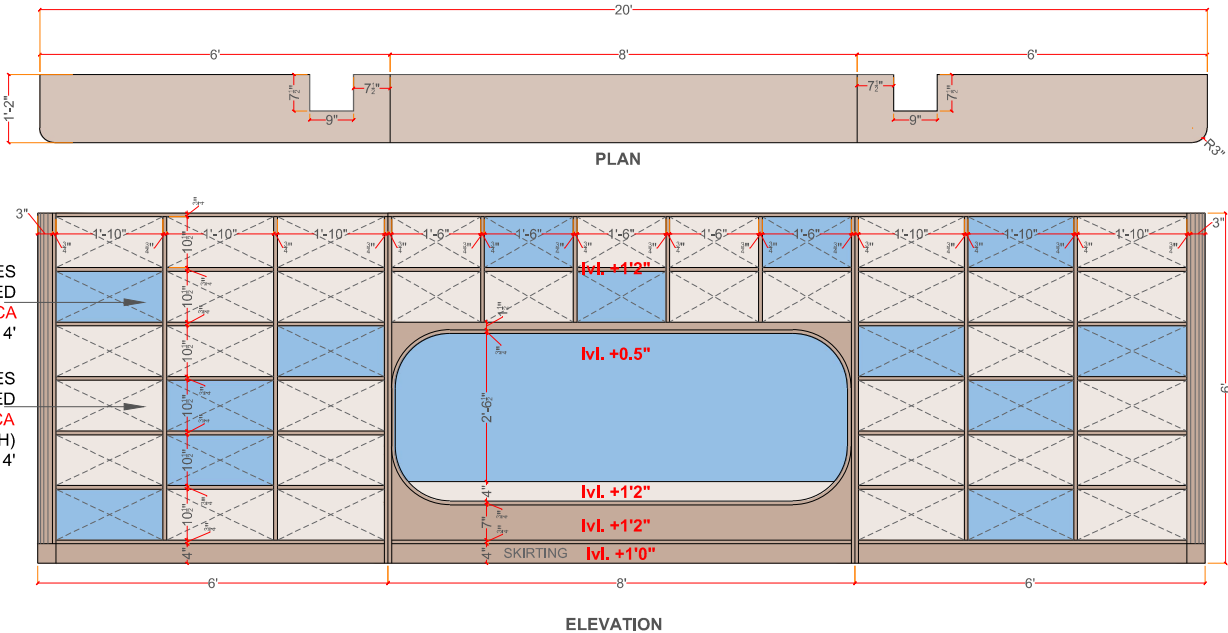
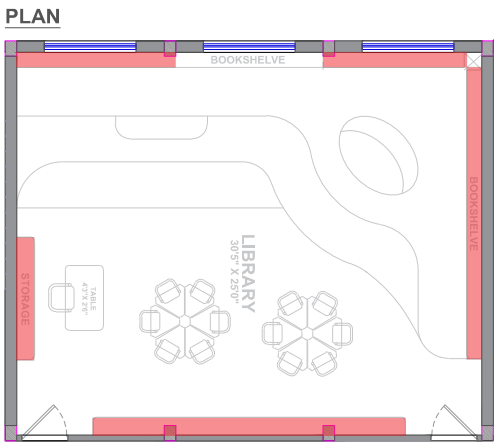
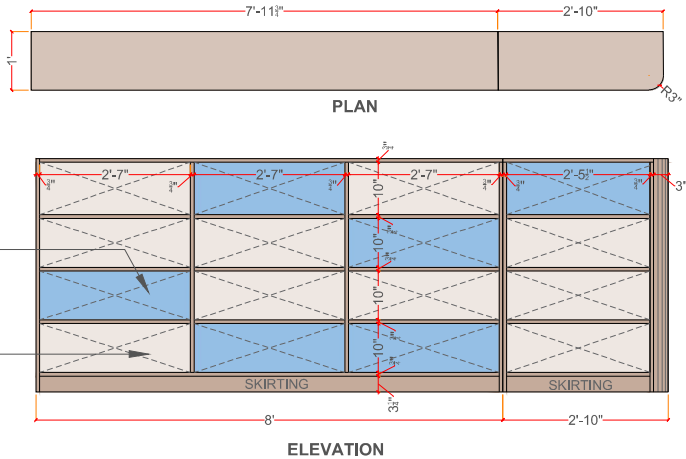
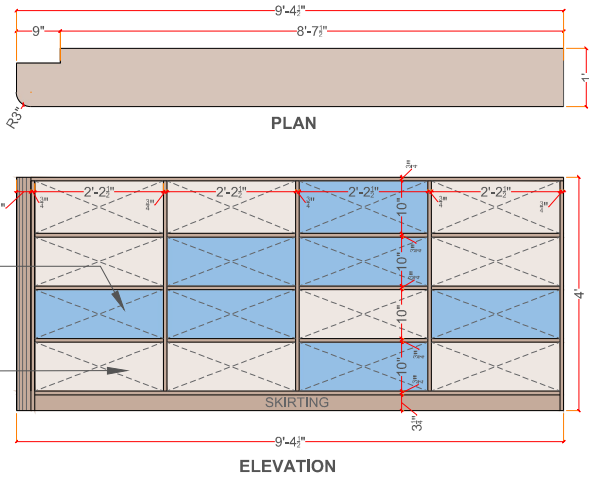
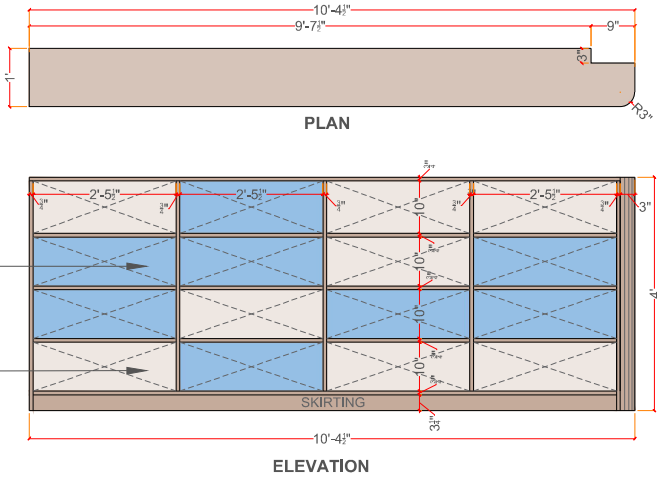
BBDU, SCHOOL OF
ARCHITECTURE & PLANNING

FURNITURE CARPENTRY DETAIL

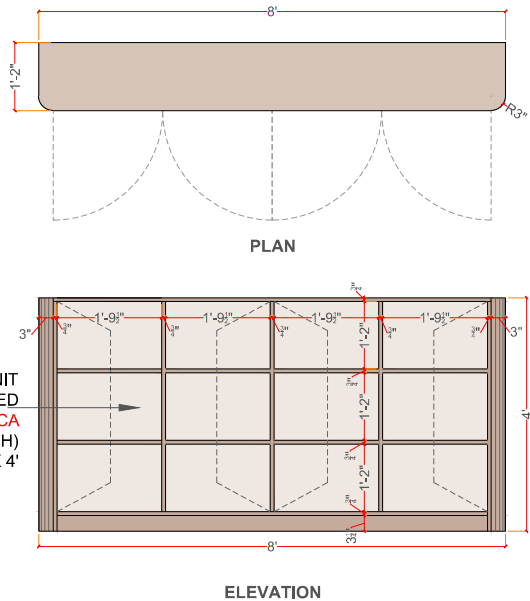
(CLASS ROMM, ACTIVITY ROOM
AND STAFF ROOM)

LIBRARY

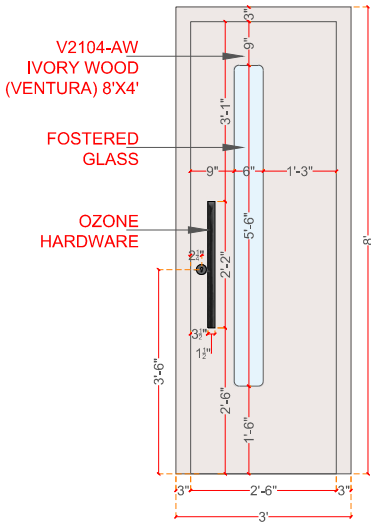
LIBRARY BOOKSHELVES



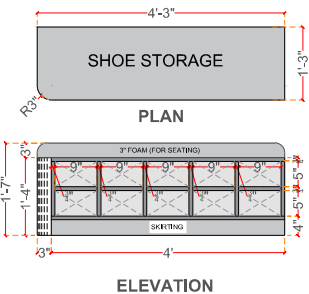
LIBRARY STORAGE UNIT



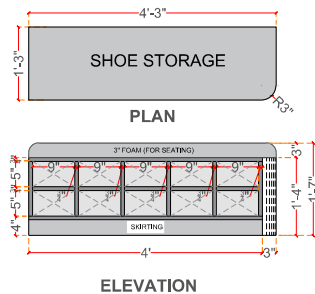
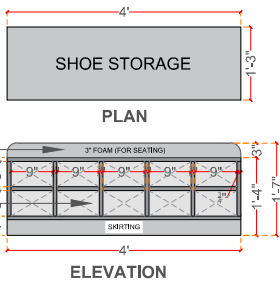
DOOR DETAIL



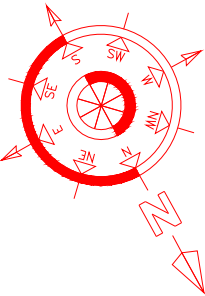
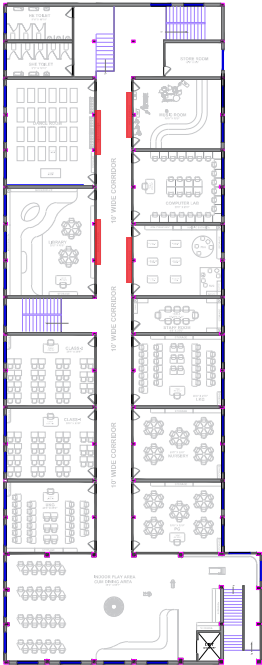
SHOE RACK



3" FOAM
SHOE STORAGE
TO BE FINISHED
IN KO-615 MICA
(ROYAL TOUCH)
8'X 4'



KEY PLAN



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
FURNITURE
CARPENTRY DRAWING

THESIS GUIDE :
Ar. VARSHA VERMA

THESIS COORDINATER :
Ar. VARSHA VERMA

STAGE 6

PRIMARY
SCHOOL



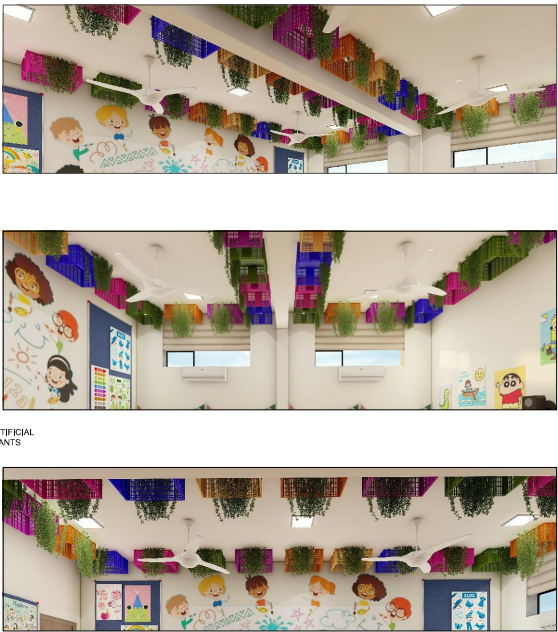
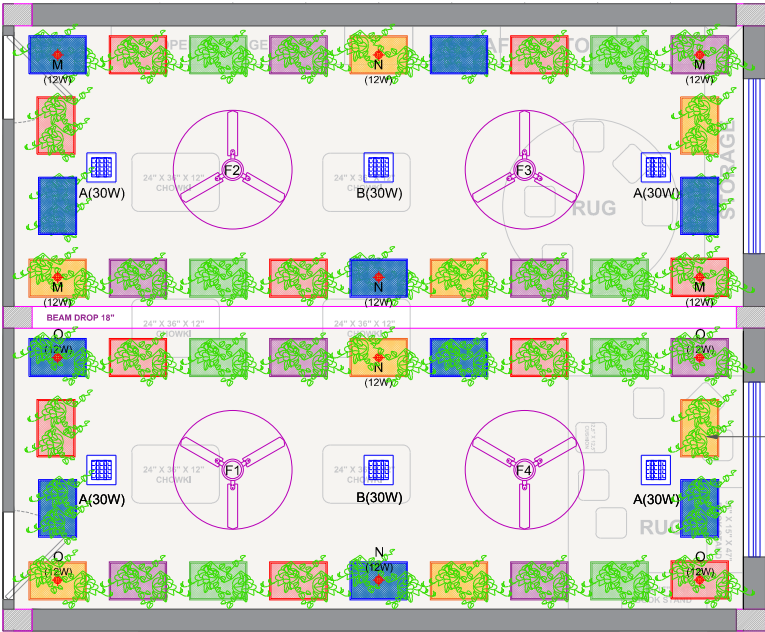
BBDU, SCHOOL OF
ARCHITECTURE & PLANNING

INTERIORSCAPE

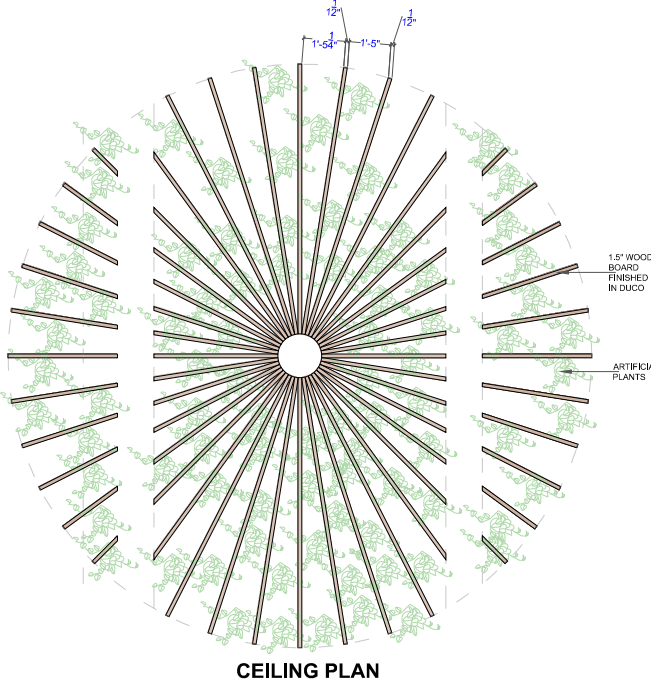
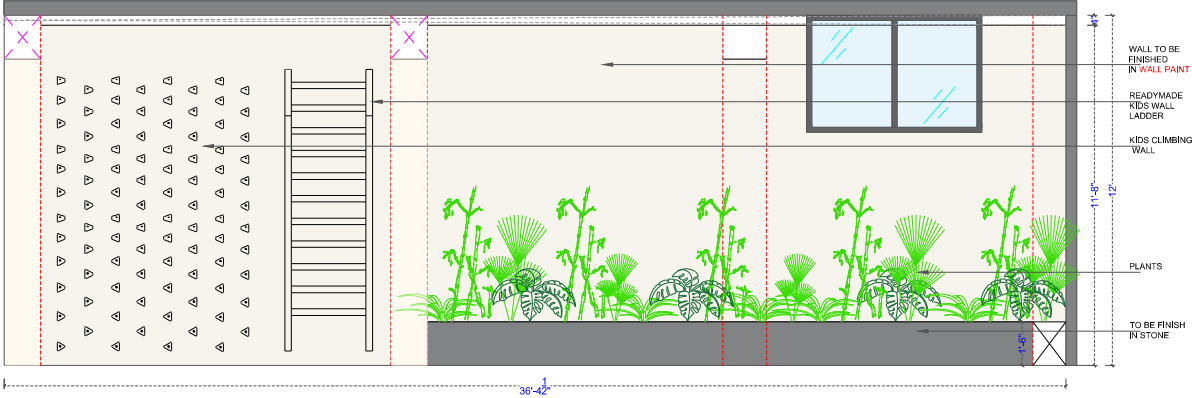
KEY PLAN



ACTIVITY ROOM- FALSE CEILING

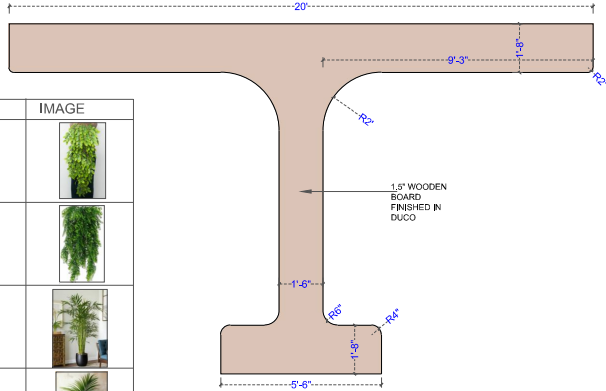


INDOOR PLAY AREA

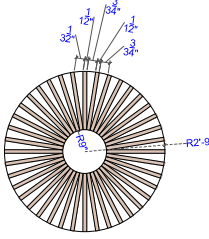


LEGENDS

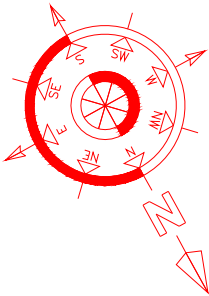
S.NO.	SYMBOL	NAME	IMAGE
1.		FAKE AGERGREEN VINE	
2.		ARTIFICIAL VIENS	
3.		BAMBOO PALM	
4.		ARECA PALM	
5.		BIRDS OF PARADISE	
6.		PEACE LILY	
7.		WEEPING FIG	
8.		SPIDER PLANT	



ELEVATION



LOWER PLAN



DRAWN BY-
DIVYA KORANGA

DRAWING TYPE -
INTERIORSCAPE

THESIS GUIDE :
Ar. VARSHA VERMA

THESIS COORDINATER :
Ar. VARSHA VERMA

ELECTIVE
SHEET

PRIMARY
SCHOOL



BBDU, SCHOOL OF
ARCHITECTURE & PLANNING

BIBLIOGRAPHY

BIBLIOGRAPHY

1. <https://jaipurialucknow.edu.in/seth-anandram-jaipuria-school-lucknow-shines-as-an-educational-innovator-acknowledged-as-a-case-study-by-united-nation-sdsn/>
2. <https://pathstudio.auroville.org/nandanamkindergarten>
3. <https://www.scribd.com/document/551507920/Nandanam-kindergarten-case-study-Auroville>
4. <https://www.archdaily.com/935513/maidenhill-primary-school-and-nursery-bdp>
5. <https://www.slideshare.net/slideshow/primary-school-case-studypptx/256315640>
6. PRAPOSAL SITE IMAGES FROM SITE, PLAN FORM ARCHITECT'S OFFICE
7. KDMA WORLD SCHOOL IMAGES FROM SITE