

WHY?

REFUGEE AND HOST COMMUNITIES

Discrimination and violence by the Sri Lankan state against the Tamils led to a **civil war (Four phases)** throughout the 1950s - 1970s, forcing people to flee. Majority went to the developed West, the rest to India. In 1983, the Sinhalese violence against the Tamils resulted in the displacement of all communities in the north and the east. These included the Tamils, Tamil-speaking Muslims and Sinhalese settled in the east. India, for security reasons, could not overlook such political developments. Refugees who came to India in 1983 took refuge in the Tamil Nadu, with a population of 55,638,318 (1991 provisional census). By the early part of 1993, there were an estimated 200,000 Sri Lankan Tamils. Exact number is not available as many don't register, despite local government orders. It's easy to remain undetected with many refugees living outside the camps.

Currently there is an influx due to one of the worst **economic crisis** faced by the Sri Lankans, forcing people to flee for sustaining on a day to day basis.

HOSTING STATES

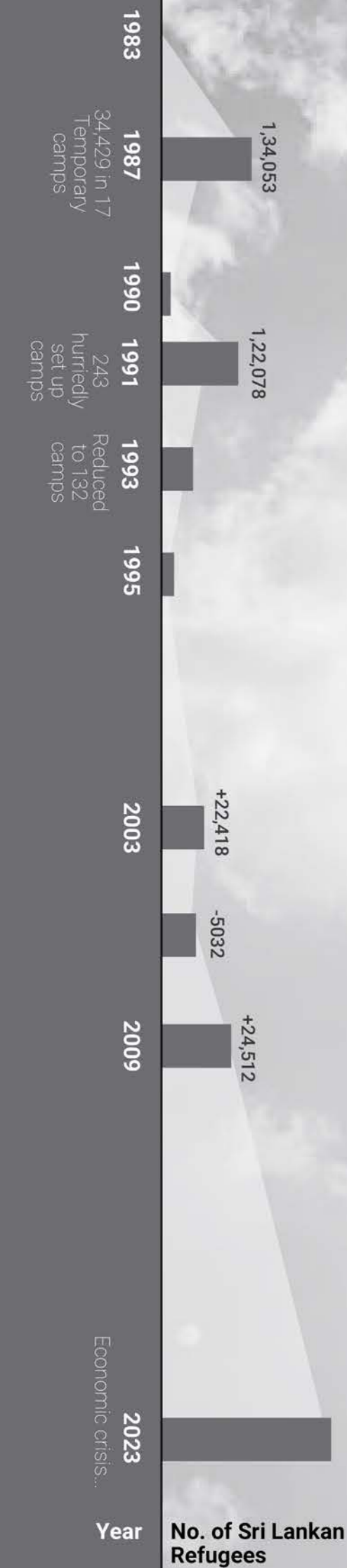
- New Delhi
- Maharashtra - 5.73 Crore
- Uttar Pradesh - 5.91 Crore
- West Bengal - 3.33 Crore
- Andhra Pradesh - 3.32 Crore
- Tamil Nadu - 3.13 Crore

HOST - TAMIL NADU

- 113 Sri Lankan Rehabilitation camps across 29 districts
- 3,04,269 Sri Lankan Tamil refugees
- 58,822 live in refugee camps, remaining live outside

REFUGEES - TAMIL EELAM

- Jaffna (including Islands)
- Mannar
- Mullaitivu
- Kilinochchi
- Vavuniya
- Trincomalee
- Batticaloa
- Ampara
- Puttalam



I'm all alone in a new country. How should I survive?

Because of our refugee status we don't get all opportunities especially in big companies and government jobs!

With nothing and no support, away from family, how do I use my skills? How do I adapt here?

Ongoing wars, economic crises and safety issues, are forcing us to seek refuge in countries that provide them. We have lost everything!

Looking at all our parents' struggles we don't have any plans to go back to our home

We (host) are already on the verge of crisis and by providing refuge, what are we supposed to?

All the prices are up, recessions are getting worse. What should I do???



ACCESS TO RESOURCES

Dependent on families living here in or outside camps/ families in abroad

IDENTIFICATION

Based on desire and proximity, we have to choose to seek refuge in neighbouring countries or host countries or transit countries

ACCESS TO NO RESOURCES

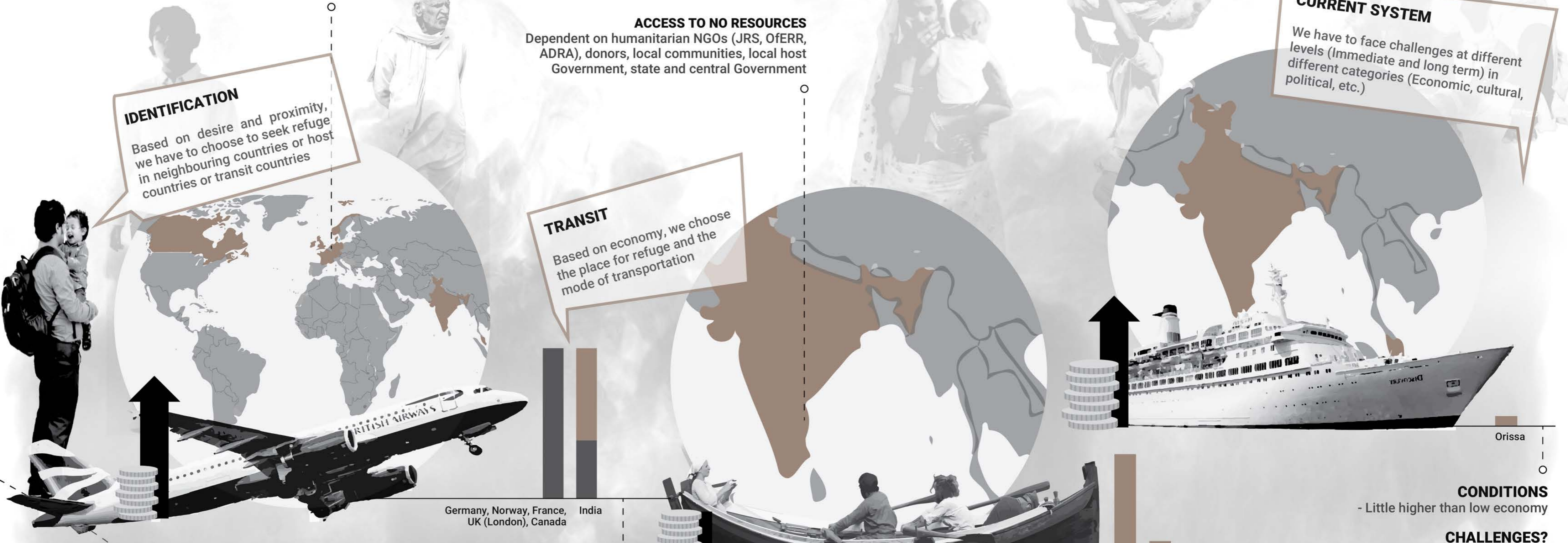
Dependent on humanitarian NGOs (JRS, OfERR, ADRA), donors, local communities, local host Government, state and central Government

TRANSIT

Based on economy, we choose the place for refuge and the mode of transportation

CURRENT SYSTEM

We have to face challenges at different levels (Immediate and long term) in different categories (Economic, cultural, political, etc.)



Germany, Norway, France, UK (London), Canada

CONDITIONS

- Mid and Higher economy
- Passport, visa and entry ticket fare

CHALLENGES?

- Better life and opportunities
- Citizenship
- Independent of Government

Orissa

CONDITIONS

- Little higher than low economy

CHALLENGES?

- Hardships throughout the journey and in the host country (Physical and Psychological)

Rameshwaram Muttukadu

CONDITIONS

- Low economy
- No other option
- No passport or visa

CHALLENGES?

- Hardships throughout the journey and in the host country (Physical and Psychological)

CHALLENGES FACED DURING THE JOURNEY FROM LAND OF DESPAIR TO LAND OF HOPE



Urban homeless

- Dropouts
- Unemployed
- No inclusion of vulnerable communities
- No access to services, medical care
- No documents

Amidst the influx in refugee population there is population growth in the host community which has led to the imbalanced development in the rural, town and urban areas.

Almost all the waterbodies are encroached and polluted by dumping waste. The greens and blues are destroyed and with the limitless resources and increasing population, more problems get added to the existing problems when more people have to be accommodated.

Amidst the influx in refugee population there is population growth in the host community which has led to the imbalanced development in the rural, town and urban areas.

RURAL POPULATION
3.49174e+07

URBAN POPULATION
3.72296e+07

REFUGEE POPULATION
304269

URBAN CHALLENGES

RURAL CHALLENGES

TOWN CHALLENGES

COMMUNITY CHALLENGES

INDIVIDUAL CHALLENGES

OTHER CHALLENGES

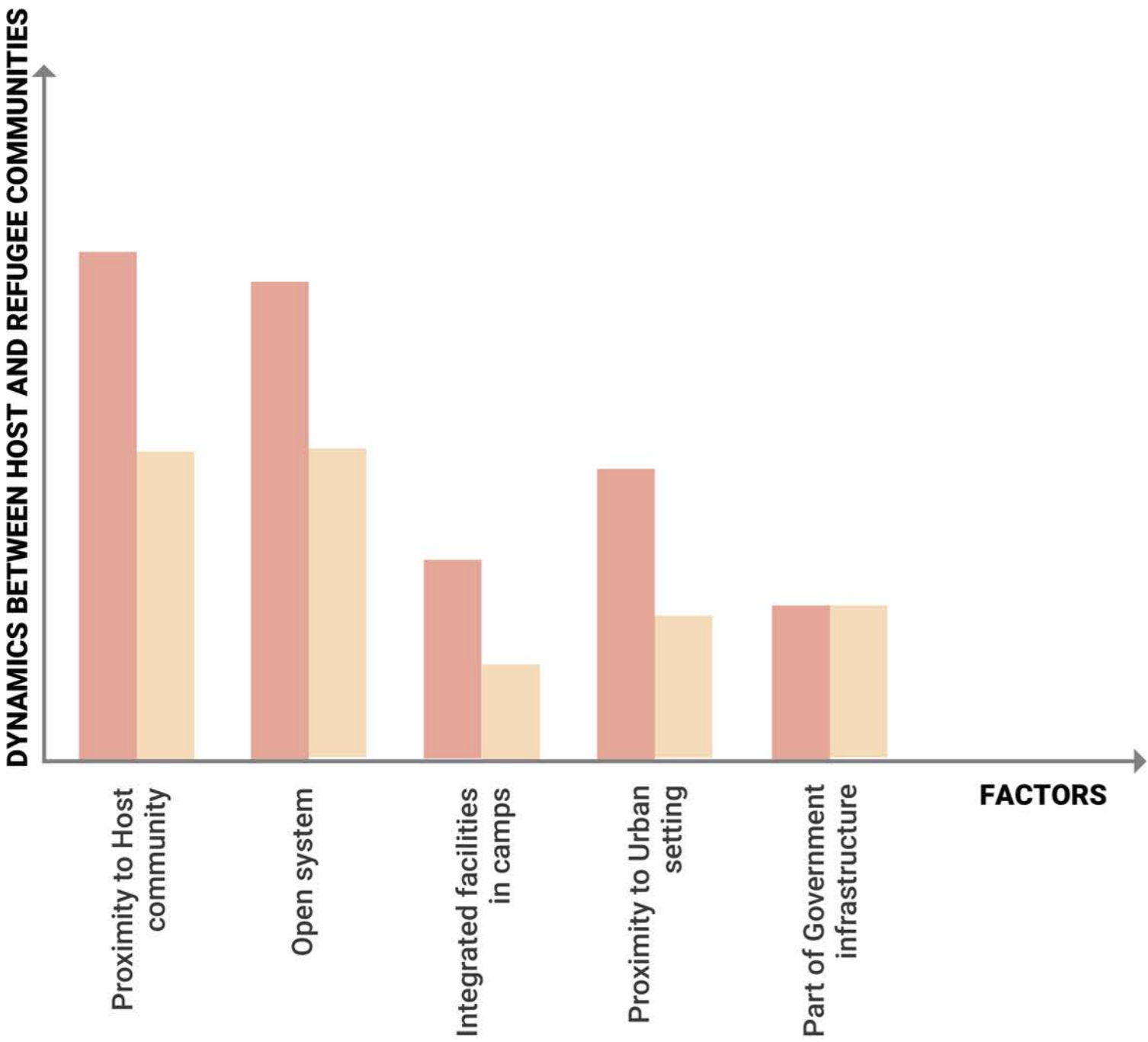
HOST



URBAN CAMPS AND TOWN/ RURAL CAMPS

COMPARATIVE ANALYSIS

URBAN CAMP TOWN/ RURAL CAMP



CHARACTER OF STREETS

MANDAPAM CAMP

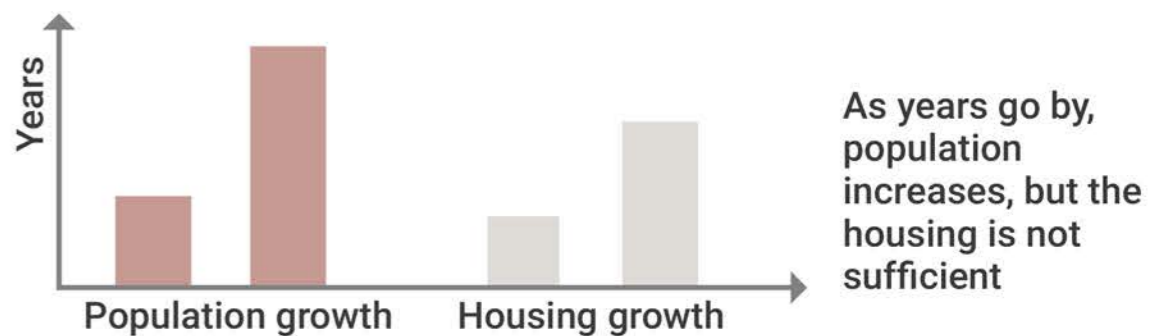


	MANDAPAM CAMP	OSUR CAMP	PACODE CAMP	PERUMAALPURAM CAMP	PUZHAL CAMP	KOTTAPATTU CAMP	GUMMIDIPOONDI CAMP
SETTLEMENT	<ul style="list-style-type: none"> - Closed system - Located at the outskirts of a town - More open spaces 	<ul style="list-style-type: none"> - Open system - Located at the village's outskirts - Located along a street with less open spaces 	<ul style="list-style-type: none"> - Open system - Located in a town - Located amidst a Govt. 	<ul style="list-style-type: none"> - Open system - Located near a town - Located along a street with less open spaces 	<ul style="list-style-type: none"> - Closed system - Located in the peri urban region - Less open spaces 	<ul style="list-style-type: none"> - Closed system - Located in a city - Open spaces are part of the Govt. infrastructure 	<ul style="list-style-type: none"> - Closed system - Located in the city's outskirts- - Open spaces are part of the Govt. infrastructure - Open spaces are part of the Govt. infrastructure
INTEGRATED FACILITIES	<ul style="list-style-type: none"> - Education - Hospital - Fire department - Ration 	<ul style="list-style-type: none"> - Daycare - Dependent on host resources 	<ul style="list-style-type: none"> - Daycare - Dependent on host resources 	<ul style="list-style-type: none"> - Dependent on host resources 	<ul style="list-style-type: none"> - Education - Daycare 	<ul style="list-style-type: none"> - Hospital - Ration - Daycare 	<ul style="list-style-type: none"> - Ration - Education - Open play areas - Variety of shops
PROS	<ul style="list-style-type: none"> - Architecture reflects the context's character - Less built up 	<ul style="list-style-type: none"> - Architecture reflects the context's character - Publicly accessible spaces are along the main road 	<ul style="list-style-type: none"> - Educate people according to jobs available 	<ul style="list-style-type: none"> - Self help groups 	<ul style="list-style-type: none"> - Access to public transportation to access facilities 	<ul style="list-style-type: none"> - Self help groups - Location has access to job opportunities 	<ul style="list-style-type: none"> - Self help group - Location - Open spaces

INFERENCES

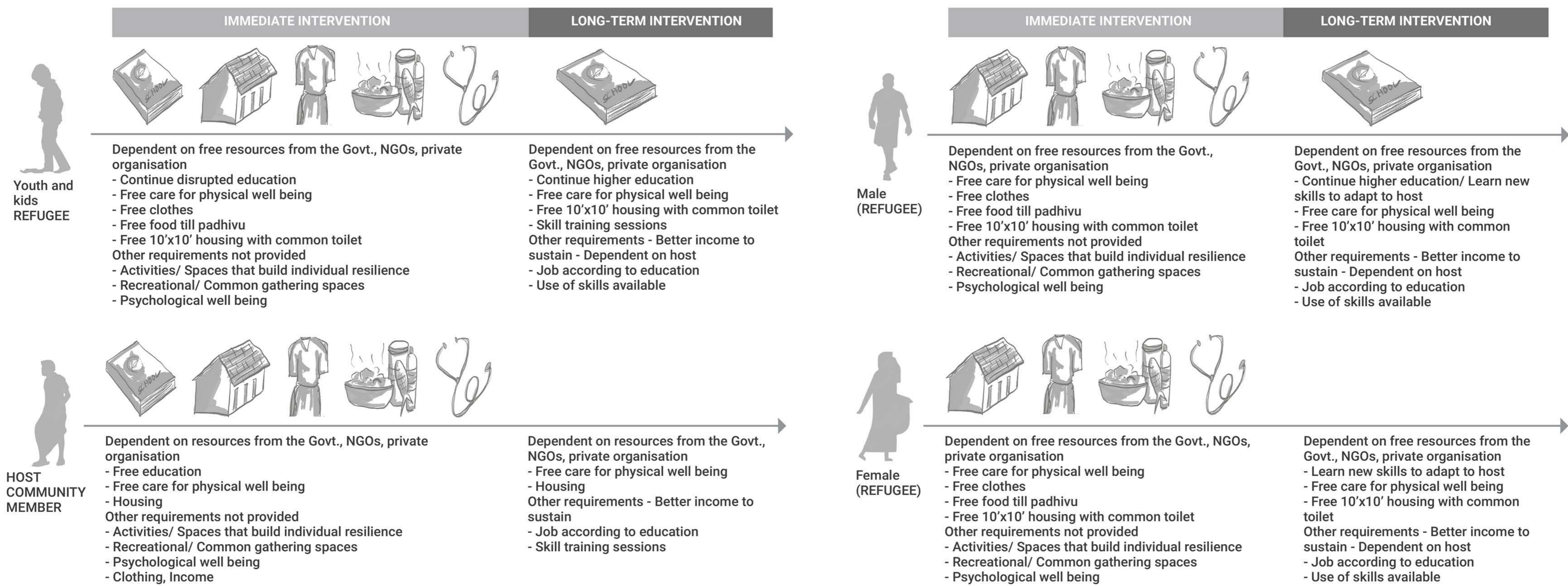
- Safety for women and kids
- Self help groups, especially for women
- Job according to education
- Unique food style
- Independent system

WHAT MAKES GUMMIDIPOONDI CAMP UNIQUE?

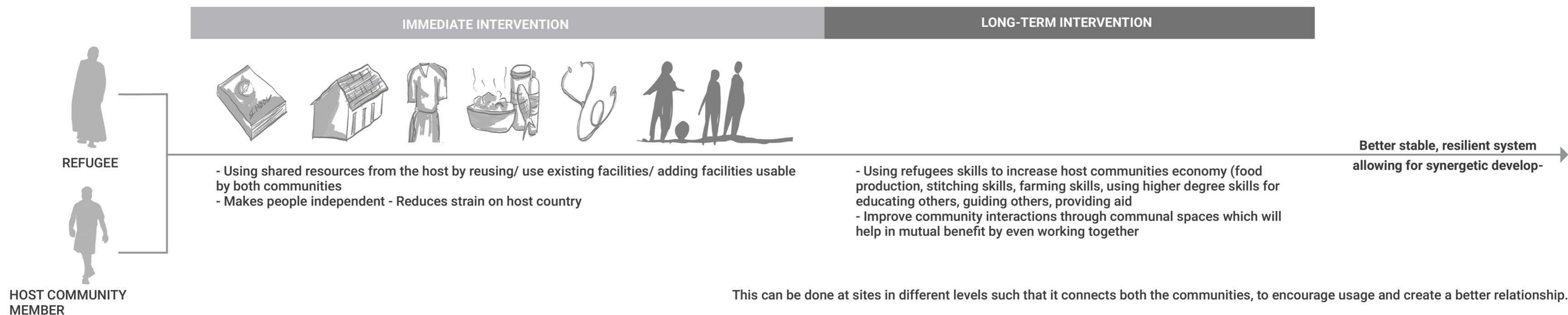


METHODOLOGY - ASSESSMENT

CURRENT SYSTEM



PROPOSED SYSTEM



This can be done at sites in different levels such that it connects both the communities, to encourage usage and create a better relationship.

NEED FOR INTEGRATION

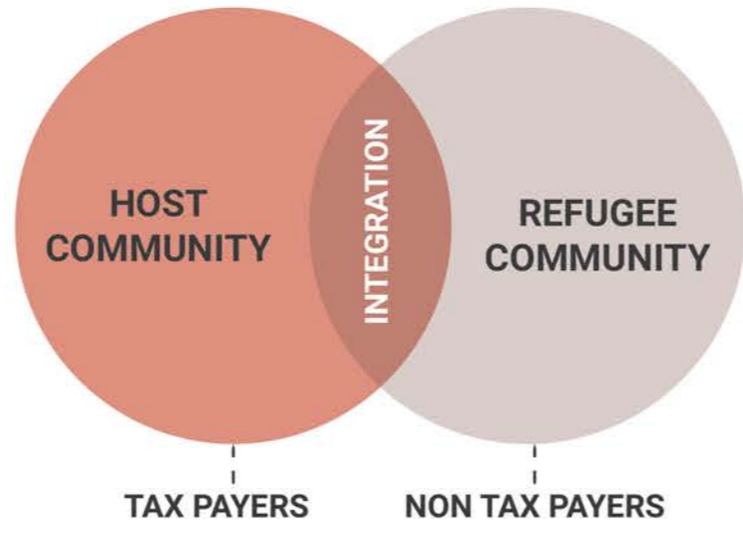
Both communities have their challenges and have similar needs. The current unbalanced system poses a threat to the existence of both communities. But if integration is not done properly, it can lead to more disastrous effects.

NEED FOR SYNERGETIC INTEGRATION

The challenges faced by the host community have led to the rise of the need for an integrated solution and with the addition of growing rehabilitation camps, there is a need for an integrated sustainable solution that allows for synergetic development, for a **socially cohesive** and **sustainable future** which ensures that the communities can be and have access to **resilient systems** without having to deal with the issues concerned with an unbalanced system of integration. A synergetically integrated system allows for mutual growth which will lead to positive growth.

CHALLENGES FOR INTEGRATION

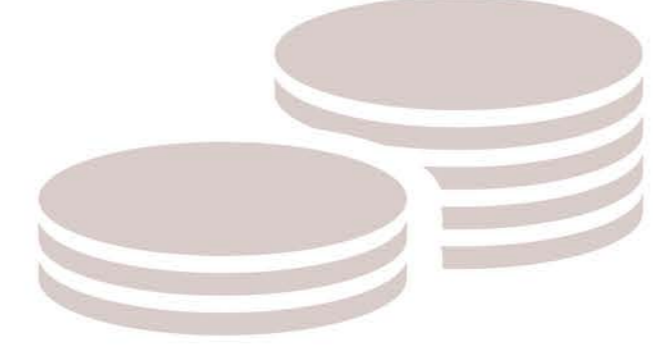
SOCIAL CHALLENGES



- Integrating new members (refugee) into a community (host)
- Creating an accepting community
- Breaking psychological barriers
- Provision of separate facilities and housing -- Segregation

...Psychological barrier

ECONOMIC CHALLENGES



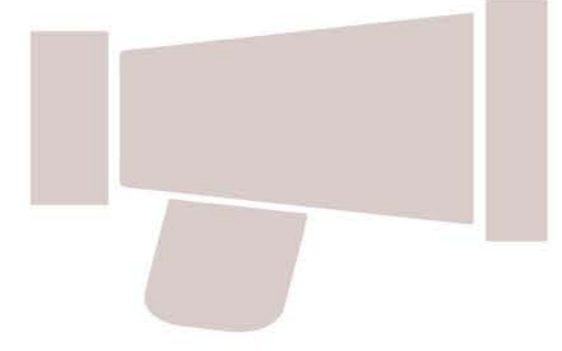
- No Government jobs
- Private companies ask legal documents - Hindrance
- Entirely dependent on host - Creates a rift
- No job according to education

CULTURAL CHALLENGES



- Unique food style
- Similar traditions and culture
- Unique dressing style
- Have specific skills like stitching, gardening, etc.

POLITICAL CHALLENGES



- Legal and local bodies have the final power to change the rules for the refugees

STRATEGIES

PSYCHOLOGICAL BARRIERS - REMOVAL/ REDUCTION

COMMUNITY ACCEPTANCE	<ul style="list-style-type: none"> Activities that benefit & include refugees & host Promote cultural potentials 	<ul style="list-style-type: none"> Food Skill training (Technical & Crafts) Therapy (Implicit & Explicit) Medical care & Training Maid services
ENHANCEMENT	<ul style="list-style-type: none"> Activities that enhance psychological & physical well being 	<ul style="list-style-type: none"> Therapy (Implicit & Explicit) Medical care & Training
SPATIAL INCLUSIVITY	<ul style="list-style-type: none"> Identify ways to connect & link host & refugee communities spatially 	<ul style="list-style-type: none"> Identify configuration of host community



PHYSICAL BARRIERS - REMOVAL

PLACE ATTACHMENT	<ul style="list-style-type: none"> Architectural language (Similarity, design elements, familiarity, spatial quality, visual memory, relativity) Similar hierarchy of spaces as in Sri Lanka Integration of activities as in Sri Lanka 	<ul style="list-style-type: none"> Macro level (Urban level) <ul style="list-style-type: none"> - Circulation pattern and its character - Overall layout - Community spaces for social interactions Micro level (Site planning) <ul style="list-style-type: none"> - Hierarchy of spaces - Open space utilisation - Integration with nature - Overall layout - Form & massing Meso level (Building level) <ul style="list-style-type: none"> - Design elements - Spatial quality - Facade treatment - Form & massing - Planning - Interior design
BREAKING BOUNDARIES	<ul style="list-style-type: none"> Seamless segregation - Blurring boundaries between refugee & host communities 	<ul style="list-style-type: none"> Identify the spine - Enhancement through activities & generators



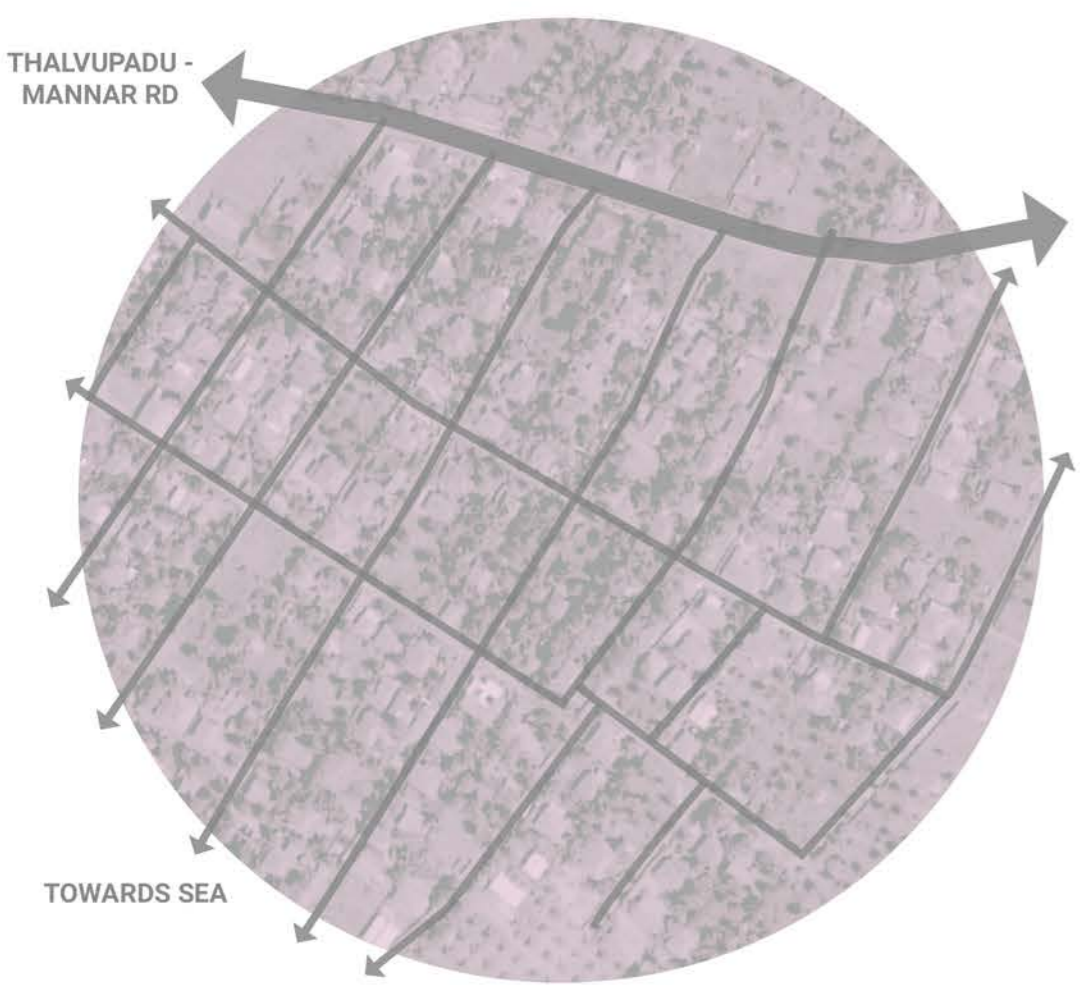
ECONOMIC BURDEN - REDUCTION

INDEPENDENT SYSTEM	<ul style="list-style-type: none"> Electricity Water supply Sewage Economy Volunteer work to mutually benefit each other & break psychological barriers 	<ul style="list-style-type: none"> Entire site will be dependent on solar energy Rain water harvesting and treatment at site level and urban level Dry waste can be used for compost Sewage treatment and reuse of treated grey water Activities that help or equip people for income generation through skill training, selling products using existing or newly learnt skills, school, crafts, fund raising events, etc.
---------------------------	--	---



PLACE ATTACHMENT | SRI LANKAN ARCHITECTURE

LAYOUT

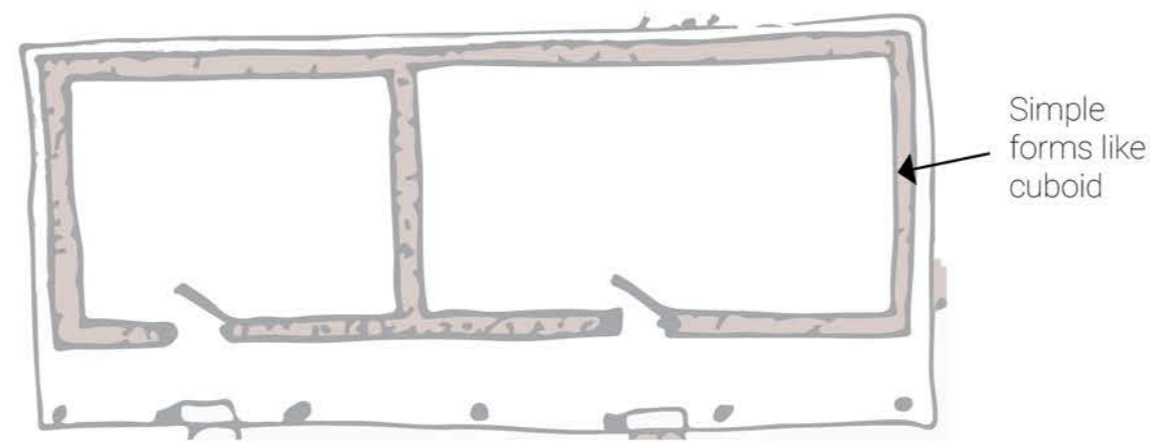


- Linear arrangement, where houses are arranged along a mud/ concrete street surrounded by nature and away from the main road
- Important public spaces are arranged along the main road
- Semi private fencing made out of natural elements
- Religious buildings are placed between the housing streets

SPATIAL DESIGN



ELEVATION

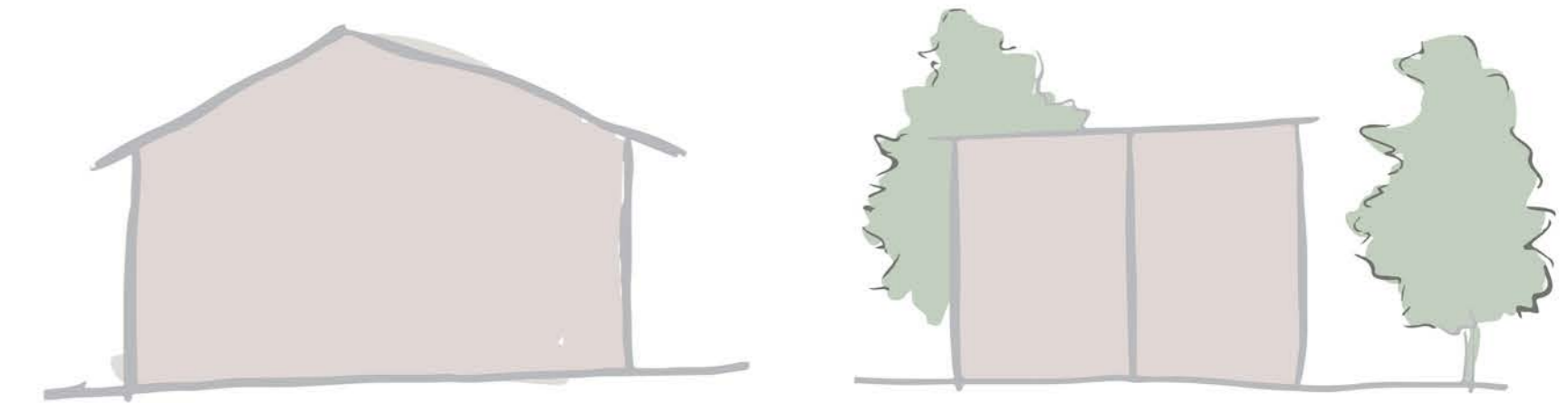
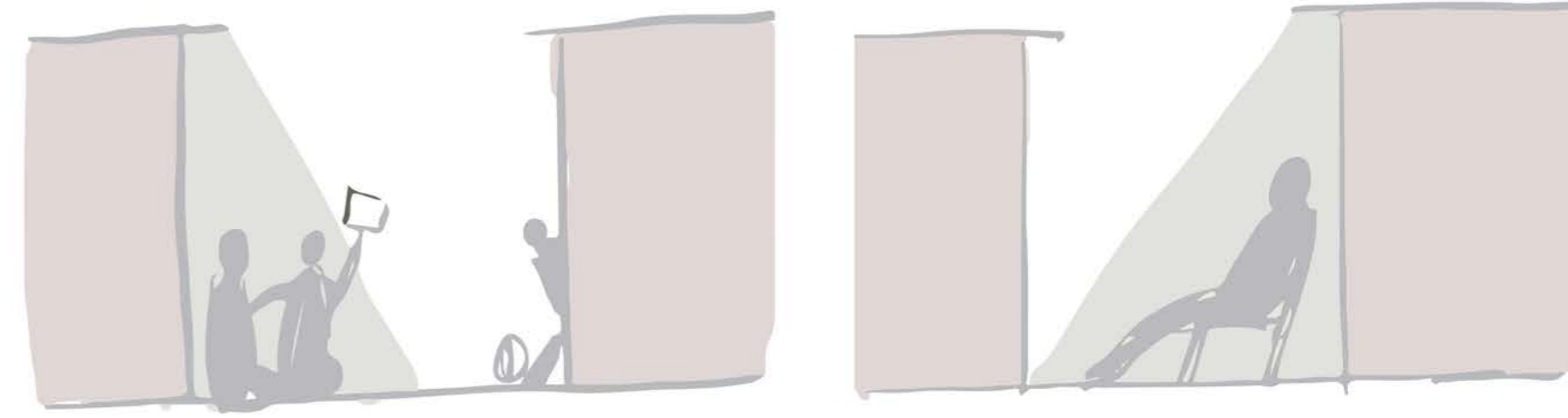


PLAN

- Similar to traditional Tamil Nadu architecture
- Major design elements include courtyards, simple forms, minimal openings, pillared shaded spaces, etc.
- Each house has a garden or backyard

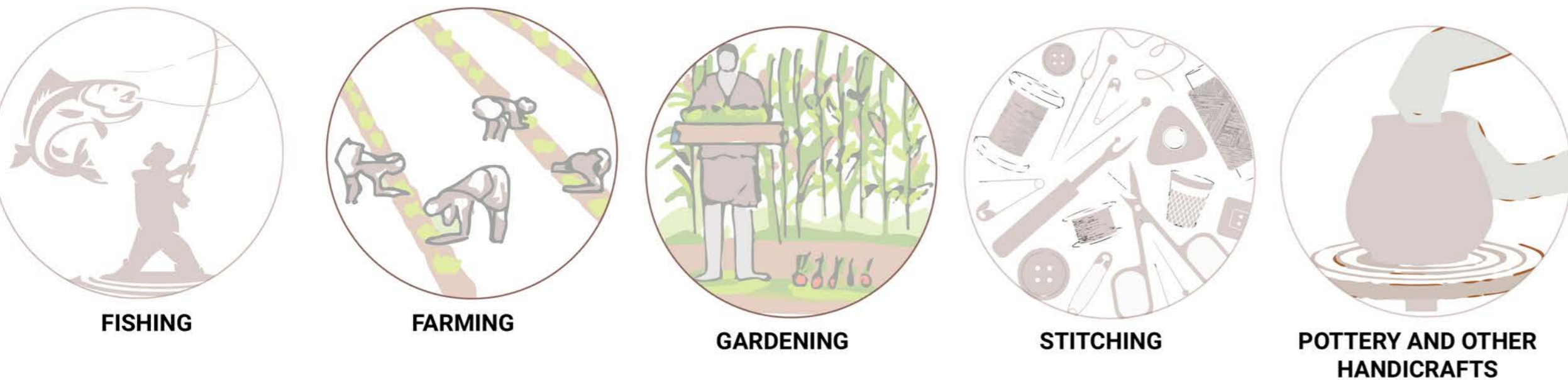
PLACE ATTACHMENT | LOCAL ARCHITECTURE

SPATIAL DESIGN - INTERIOR AND EXTERIOR



- Construction using available materials, repurposing materials
- Major design elements include simple forms, minimal openings, bright colours, etc.
- Naturally shaded passage using trees, mud lanes, maximum use of natural elements
- Similar to local Sri Lankan architecture
- Dependent on common public toilets
- Communal activities and social interactions happen between the housing streets

ACTIVITIES



- Daily activities and skills developed and passed on can be utilised for economy generation and spaces can be included to promote this

FOOD

- Dependent on non veg, especially fish and related
- Higher spice, sour and other condiments

Refugees from various periods make place attachment, the visual images, identity, familiarity, etc. different for each of them. The refugees who came here relate to their home in Eelam, whereas the one who were born and brought up here, relate to the rehabilitation camps and their context.

ACTIVITIES

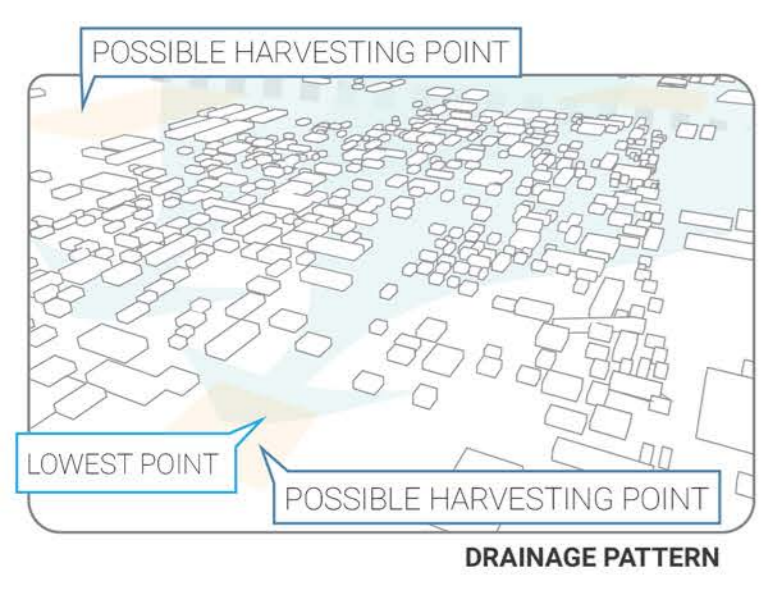
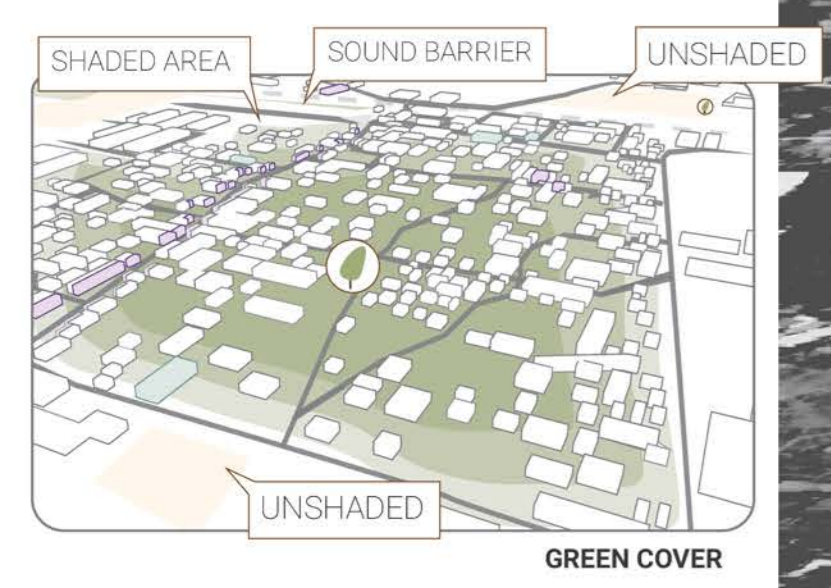
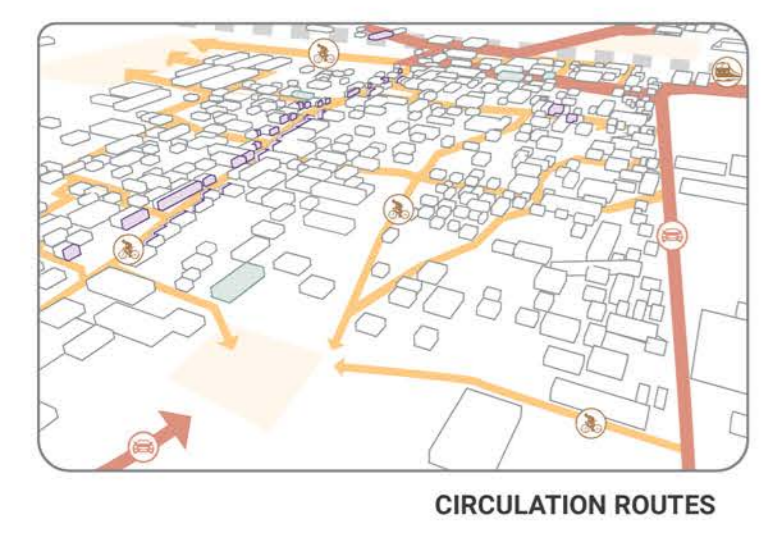
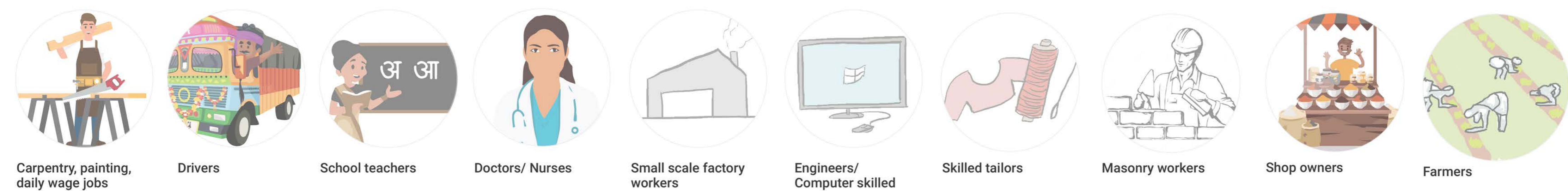


SMALL SCALE FACTORY WORKER DAILY WAGE WORKER

- Activities are more focussed on economy generation for self sufficiency
- Finding jobs based on skills learnt from people in camps or self taught
- Most of their skills are not being used to their full potential as they dont know how to benefit from them or have access to resources to use them

METHODOLOGY - TARGETING

CONTEXT ANALYSIS OF GUMMIDIPOONDI



IMAGEABILITY

This shows the activities which frame the image of Gummidipoondi, the refugee camp and its context. A diverse range of activities which would need a diverse range of labours skilled in specific tasks and better income generation when integrated.

UNDERSTANDING THE BARRIERS BETWEEN REFUGEE AND HOST COMMUNITIES

CURRENT SYSTEM



As the refugee communities are segregated but economically dependent, this causes additional strain on the host communities

PROPOSED SYSTEM

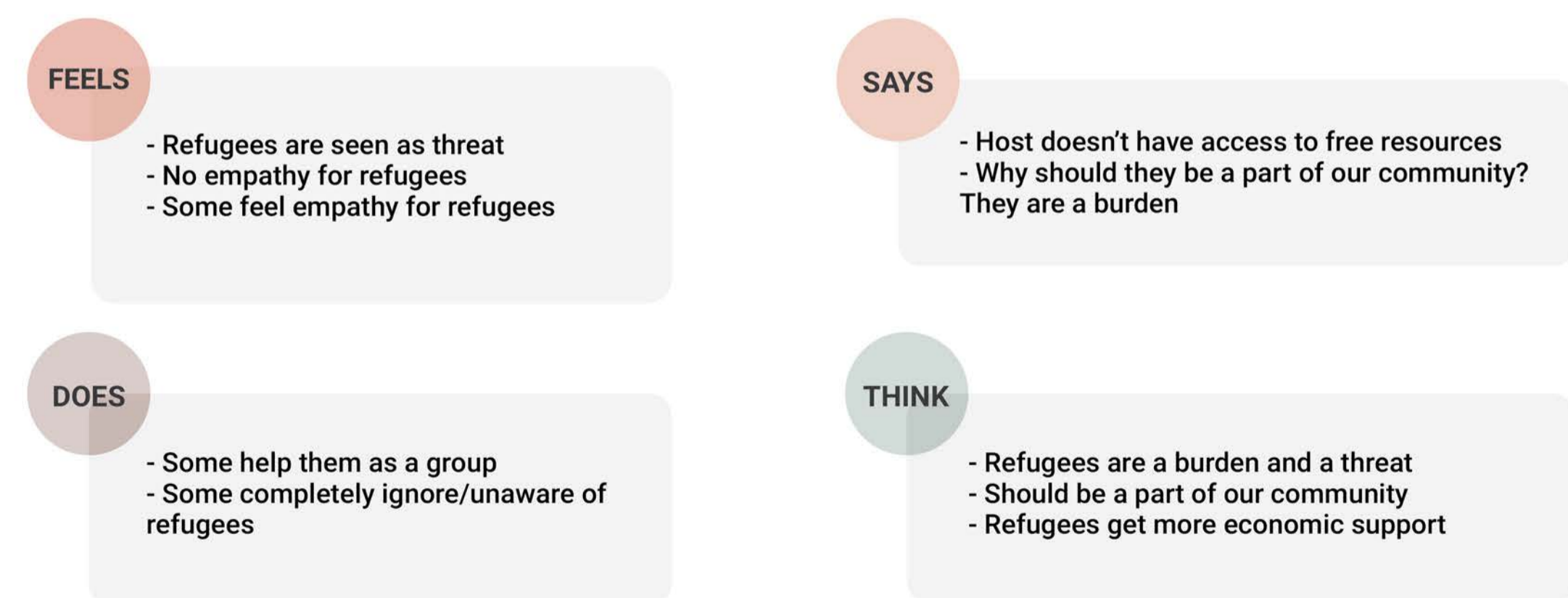


The design will focus on bridging these barriers through a framework based on various goals which will be achieved through a set of overarching principles

EMPATHY MAPPING OF REFUGEES



EMPATHY MAPPING OF HOST ACCEPTING & REJECTING

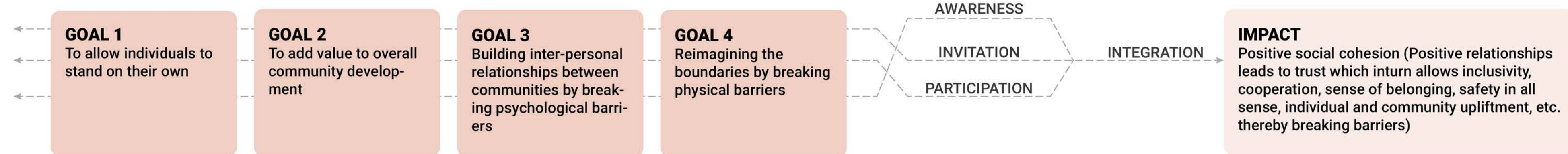


GOAL



FRAMEWORK FOR INTEGRATION

STRATEGIC GOALS



AWARENESS

Sri Lankan refugees are a part of our history and the rural and urban systems. Yet they are never recognized.

WHY RECOGNIZE?

- To be physically and psychologically aware of our environment and its influences
- Impact on our economy
- Cultural proximity

INVITATION

Community interaction can happen only if the spaces are inviting, relatable (spatially, meaningful) and should be a part of their routine. This breaks physical barriers.

HOW?

- Activating the edges (Interventions can be on the boundaries | based on the edge, different activities can be provided)
- Based on different types of users (physically challenged, elderly, youth, kids, women, men)
- Familiarity in architectural design and the activities

PARTICIPATION

- Community engagement can happen naturally and by initiating. In this case, the interaction should be initiated.
- As a community how can they help each other for individual and community growth
- Socio-economic integration (Need for affordable food, clothes, services, medical, education, lifestyle)

WHY RECOGNIZE?

- Breaks psychological barrier
- Allows for mutual development



INDIVIDUAL AND COMMUNITY GROWTH based on different users

AGE-WISE UPLIFTMENT SYSTEMS

	PERSONAL DEVELOPMENT				COMMUNITY (SOCIAL) DEVELOPMENT			
	MALE		FEMALE		MALE		FEMALE	
0-3 Years	- Creche'	- Medical (child care, vaccinations)	- Nutritional food	- Safe environment when parents are working	- Affordable clothes and others	Play area (Natural, stimulated) - Engaging with similar age groups		
4-6 Years	- Early childhood education	- Medical (child care, vaccinations)	- Nutritional food	- Safe environment when parents are working	- Affordable clothes and others	Play area (Natural, stimulated) - Engaging with similar age groups		
6-11 Years	- Education (library, tuition)	- Education (Private school 5km away)	- Affordable clothes and others	- Nutritional food	- Medical	- Play area (Informal, badminton,)	- Extra curricular skill development (art, crafts, music, drama, dance)	- Garden
11-14 Years	- Education (tuition)	- Education (Govt. and private school at closer distance)	- Affordable clothes, food and others	- Medical		- Play area (Informal, badminton, volleyball, kabaddi, football, cricket)	- Extra curricular skill development (art, crafts, music, drama, dance)	- Garden
14-18 Years	- Education (tuition)	- Education (Govt. and private school at closer distance)	- Affordable clothes, food and others	- Medical		- Play area (Informal, badminton, volleyball, kabaddi, football, cricket)	- Extra curricular skill development (art, crafts, music, drama, dance)	- Garden
18-60s Years Dropouts	- Medical (counselling, physical, nursing care)	- Education (Govt. and private colleges)	- Affordable clothes, food and others			- Play area (Informal, badminton, volleyball, kabaddi, football, cricket)	- Extra curricular skill development (art, crafts, music, drama, dance)	- Garden
	- Education (tuition, evening school, competitive exams, diploma for specific skills based on regional needs- computer, electrical, masonry, carpentry, painting, farming, general)	- Jobs (self help as community based or own)	- Education (tuition, evening school, diploma for specific skills based on regional needs- sewing, computer, technical, nursing, housemaid, general)	- Cooking, handicrafts, gardening as self help job		- Gathering space (food spaces, shaded areas)	- Market spaces as income generation, community participation	- Community park

REGIONAL LEVEL INCREMENTAL PROPOSAL



GOAL 1
To allow individuals to stand on their own

SHORT TERM PLAN

- Skill equipment + Production through tie up
- Affordable clothes (Thrift)
- Education for all age groups and categories (preschool, daycare, school, evening school, tuition, library)
- Health facilities (clinic, physiotherapy, pharmacy)
- Affordable food (Local shops)

LONG TERM PLAN

- Large scale production using skills through website, local shops
- Large scale production of food (small scale industries, food hub)

GOAL 2
To add value to overall community development

SHORT TERM PLAN

- Natural play area for kids and youth (convertible)
- Pop up market and Retail shops
- Gardening
- Cultural activities (arts, crafts, dance, music, food sports) (convertible)
- Community centre (convertible)
- Small scale cultural expression
- Skill production

LONG TERM PLAN

- Cultural centre
- Local market
- Community park

GOAL 3
Building inter-personal relationships between communities by breaking psychological barriers

SHORT TERM PLAN

- Mutually beneficial economy generation activities specific to users (Sewing, carpentry, masonry, engineering trades, handicrafts, gardening, housemaiding)
- Sharing of spaces/ facilities/ resources

LONG TERM PLAN

- Similar incentives for both communities
- Change in policy (Provide incentives like monthly income for a few months up till people from the refugee community can stand on their own feet)

GOAL 4
Reimagining the boundaries by breaking physical barriers

SHORT TERM PLAN

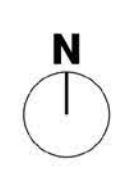
- Positioning of interventions along NH and rail line to pull local communities into the refugee community
- Micro level (Site planning)
 - Heirarchy of spaces
 - Open space utilisation
 - Integration with nature
 - Overall layout
 - Form & massing

LONG TERM PLAN

- Meso level (Building level)
 - Design elements
 - Spatial quality
 - Facade treatment
 - Form & massing
 - Planning
 - Interior design
- Macro level (Urban level)
 - Circulation pattern and its character
 - Overall layout
 - Community spaces for social interactions
- Combined housing (LIG, EWS, Refugee community)
- Seamless segregation

REGIONAL LEVEL INTERVENTION SYSTEM

- LEGEND**
- Government buildings
 - Retail and public buildings
 - Factories
 - Residences
 - Proposed vehicular lane
 - Proposed cycle and pedestrian lane



GOAL 4
Reimagining the boundaries by breaking physical barriers

PROGRAM LIST
Community spaces (C11, B22, D1)

GOAL 2
To add value to overall community development

PROGRAM LIST

- Skill Training & Production (C1, B4, A7)
- Preschool (A8)
- Evening school (B5, A9)
- Tuition (B6, A10)
- Daycare (B7, A11)
- Library (B8, A12)
- Thrift store (B9, A13)
- Local produce retail (B10, A14)
- Skill production retail (B11, A15)
- Local market (B12)
- Food and culture (C2, B13)
- Cultural expressions (C3, B14)
- Community garden (C4, B15)
- Job counselling (A16)
- Legal aid (A17)
- Community park (C5, B16)
- Community events space (C6, B17, A18)
- Cultural activities - Arts, crafts, dance, music, drama, games (C7, B18, A19)
- Natural play area - All age groups (C8, B19, A20)

GOAL 3
Building inter-personal relationships between communities by breaking psychological barriers

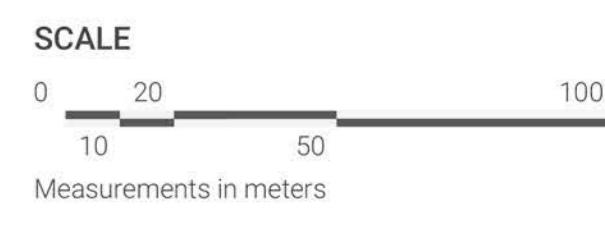
PROGRAM LIST

- Retail/ Local market (C9, B20, A21)
- Seating & gathering spaces (C10, B21)

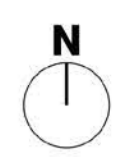
GOAL 1
To allow individuals to stand on their own

PROGRAM LIST

- Paramedic training (A1)
- Medical care (A2)
- Physiotherapy (A3)
- Pharmacy (B1, A4)
- Herb garden (B2, A5)
- Therapeutic garden (B3)
- Physiotherapy training (A6)



REGIONAL LEVEL INCREMENTAL PROPOSAL



GOAL 1
To allow individuals to stand on their own

SHORT TERM PLAN

- Skill equipment + Production through tie up
- Education for all age groups and categories (preschool, daycare, school, evening school, tuition, library)
- Health facilities (clinic, physiotherapy, pharmacy)
- Affordable clothes (Thrift)
- Affordable food (Local shops)

LONG TERM PLAN

- Large scale production using skills through website, local shops
- Large scale production of food (small scale industries, food hub)

GOAL 2
To add value to overall community development

SHORT TERM PLAN

- Natural play area for kids and youth (convertible)
- Community centre (convertible)
- Pop up market
- Retail shops
- Small scale cultural expression
- Gardening
- Skill production
- Cultural activities (arts, crafts, dance, music, food sports) (convertible)

LONG TERM PLAN

- Cultural centre
- Community park
- Local market

GOAL 3
Building inter-personal relationships between communities by breaking psychological barriers

SHORT TERM PLAN

- Mutually beneficial economy generation activities specific to users (sewing, carpentry, masonry, engineering trades, handicrafts, gardening, housemaiding)
- Sharing of spaces/ facilities/ resources

LONG TERM PLAN

- Similar incentives for both communities
- Change in policy - Provide incentives like monthly income for a few months up till people from the refugee community can stand on their own feet

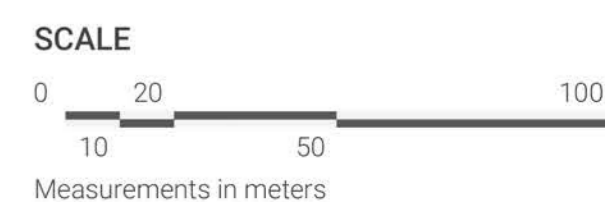
GOAL 4
Reimagining the boundaries by breaking physical barriers

SHORT TERM PLAN

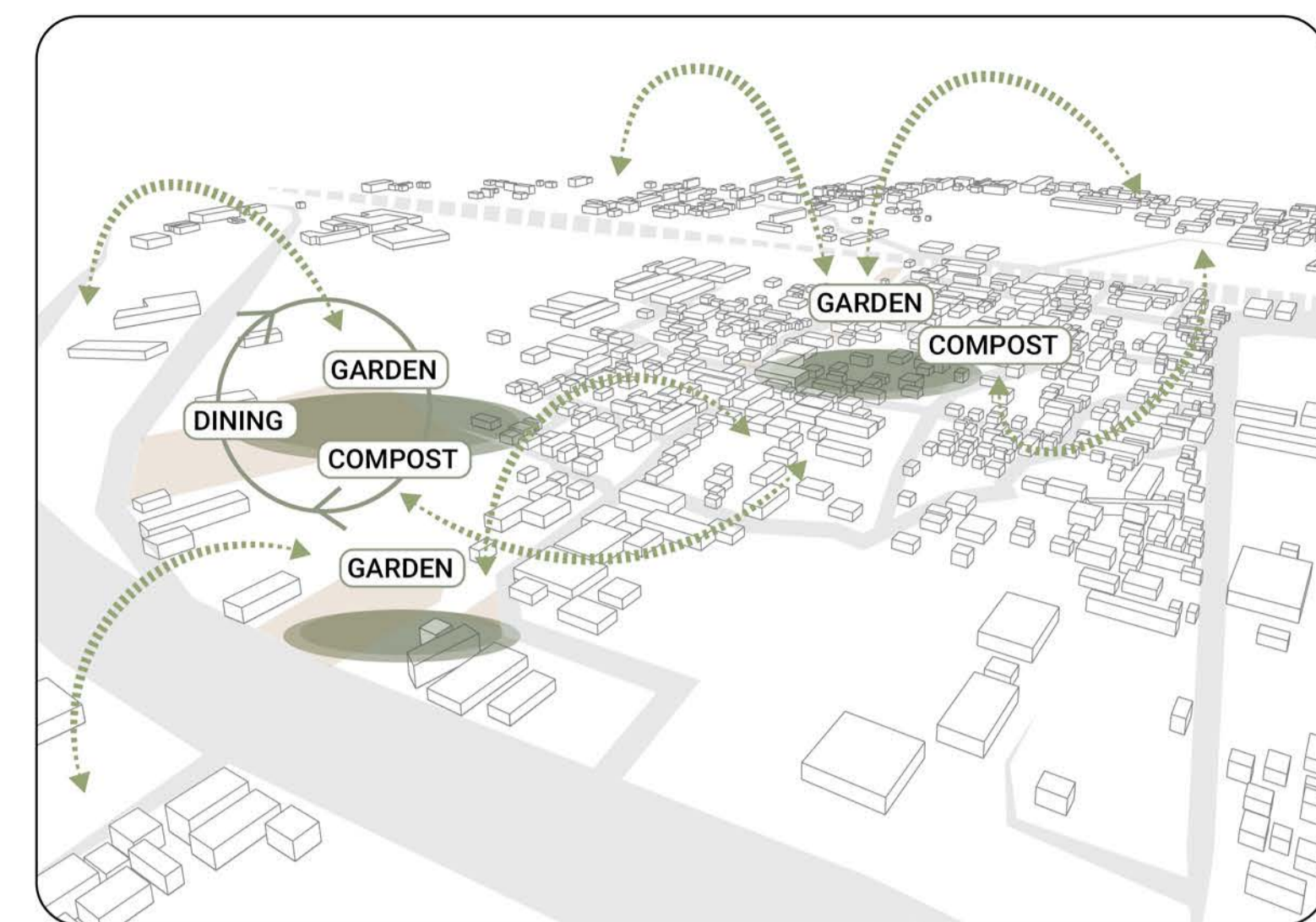
- Positioning of interventions along NH and rail line to pull local communities into the refugee community
- Micro level (Site planning)
 - Heirarchy of spaces
 - Open space utilisation
 - Integration with nature
 - Overall layout
 - Form & massing
- Meso level (Building level)
 - Design elements
 - Spatial quality
 - Facade treatment
 - Form & massing
 - Planning
 - Interior design

LONG TERM PLAN

- Macro level (Urban level)
 - Circulation pattern and its character
 - Overall layout
 - Community spaces for social interactions
- Combined housing (LIG, EWS, Refugee community)
- Seamless segregation

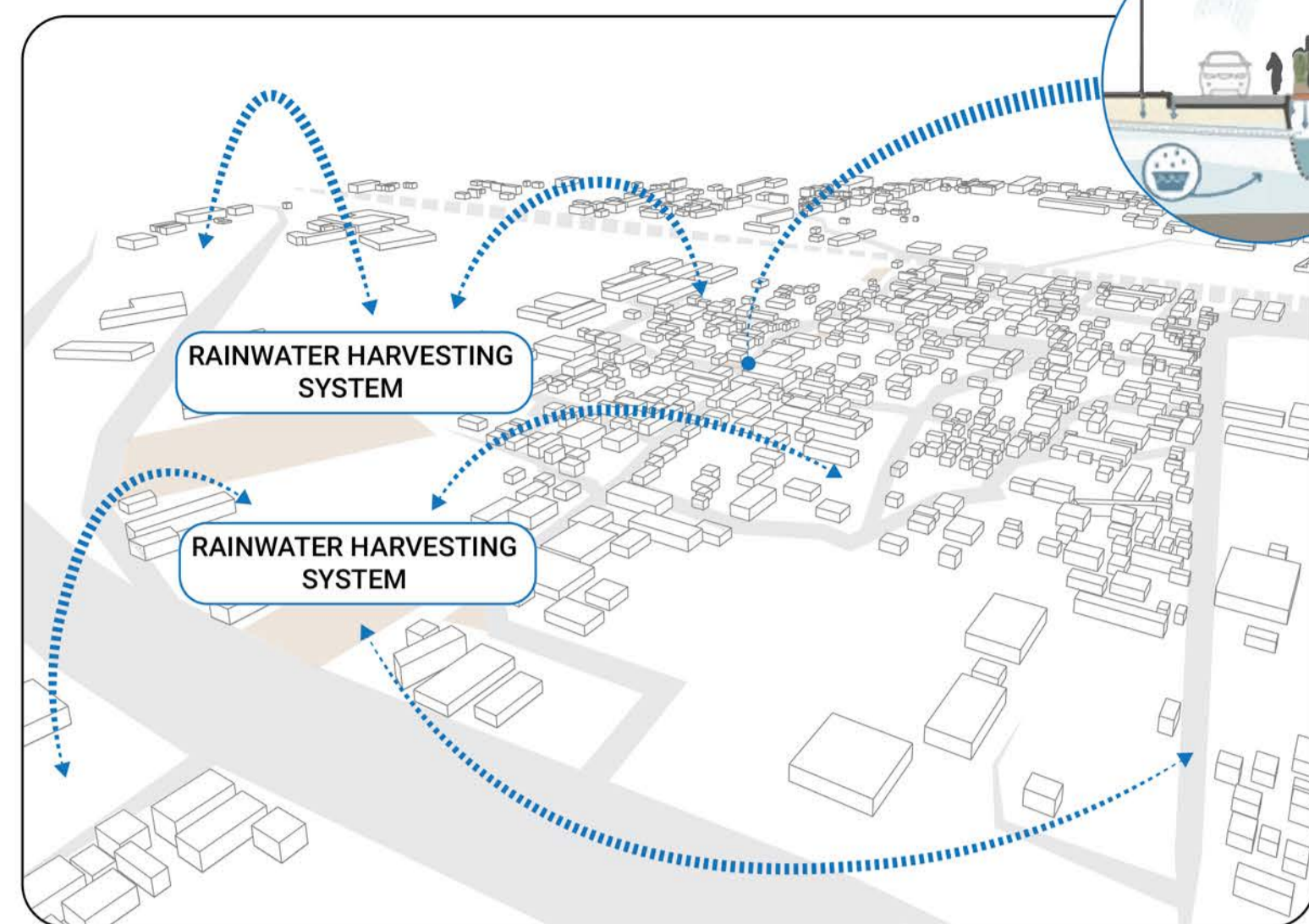


REGIONAL LEVEL INTERVENTION SYSTEMS



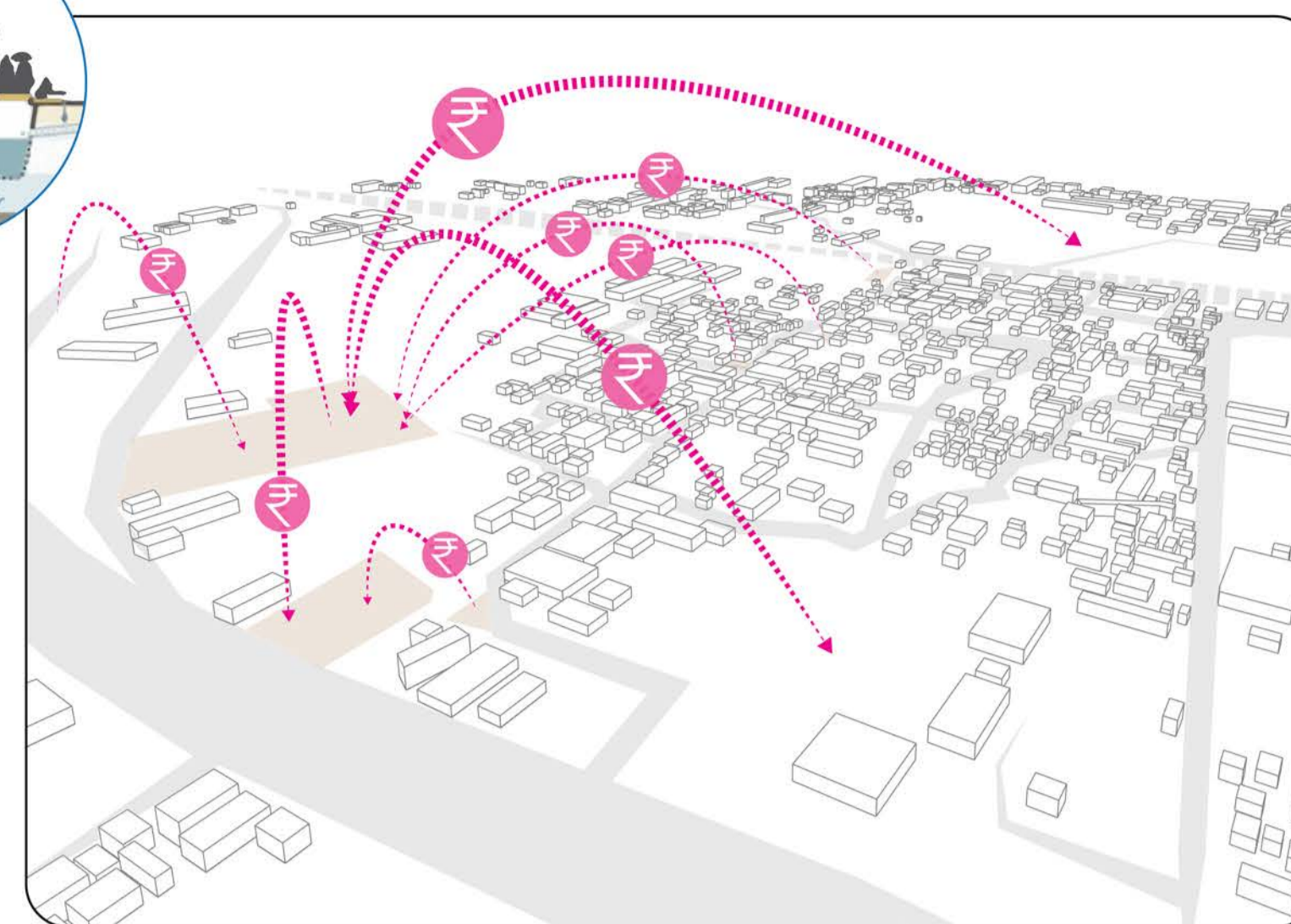
Green system

Waste from the neighbourhood is collected and waste generated from the intervention zones are collected and utilised for the community garden.



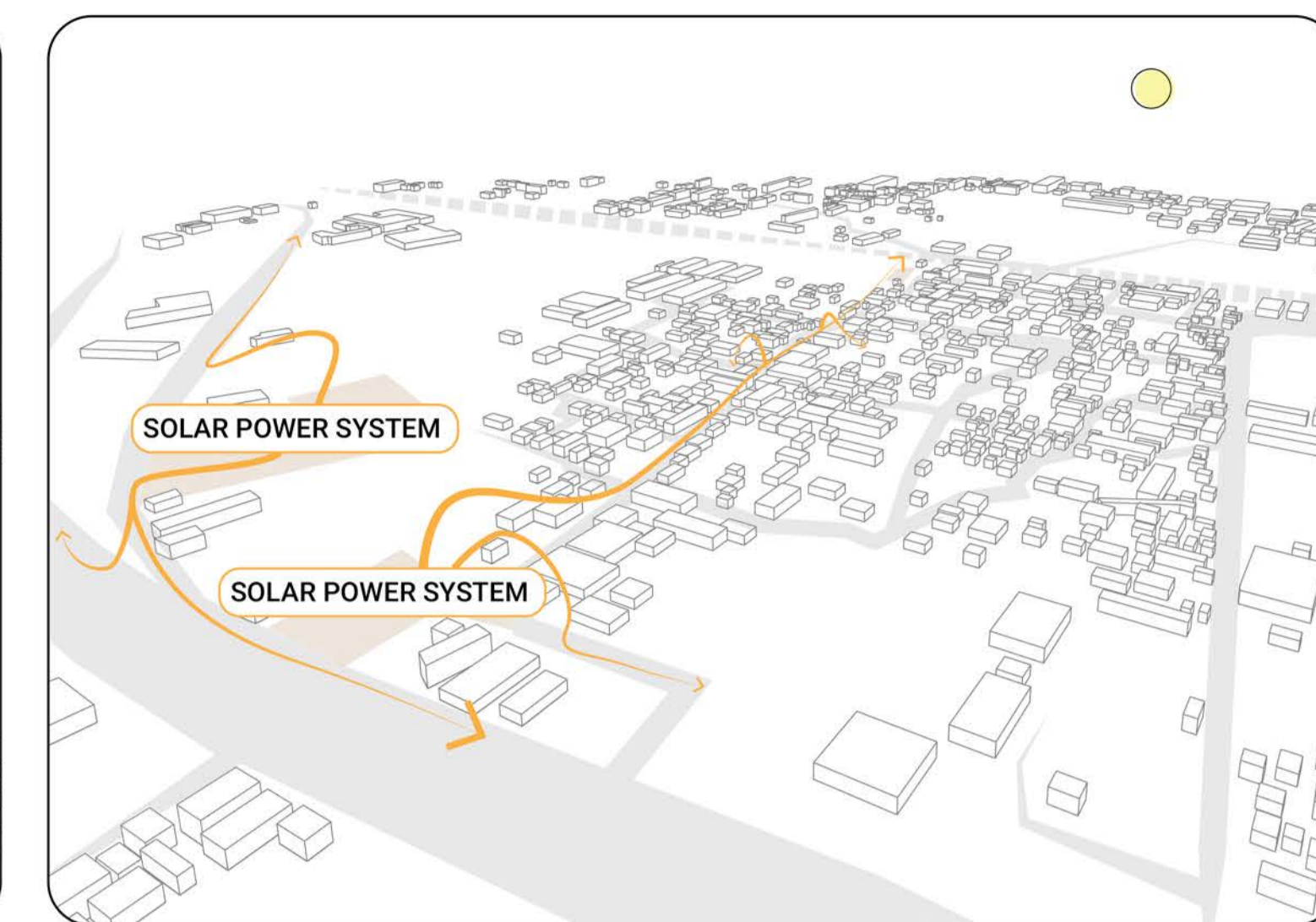
Blue system

Water from the street side interventions are directed towards the main site and rainwater is stored and filtered through the rainwater harvesting system in the main intervention zones.



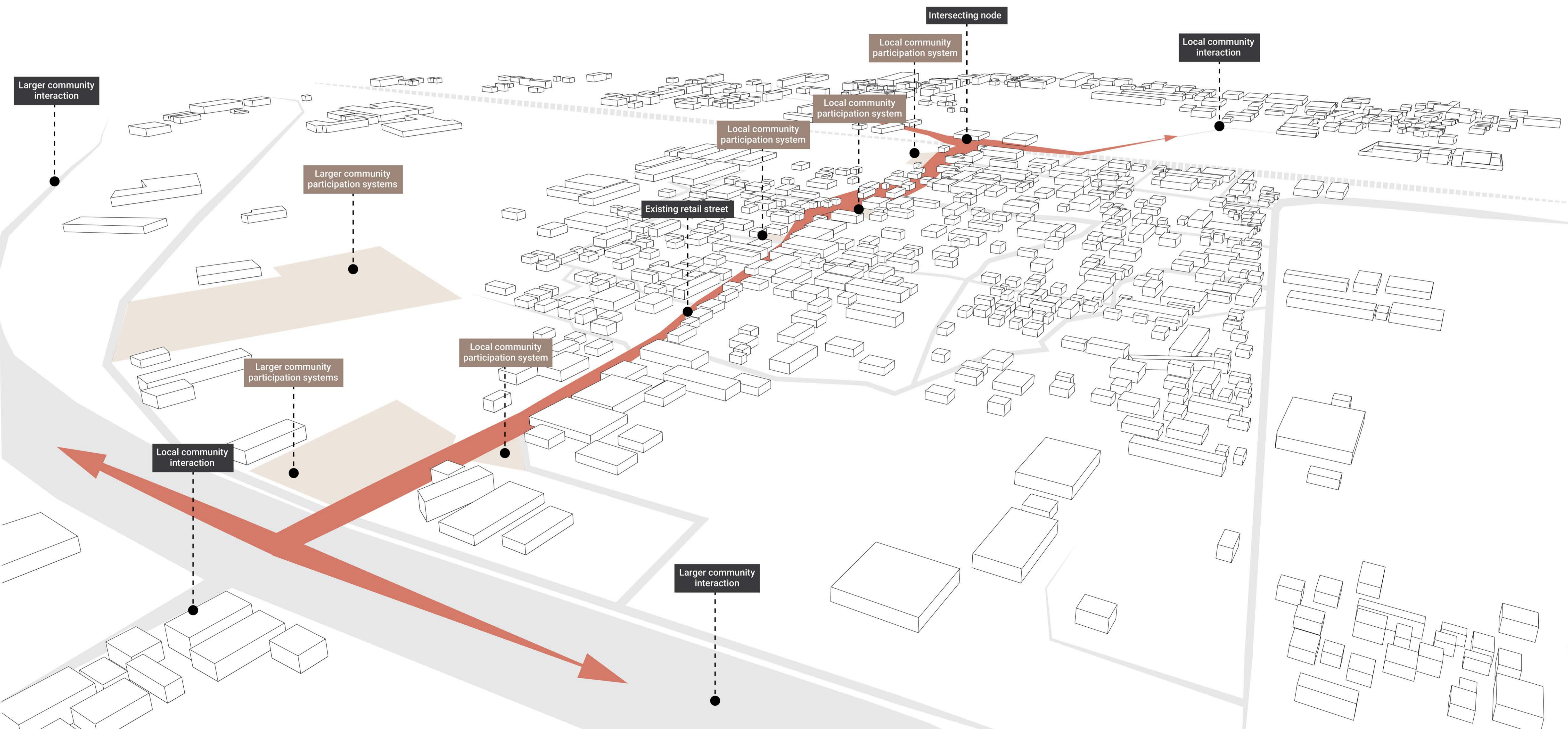
Economic system

Fund raising events and donations held by the community and a percent of the profits from the sales area will be used for maintaining the system

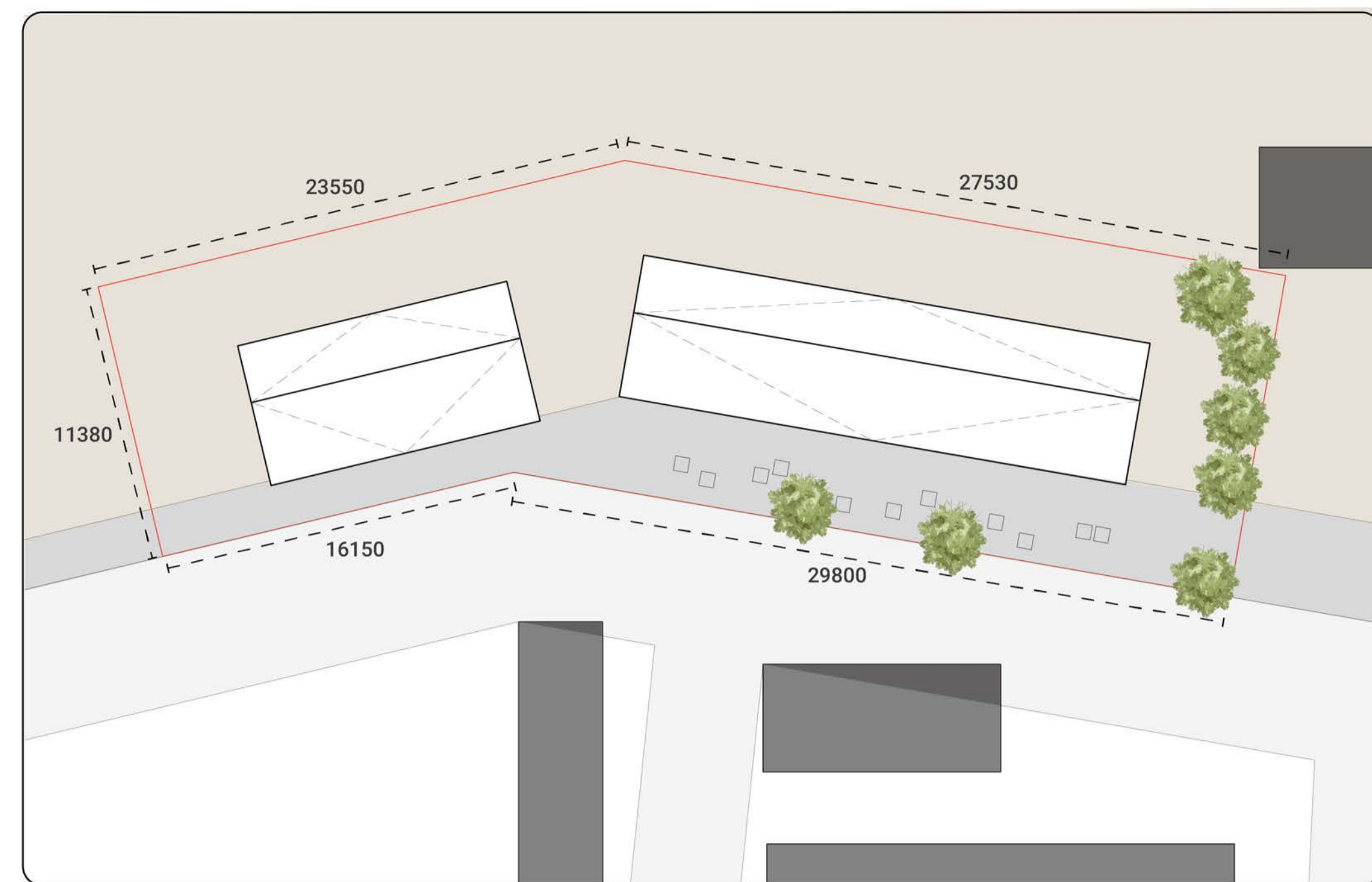
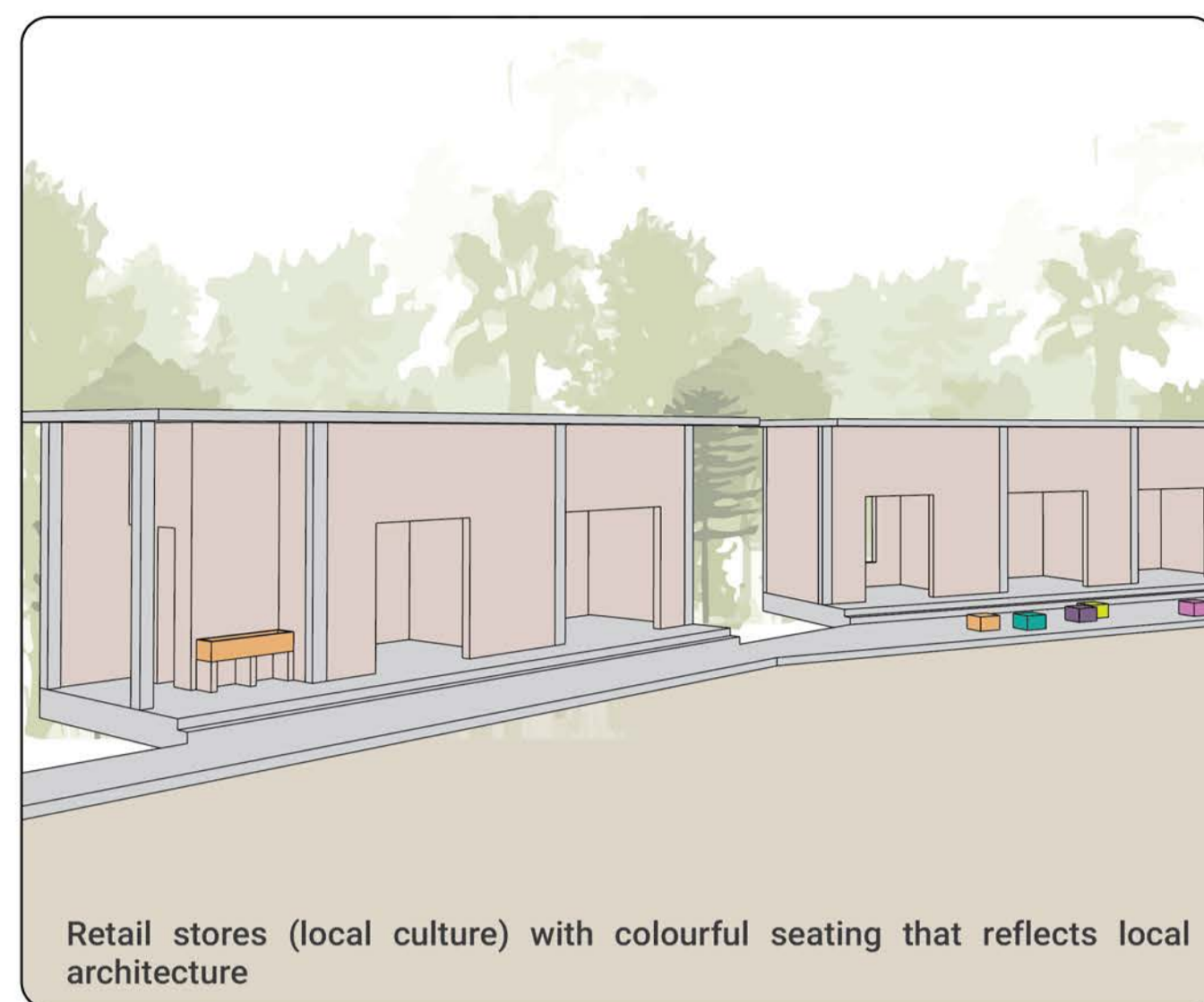
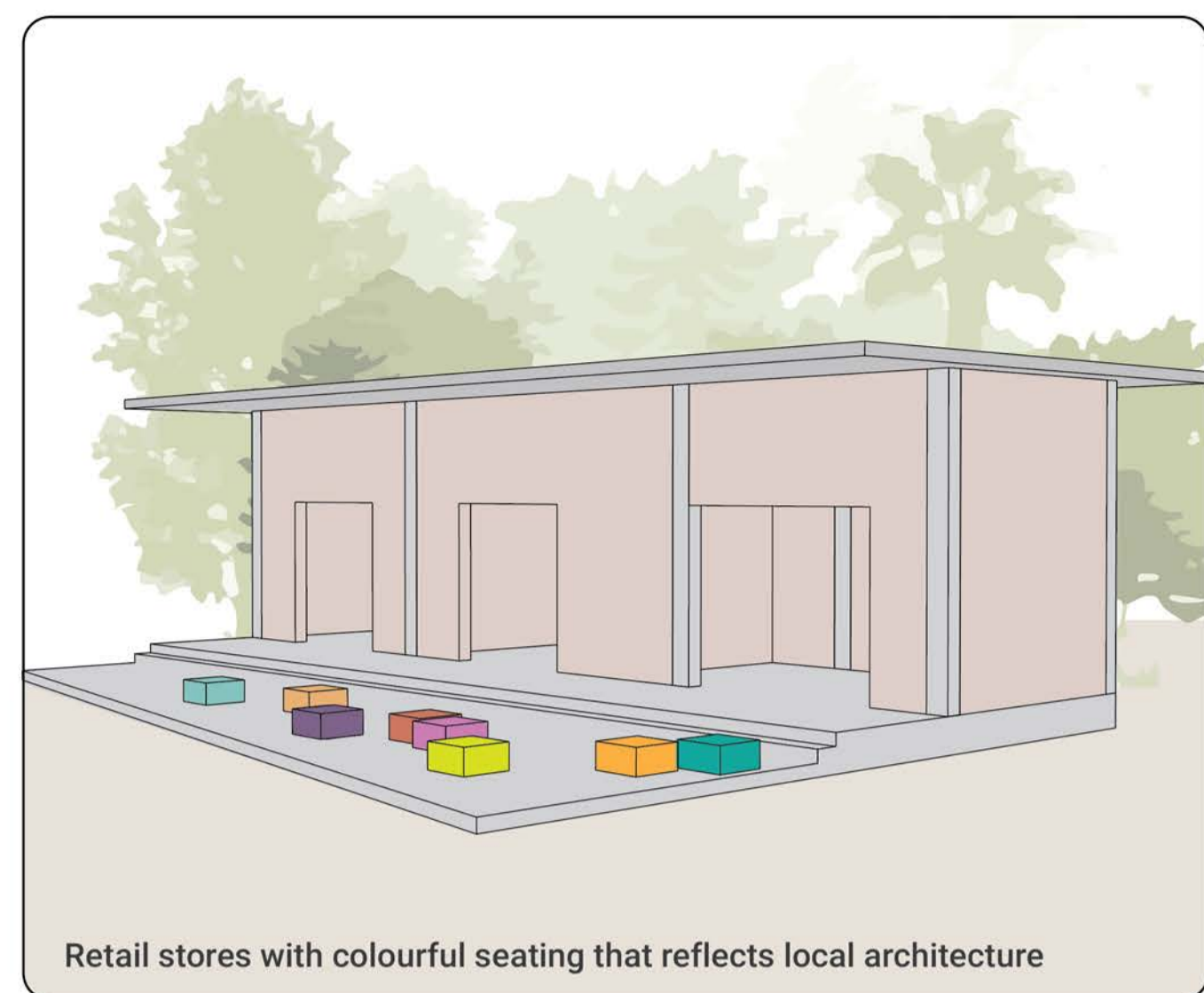
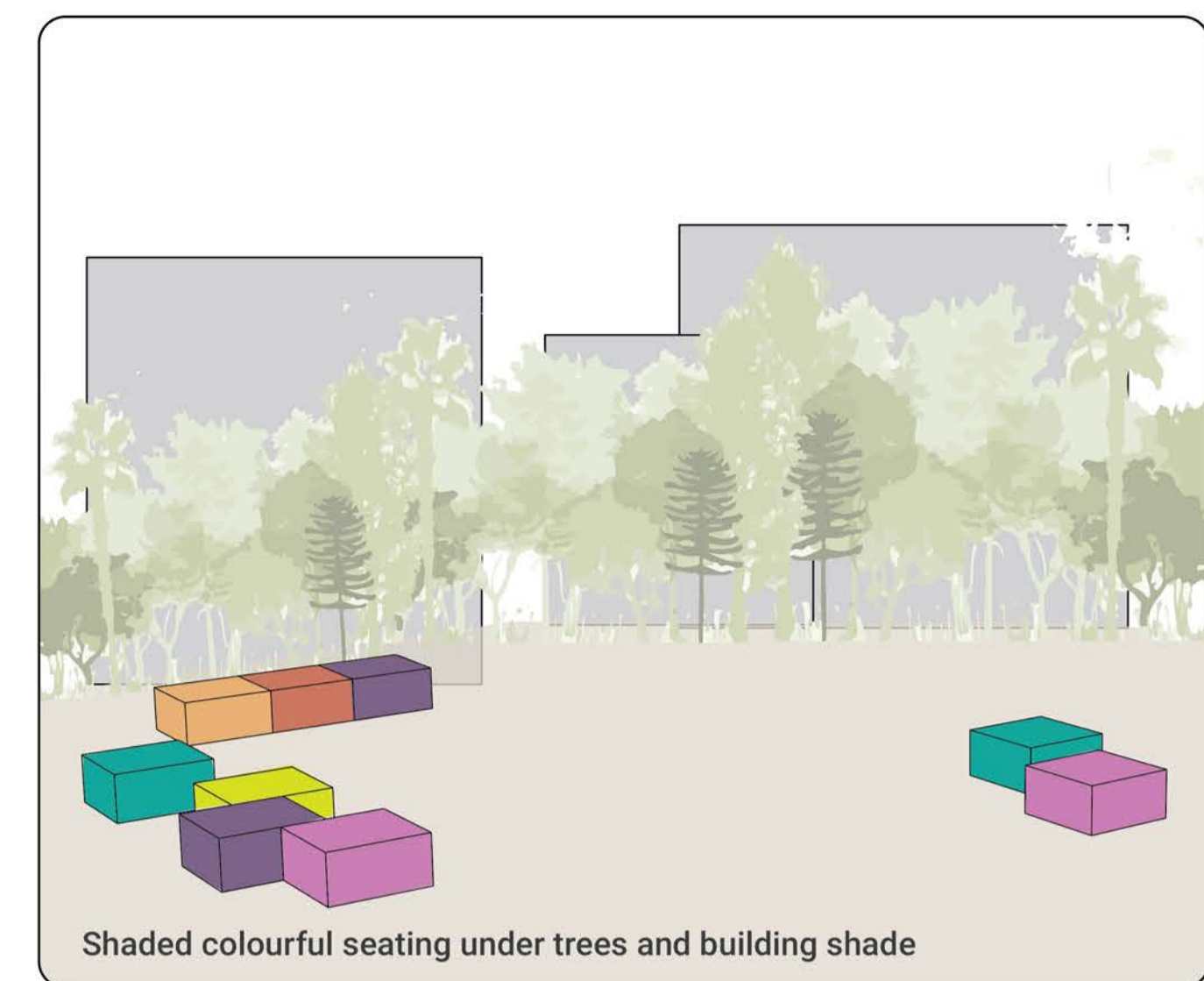


Solar power generation system

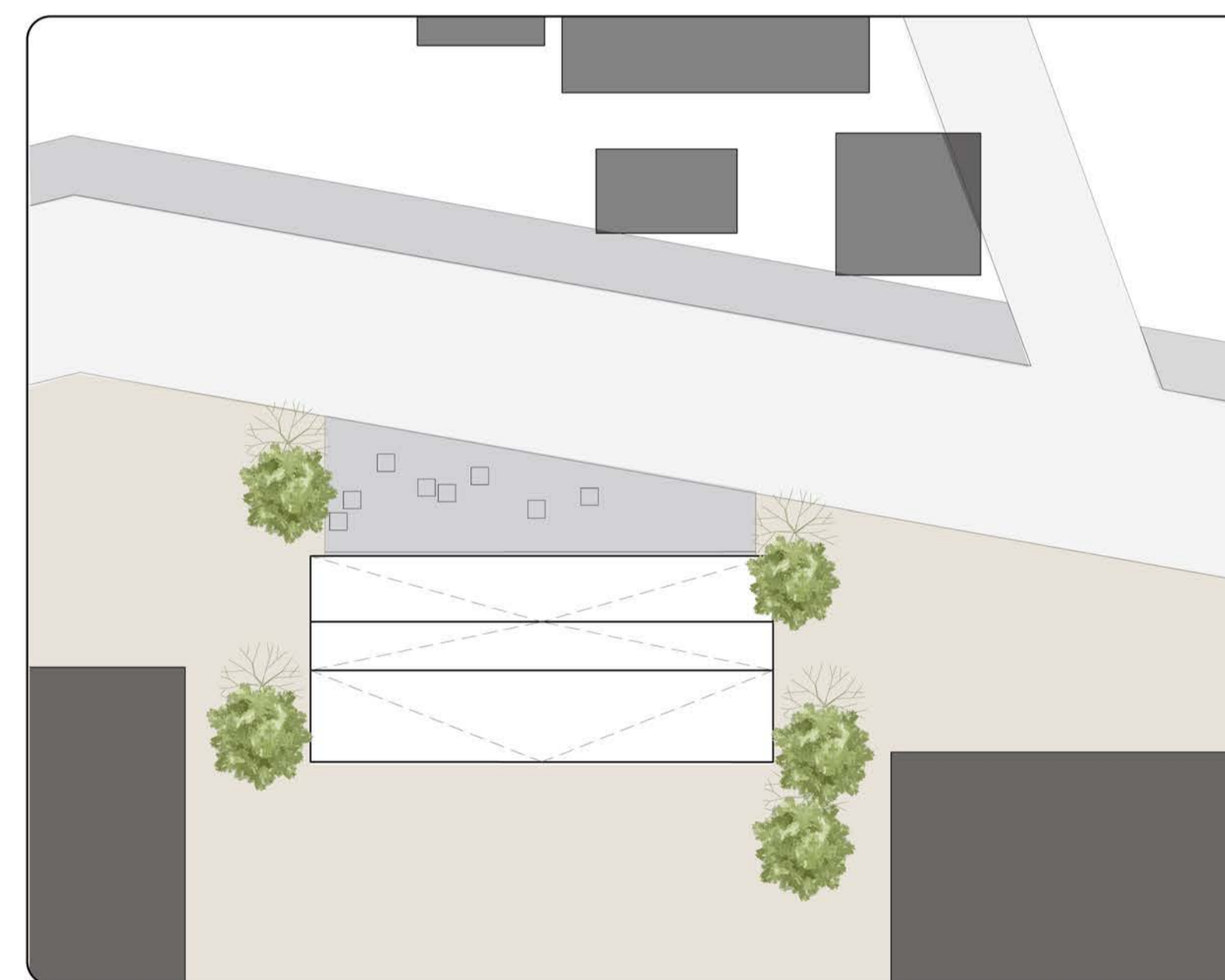
Street interventions are powered using the solar power systems created in the main intervention zones.



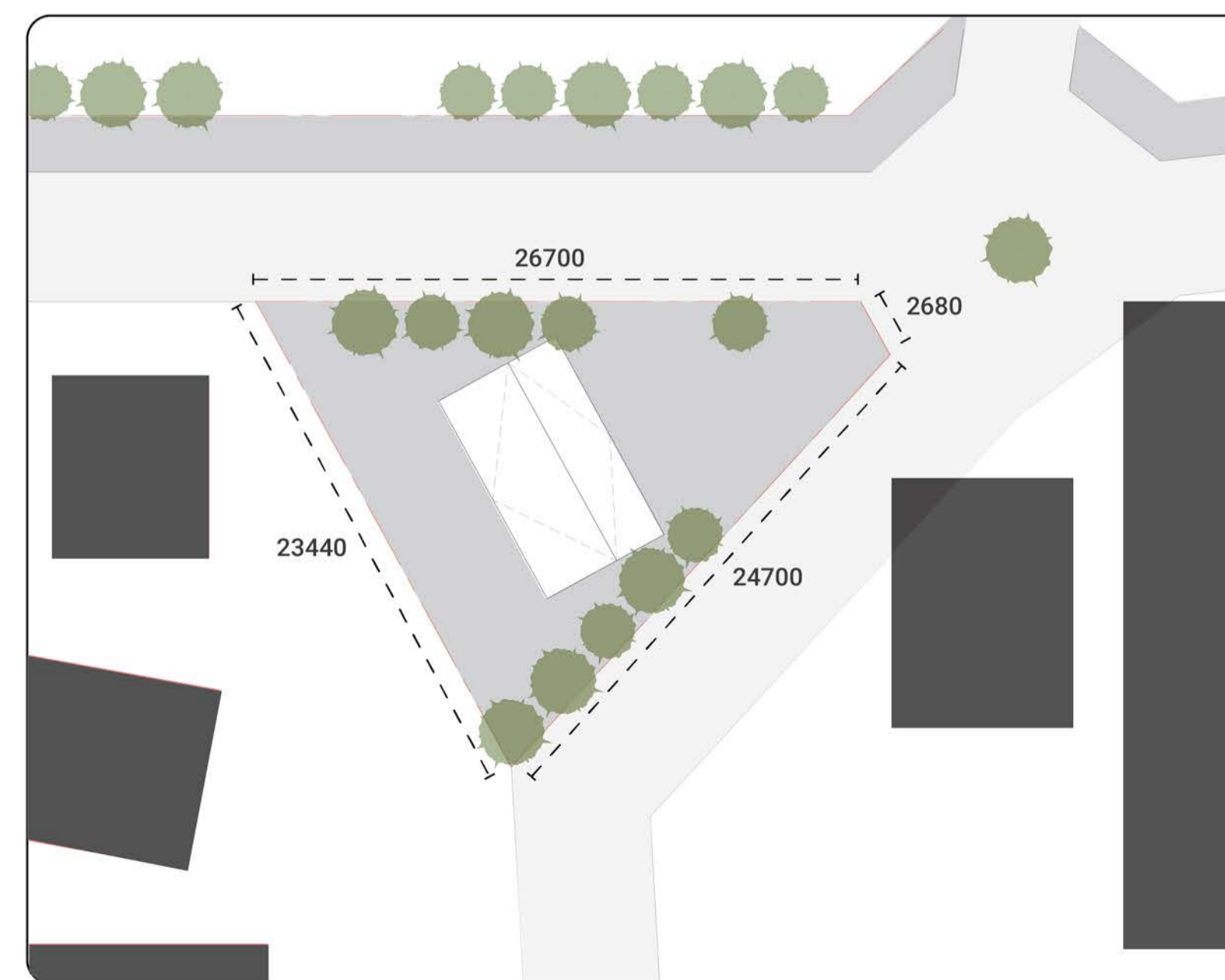
REGIONAL LEVEL INTERVENTION SYSTEMS



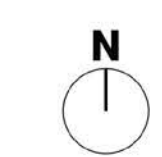
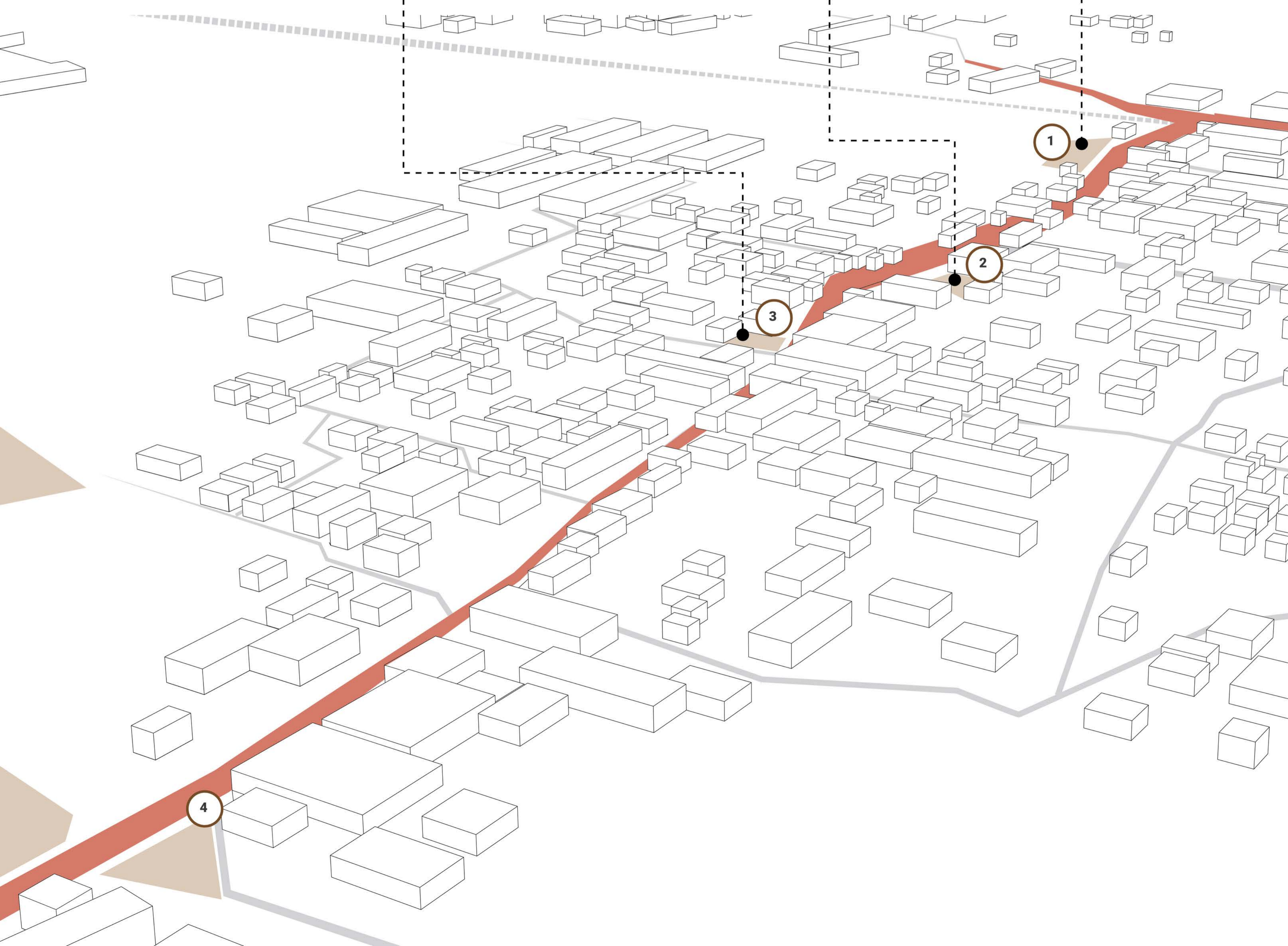
STREET INTERVENTION 1 - Plan



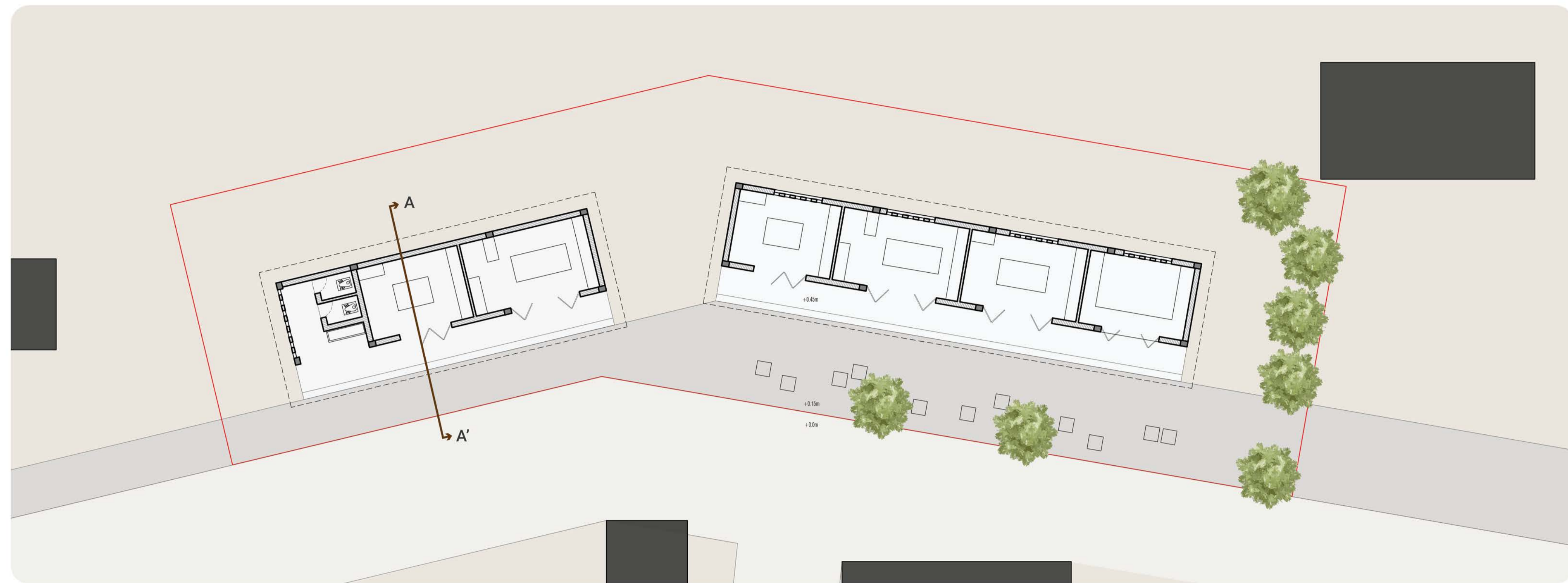
STREET INTERVENTION 2 - Plan



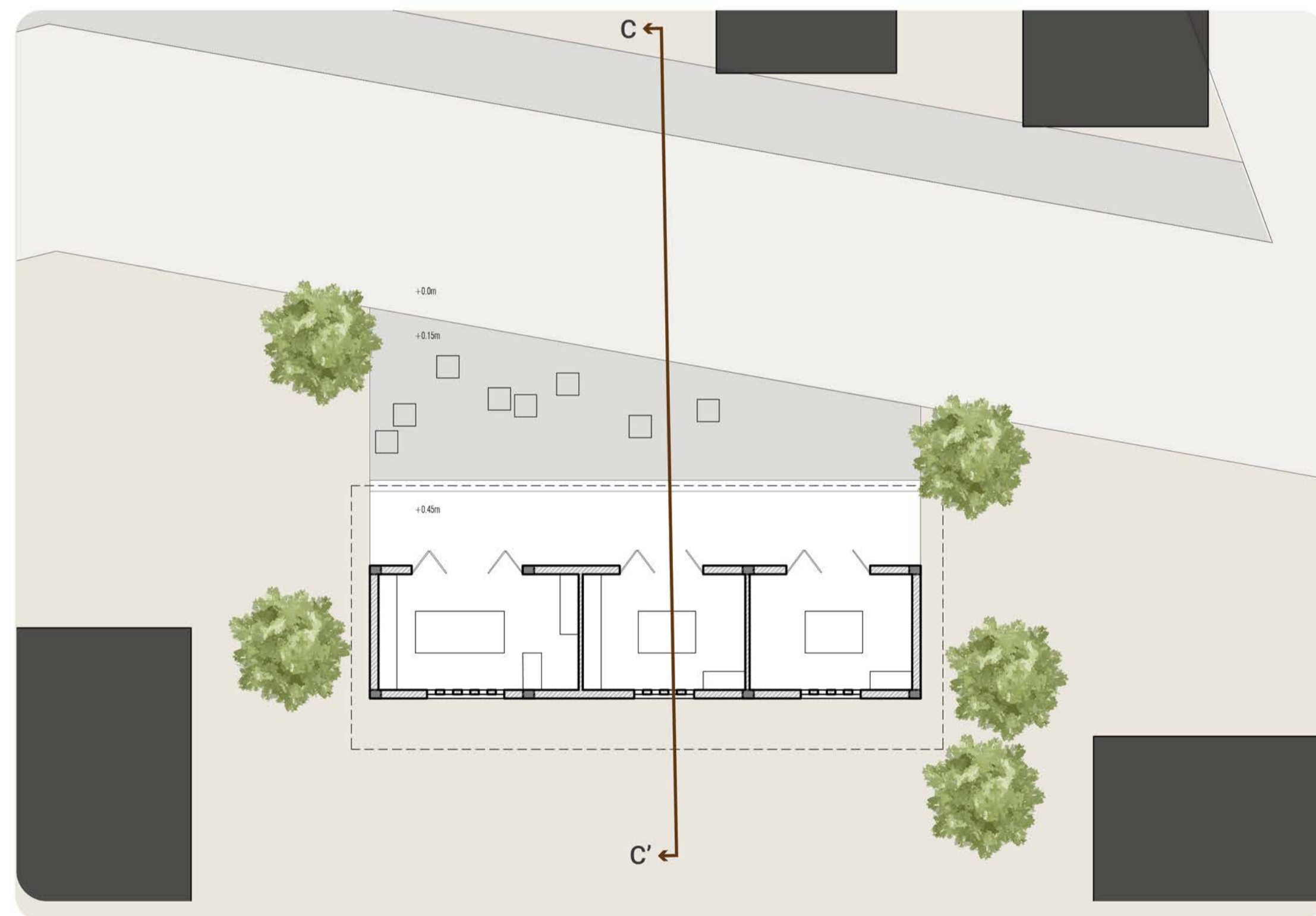
STREET INTERVENTION 4 - Plan



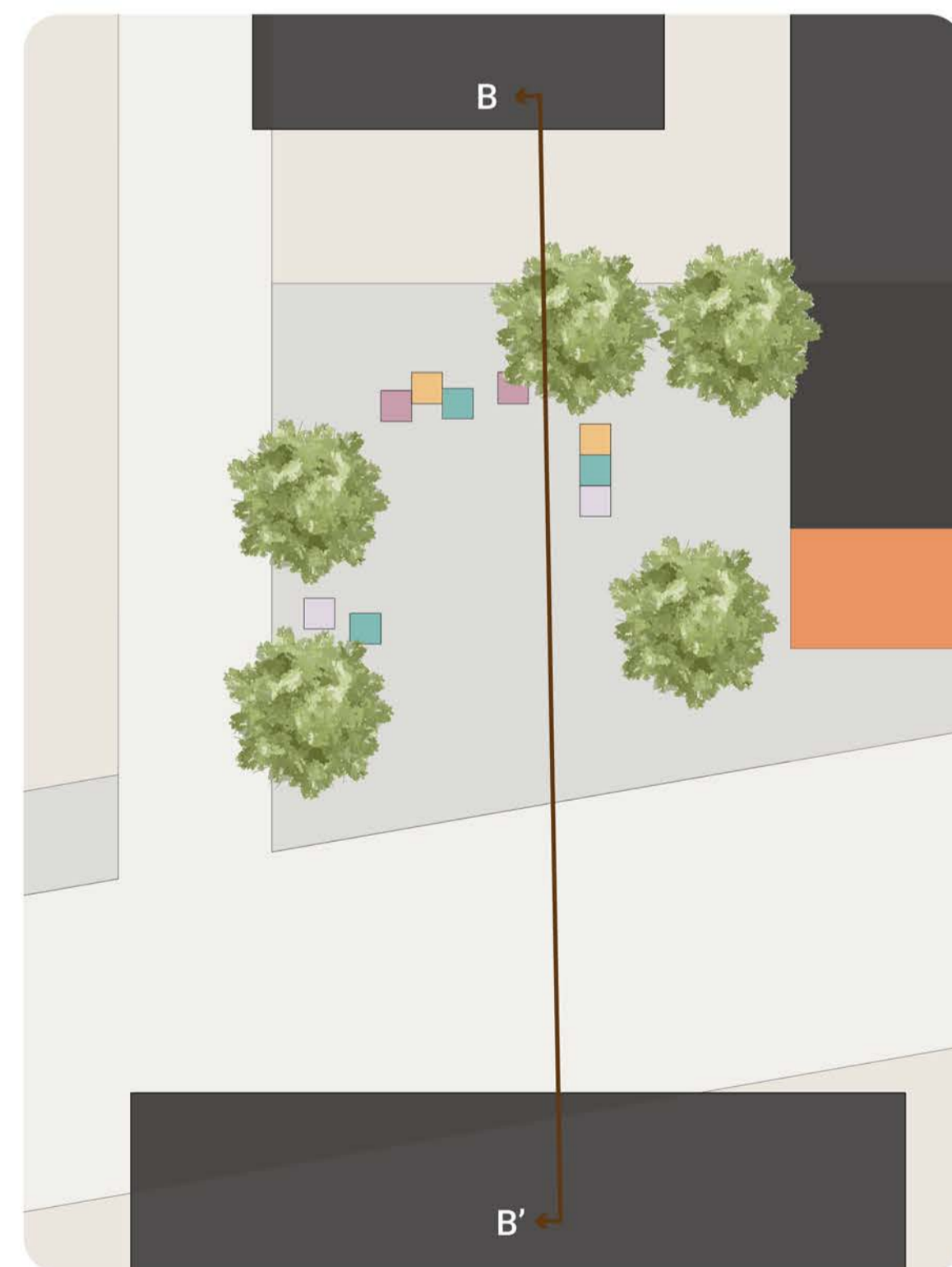
REGIONAL LEVEL INTERVENTION SYSTEMS



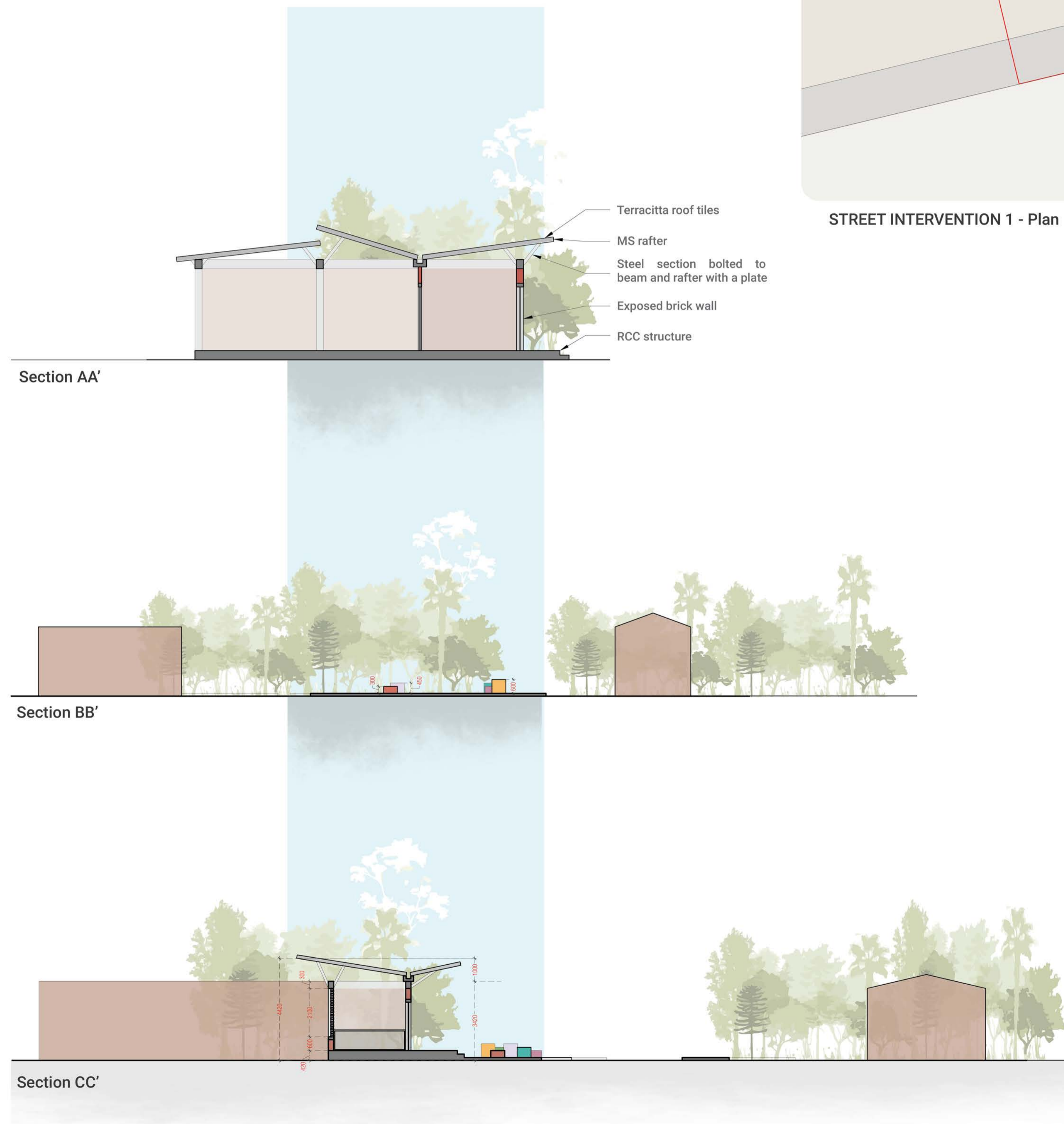
STREET INTERVENTION 1 - Plan



STREET INTERVENTION 2 - Plan

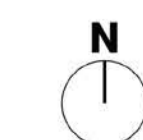
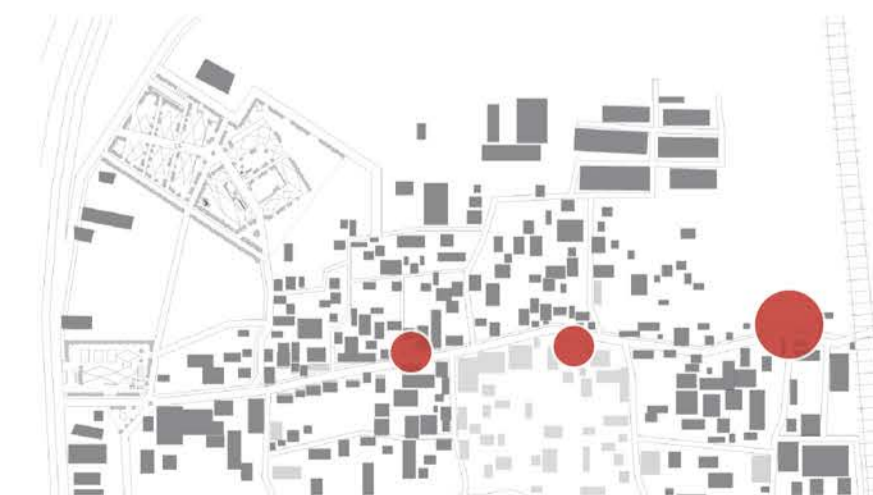


STREET INTERVENTION 3 - Plan



- Terracotta roof tiles
- MS rafter
- Steel section bolted to beam and rafter with a plate
- Exposed brick wall
- RCC structure

KEY PLAN



SCALE 1:100
Measurements in mm

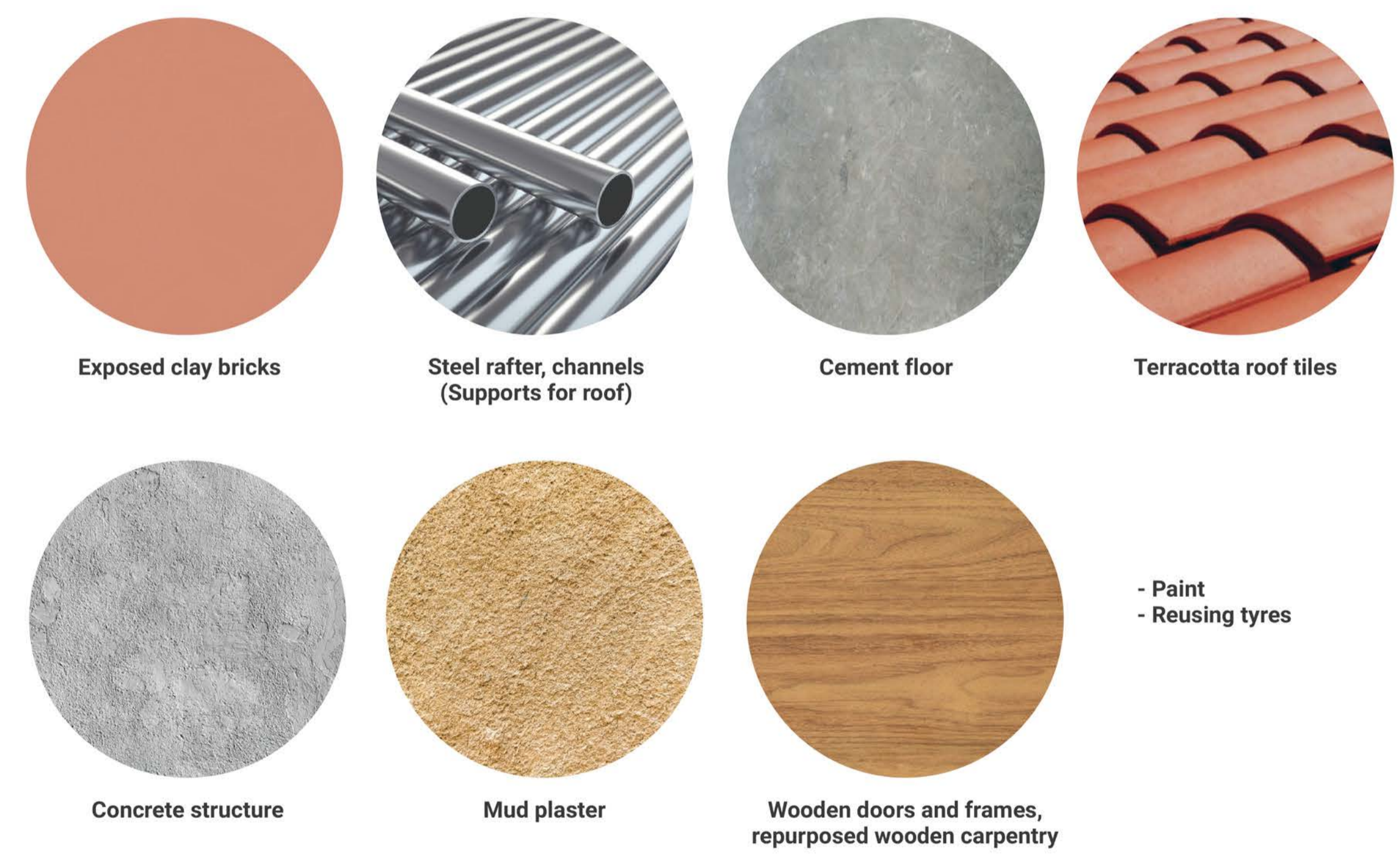
LARGER COMMUNITY & LOCAL COMMUNITY INTERACTION INTERVENTION

TIMELINE



Based on the strategic system formed, spaces were divided into larger communities interaction systems and local communities interaction system. The necessities have allowed for multi use of spaces.

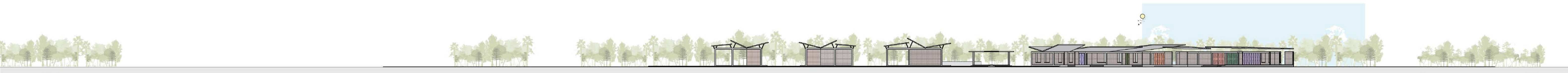
MATERIAL PALETTE



Materials were chosen based on accessibility and the colour and material palettes were inspired and influenced by the native architecture of both communities to allow people to be familiarised with the new built-up.



SITE PLAN



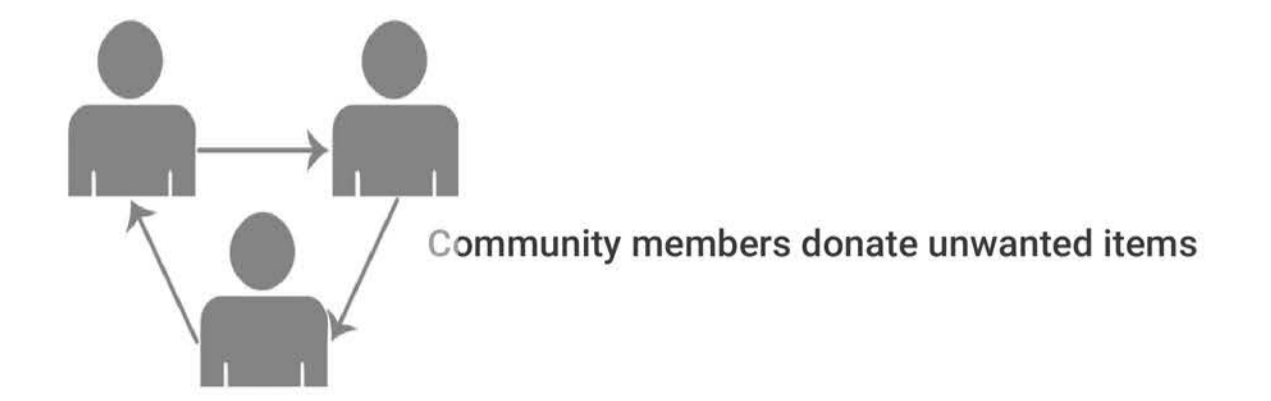
SMALL SCALE BUSINESS | SECOND HAND SHOP



Ground floor plan

UPLIFTMENT THROUGH AFFORDABLE LIFESTYLE

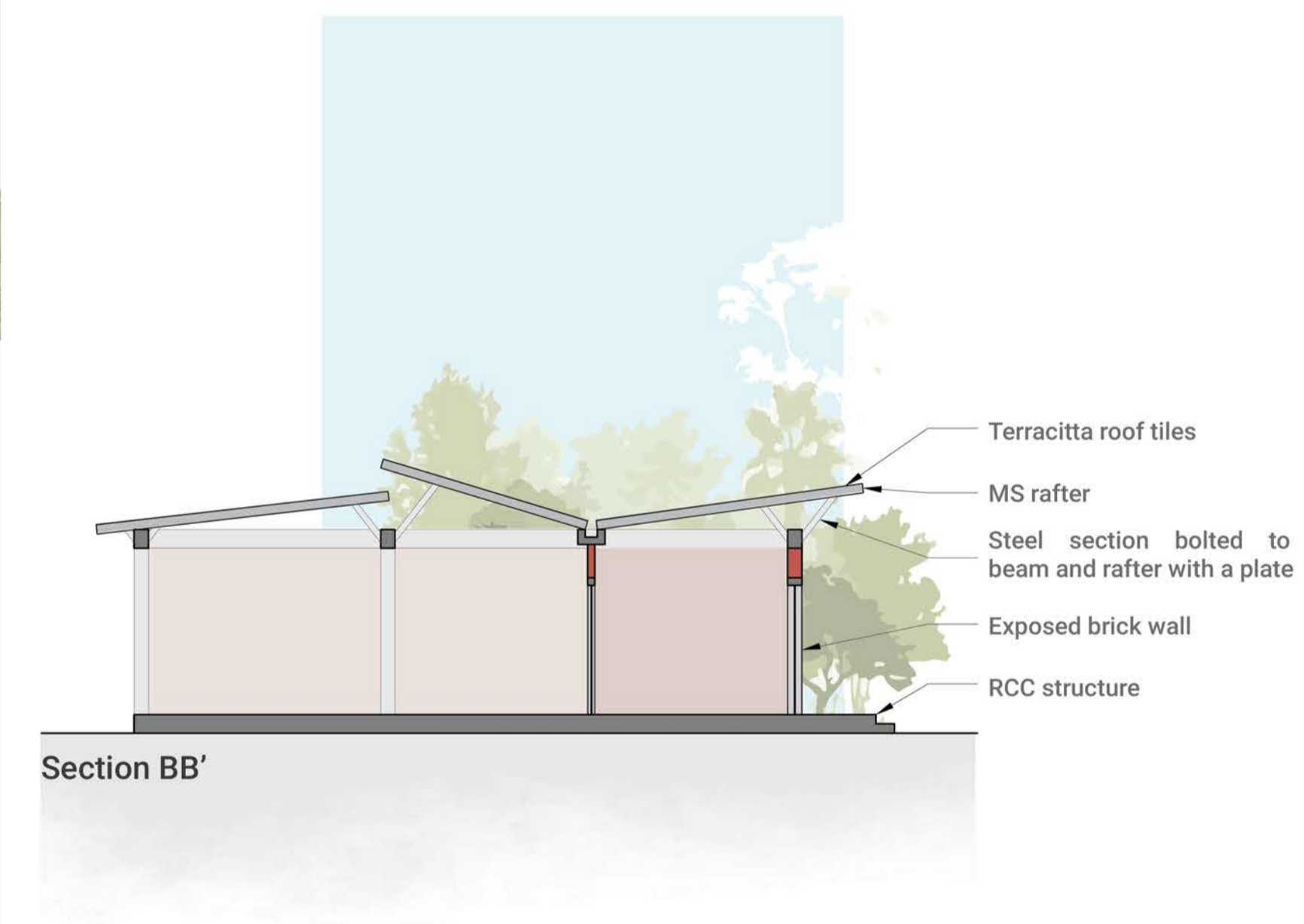
THRIFT STORE
Affordable household items including essential items, clothing, repaired donated items



Maintained by community members

Tie up with local metal industries to sell

Affordable clothing and lifestyle



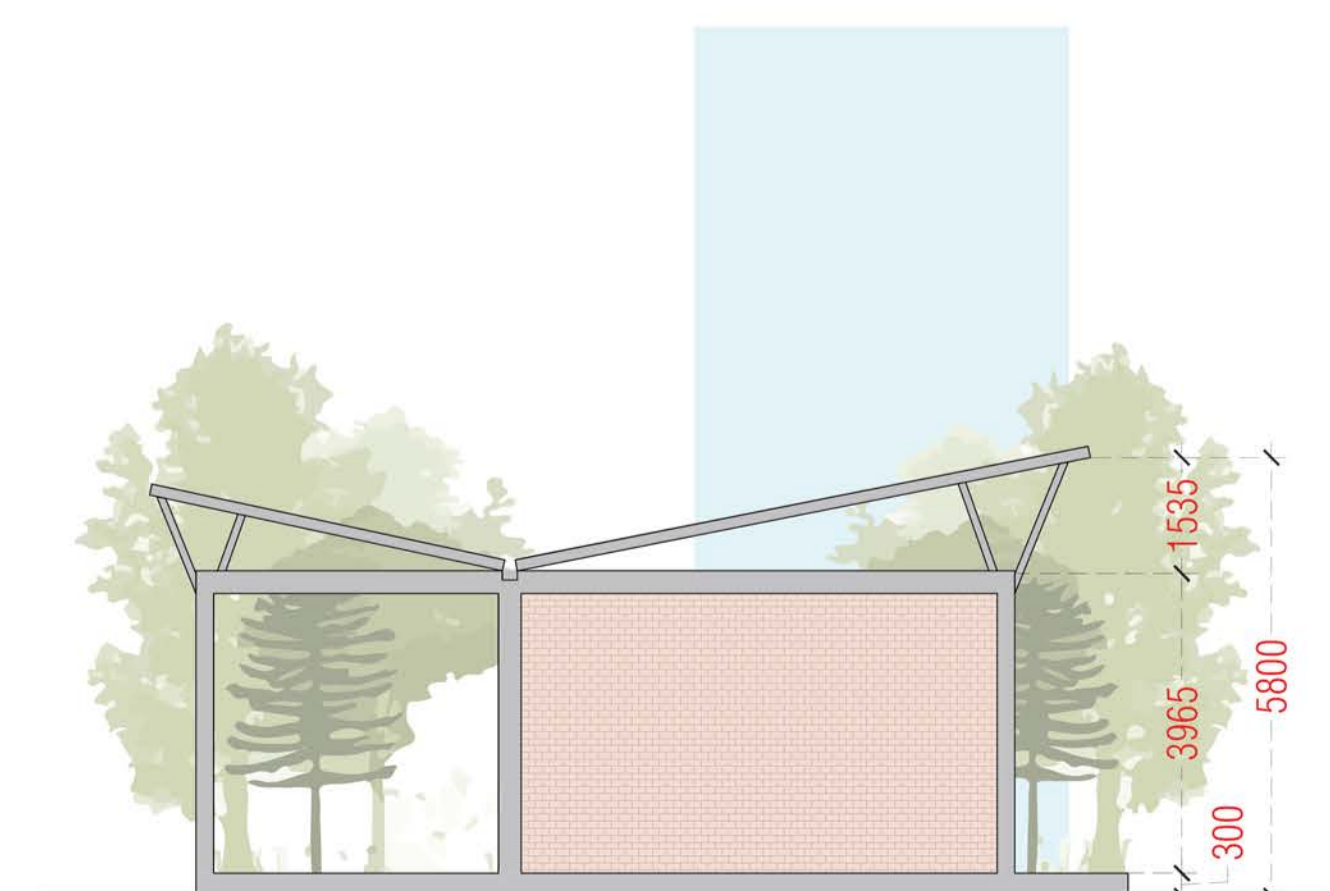
Section BB'



SECOND HAND SHOP - Front elevation

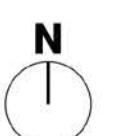


SECOND HAND SHOP - Section AA'



SECOND HAND SHOP - Side elevation

KEY PLAN



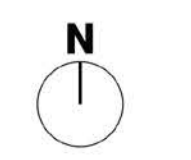
SCALE 1:100
Measurements in mm

SMALL SCALE BUSINESS | COMMUNITY DINING | PERFORMANCE AREA



Ground floor plan

KEY PLAN



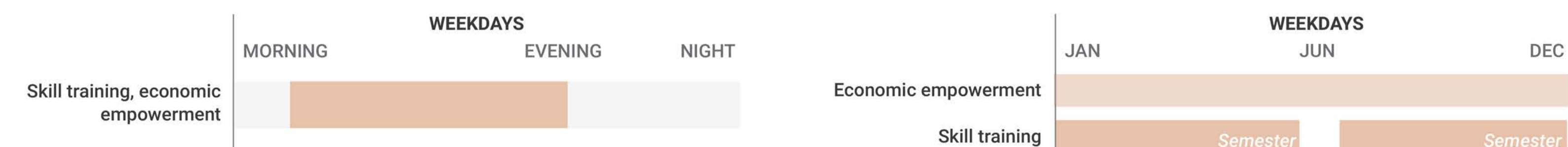
SCALE 1:100
Measurements in mm

SKILL TRAINING | PRODUCTION SYSTEM | JOB COUNSELLING | AID | MANAGEMENT



Ground floor plan

TIMELINE

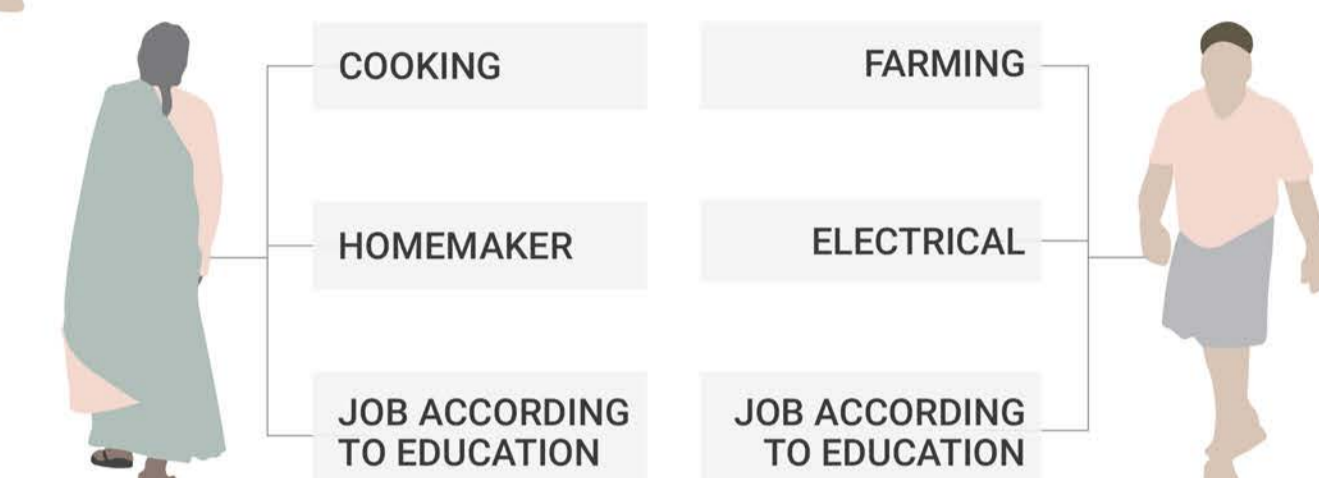


LARGER COMMUNITY INTERACTION SYSTEMS UPLIFTMENT THROUGH SKILLS

REFUGEE COMMUNITY



LOCAL HOST COMMUNITY



- Income generation is imperative to raise the standard of living
- Engage the community in multiple sustaining enterprises and provide opportunities for members to gain new skills as well as use them to generate income
- Integrating these enterprises to create one consolidated brand that offers a variety of products and services

SEWING

SCENARIO 1: Economic empowerment

- Women from the refugee community are skilled in stitching blouses and clothes, aari work, lacemaking (dresses, garments, curtains, tablespreads, covers, ...)



SCENARIO 2: Skill development



COURSE STRUCTURE

COURSE ELEMENT	TRAINING HOURS
Professional skill (Trade practical)	1260
Professional knowledge (Trade theory)	252
Employability skills	110
Library & Extracurricular activities	58
Project work	160
Revision & Examination	240
Total	2080

NOTE

- If there are no students, the space can be used for economic empowerment
- Teachers for skill training can earn by volunteering

ADMISSION

- Selected based on merit and communal rotation every year through District Wise Counseling, conducted by Nodal Government ITIs located in each District. Candidates according to their rank will choose the course/ ITI as per their choice. Selection order issued to each candidate on the spot
- Training session starts during August & ends July and given as per National Council for Vocational Training (NCVT) norms

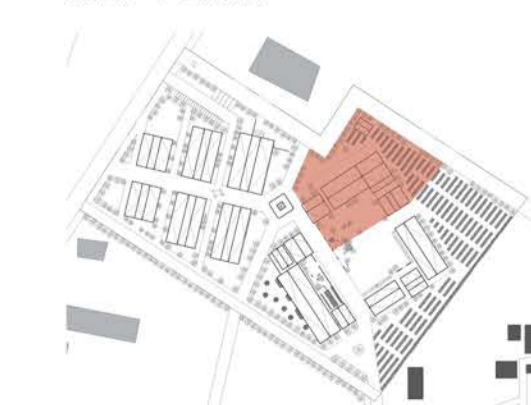
APRENTICE INTERNSHIP

- Monthly stipend (Rs.500/-) is issued to all trainees irrespective of community and parent's annual income

FREEBIES

- Bus pass between their place of residence and the institute for the entire Training period
- Uniforms (2 sets) with stitching charges per year to all the trainees
- Bi-Cycle to all the trainees
- Laptop to all eligible trainees
- Text Books for all semesters
- Drawing Instruments to all Engineering trade trainees
- Shoe (1 set)
- Distribution of I.D Card

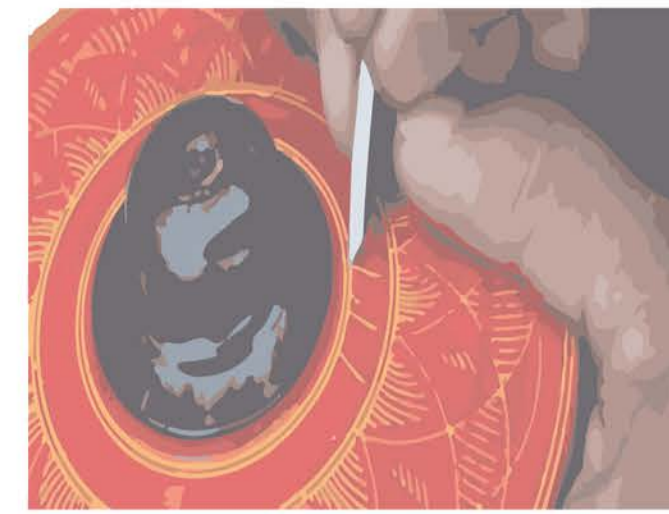
KEY PLAN



SCALE 1:100
Measurements in mm

HANDICRAFTS

LACQUER WORK



- Colourful & bright walking sticks
- Flag and hand fan handles
- Bowls
- Vases
- Containers
- Decorations

CLAY POTTERY



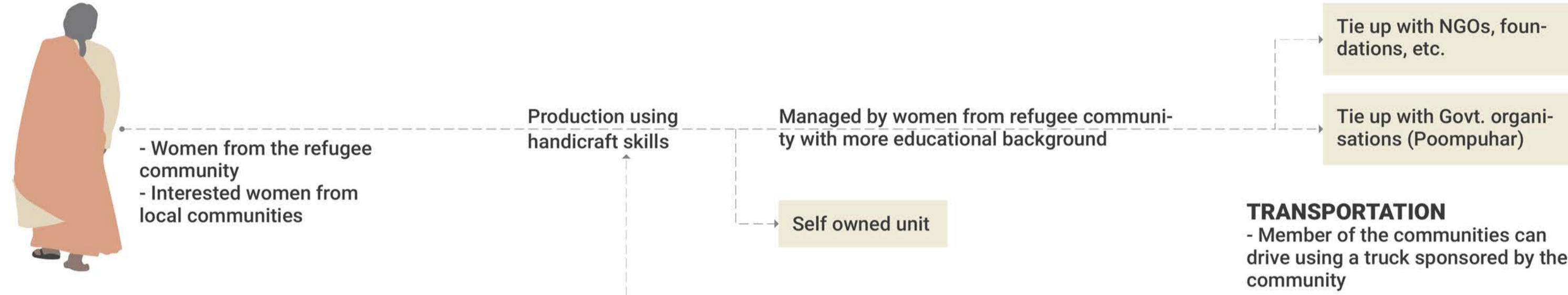
WOOD CARVING



- Ornaments
- Figurines
- Sculptures
- Lacquer products
- Boxes

SCENARIO 1: Economic empowerment using skills

- Women from the refugee community are skilled in crafts
- Women from local communities can also join if interested
- People with similar interests from both communities can work together and benefit mutually



SCENARIO 2: Skill development



COURSE STRUCTURE (Non-Engineering trades)

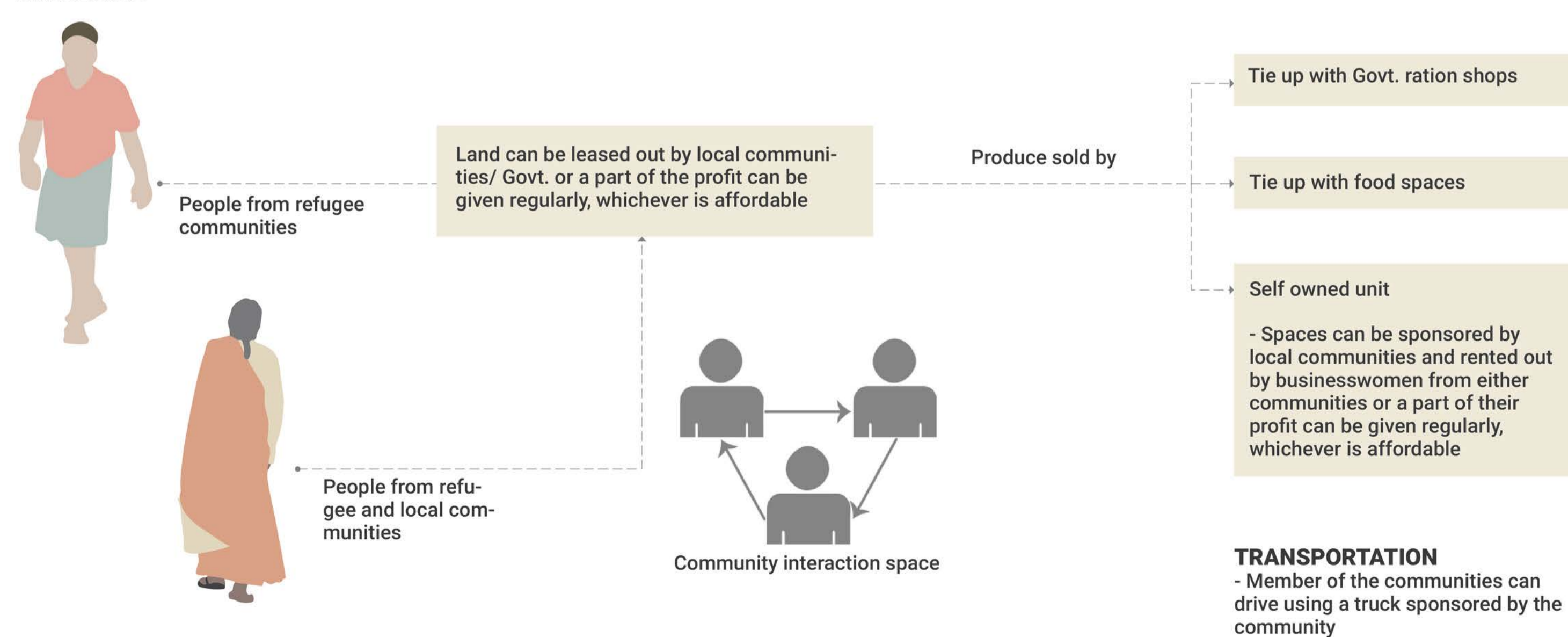
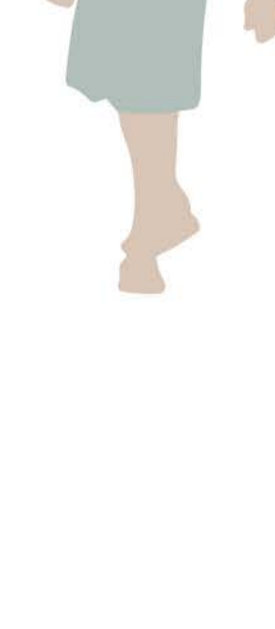
SECTOR OF TRADE	TRAINING PERIOD	ENTRY QUALIFICATION	No. Of STUDENTS	POWER (KW)
Ornamental wood carving	2 years	8th Pass	30	2

NOTE

- If there are no students, the space can be used for economic empowerment
- Teachers for skill training can earn by volunteering



GARDENING



ENGINEERING TRADES



TIMELINE

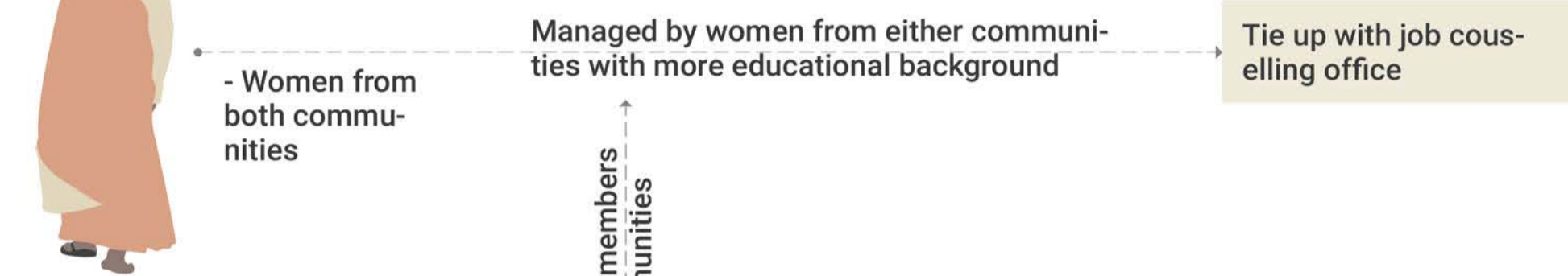
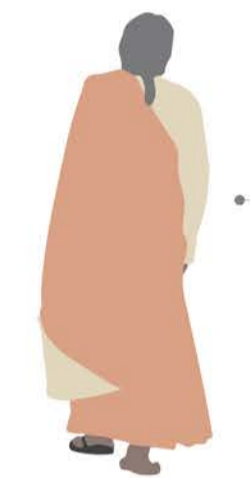


SECTOR OF TRADE	TRAINING PERIOD	ENTRY QUALIFICATION	No. Of STUDENTS	POWER (KW)
CIVIL				
Mason technician	1 year	8th Pass	25	0.5
Plumbing technician	1 year	8th Pass	25	0.5
WELDER				
Welding technician	1 year	8th Pass	30	3
ELECTRICAL				
Electrical technician	1 year	8th Pass	30	0.8
Electrical & electronics technician	2 years	8th Pass	30	1.5
FITTER				
Bench fitter	1 year	8th Pass	25	1.5
Industrial fitter	2 years	8th Pass	30	1.3
Fitter cum basic machine operator	1 year	8th Pass	40	5

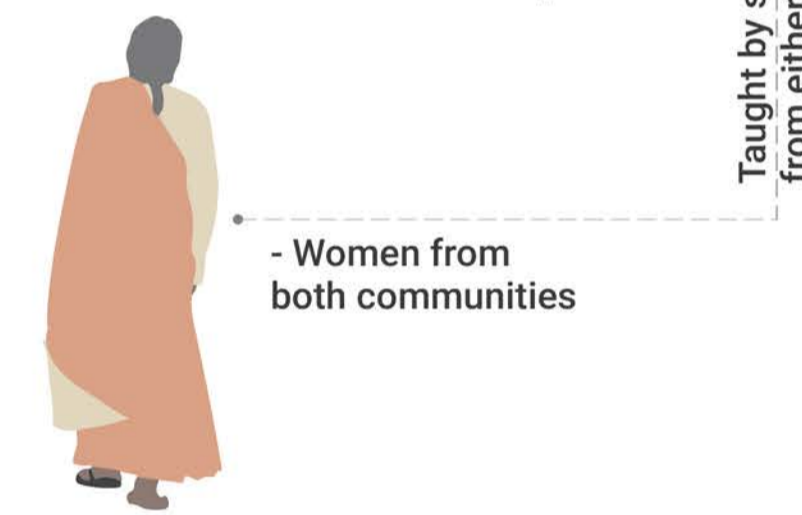
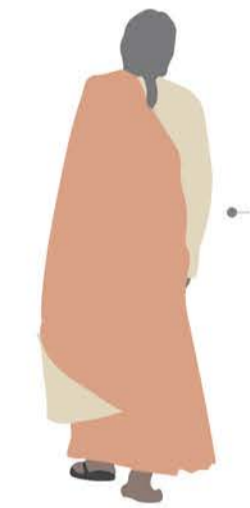
HOUSEMAID SERVICES

SCENARIO 1: Economic empowerment

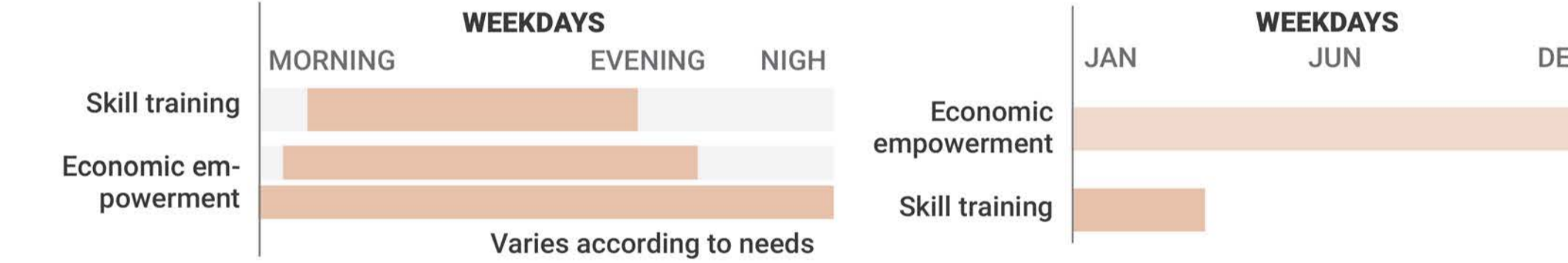
- Increasing housing and real estate development has allowed for mixed income group development to emerge, increasing the needs for housekeeping
- Members from either communities can train and get jobs through job counselling office



SCENARIO 2: Skill development



TIMELINE

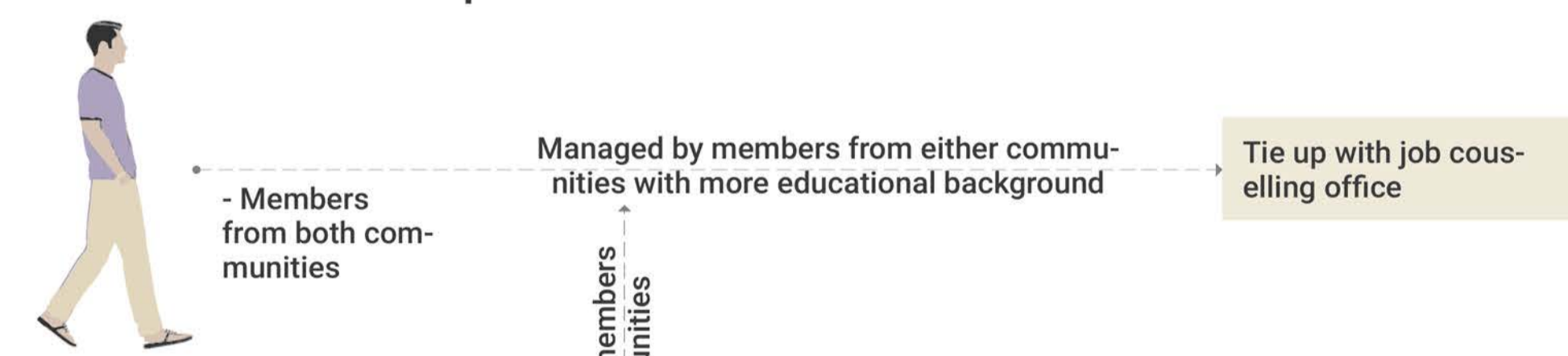


COURSE STRUCTURE (Short courses)

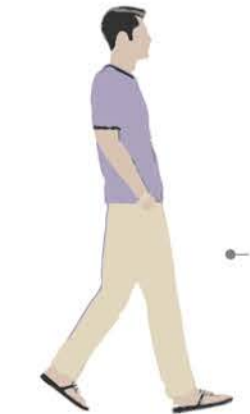
SECTOR OF TRADE	No. Of STUDENTS
General housekeeping management skills training	30
Nanny & newborn childcare skills training	20
Nanny-tutor skills training	20
	50

COMPUTER TRAINING

SCENARIO 1: Economic empowerment



SCENARIO 2: Skill development



COURSE STRUCTURE (Non-Engineering)

SECTOR OF TRADE	TRAINING PERIOD	ENTRY QUALIFICATION	No. Of STUDENTS	POWER (KW)
Advanced programming & system analysis	1 year	10th Pass	10	1.2
Computer software package	1 year	10th Pass	10	1.5
Data processing & computer application	1 year	10th Pass	10	1.2
Computer software & hardware maintenance	1 year	10th Pass	10	1.2
Computer software programming	1 year	10th Pass	10	1.2

TIMELINE



REFERENCES



- Commissionerate of Employment and Training, Dept. of Labour Welfare and Skill Development, Govt. of Tamil Nadu (Part of Skill India)
- National Council for Vocational Training (NCVT) norms

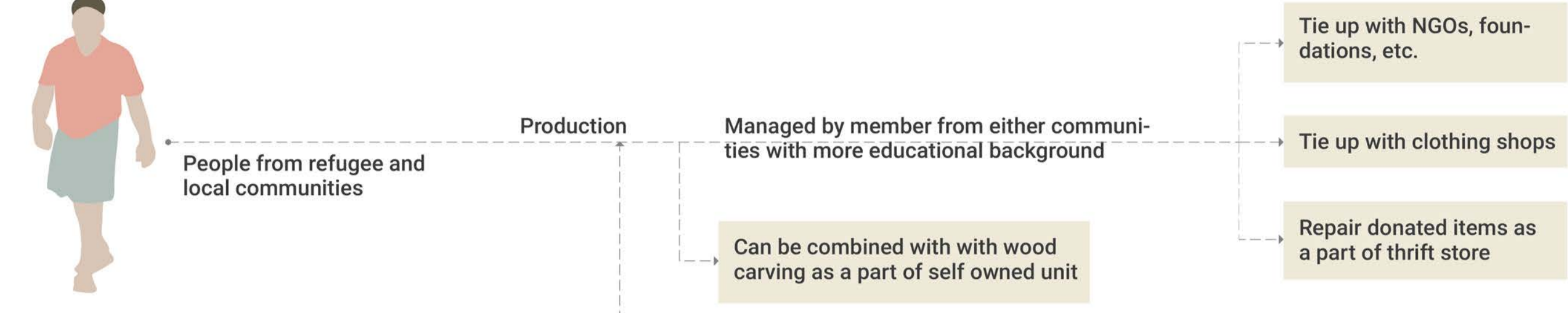


Ground floor plan

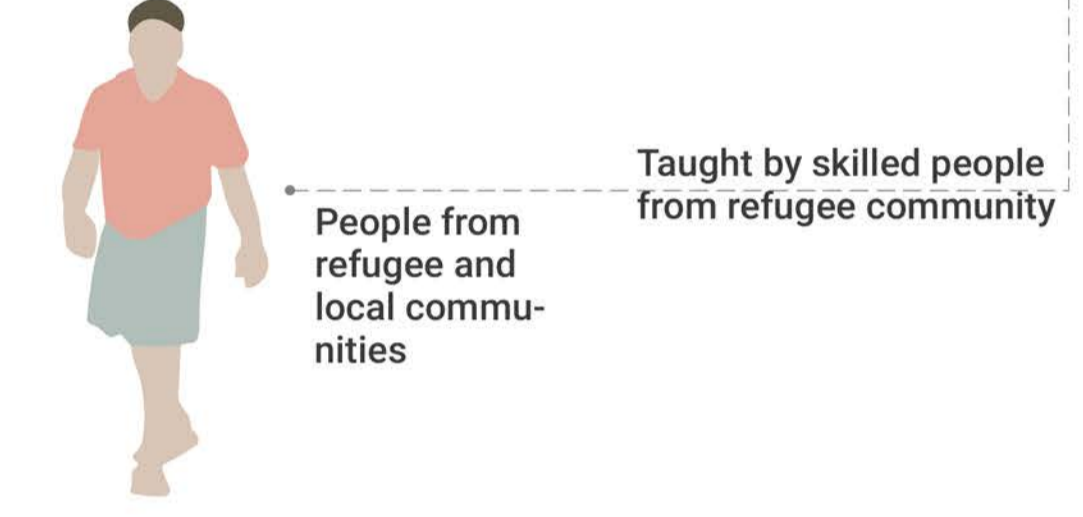
LARGER COMMUNITY INTERACTION SYSTEMS
UPLIFTMENT THROUGH SKILLS

CARPENTRY

SCENARIO 1: Economic empowerment using skills



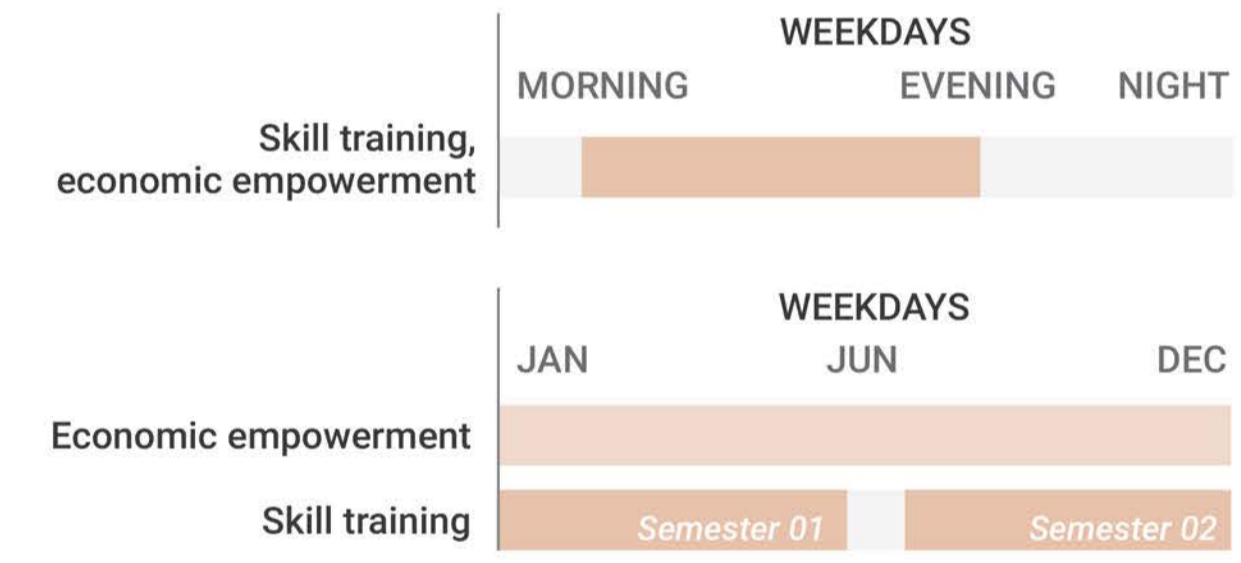
SCENARIO 2: Skill development



TRANSPORTATION

- Member of the communities can drive using a truck sponsored by the community

TIMELINE



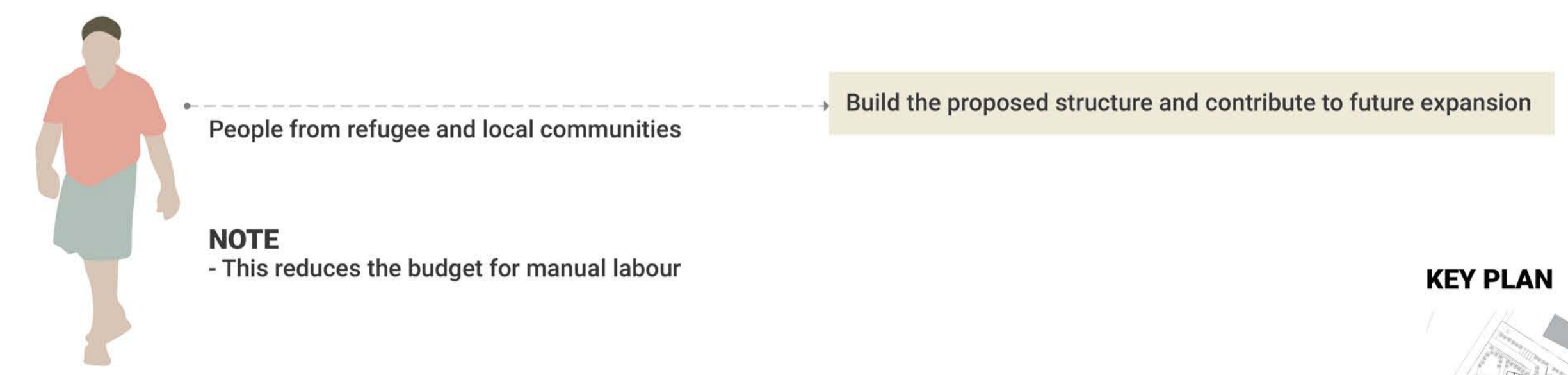
COURSE STRUCTURE (Engineering trades)

SECTOR OF TRADE	TRAINING PERIOD	ENTRY QUALIFICATION	No. Of STU-	POWER (KW)
Carpentry & wood working	1 year	8th Pass	50	1.5
Carpentry & cabinet	3 years	8th Pass	50	1.5

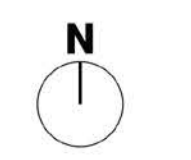
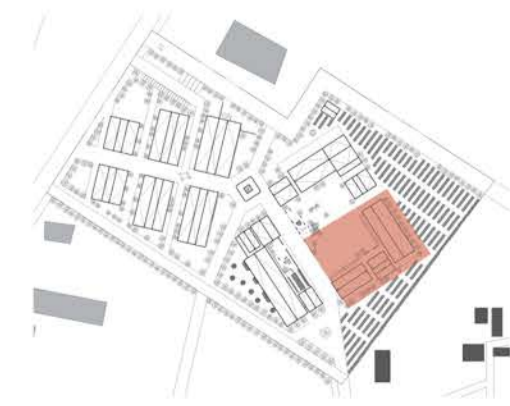
NOTE

- If there are no students, the space can be used for economic empowerment
- Teachers for skill training can earn by volunteering

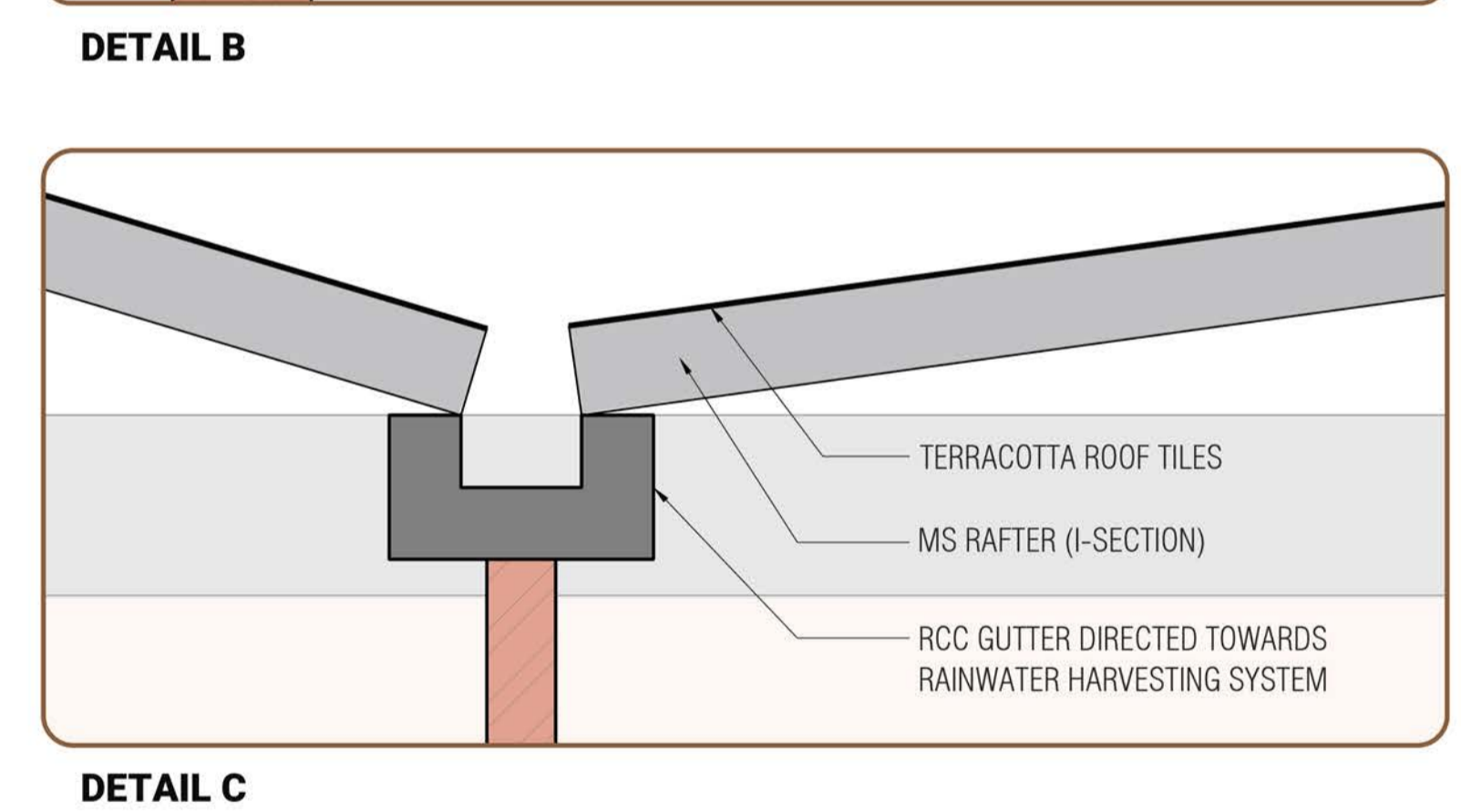
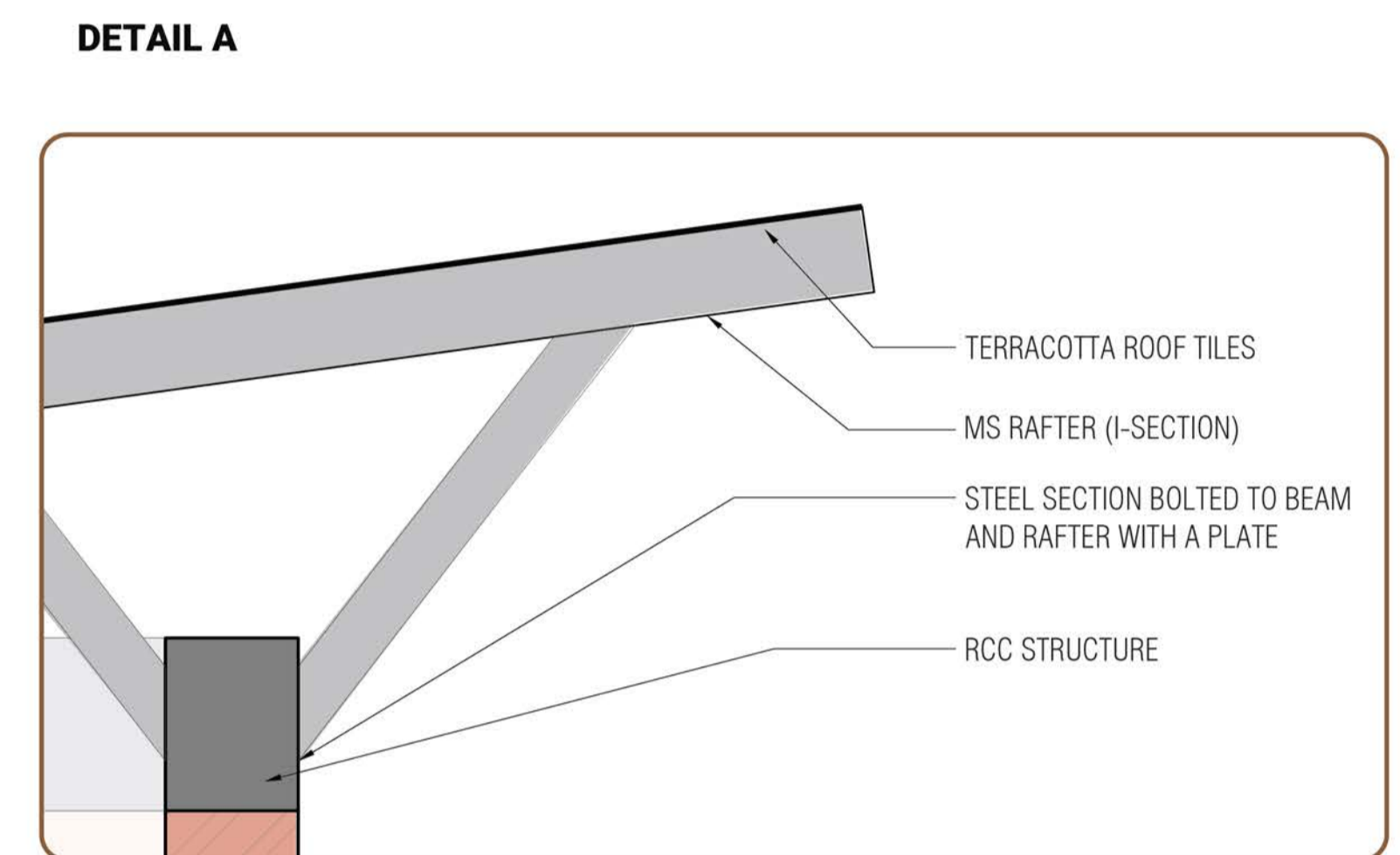
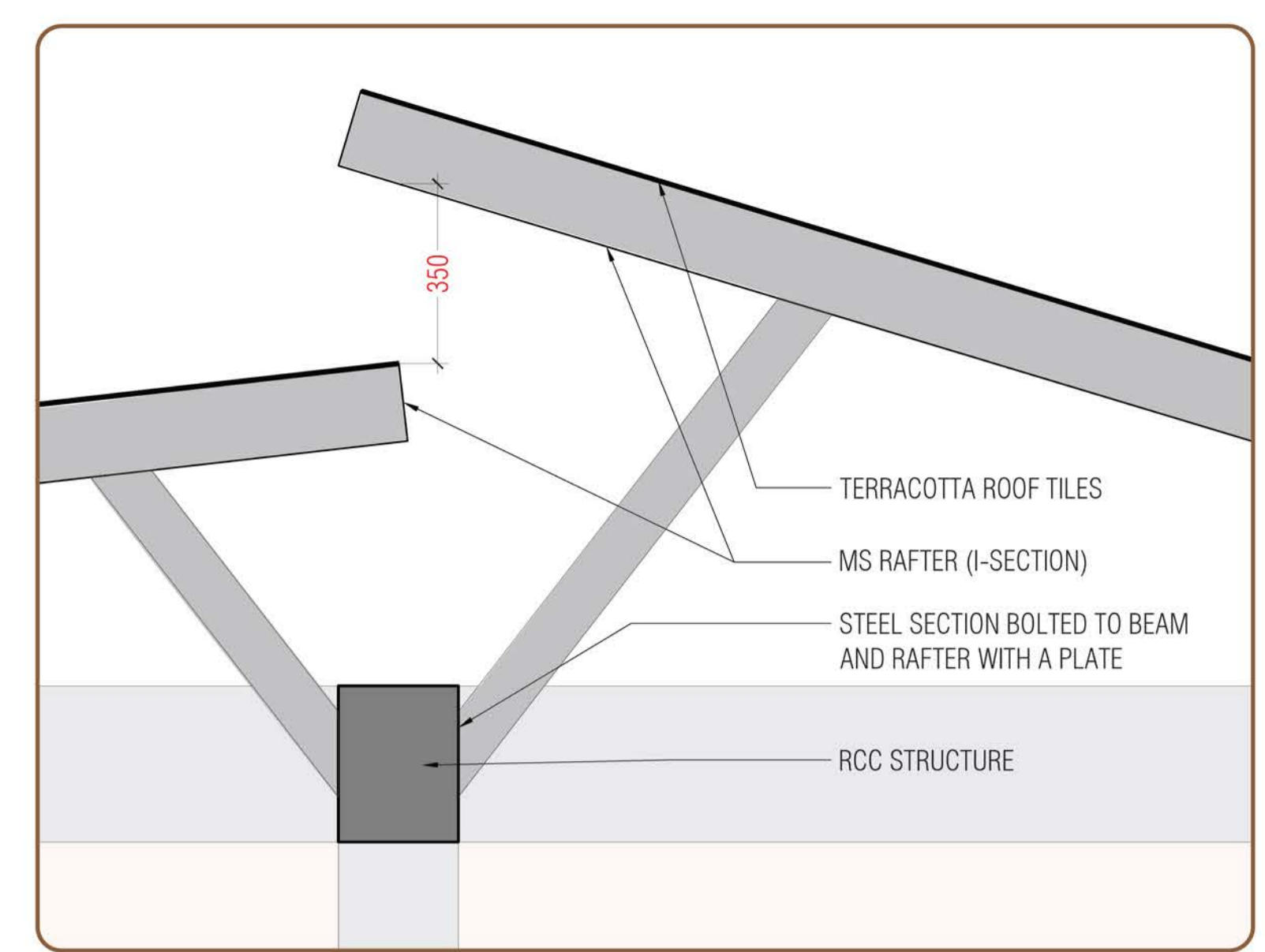
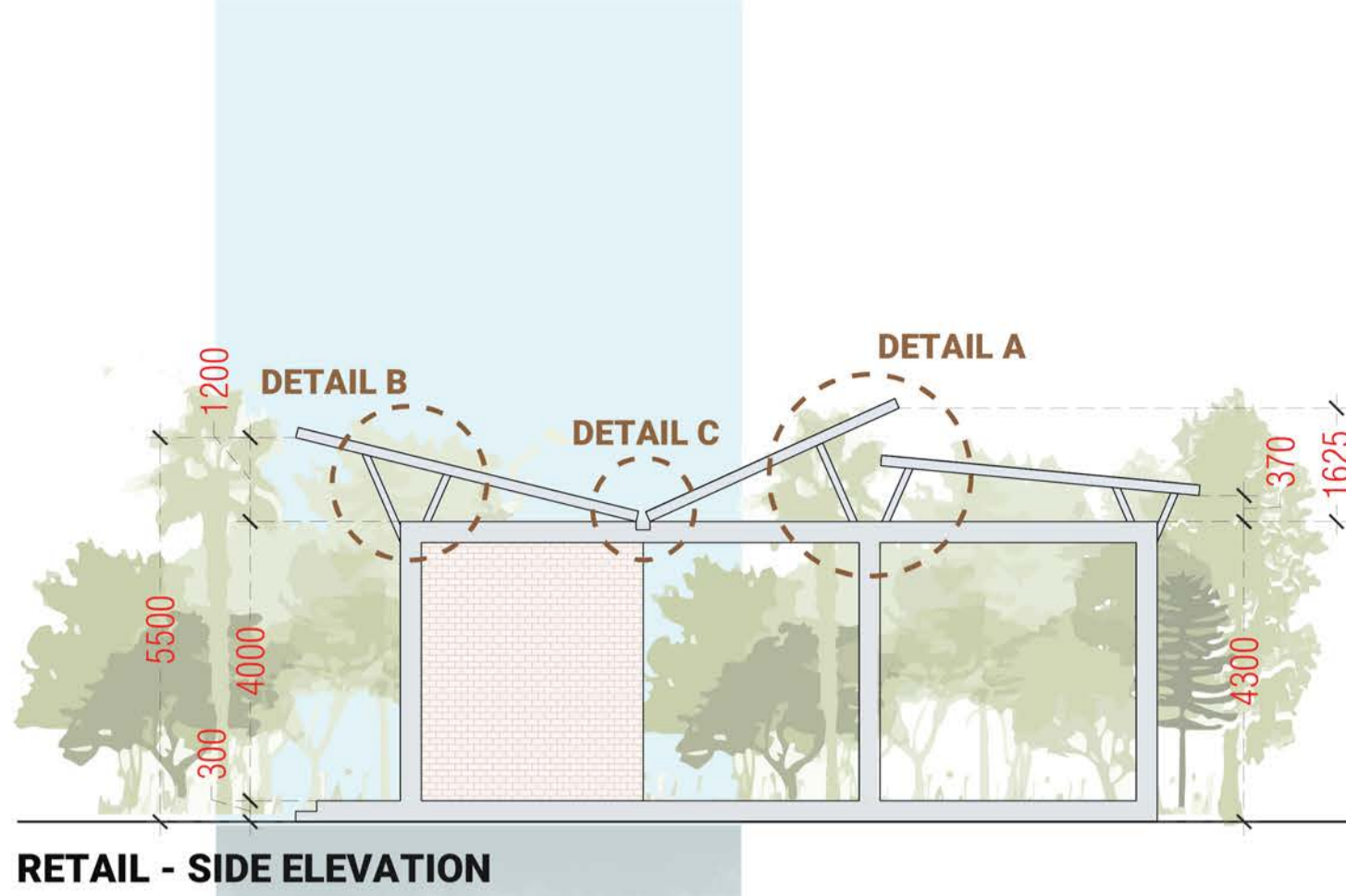
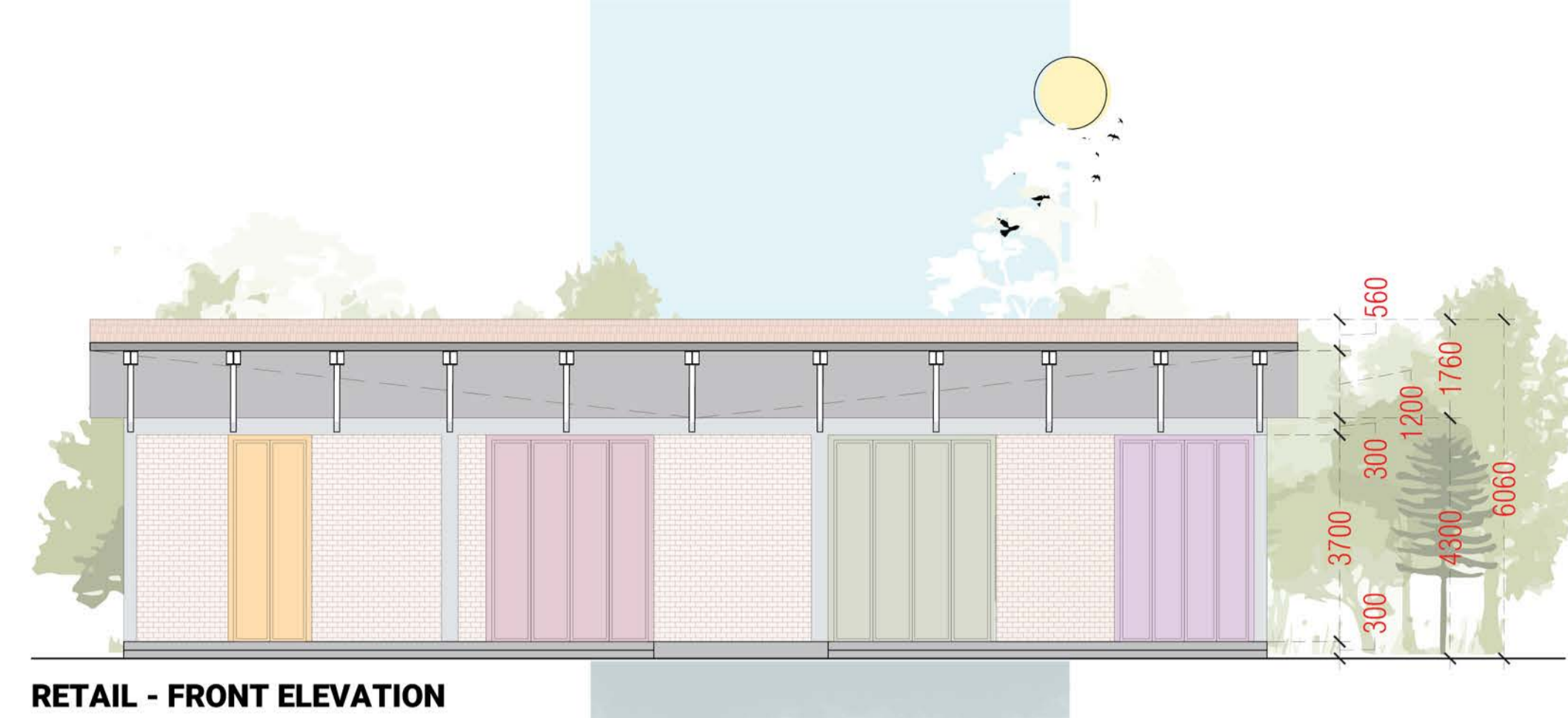
MASONRY



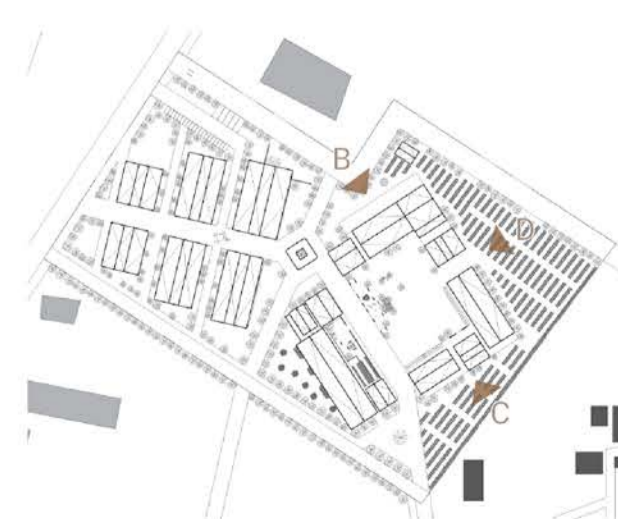
KEY PLAN



SCALE 1:100
Measurements in mm

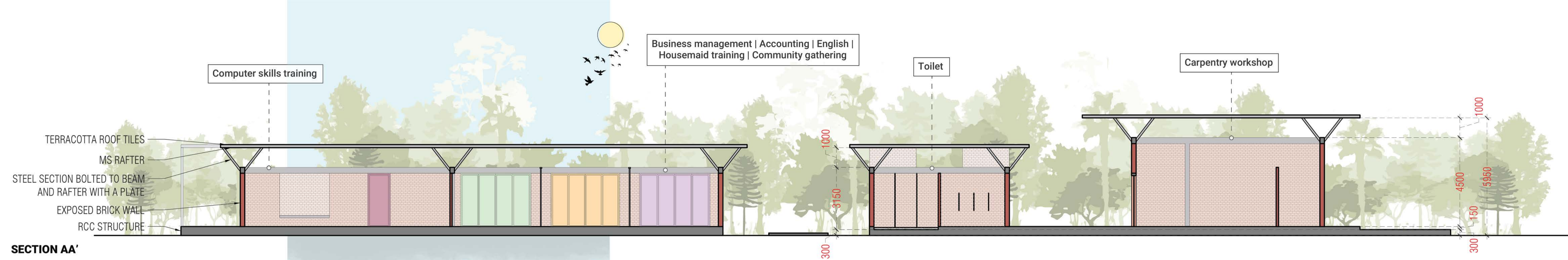


KEY PLAN

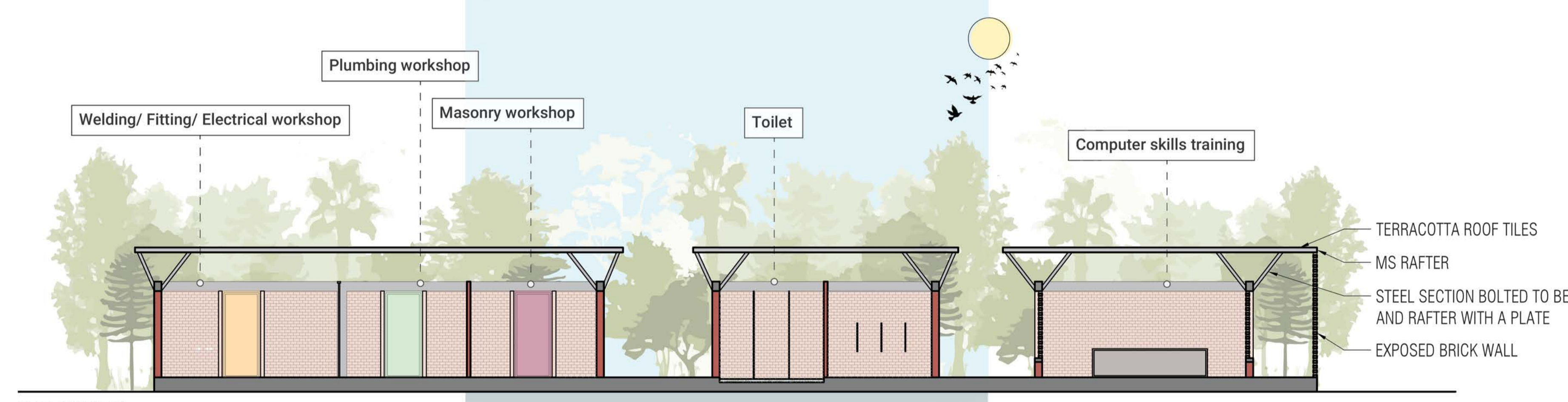


N

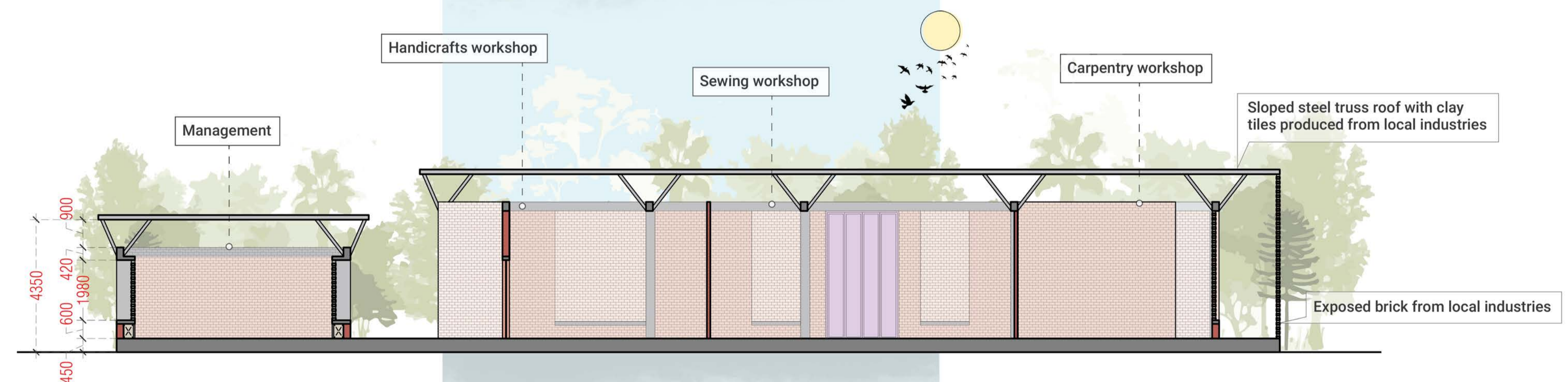
SCALE 1:100
Measurements in mm



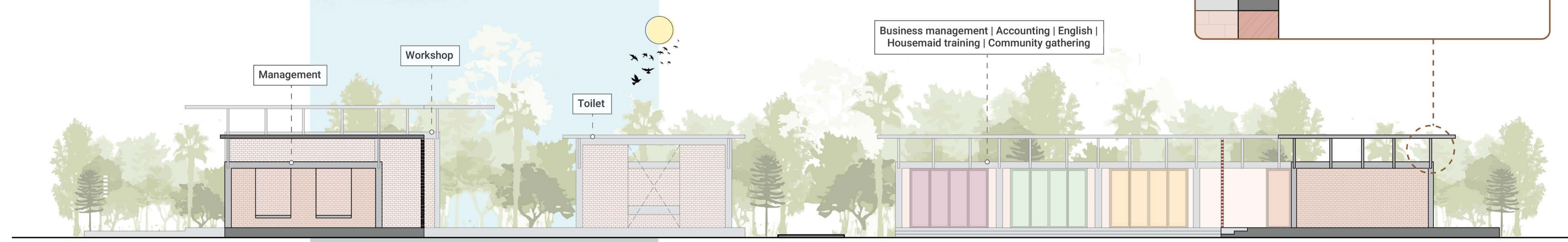
SECTION AA'



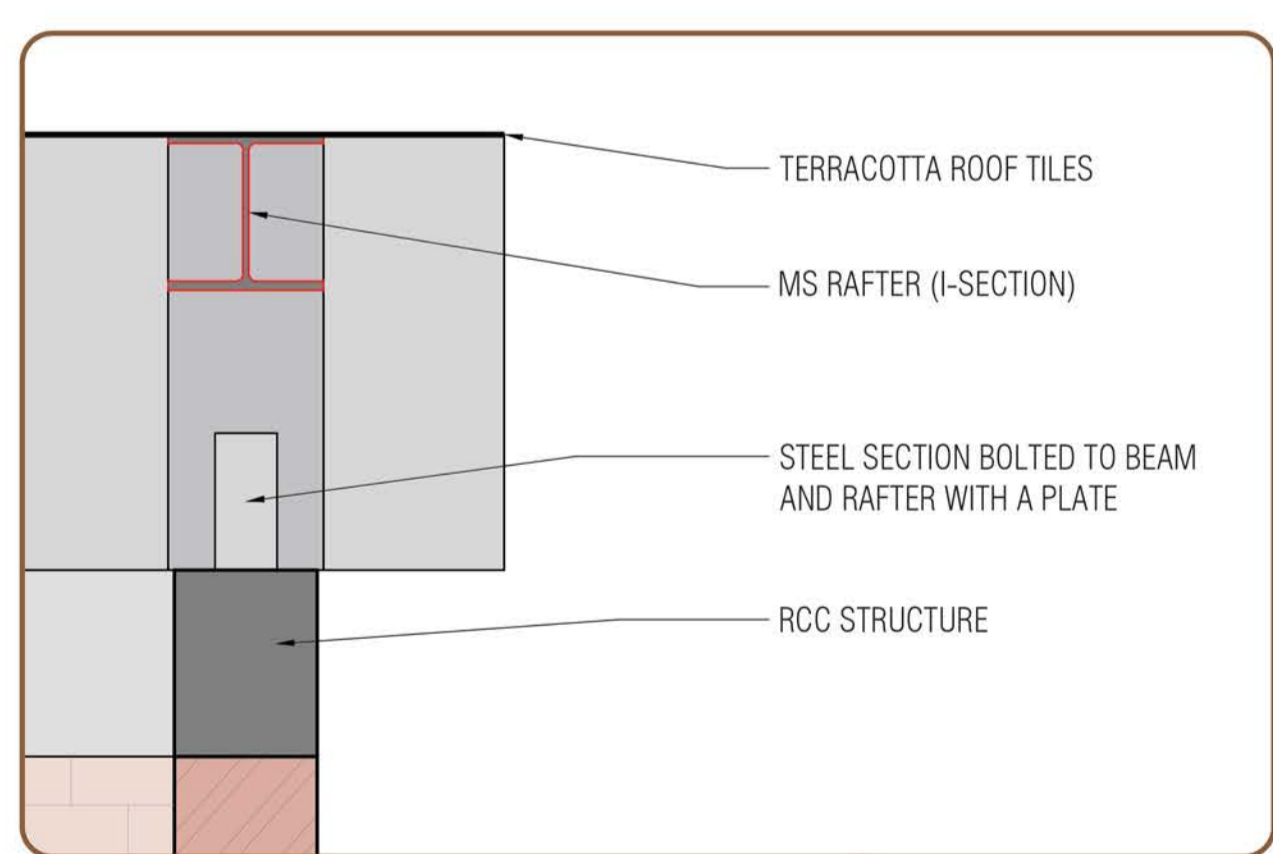
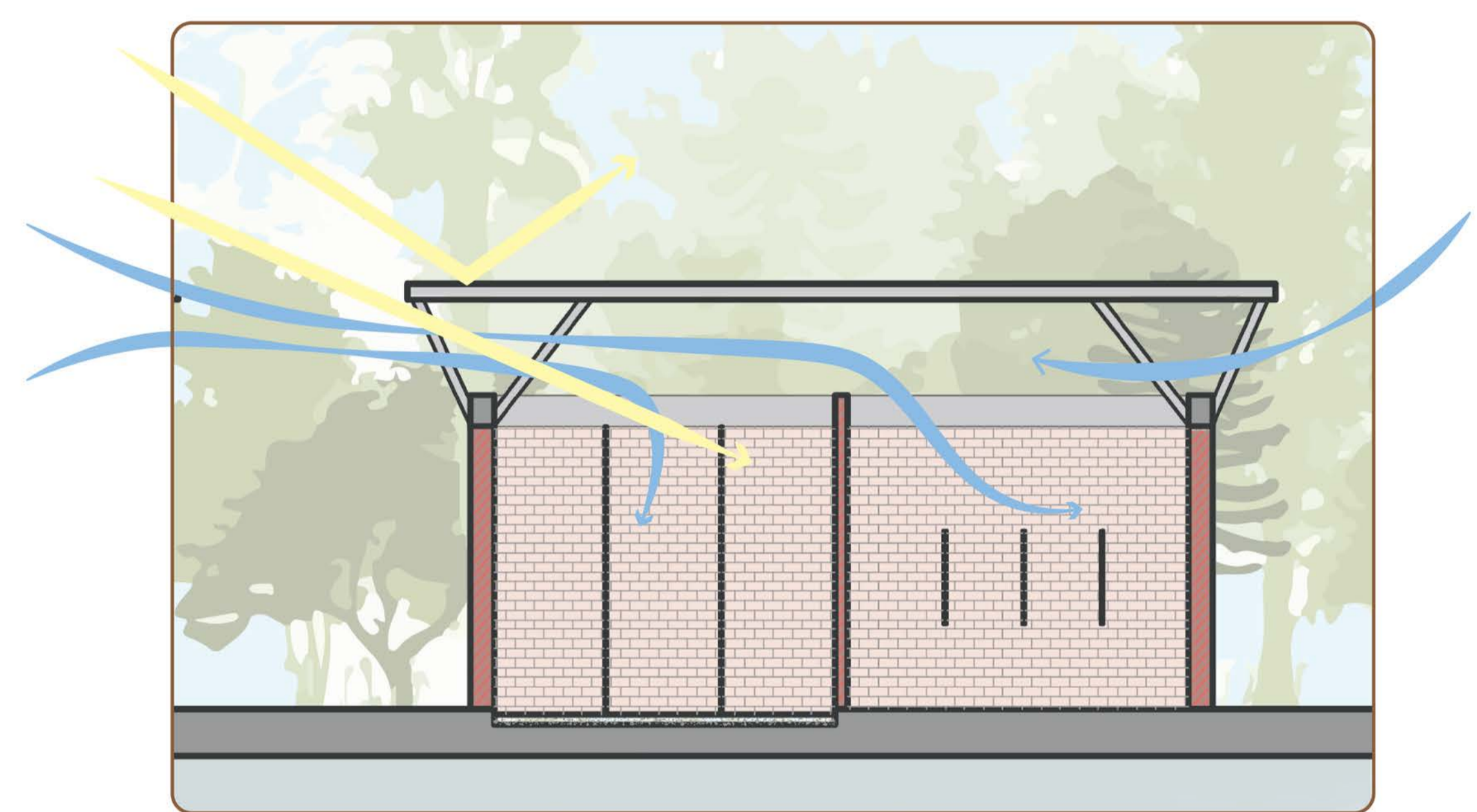
SECTION BB'



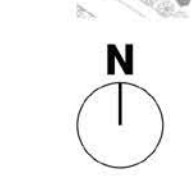
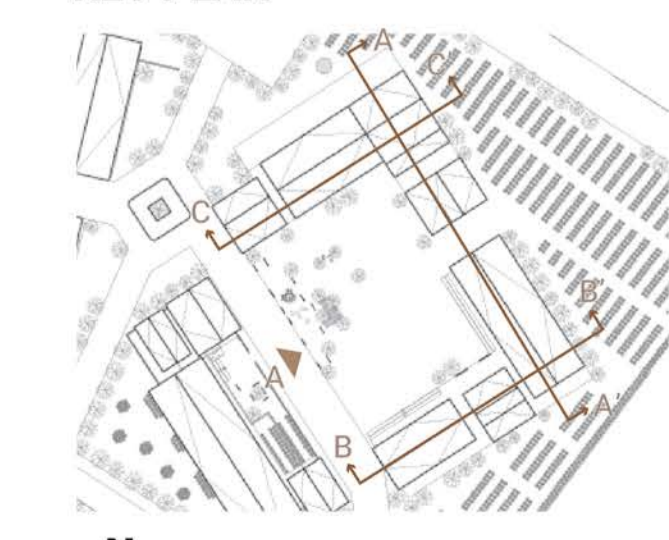
SECTION CC'



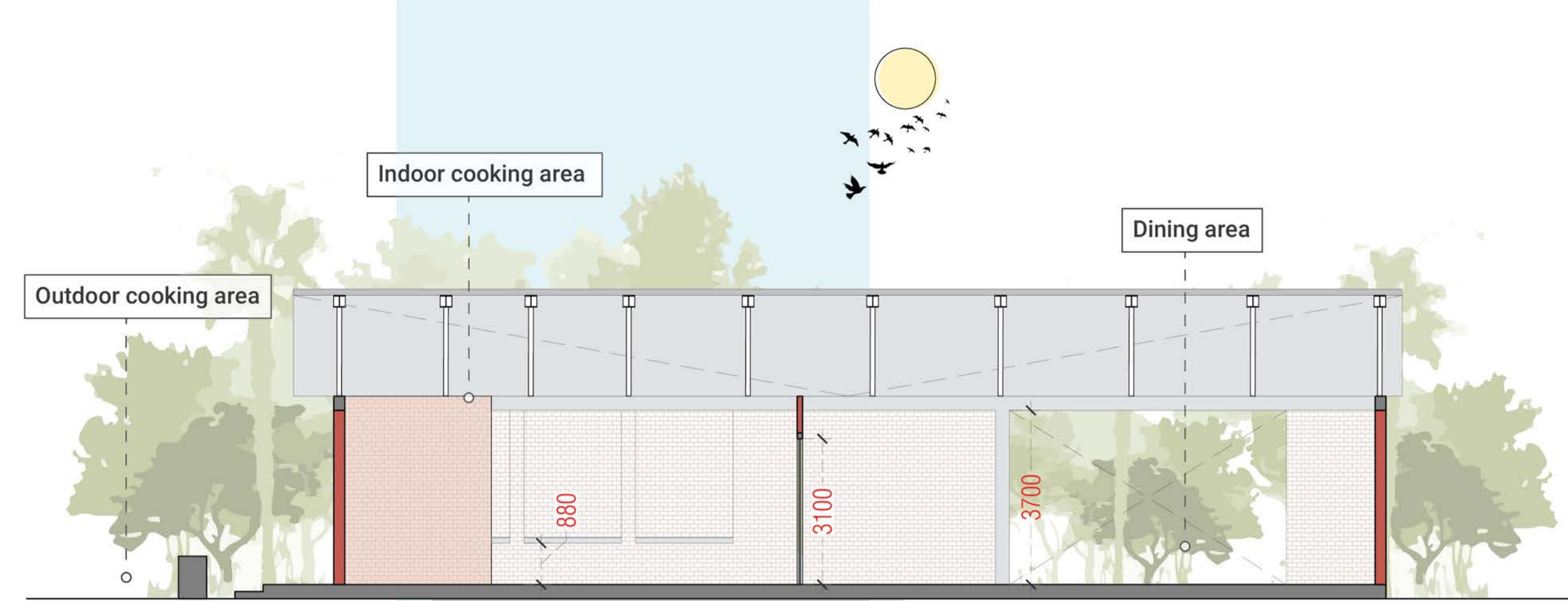
ELEVATION A



KEY PLAN



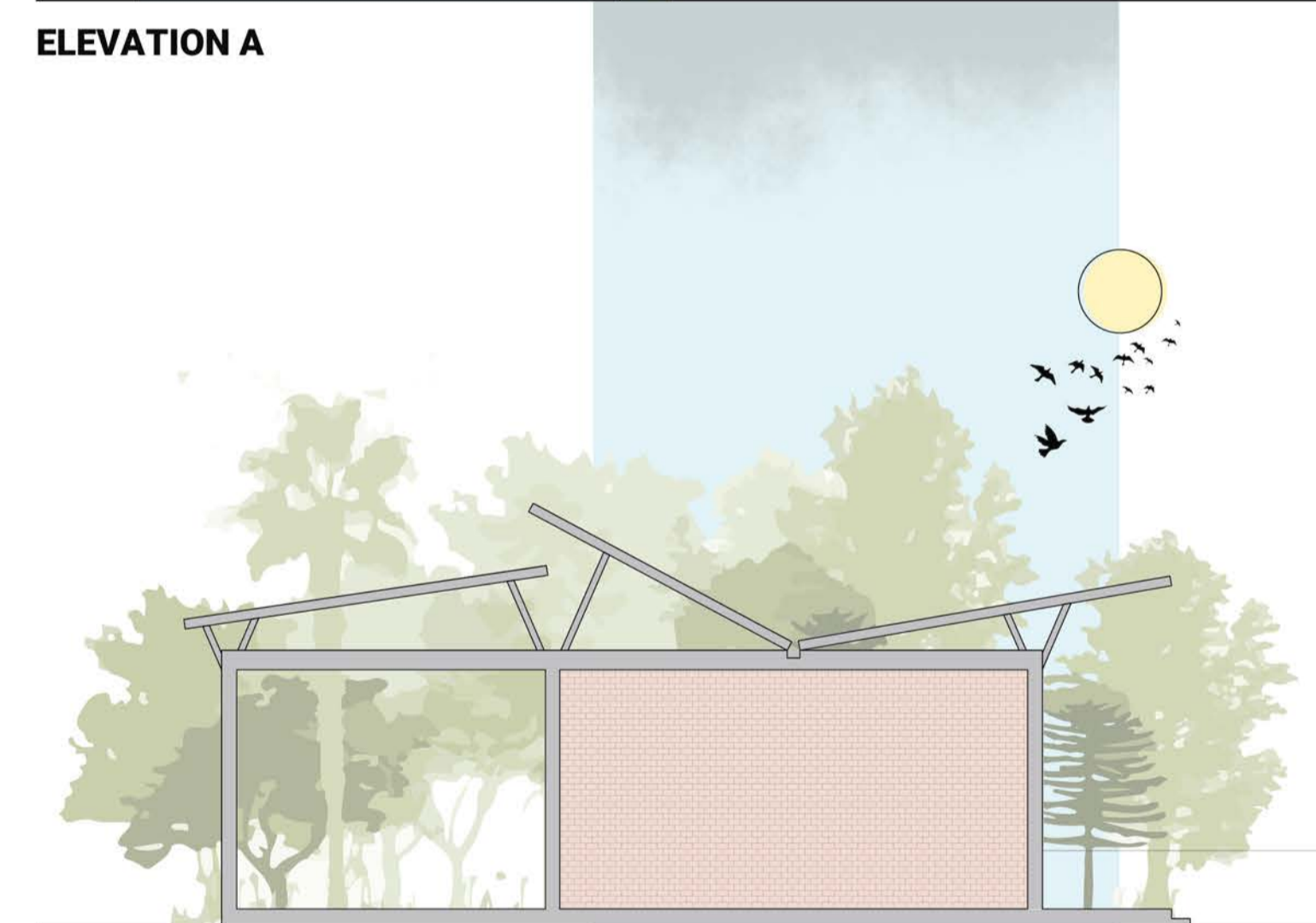
SCALE 1:100
Measurements in mm



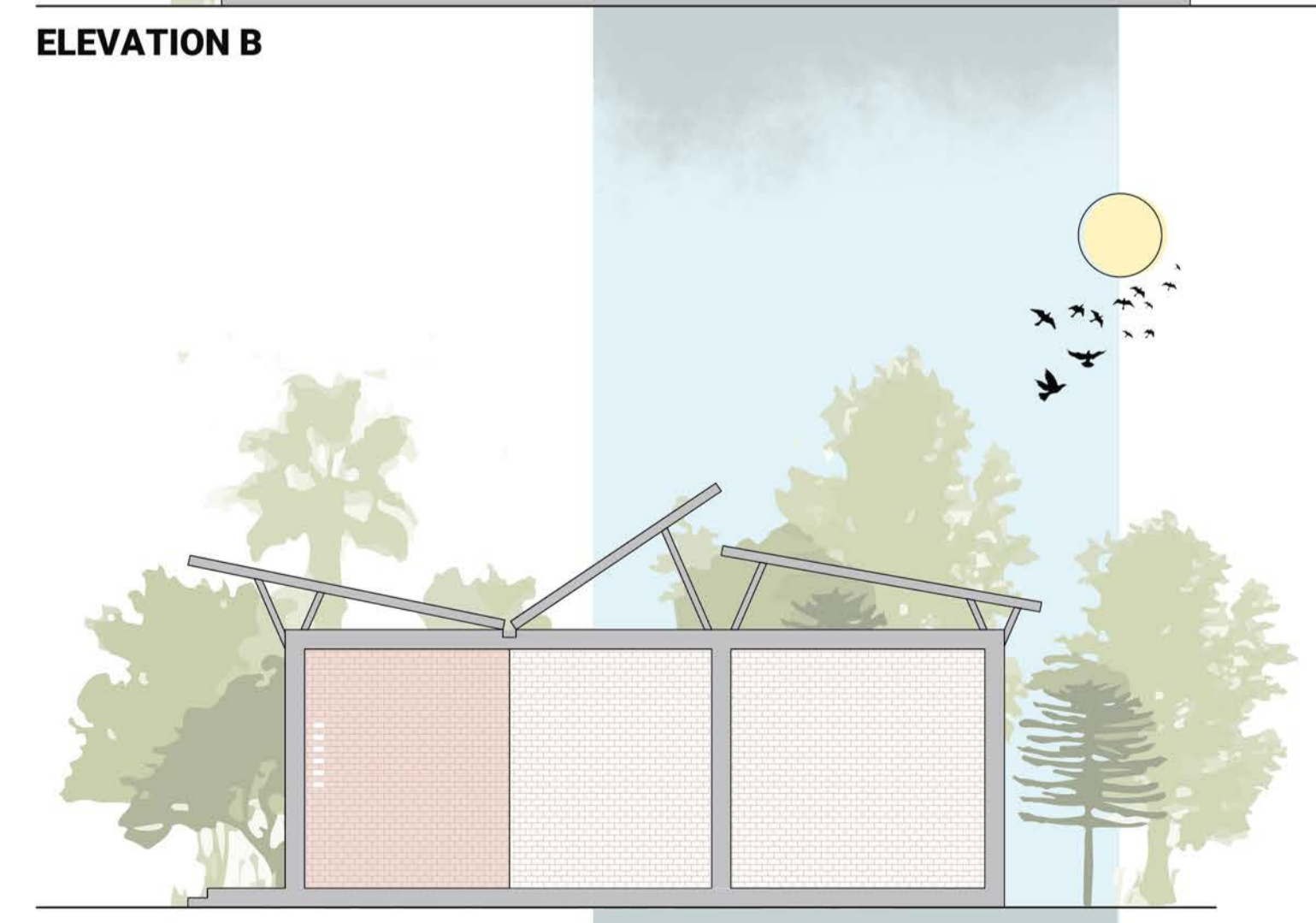
SECTION AA'



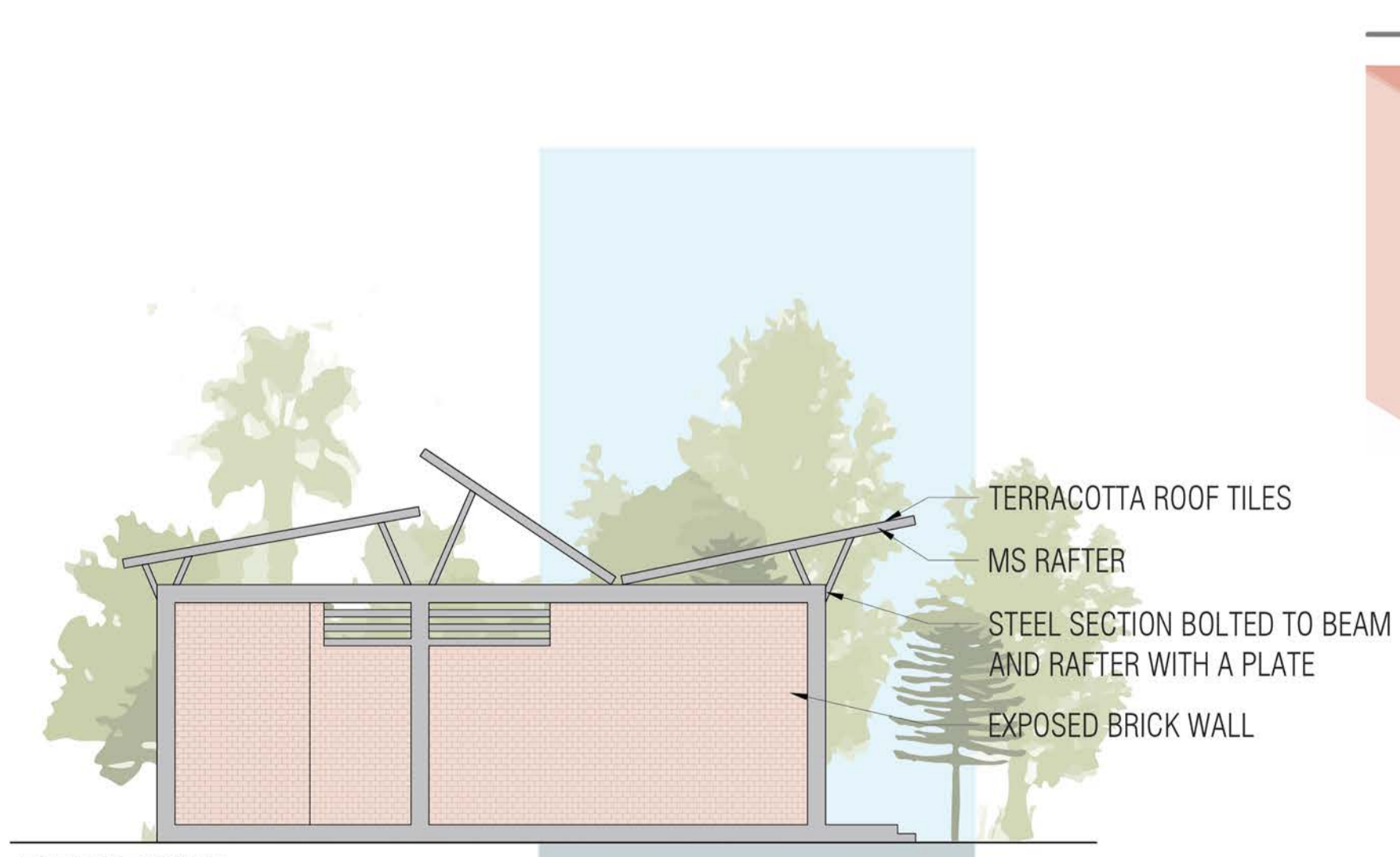
ELEVATION A



ELEVATION B



ELEVATION C



ELEVATION D

UPLIFTMENT THROUGH EDUCATION

CRECHE (6 months - 6 years)

- Safe space for children when their parents are working
- Promote holistic child development (physical, cognitive, social, emotional development)



Children from refugee and local communities

Managed by women from refugee community with more educational background

Tie up with Govt. (Part of Rs.312 crore scheme)

SERVICES

- Daycare Facilities including Sleeping Facilities
- Early Stimulation for children <below 3 years
- Play/ Pre-school Education for 3 - 6 years old children
- Audio visual learning
- Supplementary Nutrition (locally sourced)
- Growth Monitoring
- Health Check-up and Immunization

PRE SCHOOL EDUCATION (3 - 6 years)

- Referring code of regulations for play schools-2015



Children from both communities

Maintained by teaching (Minimum educational qualification of +2 from a recognized Institution/ Diploma in D.T.Ed./D.E.Ed./Home Science or Degree in Home Science/ B.Ed./ Certificate from recognized institution on dynamics of child behaviour or connected discipline) & non-teaching staff by the management

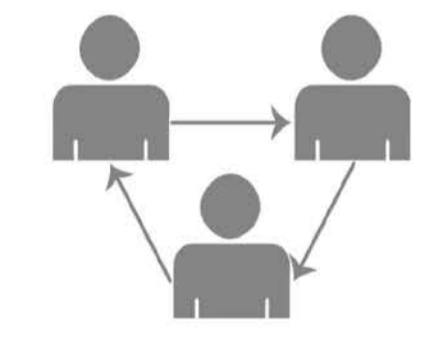
Tie up with local schools for materials

Tie up with food spaces

Tie up with Govt. (Part of Rs.312 crore scheme)

LIBRARY

- Access to books for personal development, higher education
- Funding through memberships, donations
- Second hand books donation
- Learning space for dropouts with a tie up with evening school



Maintained by community members

Tie up with local schools and colleges for materials

Tie up with skill training, school, workshops, etc.

WORKSHOPS

COMPETITIVE EXAMS & COURSES

- NEET, JEE
- English language tests/ communication skills
- GATE
- Correspondence courses
- Computer skills training/diploma

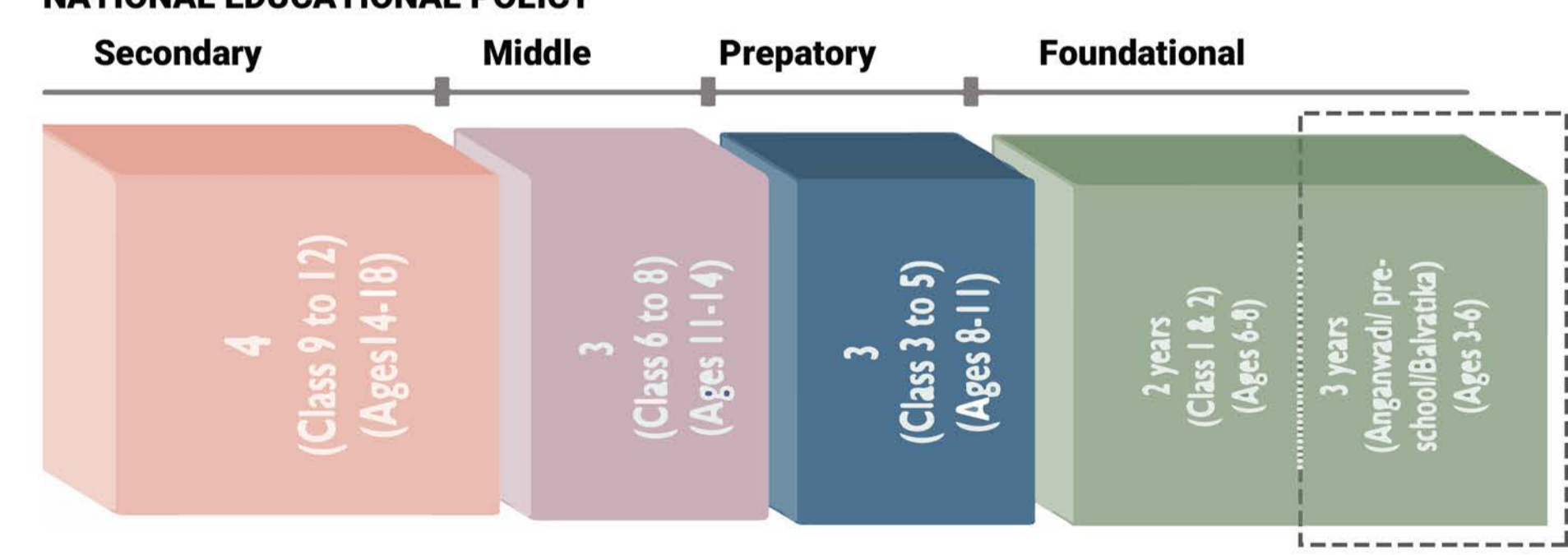


Evening school, tuition, workshops

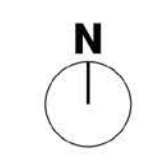
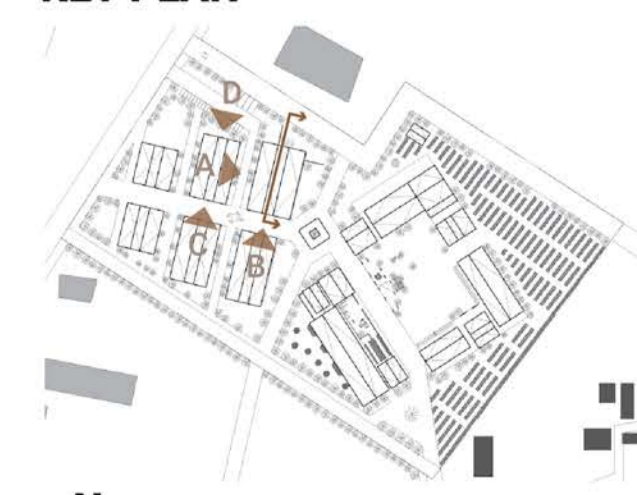
- Volunteers from refugee and local communities

Tie up with skill empowerment for economic empowerment

NATIONAL EDUCATIONAL POLICY



KEY PLAN



SCALE 1:100
Measurements in mm

PLAY + CULTURE = LEARNING

The kids' community (<6yrs) need a space that helps in early childhood development. Play is the most integral function as it allows them to explore and learn and is the link that connects all the activities. The wall and plinth are the most accessible to kids. So extrusions are made to these elements which allow them to use them creatively. The play could have a positive effect on physical and psychological well being. Walls as planes of communication between inside and outside with openings that become entry, seating and window. Plinth as an adaptive play area that accommodates other community activities such as play area and cultural activities for kids during non school days



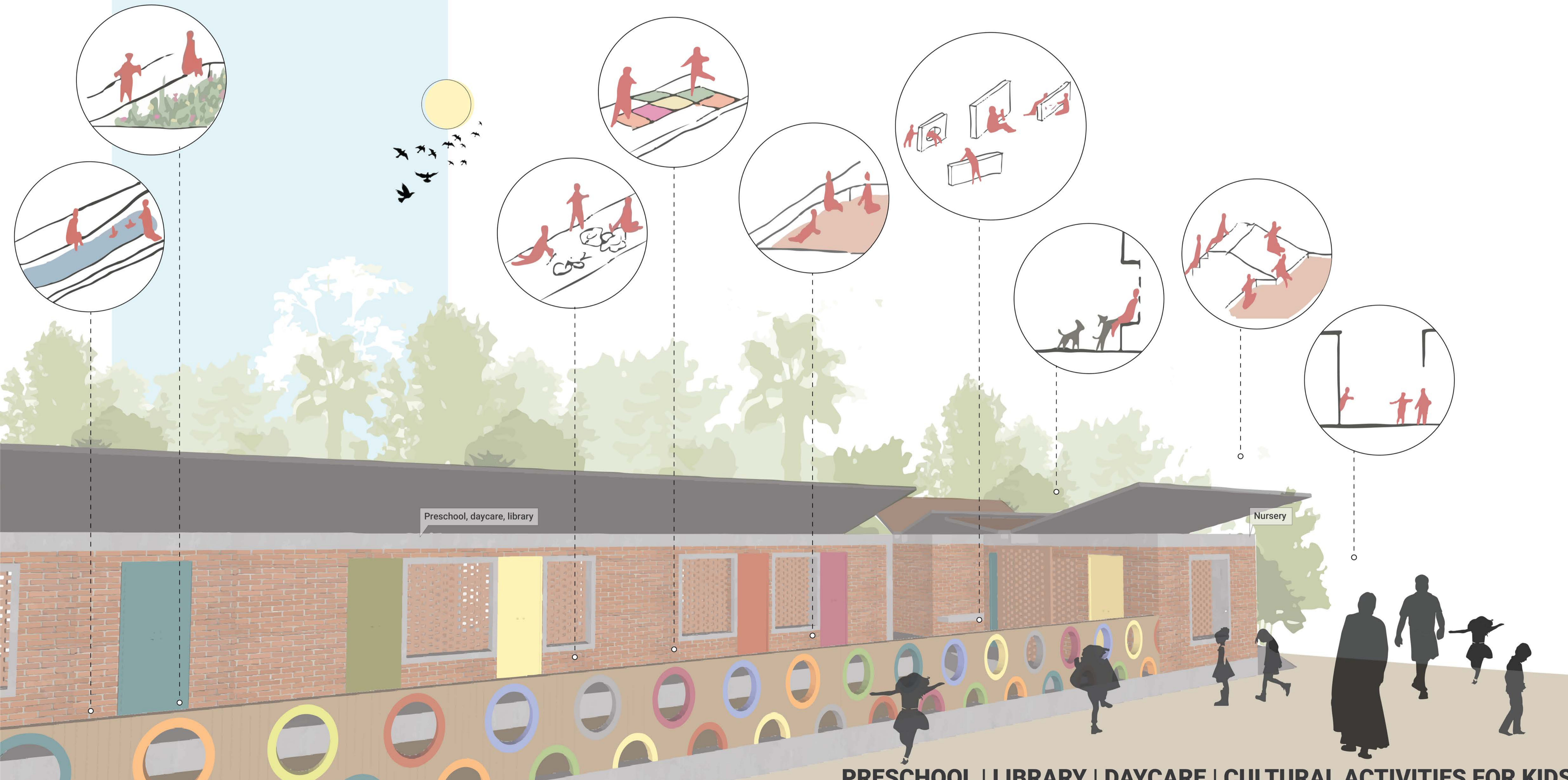
- Combined toilets for all age groups and visual connectivity for safety
- Playful compound walls for visual connectivity and child development



Flexible classrooms to accommodate the changing usage using doors, walls and furniture



Classrooms open upto the play area and garden which encourages children to play and allows them to define the use of spaces, allowing for overall development

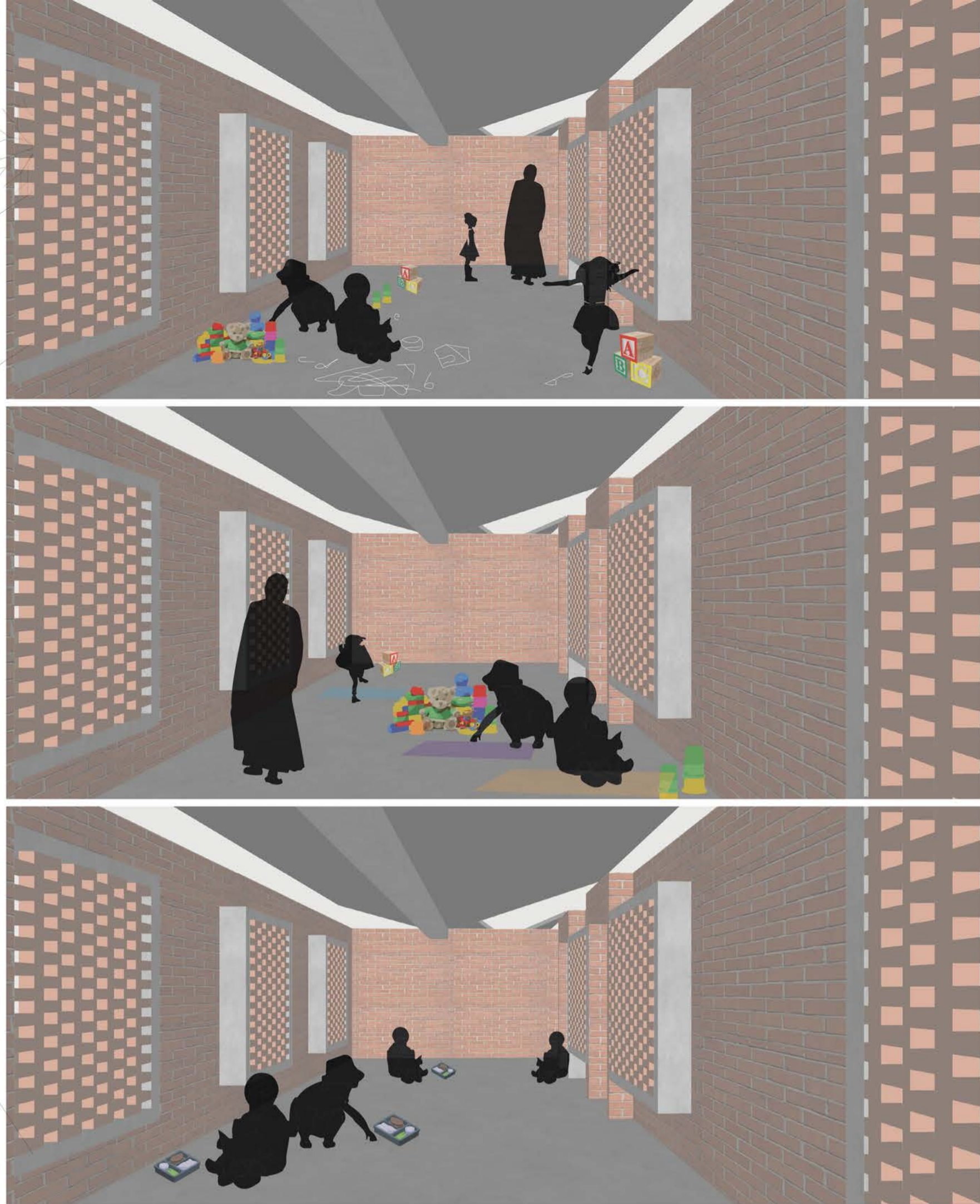


PRESCHOOL | LIBRARY | DAYCARE | CULTURAL ACTIVITIES FOR KIDS

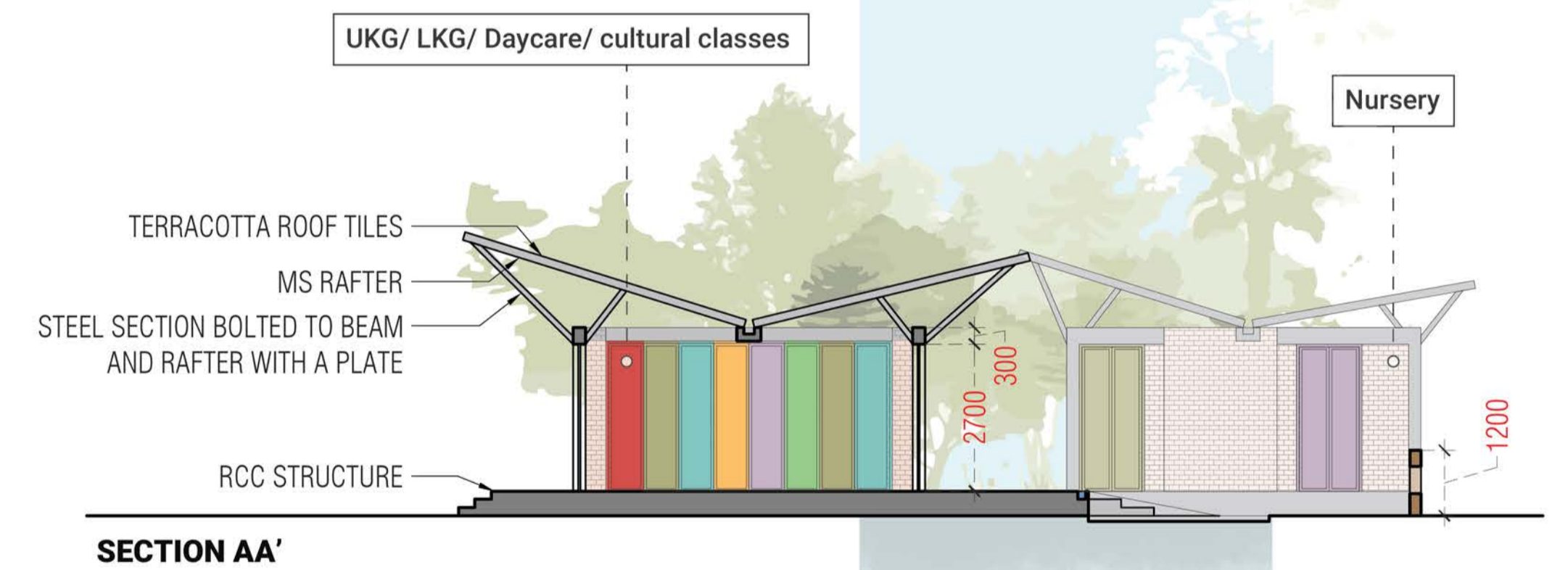


GROUND FLOOR PLAN

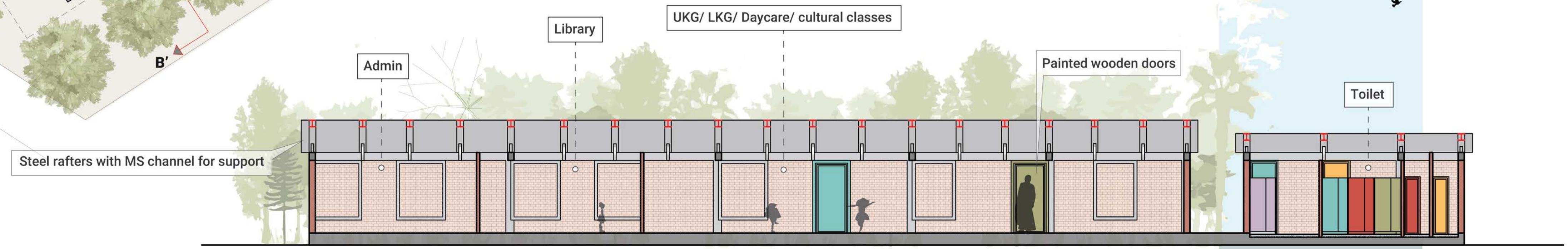
The lower age classes are placed near the entry for easy access. Spaces are placed in such a way that there is constant supervision of adults for safety. All the classrooms are placed in a linear way for visual connectivity and for constant view to nature and play area. The layout replicates the native architecture.



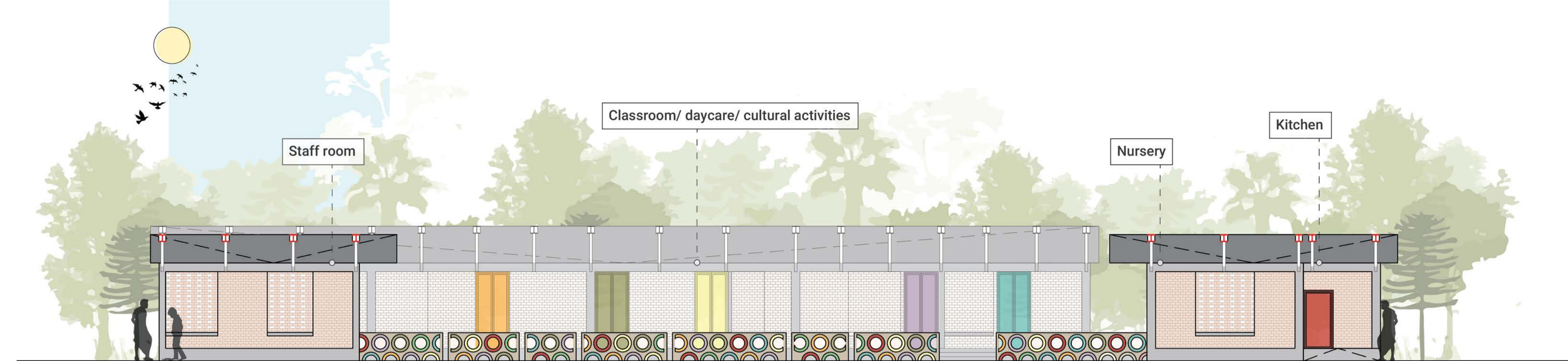
This shows the transformation of the classrooms from kindergarten in the morning, which includes learning, playing, eating and sleeping. In the afternoon, the space transforms to a daycare to help the women who are going for a job and for the wholesome child development. In the weekends, these spaces are used to teach the cultural practices (music, dance, arts, crafts, drama, etc.) to young kids by volunteers from the neighbourhood. The classrooms can be combined to conduct any meeting and for medical camp to ensure proper and regular medical care and vaccination for kids.



SECTION AA'



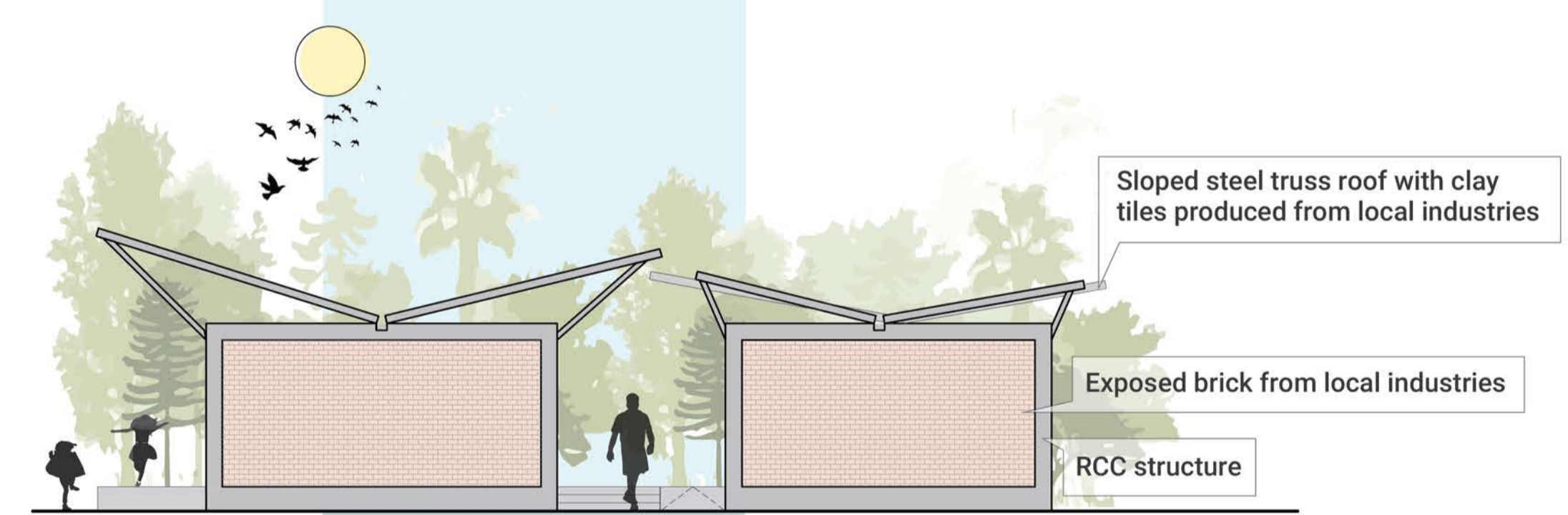
SECTION BB'



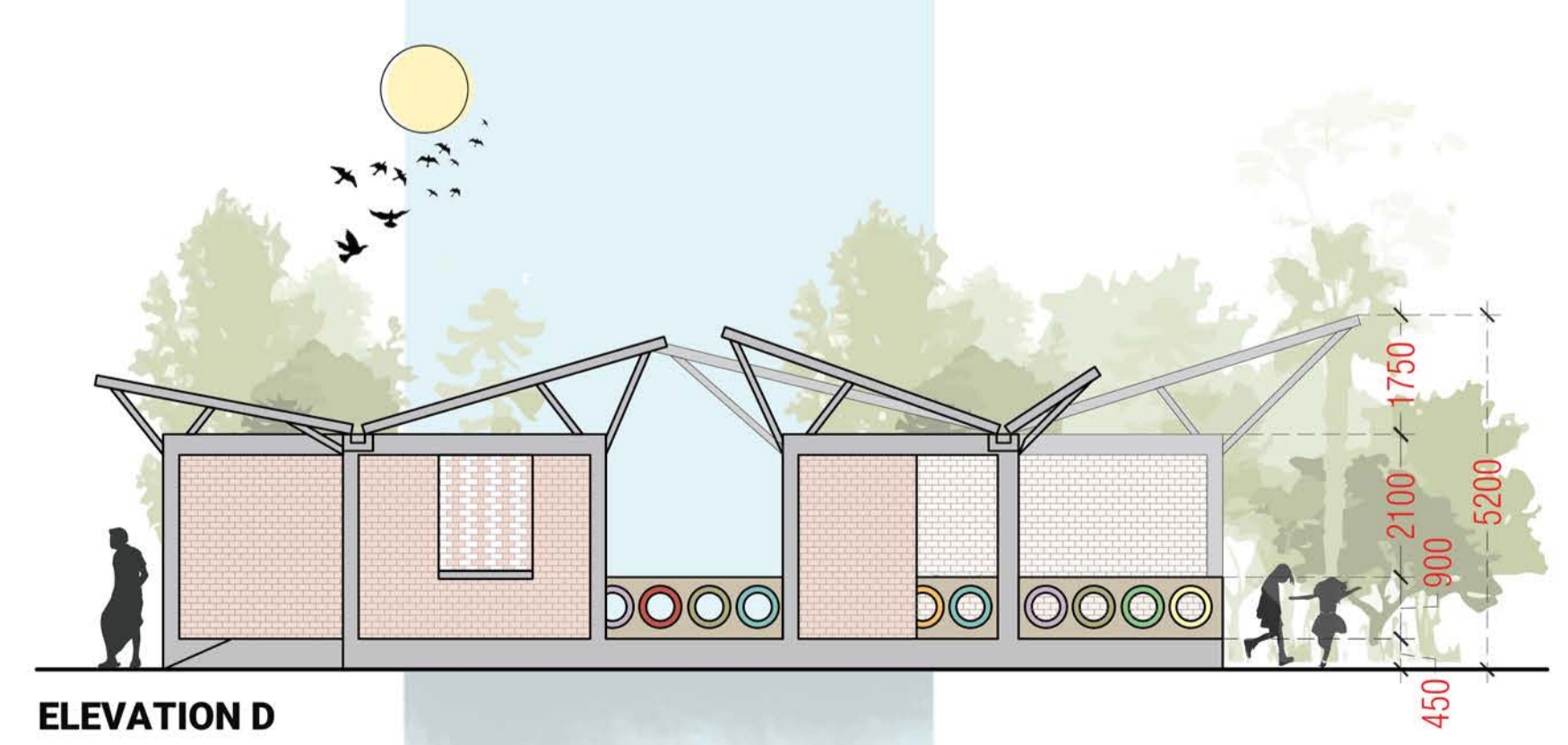
ELEVATION A



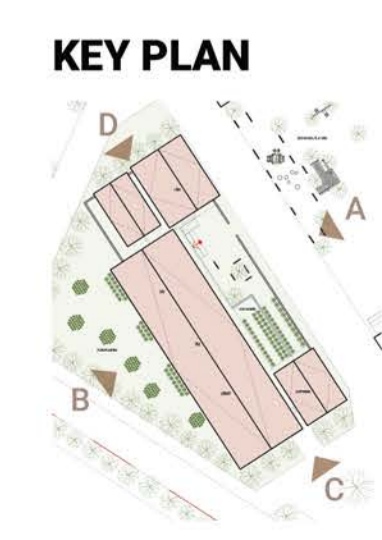
ELEVATION B



ELEVATION C



ELEVATION D

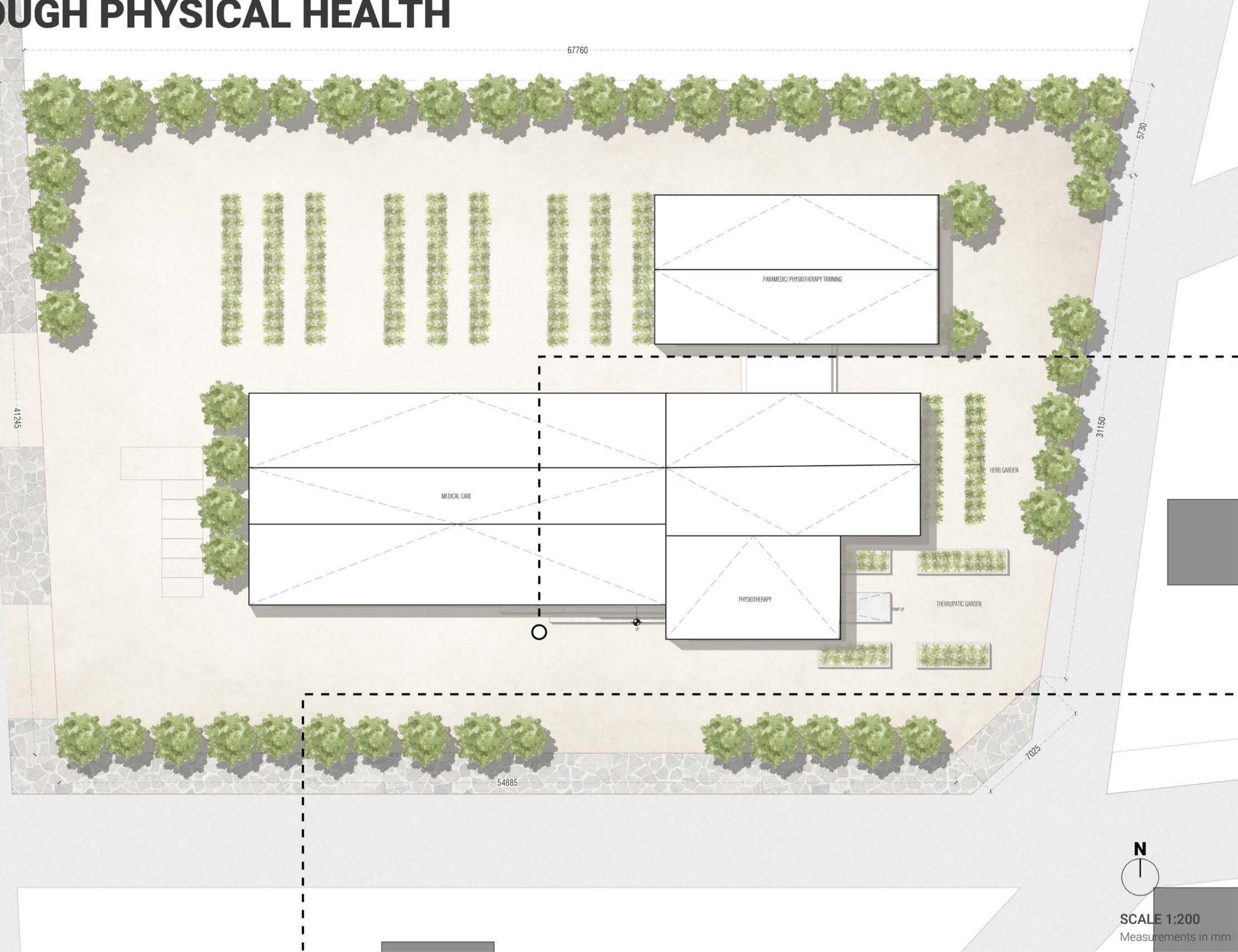


UPLIFTMENT THROUGH PHYSICAL HEALTH

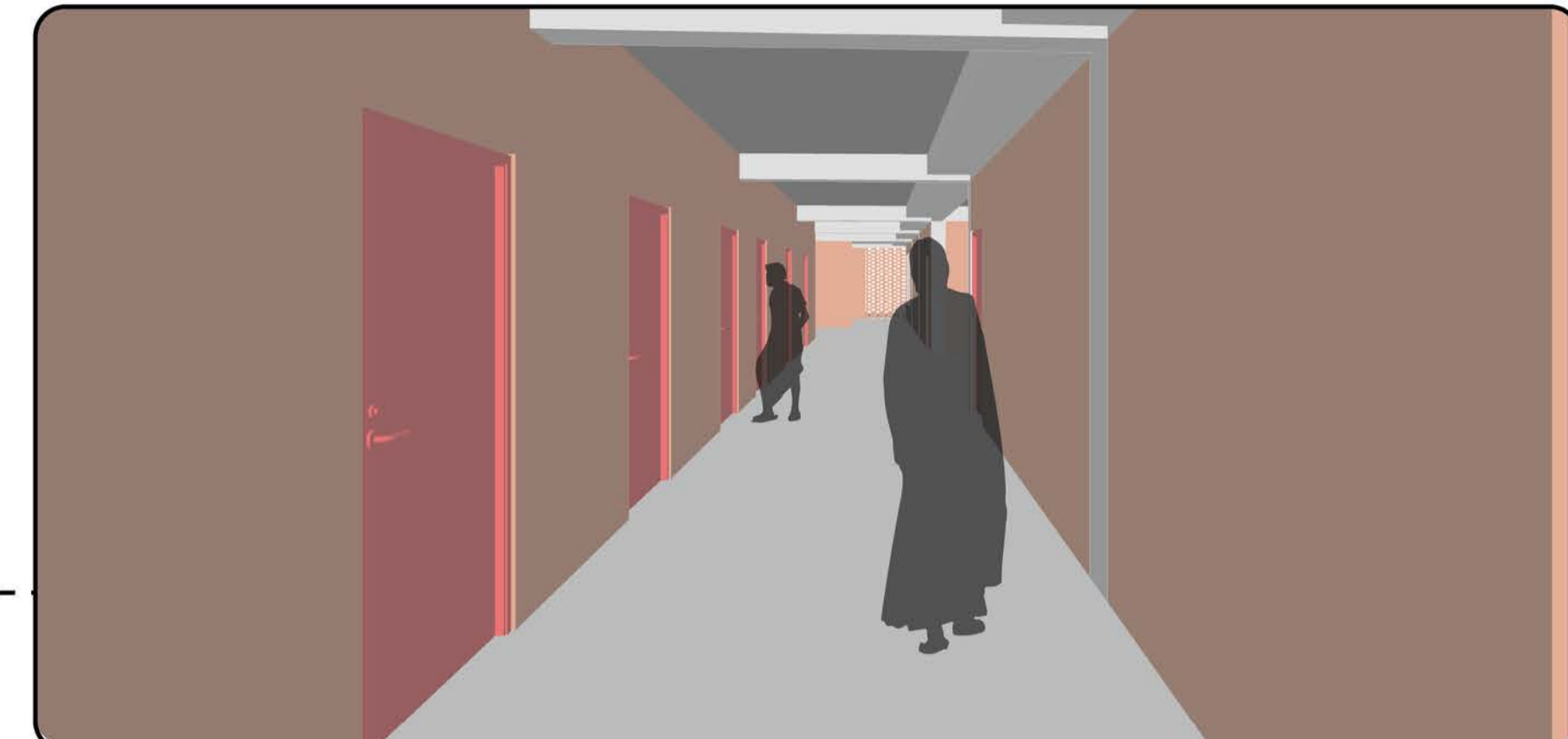
MEDICAL CENTRE + PHARMACY

Accessible/ affordable health care funded by fund raising events and donations by the communities for overall physical and psychological well being

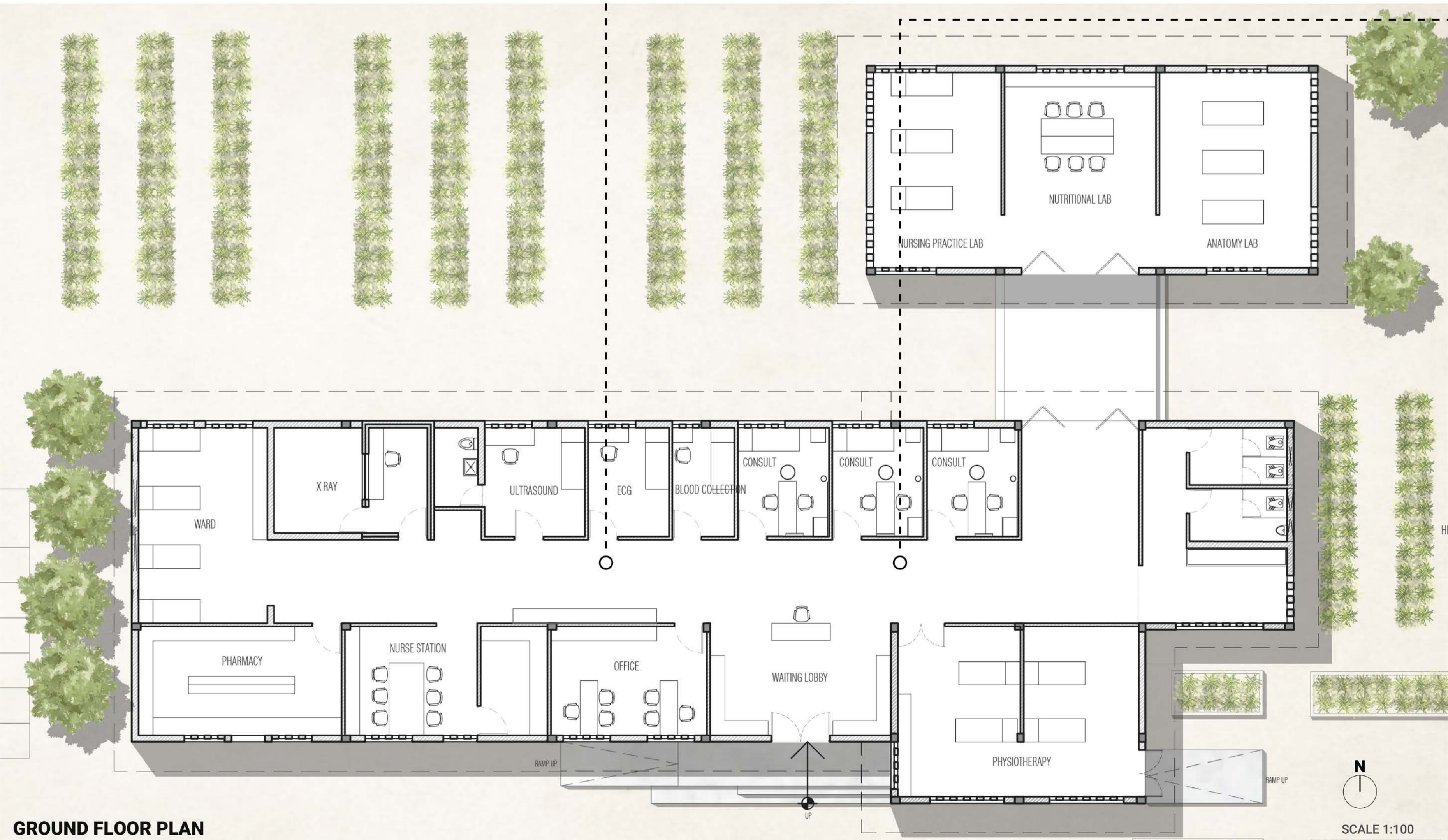
SITE PLAN



PUBLIC ENTRY WITH OPEN ACCESS FROM SITE, MAKING IT AN EXTROVERTED DESIGN

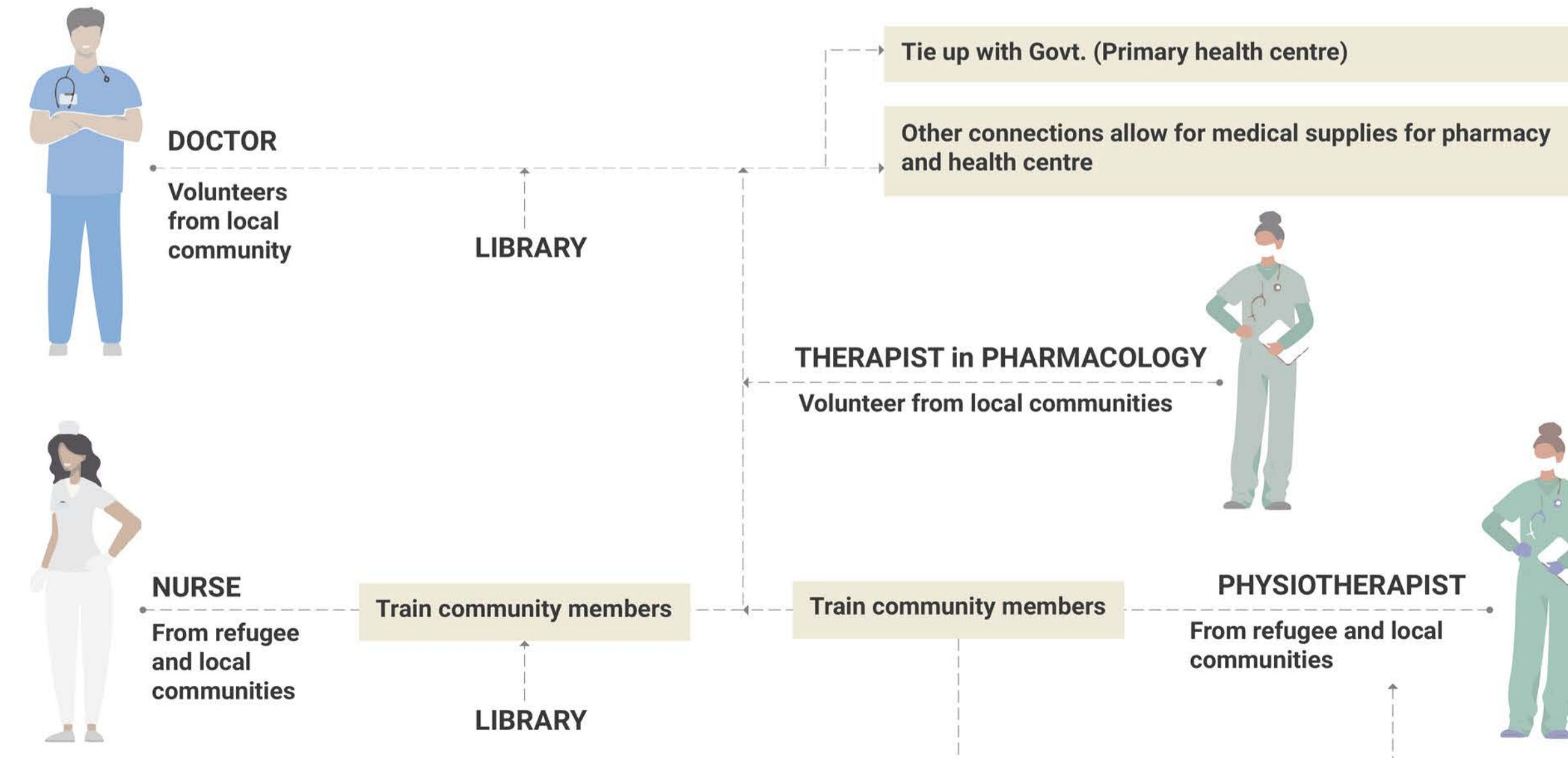


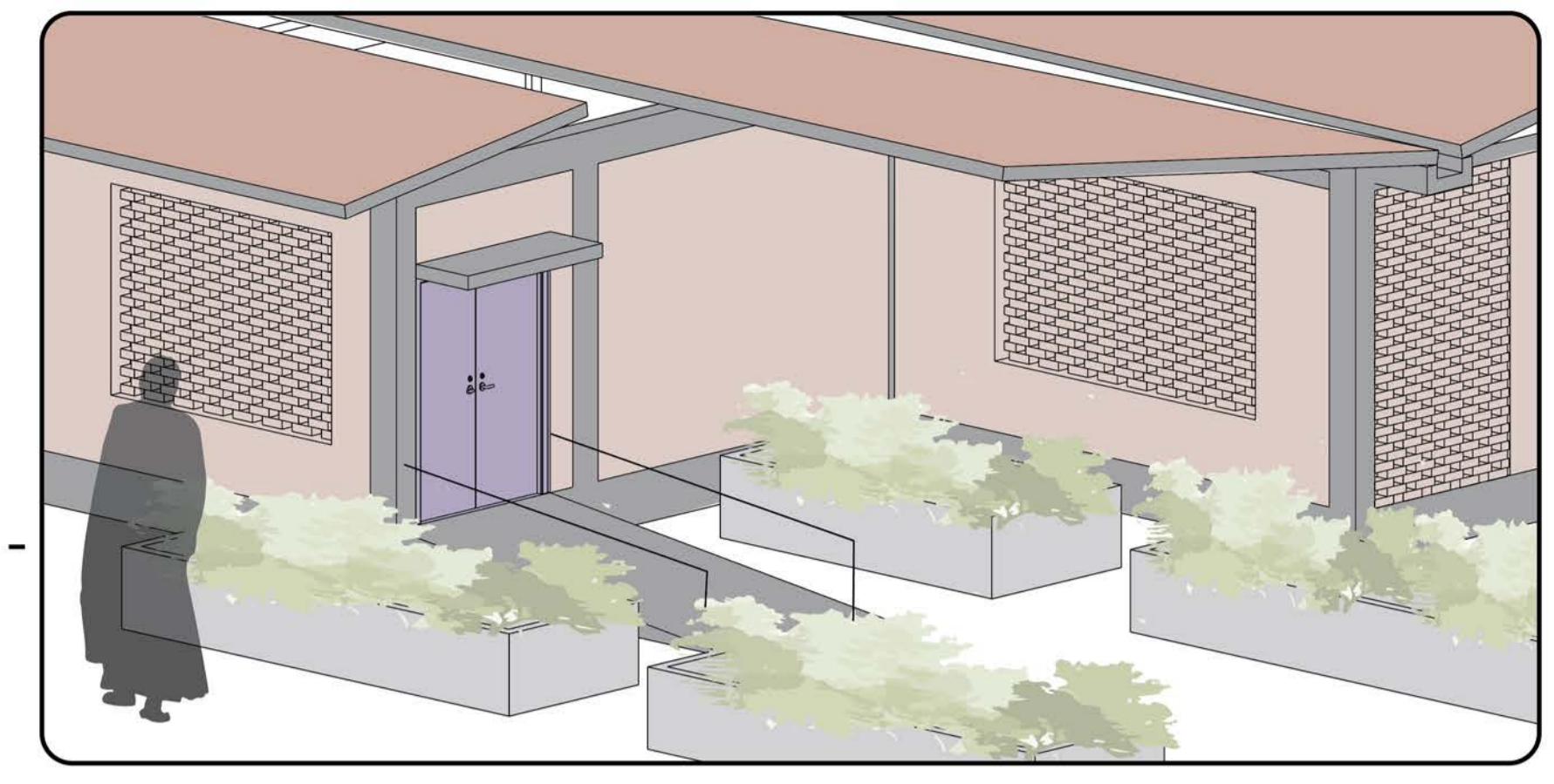
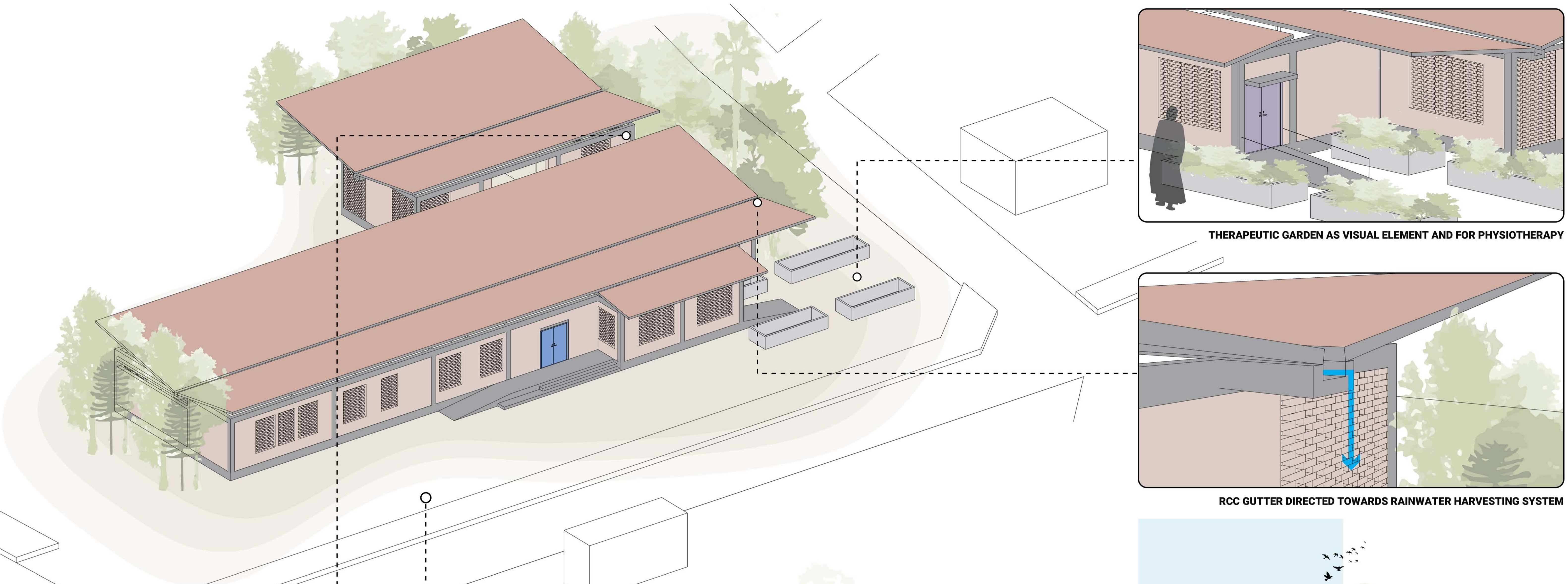
CORRIDOR LEADING TO THE WARD



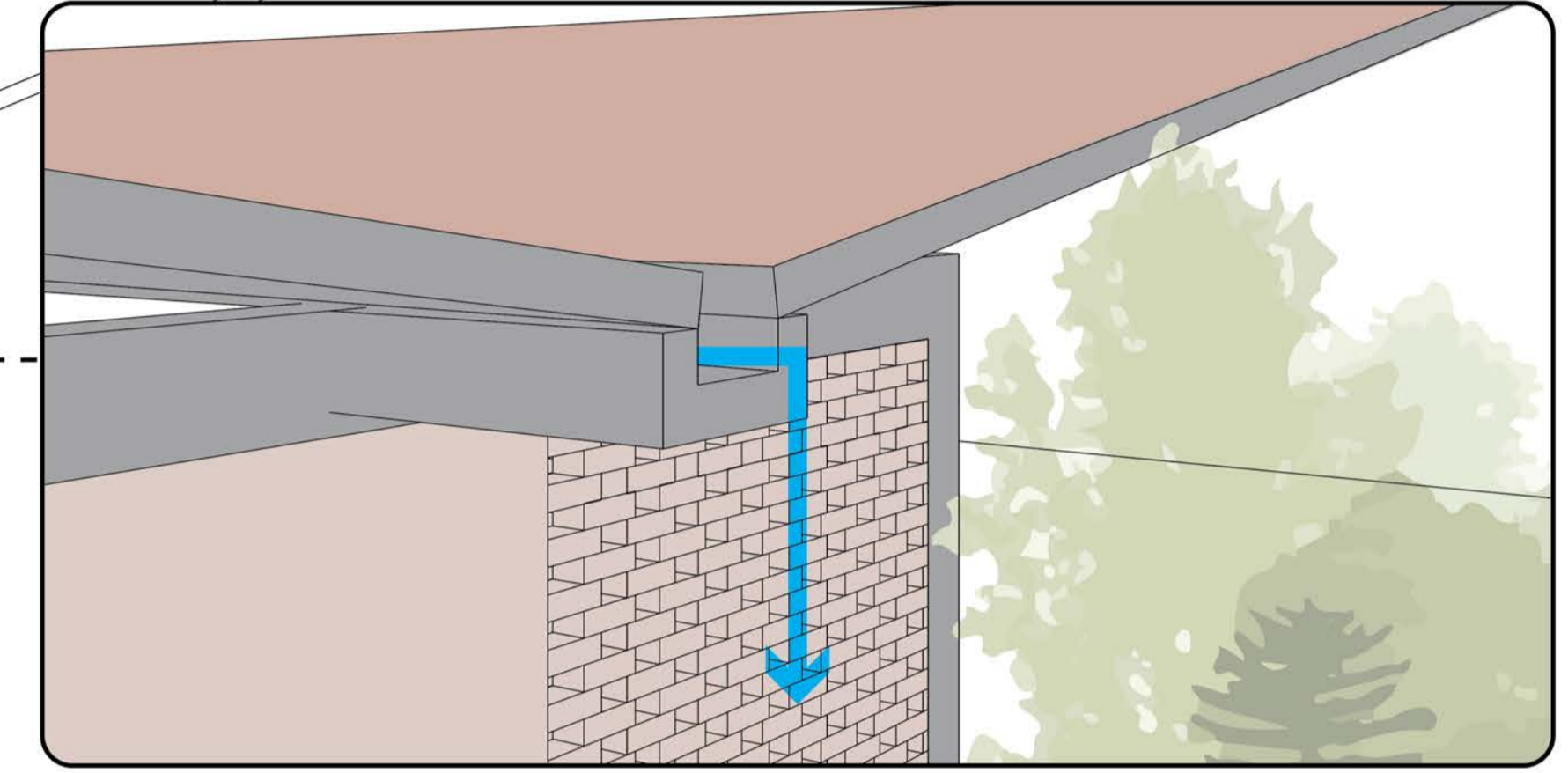
GROUND FLOOR PLAN

VIEWED FROM FACULTY ENTRY TOWARDS THE MAIN PUBLIC ENTRY

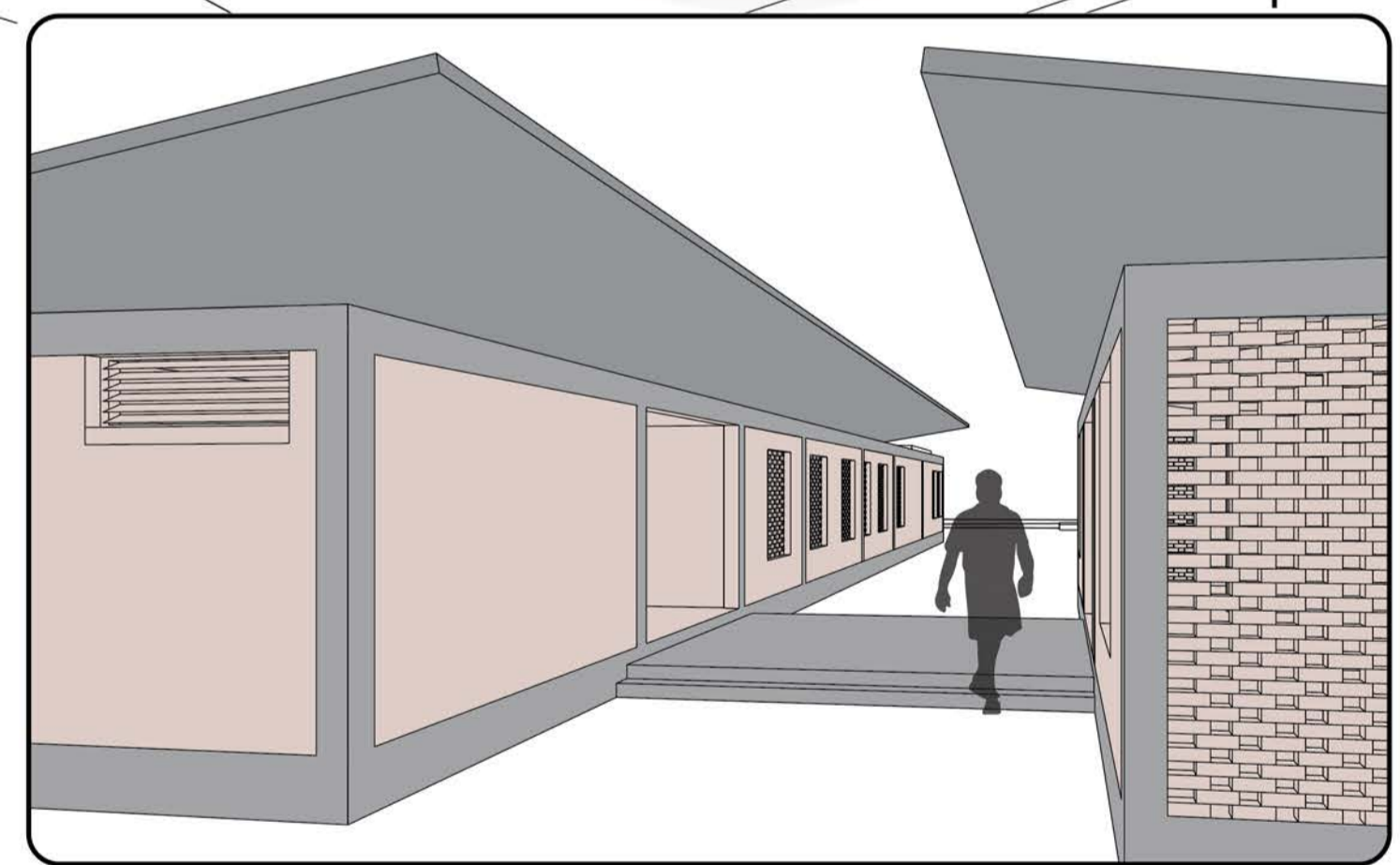




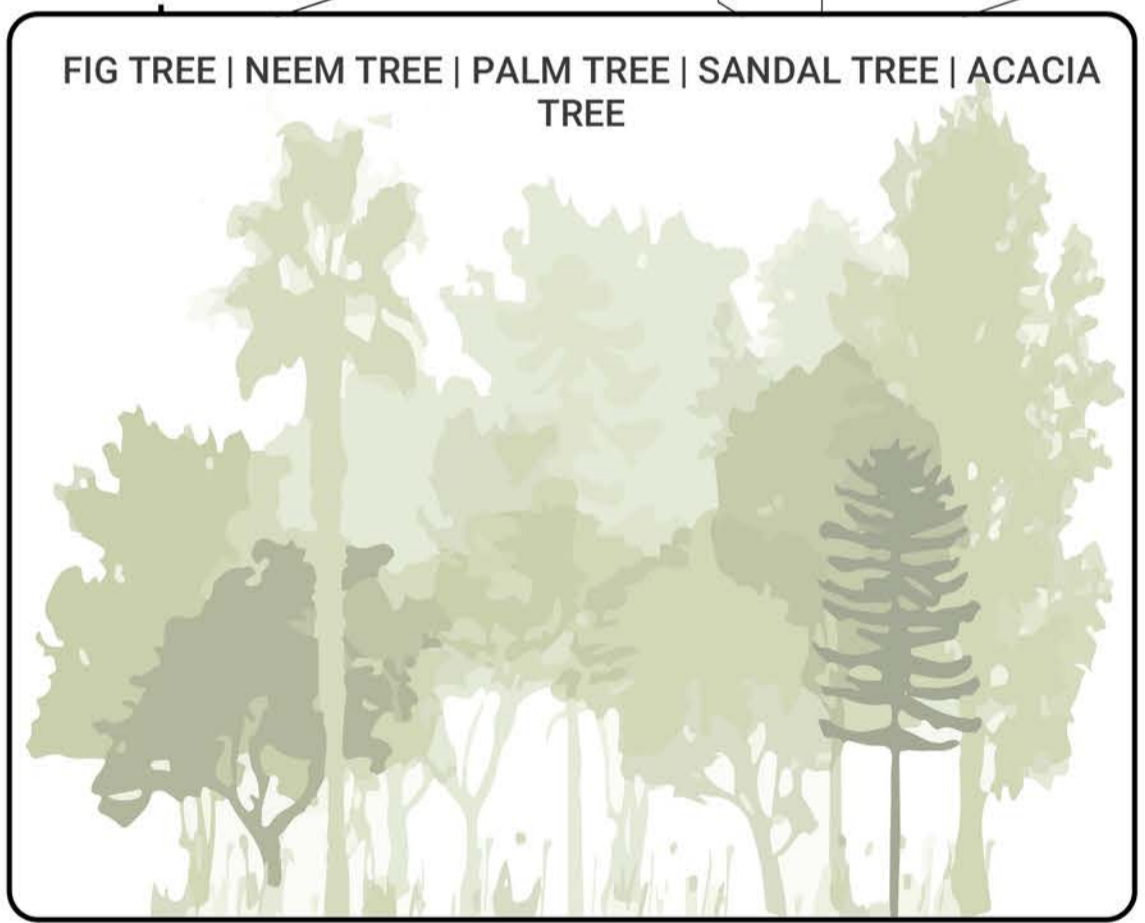
THERAPEUTIC GARDEN AS VISUAL ELEMENT AND FOR PHYSIOTHERAPY



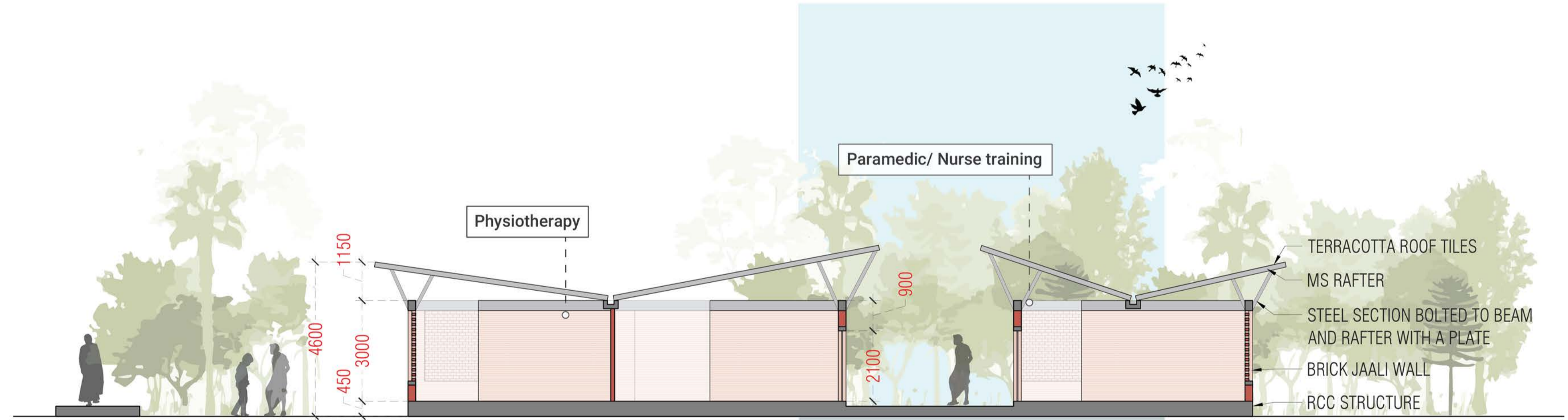
RCC GUTTER DIRECTED TOWARDS RAINWATER HARVESTING SYSTEM



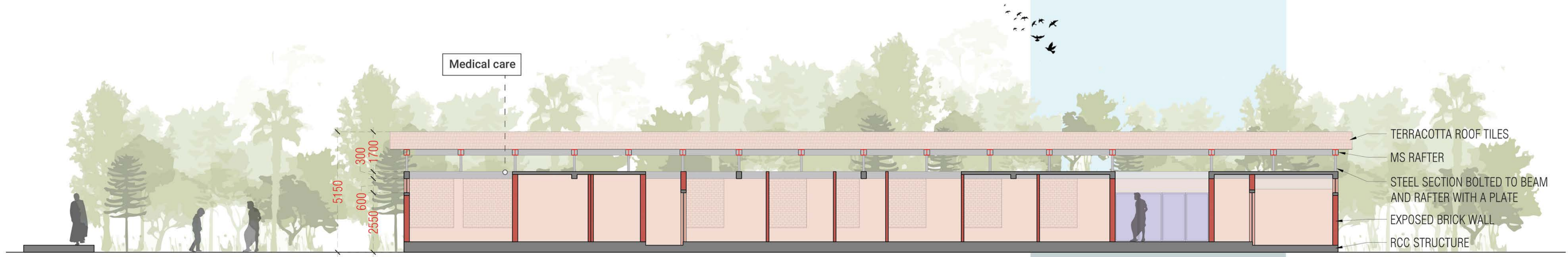
ENTRY FROM REFUGEE COMMUNITY TOWARDS TRAINING



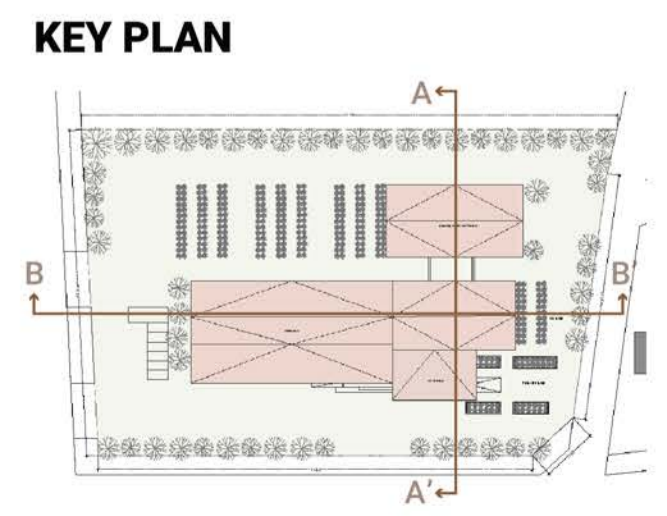
LANDSCAPE DETAILS



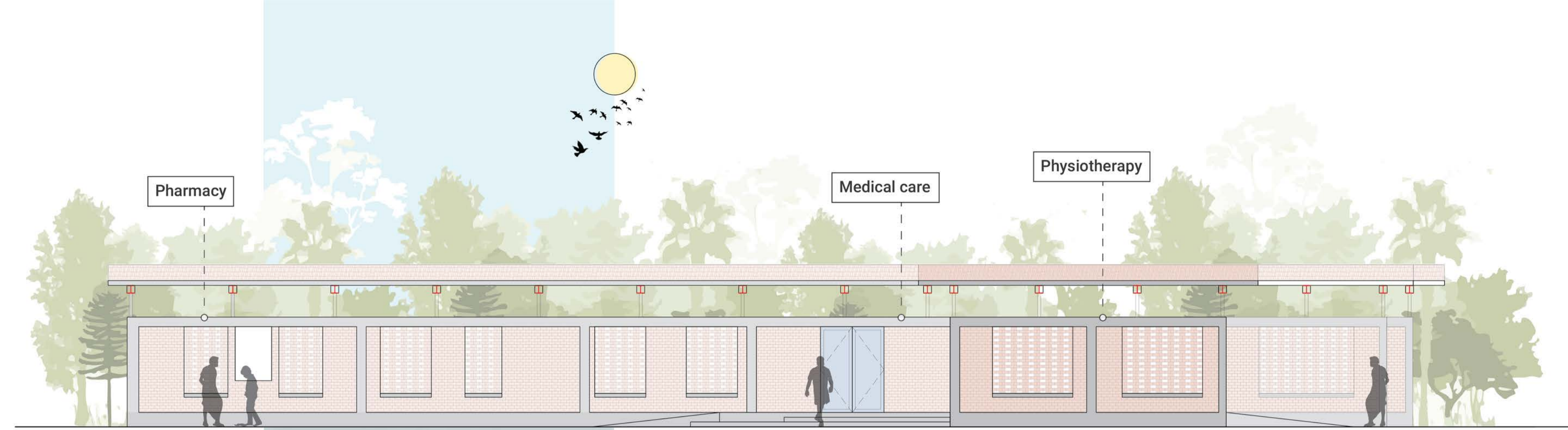
SECTION AA'



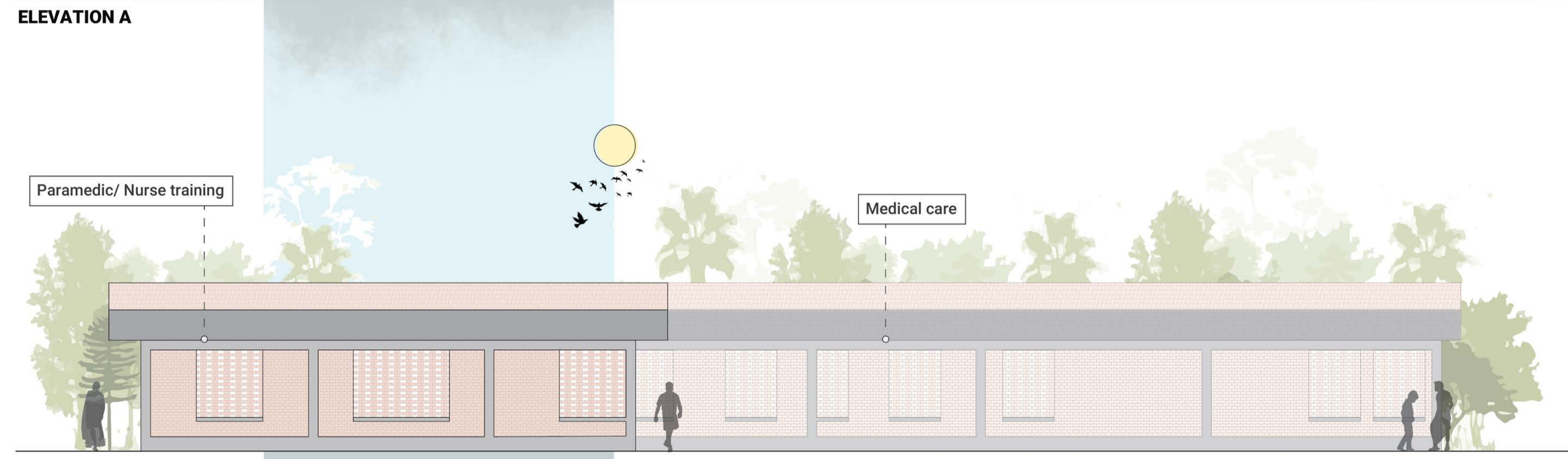
SECTION BB'



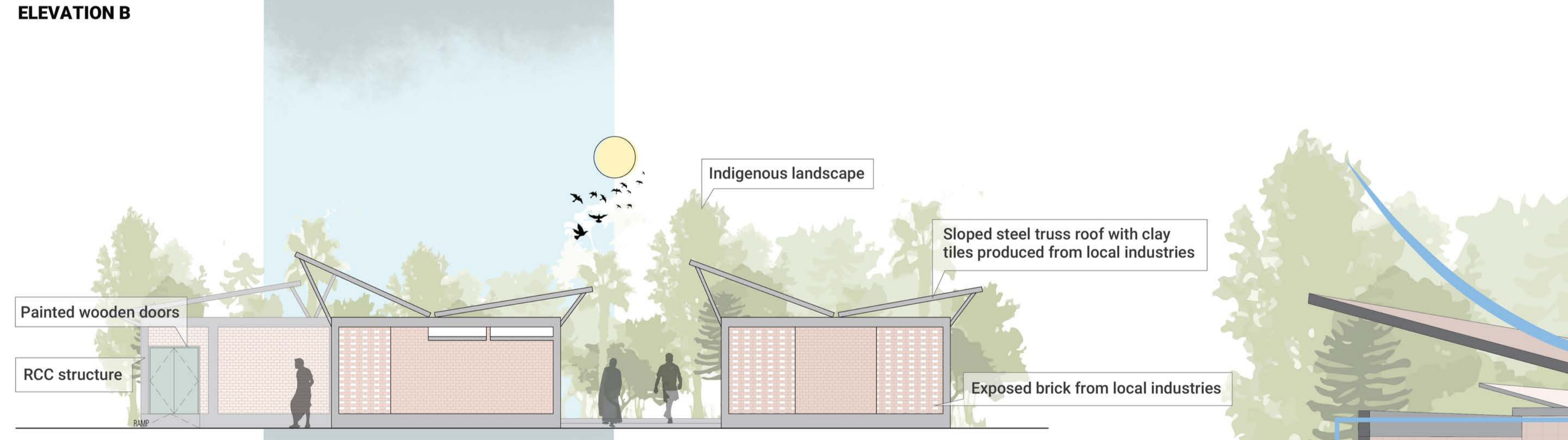
KEY PLAN
 SCALE 1:100
 Measurements in mm



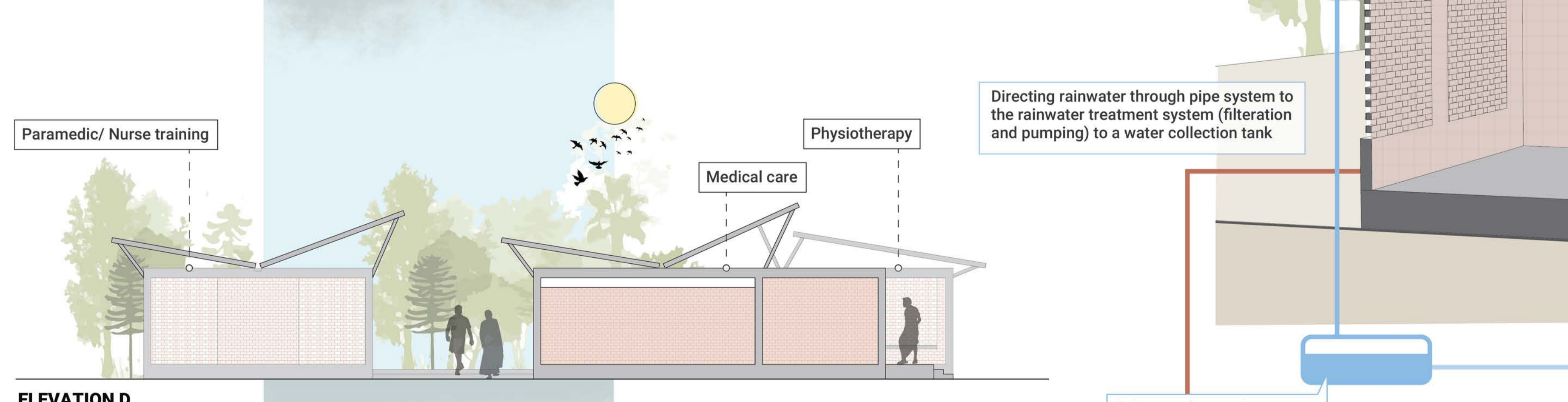
ELEVATION A



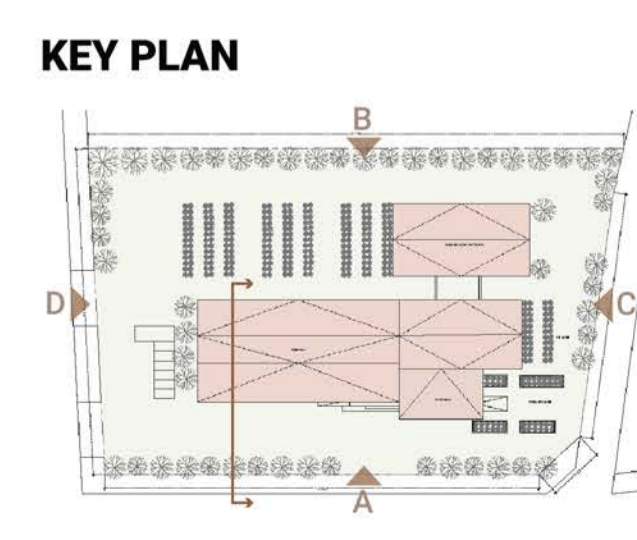
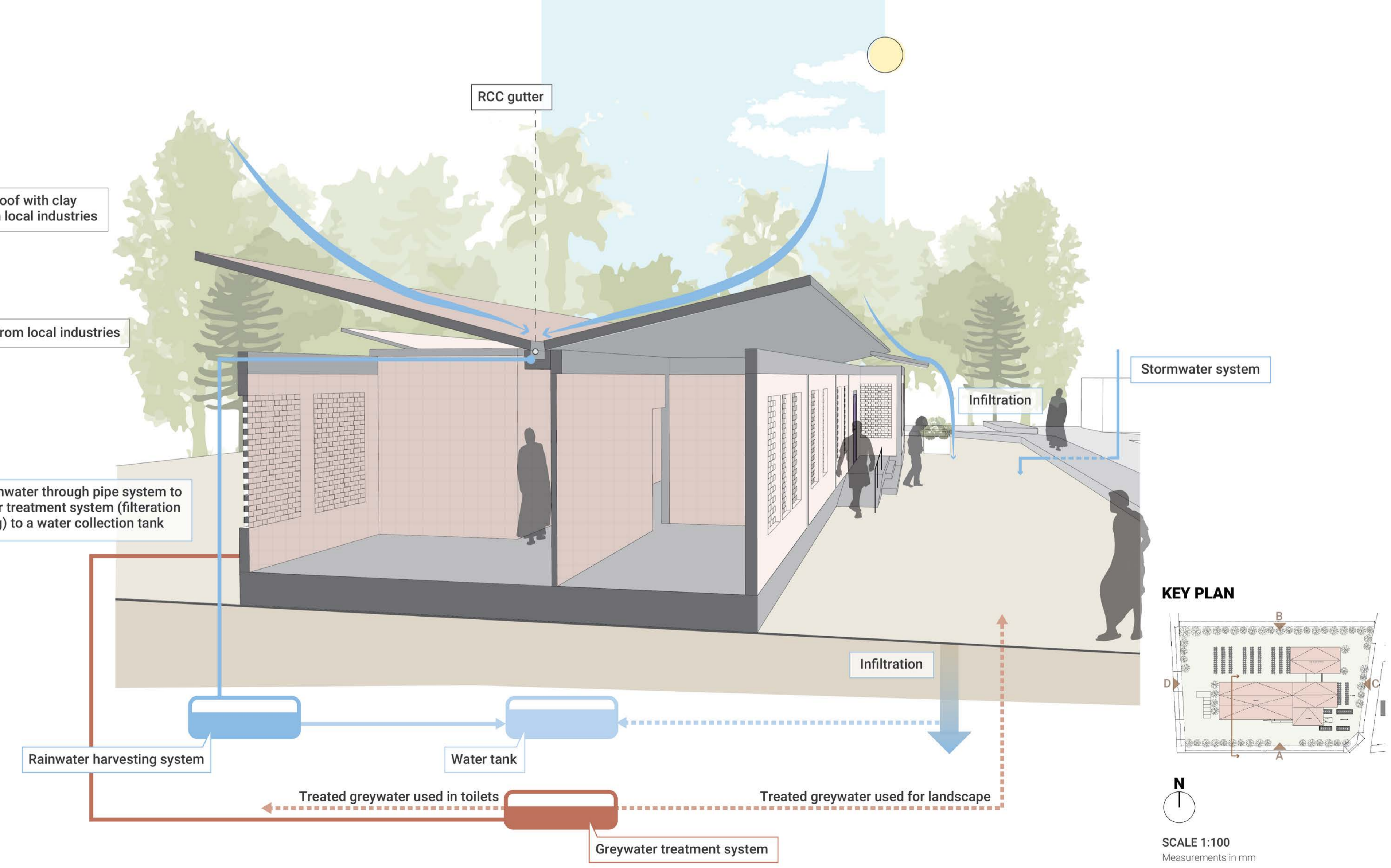
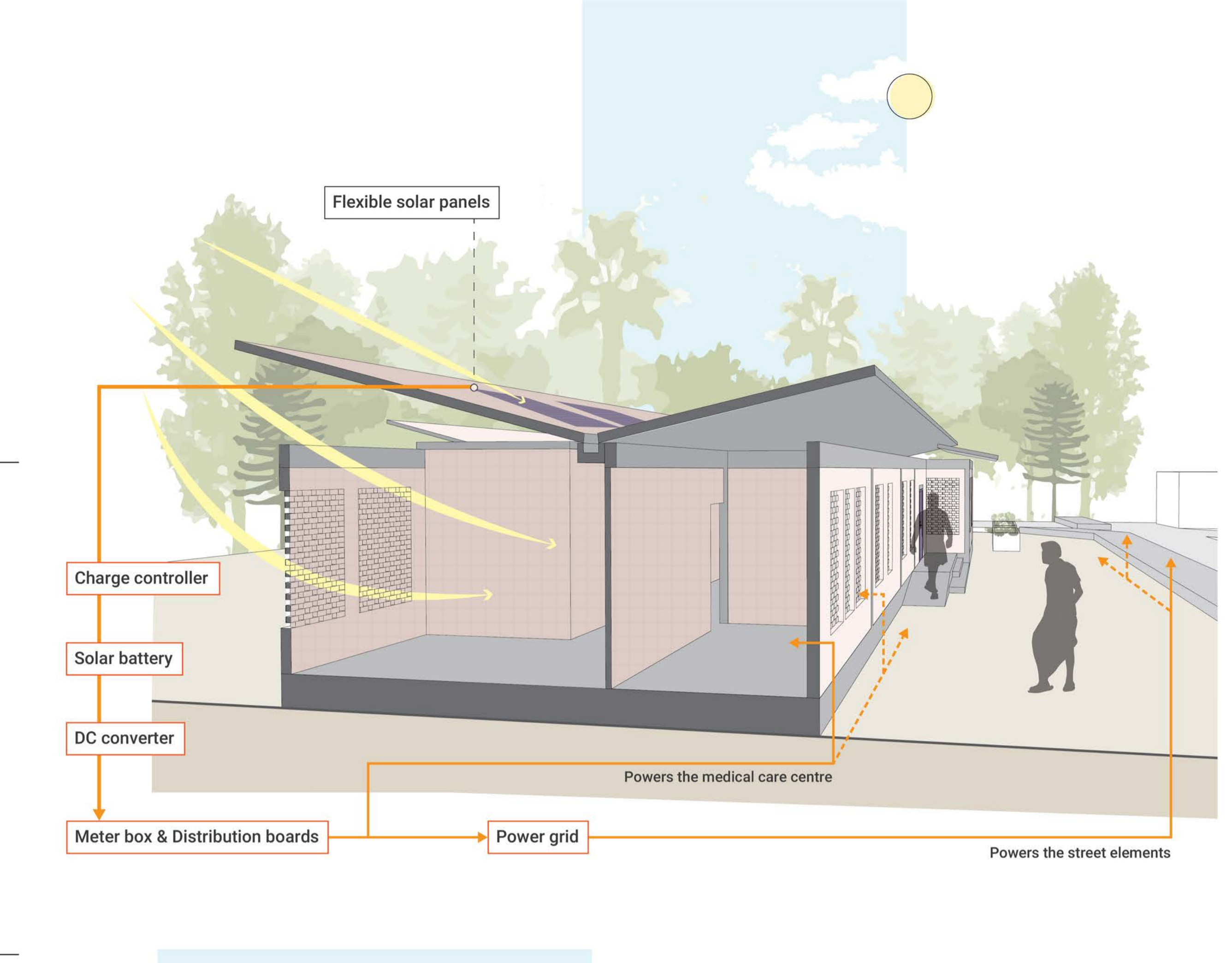
ELEVATION B



ELEVATION C



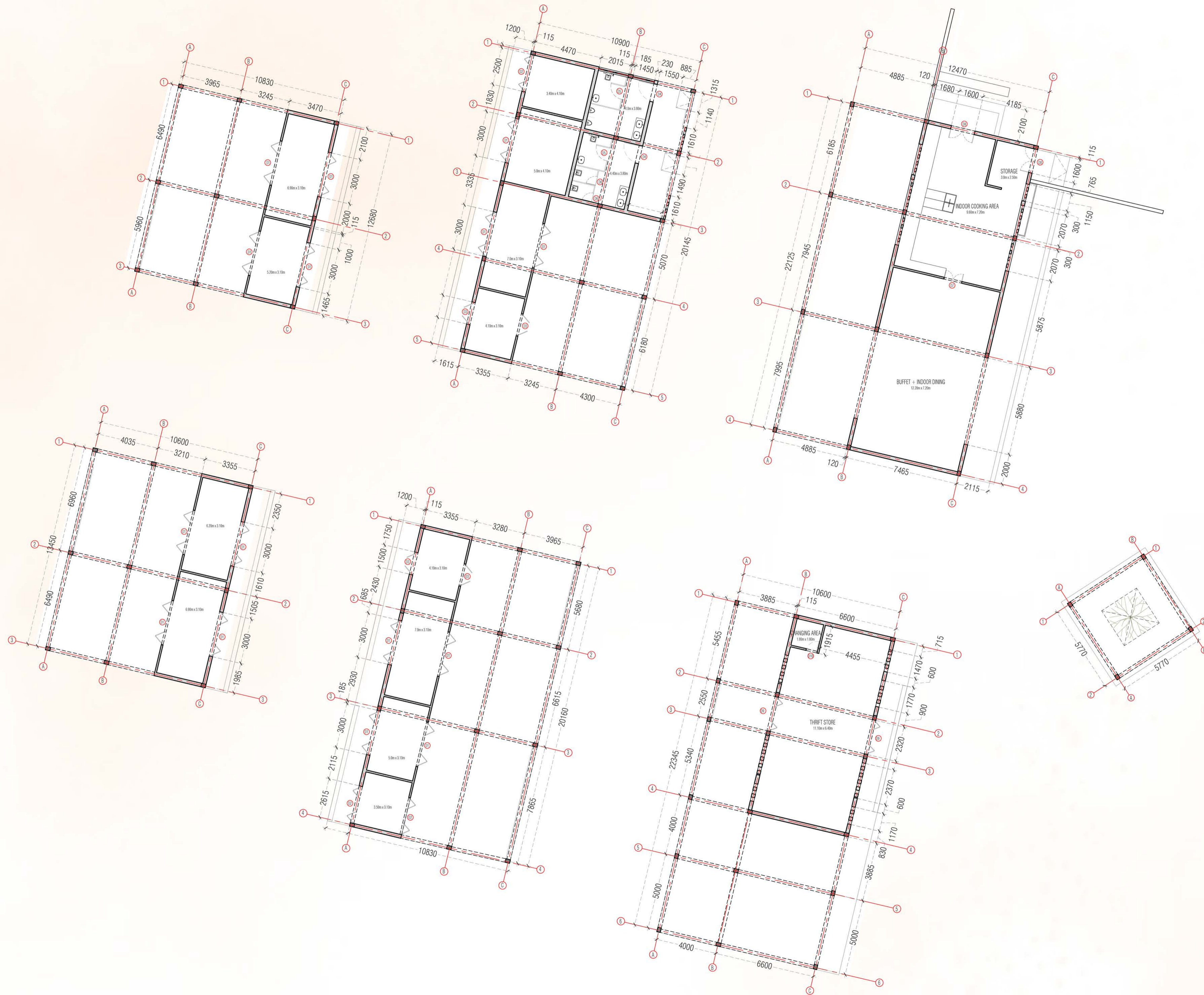
ELEVATION D



SCALE 1:100
Measurements in mm

INTERVENTION 1

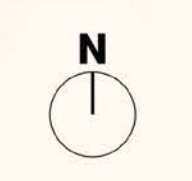
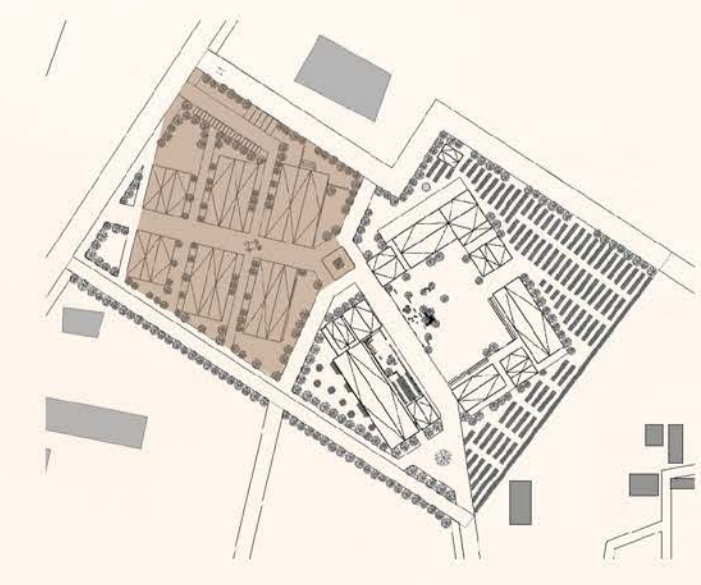
CENTRELINE PLAN



SCHEDULE OF JOINERY - DOORS

DOOR DETAILS:							
TYPE	OPENING SIZE		CASEMENT SIZE		FINISH	DESCRIPTION	NOS.
	WIDTH	HEIGHT	WIDTH	HEIGHT			
D1	3.00m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	15
D2	2.50m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	3
D3	1.50m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF DOUBLE SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	4
D4	1.20m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES	2
D5	1.00m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES (DIFFERENTLY ABLED)	2
D6	0.60m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES	22
D7	1.20m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF DOUBLE SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	14
D8	1.60m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF DOUBLE SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	2
D9	2.30m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	2
D10	0.75m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH PAINTED FINISH ON BOTH SIDES	1
D11	1.20m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH PAINTED FINISH ON BOTH SIDES	3
D12	1.00m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH PAINTED FINISH ON BOTH SIDES	8
D13	4.80m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF EIGHT SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	1
D14	5.60m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF EIGHT SHUTTERS WITH PAINTED (CHALK PAINT) FINISH ON BOTH SIDES	2
D15	3.60m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SIX SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	6
D16	3.10m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	1
D17	6.40m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF EIGHT SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	2
D18	2.40m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	1

KEY PLAN



SCALE 1:100
Measurements in mm

INTERVENTION 1

ELECTRICAL PLAN



KEY

	PLUG - 5 AMPS (5A) with Switch
	METRE BOX (MB)
	TWO WAY SWITCH (TS)
	WALL FAN (WF)
	OUTSIDE LIGHT (OL)
	DISTRIBUTION BOARD (DB)
	15 AMPS (15A)
	WALL LIGHT (WL)
	EXHAUST FAN (EF)
	SWITCH (S)
	MAIN SUPPLY LINE
	ELECTRICAL FLOW LINE

MOUNTING HEIGHTS

FIXTURES	BOTTOM HT FROM FFL
WALL LIGHT	2.10m
WALL FAN	2.10m
EXHAUST FAN	2.10m
METRE BOX	1.20m
DISTRIBUTION BOARD	2.00m
EXHAUST SOCKET	2.40m
OUTSIDE LIGHT	1.00m

NOTE

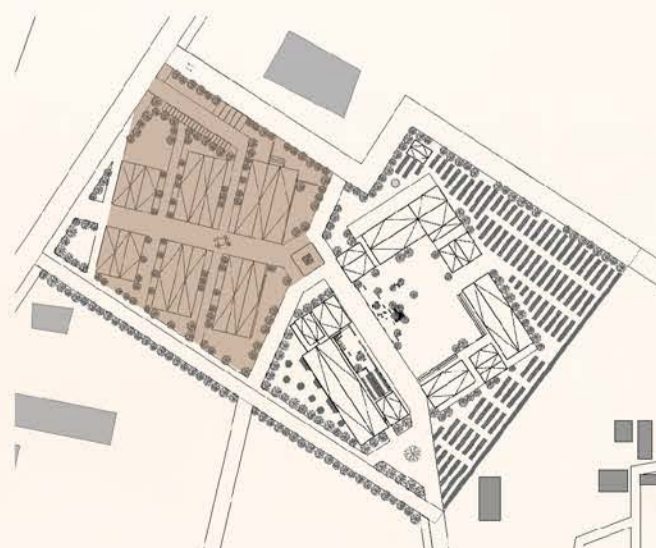
1. ALL MEASUREMENTS ARE IN METERS
2. SWITCH BOARDS TO BE FIXED @1.35m FROM FFL
3. CIRCLED SWITCH BOARDS TO BE FIXED @0.75m FROM FFL
4. COPPER PIPES USED FOR COVERING THE WIRES
5. FIXTURES CIRCLED IN BLUE ARE TO BE FIXED @0.80m FROM FFL
6. ALL ELECTRICAL LINES EXCEPT IN THE TOILET SHALL BE TAKEN ABOVE FALSE CEILING AND DROPPED NEAR THE FIXTURE
7. IN ONE CONDUIT MAXIMUM 3 CIRCUITS ONLY
8. DIFFERENT PHASE CIRCUITS SHOULD NOT BE DRAWN FROM SAME CONDUIT
9. NEUTRAL WIRE SHOULD NOT BE LOOPED IN JUNCTION BOXES
10. PVC CONDUITS - 2mm THICK; ISI MARK; BRANDED MAKE ONLY
11. ALL JOINTS TO BE DONE WITH PVC SOLVENT

WIRES USED FROM DB

1. FROM PANEL TO DB - 4R x 10 sq.mm cu. COPPER
2. TO LIGHTING CIRCUIT - 2 x 2.5 & 1 x 1.5 sq.mm cu. COPPER
3. TO GEYSER & 16A - 2 x 2.5 & 1 x 1.5 sq.mm cu. COPPER
4. TO AC - 2 x 4 & 1 x 2.5 sq.mm cu. COPPER

Entire electrical system is dependent on flexible solar panels (solar electricity)

KEY PLAN



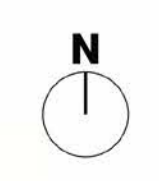
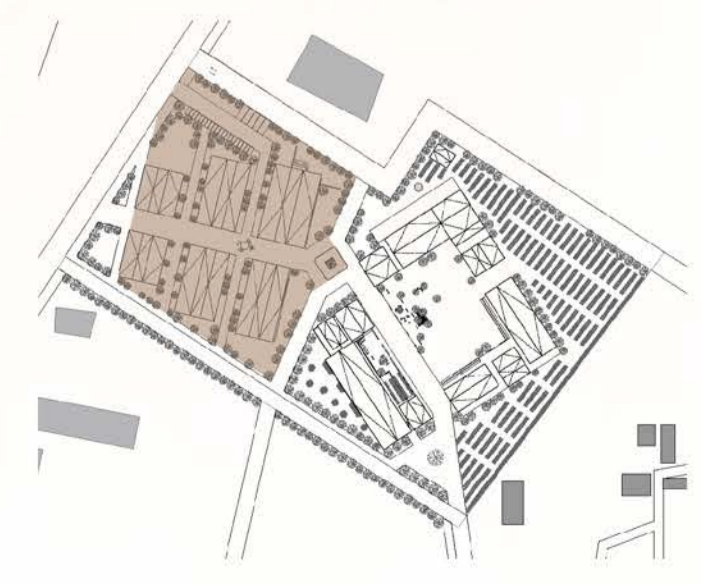
SCALE 1:100
Measurements in mm

INTERVENTION 1

PLUMBING PLAN



KEY PLAN



SCALE 1:100
Measurements in mm

KEY

	OUTDOOR TAP (OT)		RAIN WATER PIPE - Ømm
	WATER CLOSET		SEWAGE WATER PIPE - Ømm
	CSC - CONCEALED STOP COCK		WASTE WATER PIPE - Ømm
	TOILET TRAP		DOMESTIC WATER SUPPLY - 200mm
	FAUCET		DWS - DOMESTIC WATER SUPPLY

MOUNTING HEIGHTS

1. ABLUTION SPRAY UNIT @400mm AFFL
2. ANGLE VALVE FOR WASH BASIN @500mm AFFL
3. WASH BASIN TAP @800mm AFFL
4. ANGLE VALVE FOR CISTERN @300mm AFFL
5. OUTDOOR TAP @1000mm FROM GROUND LEVEL

NOTE

1. FOR WATER CLOSETS, WATER SUPPLY LINES SHALL BE TAKEN IN THE ROOF AND DROPPED TO WALL NEAR THE FIXTURE
2. FOR POSITION OF FIXTURES AND TRAPS SHALL BE AS PER FINAL ARCHITECTURAL TOILET DETAILING LAYOUT

INTERVENTION 1

CENTRELINE PLAN



SCHEDULE OF JOINERY - DOORS

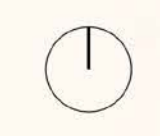
DOOR DETAILS:							
TYPE	OPENING SIZE		CASEMENT SIZE		FINISH	DESCRIPTION	NOS.
	WIDTH	HEIGHT	WIDTH	HEIGHT			
01	3.00m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	15
02	2.50m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	3
03	1.50m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF DOUBLE SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	4
04	1.20m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES	2
05	1.00m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES (DIFFERENTLY ABLED)	2
06	0.60m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES	22
07	1.20m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF DOUBLE SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	14
08	1.60m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF DOUBLE SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	2
09	2.30m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	2
10	0.75m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH PAINTED FINISH ON BOTH SIDES	1
11	1.20m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH PAINTED FINISH ON BOTH SIDES	3
12	1.00m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH PAINTED FINISH ON BOTH SIDES	8
13	4.80m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF EIGHT SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	1
14	5.60m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF EIGHT SHUTTERS WITH PAINTED CHALK PAINT FINISH ON BOTH SIDES	2
15	3.60m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SIX SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	6
16	3.10m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	1
17	6.40m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF EIGHT SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	2
18	2.40m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	1

KEY PLAN



SKILL TRAINING/ MULTIPURPOSE COMMUNITY SPACE/ CULTURAL ACTIVITIES

STORAGE AREA - COMMUNITY GARDEN



SCALE 1:100
Measurements in mm

INTERVENTION 1

ELECTRICAL PLAN



KEY

	PLUG - 5 AMPS (5A) with Switch
	METRE BOX (MB)
	TWO WAY SWITCH (TS)
	WALL FAN (WF)
	OUTSIDE LIGHT (OL)
	DISTRIBUTION BOARD (DB)
	15 AMPS (15A)
	WALL LIGHT (WL)
	EXHAUST FAN (EF)
	SWITCH (S)
	MAIN SUPPLY LINE
	ELECTRICAL FLOW LINE

MOUNTING HEIGHTS

FIXTURES	BOTTOM HT FROM FFL
WALL LIGHT	2.10m
WALL FAN	2.10m
EXHAUST FAN	2.10m
METRE BOX	1.20m
DISTRIBUTION BOARD	2.00m
EXHAUST SOCKET	2.40m
OUTSIDE LIGHT	1.00m

NOTE

1. ALL MEASUREMENTS ARE IN METERS
2. SWITCH BOARDS TO BE FIXED @1.35m FROM FFL
3. CIRCLED SWITCH BOARDS TO BE FIXED @0.75m FROM FFL
4. COPPER PIPES USED FOR COVERING THE WIRES
5. FIXTURES CIRCLED IN BLUE ARE TO BE FIXED @0.80m FROM FFL
6. ALL ELECTRICAL LINES EXCEPT IN THE TOILET SHALL BE TAKEN ABOVE FALSE CEILING AND DROPPED NEAR THE FIXTURE
7. IN ONE CONDUIT MAXIMUM 3 CIRCUITS ONLY
8. DIFFERENT PHASE CIRCUITS SHOULD NOT BE DRAWN FROM SAME CONDUIT
9. NEUTRAL WIRE SHOULD NOT BE LOOPED IN JUNCTION BOXES
10. PVC CONDUITS - 2mm THICK; ISI MARK; BRANDED MAKE ONLY
11. ALL JOINTS TO BE DONE WITH PVC SOLVENT

WIRES USED FROM DB

1. FROM PANEL TO DB - 4R x 10 sq.mm cu. COPPER
2. TO LIGHTING CIRCUIT - 2 x 2.5 & 1 x 1.5 sq.mm cu. COPPER
3. TO GEYSER & 16A - 2 x 2.5 & 1 x 1.5 sq.mm cu. COPPER
4. TO AC - 2 x 4 & 1 x 2.5 sq.mm cu. COPPER

Entire electrical system is dependent on flexible solar panels (solar electricity)

KEY PLAN



SKILL TRAINING/ MULTIPURPOSE COMMUNITY GATHERING/ CULTURAL ACTIVITIES

STORAGE AREA - COMMUNITY GARDEN



SCALE 1:100
Measurements in mm

INTERVENTION 1

PLUMBING PLAN



KEY

	OUTDOOR TAP (OT)		RAIN WATER PIPE - Ømm
	WATER CLOSET		SEWAGE WATER PIPE - Ømm
	CSC - CONCEALED STOP COCK		WASTE WATER PIPE - Ømm
	TOILET TRAP		DOMESTIC WATER SUPPLY - 200mm
	FAUCET		DWS - DOMESTIC WATER SUPPLY

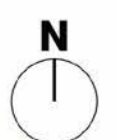
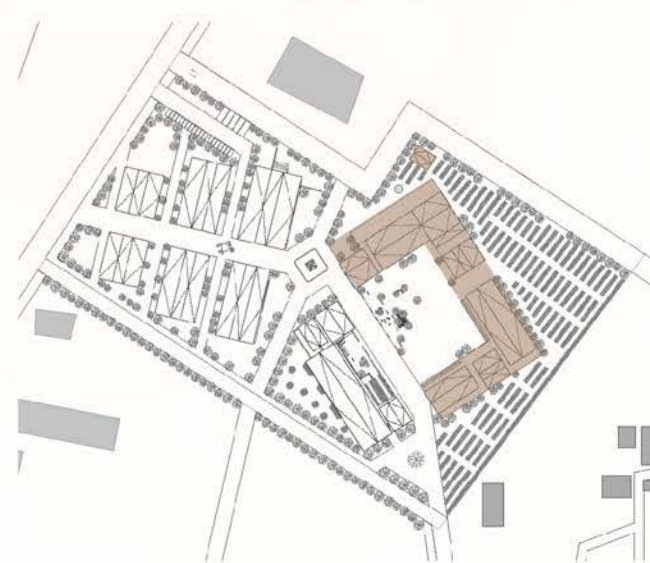
MOUNTING HEIGHTS

1. ABLUTION SPRAY UNIT @400mm AFFL
2. ANGLE VALVE FOR WASH BASIN @500mm AFFL
3. WASH BASIN TAP @800mm AFFL
4. ANGLE VALVE FOR CISTERN @300mm AFFL
5. OUTDOOR TAP @1000mm FROM GROUND LEVEL

NOTE

1. FOR WATER CLOSETS, WATER SUPPLY LINES SHALL BE TAKEN IN THE ROOF AND DROPPED TO WALL NEAR THE FIXTURE
2. FOR POSITION OF FIXTURES AND TRAPS SHALL BE AS PER FINAL ARCHITECTURAL TOILET DETAILING LAYOUT

KEY PLAN



SCALE 1:100
Measurements in mm

INTERVENTION 2

CENTRELINE PLAN



SCHEDULE OF JOINERY - DOORS

DOOR DETAILS:															
TYPE	OPENING SIZE		CASEMENT SIZE		FINISH	DESCRIPTION	NOS.	TYPE	OPENING SIZE		CASEMENT SIZE		FINISH	DESCRIPTION	NOS.
	WIDTH	HEIGHT	WIDTH	HEIGHT					WIDTH	HEIGHT	WIDTH	HEIGHT			
D1	2.00m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF DOUBLE SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	1	D4	0.75m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES	1
D2	1.00m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH PAINTED FINISH ON BOTH SIDES	9	D5	1.60m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF DOUBLE SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	1
D3	0.90m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES	1	D6	0.85m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES	2

INTERVENTION 1

CENTRELINE PLAN



SCHEDULE OF JOINERY - DOORS

DOOR DETAILS:													
TYPE	OPENING SIZE		CASEMENT SIZE		FINISH	DESCRIPTION	NOS.						
	WIDTH	HEIGHT	WIDTH	HEIGHT									
D1	3.00m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	15						
D2	2.50m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	3						
D3	1.50m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF DOUBLE SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	4						
D4	1.20m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES	2						
D5	1.00m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES (DIFFERENTLY ABLED)	2						
D6	0.60m	2.10m	-	-	LAMINATE	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH LAMINATE FINISH ON BOTH SIDES	22						
D7	1.20m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF DOUBLE SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	14						
D8	1.60m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF DOUBLE SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	2						
D9	2.30m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	2						
D10	0.78m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH PAINTED FINISH ON BOTH SIDES	1						
D11	1.20m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH PAINTED FINISH ON BOTH SIDES	3						
D12	1.00m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SINGLE SHUTTER WITH PAINTED FINISH ON BOTH SIDES	8						
D13	4.80m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF EIGHT SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	1						
D14	5.60m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF EIGHT SHUTTERS WITH PAINTED (CHALK PAINT) FINISH ON BOTH SIDES	2						
D15	3.60m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF SIX SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	6						
D16	3.10m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	1						
D17	6.40m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF EIGHT SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	2						
D18	2.40m	2.10m	-	-	PAINT	TREATED HARDWOOD FRAMED WOODEN FLUSH DOOR OF FOUR SHUTTERS WITH PAINTED FINISH ON BOTH SIDES	1						



SCALE 1:100
Measurements in mm

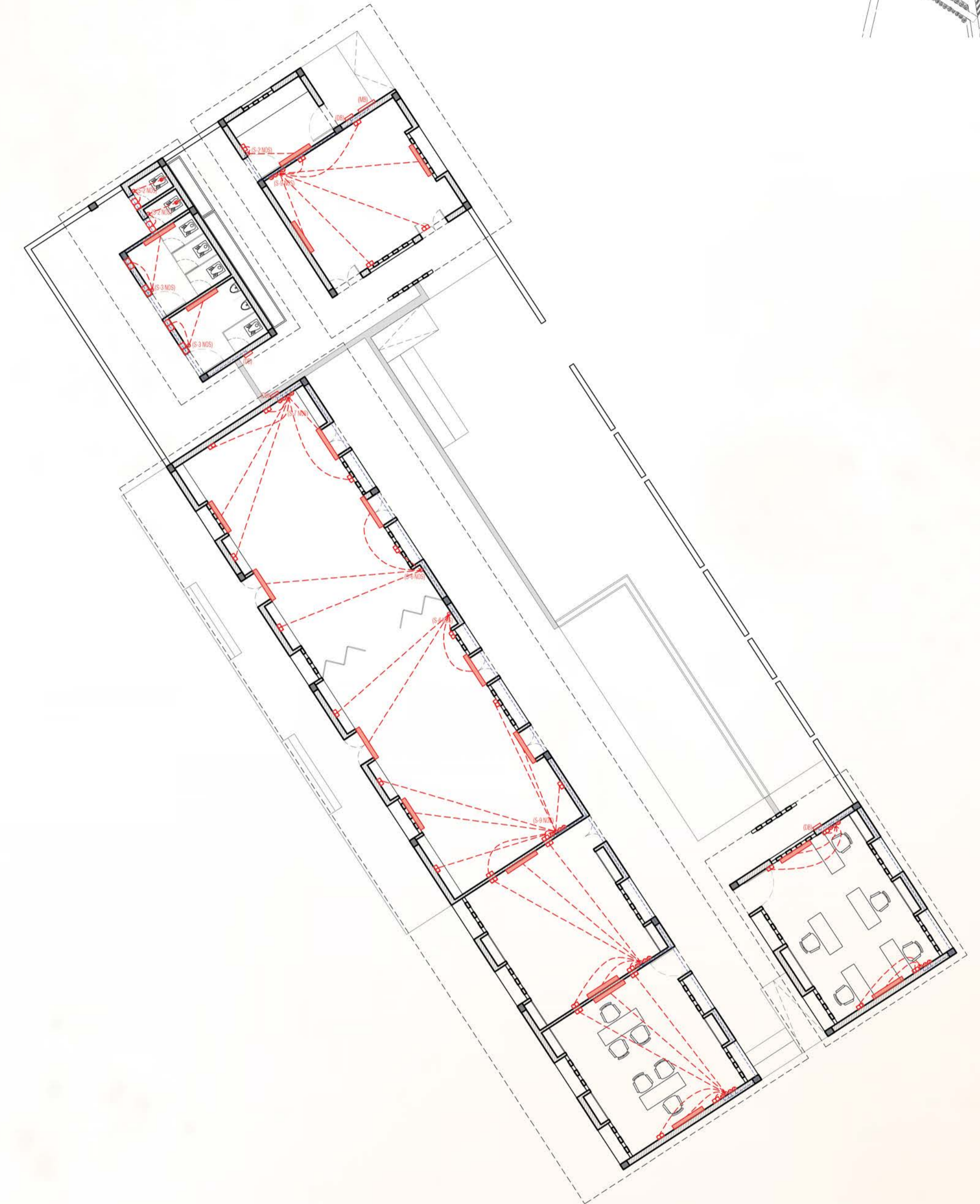
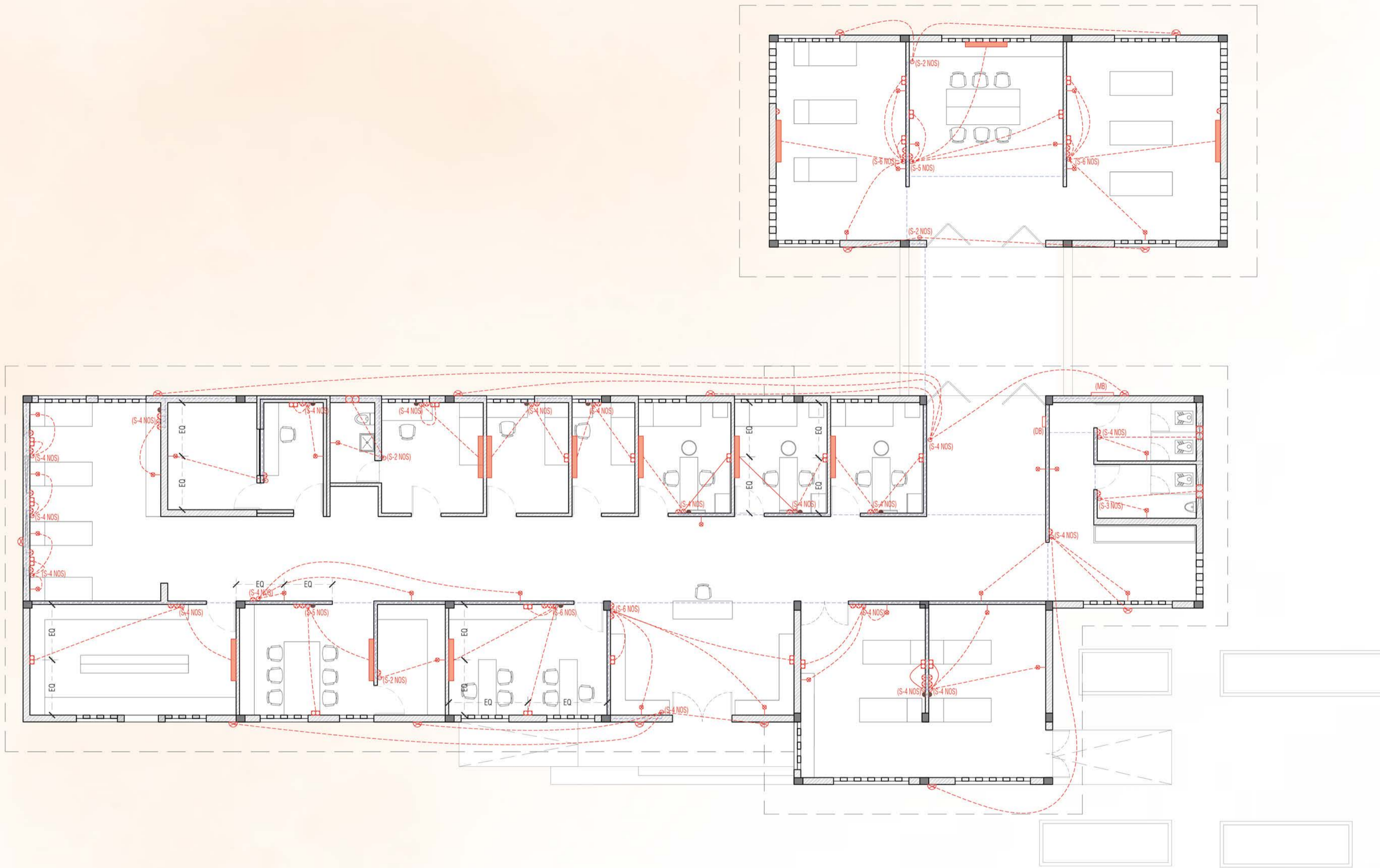
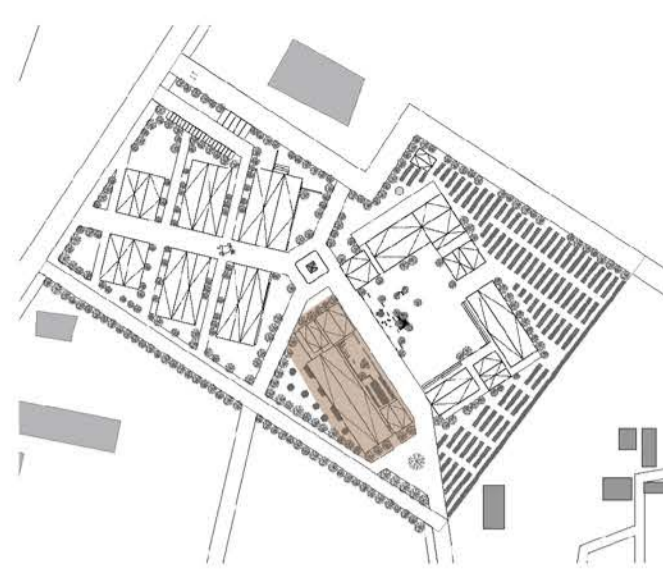
INTERVENTION 2

ELECTRICAL PLAN

INTERVENTION 1

ELECTRICAL PLAN

KEY PLAN



KEY

	PLUG - 5 AMP (SA) with Switch
	METRE BOX (MB)
	TWO WAY SWITCH (TS)
	WALL FAN (WF)
	OUTSIDE LIGHT (OL)
	DISTRIBUTION BOARD (DB)
	15 AMP (SA)
	WALL LIGHT (WL)
	EXHAUST FAN (EF)
	SWITCH (S)
	MAIN SUPPLY LINE
	ELECTRICAL FLOW LINE

MOUNTING HEIGHTS

FIXTURES	BOTTOM HT FROM FFL
WALL LIGHT	2.10m
WALL FAN	2.10m
EXHAUST FAN	2.10m
METRE BOX	1.20m
DISTRIBUTION BOARD	2.00m
EXHAUST SOCKET	2.40m
OUTSIDE LIGHT	1.00m

NOTE

1. ALL MEASUREMENTS ARE IN METERS
2. SWITCH BOARDS TO BE FIXED @1.35m FROM FFL
3. CIRCLED SWITCH BOARDS TO BE FIXED @0.75m FROM FFL
4. COPPER PIPES USED FOR COVERING THE WIRES
5. FIXTURES CIRCLED IN BLUE ARE TO BE FIXED @0.80m FROM FFL
6. ALL ELECTRICAL LINES EXCEPT IN THE TOILET SHALL BE TAKEN ABOVE FALSE CEILING AND DROPPED NEAR THE FIXTURE
7. IN ONE CONDUIT MAXIMUM 3 CIRCUITS ONLY
8. DIFFERENT PHASE CIRCUITS SHOULD NOT BE DRAWN FROM SAME CONDUIT
9. NEUTRAL WIRE SHOULD NOT BE LOOPED IN JUNCTION BOXES
10. PVC CONDUITS - 20mm THICK ISI MARK BRANDED MAKE ONLY
11. ALL JOINTS TO BE DONE WITH PVC SOLVENT

WIRES USED FROM DB

1. FROM PANEL TO DB - 4R x 10 sq mm cu. COPPER
2. TO LIGHTING CIRCUIT - 2 x 2.5 & 1 x 1.5 sq mm cu. COPPER
3. TO GEYSER & FEA - 2 x 2.5 & 1 x 1.5 sq mm cu. COPPER
4. TO AC - 2 x 4 & 1 x 2.5 sq mm cu. COPPER

Entire electrical system is dependent on flexible solar panels (solar electricity)



SCALE 1:100
Measurements in mm

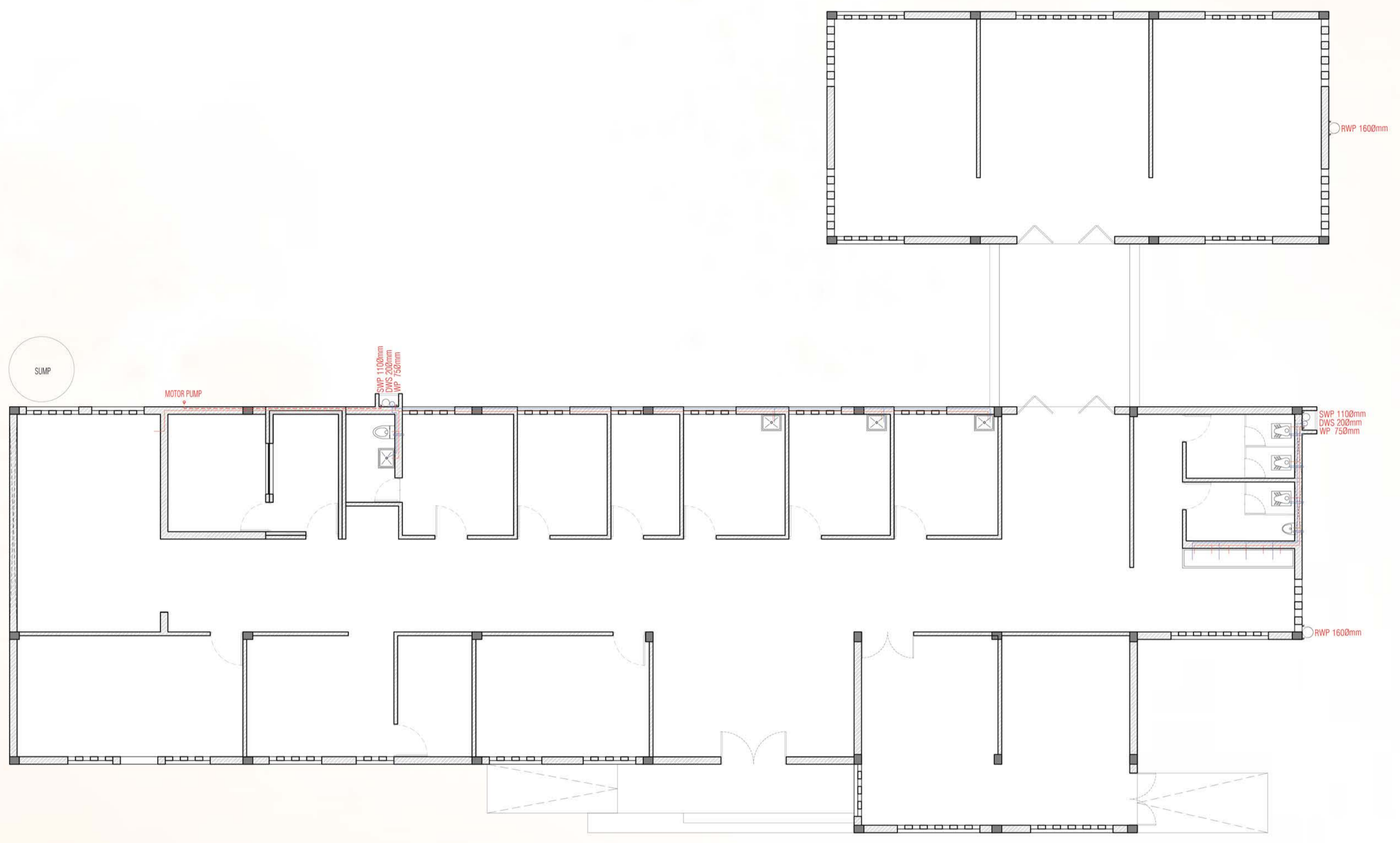
INTERVENTION 2

PLUMBING PLAN

INTERVENTION 1

PLUMBING PLAN

KEY PLAN



KEY

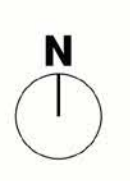
	OUTDOOR TAP (OT)		RAIN WATER PIPE - Ømm
	WATER CLOSET		SEWAGE WATER PIPE - Ømm
	CSC - CONCEALED STOP COCK		WASTE WATER PIPE - Ømm
	TOILET TRAP		DOMESTIC WATER SUPPLY - 200mm
	FAUCET		DWS - DOMESTIC WATER SUPPLY

MOUNTING HEIGHTS

1. ABLUTION SPRAY UNIT @400mm AFL
2. ANGLE VALVE FOR WASH BASIN @500mm AFL
3. WASH BASIN TAP @300mm AFL
4. ANGLE VALVE FOR CISTERN @300mm AFL
5. OUTDOOR TAP @1000mm FROM GROUND LEVEL

NOTE

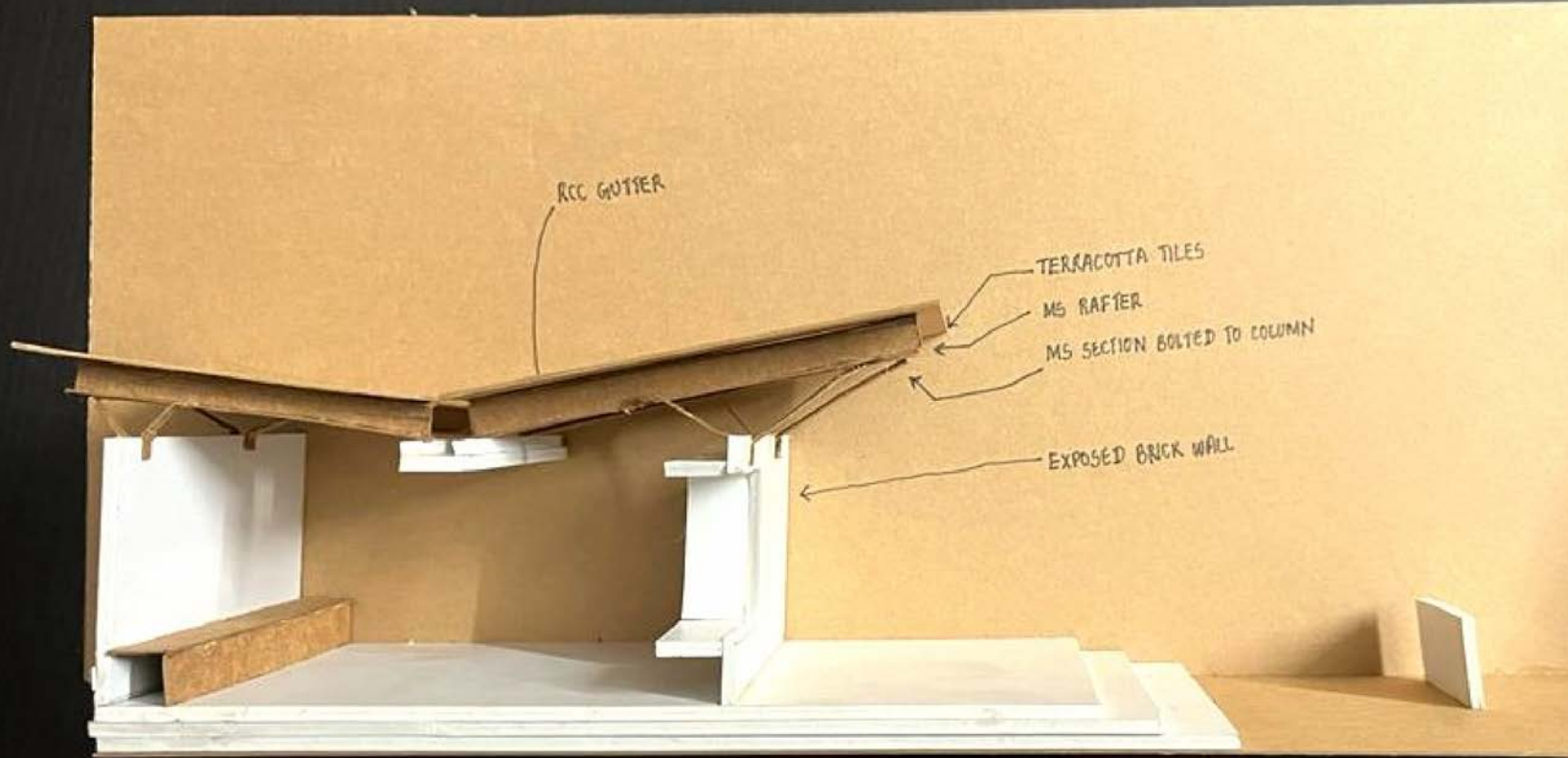
1. FOR WATER CLOSETS, WATER SUPPLY LINES SHALL BE TAKEN IN THE ROOF AND DROPPED TO WALL NEAR THE FIXTURE
2. FOR POSITION OF FIXTURES AND TRAPS SHALL BE AS PER FINAL ARCHITECTURAL TOILET DETAILING LAYOUT



SCALE 1:100
Measurements in mm



CONTEXT ANALYSIS MODEL



SECTIONAL MODEL

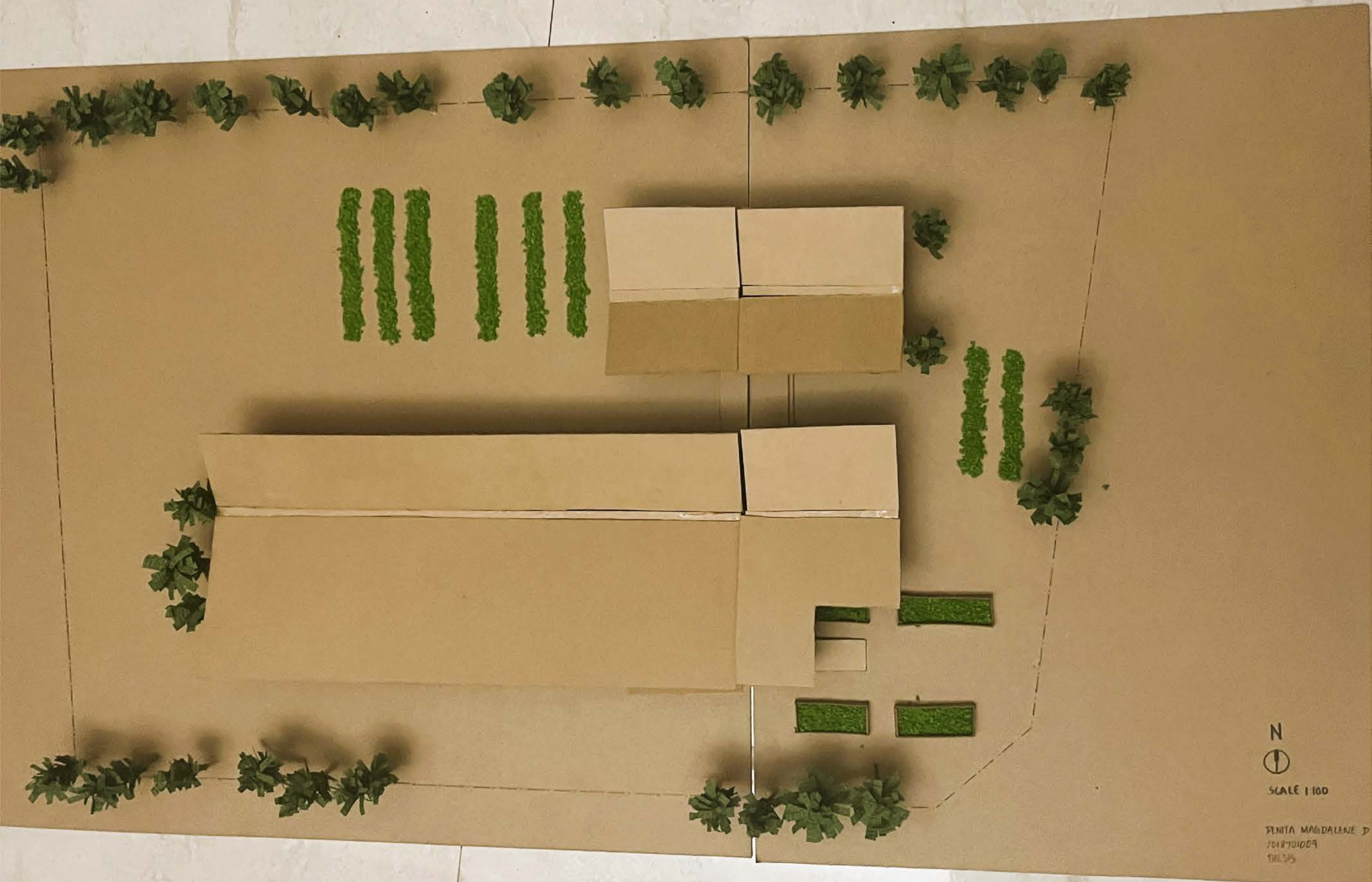


Scale 1:1000
2023

SCALE 1:1000
N

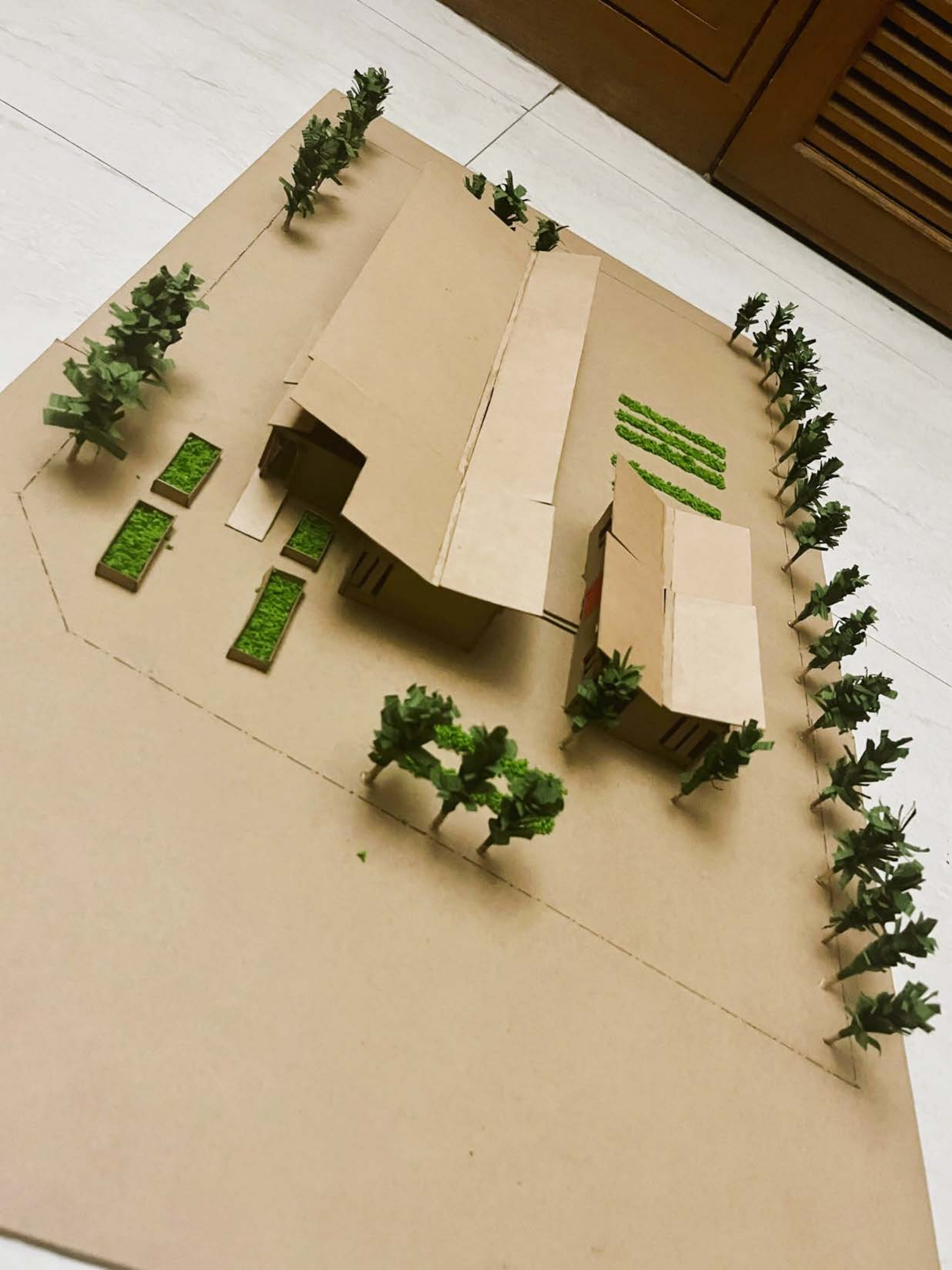
INTERVENTION 1





SCALE 1:100

PLANTA MAGDALENE D
FOOTPRINT
THESIS





INTERVENTION 2 - SECTIONAL VIEW 1



INTERVENTION 2 - SECTIONAL VIEW 2

