

INDIAN INSTITUTE OF MANAGEMENT,SIRMAUR

THESIS

Submitted in partial fulfilment of the requirements for the award of
Bachelor of Architecture degree

By

MARLIN MATHAI 3521045



**DEPARTMENT OF ARCHITECTURE
SCHOOL OF BUILDING AND ENVIRONMENT**

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A" by NAAC
JEPPIAAR NAGAR, RAJIV GANDHI SALAI,
CHENNAI - 600 119**

JUNE 2021



**DEPARTMENT OF ARCHITECTURE BONAFIDE
CERTIFICATE**

This is to certify that this Project Report is the bonafide work of Marlin Mathai (3521045) who carried out the project entitled "Indian Institute of Management, Sirmaur" under our supervision from January 2021 to June 2021.

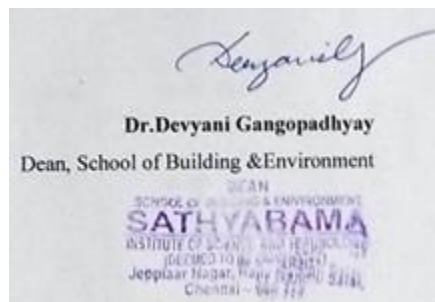
Internal Guide
Ar.Jhannupriyaa

Internal Review Member
Ar.Deepalakshmi

External Guide

Dean and Head of the Department

Dr. DEVYANI GANGOPADHYAY



Submitted for Viva voce Examination held on _____

Internal Examiner

External Examiner

DECLARATION

I, **Marlin Mathai** hereby declare that the Project Report entitled “**Indian Institute of Management, Sirmaur**” done by me under the guidance of **Ar.Jhannupriyaa** (Internal Guide), **Ar.Deepalakshmi** (Internal Review Member) and (External Guide).

Sathyabama Institute of Science and Technology is submitted in partial fulfilment of the requirements for the award of Bachelor of Architecture Degree.

DATE:

PLACE: Chennai
ACKNOWLEDGEMENT

SIGNATURE OF THE CANDIDATE

I am pleased to acknowledge my sincere thanks to Board of Management of **Sathyabama Institute of Science and Technology** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my thanks to **Dr. Devyani Gangopadhyay**, Dean and Head of the Department, **Dr. Suresh Kuppuswamy**, Design Chair of School of Building and Environment, Department of Architecture and providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Internal Guide **Ar.Jhannupriyaa**, Internal Review member **Ar.Deepalakshmi** and External

Guide for their guidance, suggestions and constant encouragement which paved the way for the successful completion of my project work.

I wish to express my thanks to all Teaching and Non-teaching staff members of the **Department of Architecture** who were helpful in many ways for the completion of the project.

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CHAPTER-1: INTRODUCTION

1.1 GENERAL

The campus of a management institute is a unique place with special resonance. Its architecture and planning have in them the power to complement academic performance. It is the supportive environment of the campus generated with a set of fundamental planning principles such as campus social development, campus population and the growth plan, residential accommodation, land use, environmental impact, sustainability, local community impact and interaction, transportation, provision of utilities and communication infrastructure, combined with thoughtful development that aids in the in-campus growth and contributes to the overall community development.

The campus is a complex composition consisting of designed sub sets of various functions. Each sub set is a composition made from other compositions like buildings, open spaces, and site features. Therefore, the construct may be a complex nested arrangement of functional spaces right down to the tiniest detail. Thus, the campus becomes a layered assortment of spaces, buildings, road networks, landscapes, and other site features, also as colours, materials, scales, textures, and patterns that require to be blended with the environment and settlement of the region resolved when designing new campus buildings and spaces.

1.2 AIM

- The quality of the professional is directly proportional to the quality of institute from which he is a product of, so institutes for management studies need to be designed with utmost care and concentration.
- The institute provides an ambience which promotes developing knowledge in various ways. There are different interacting and indoor spaces which help get the most out of the students.

1.3 OBJECTIVES

- To provide good educational facilities for training men and women for careers in management and to improve their decision making skills and administrative competence of practicing managers.

- To create a good circulation with well-connected blocks with pathways and greenery.
- Focusing on the arrangement of zoning.
- Ensure appropriate open spaces for interaction and amphitheatres.
- To provide more natural ventilation for the entire infrastructure.
- To provide comfortable and tenable sports amenities appropriately zoned in the site.
- Provision of landscape in most of the open spaces for healthier wellbeing.

1.4 HISTORY

After India gained independence in 1947, the Planning Commission was tasked with overseeing and directing the development of the nation. India was growing rapidly in the 1950s and by the late 1950s the Commission struggled to find suitable management for the large numbers of public sector companies that were being set up in India as part of its industrial policy.

To solve this problem, the Planning Commission invited Professor George Robbins of the University of California in 1959 to help set up an All India Institute for Management Studies. Based on their recommendations, the government decided to set up two elite management institutes called Indian institutes of Management where Calcutta and Ahmedabad were selected as locations for the two new institutes.

In 1972, a committee chaired by Ravi J. Matthai took note of the success of the two established IIMs and recommended the creation of two more IIMs.

1.5 EVOLUTION

Campus buildings are everlasting structures that ideally should last a few centuries. However, as the environment changes, institutional functions have to shift to include them. The inherent dynamics of this premise must always be kept in mind and had their obvious advantages, but today such an ideal is necessarily excluded, since the number of students compared to qualified teachers increases, specialized knowledge, financial and time constraints.

The campus is like a small city, ideally it should be secluded but not isolated from the surroundings of the city it is located in, as both the city and the campus benefit from the interaction. The campus from comprises academic and residential buildings, administrative centre, connecting pathways, interlinked spaces. Generally, the campus is centralized around a core, which can be a large open space or space dominated by an important element such as the library or some structured or natural element.

Campus grows and changes, and architects must expect to leave room for adaptation and expansion of a campus to a certain extent. An important control factor is the walking distance. Ten minutes from the hostel to the classroom is the maximum walking distance for three to five minutes are considered optimal.

1.6 CAMPUS PLANNING IN INDIA

An overview Campus planning in India dates back to the 16th century BC. Buddhist learning centers. They attracted intellectuals from across Asia and could accommodate more than 5,000 students at a time.

In the Middle Ages there were madrasas or Islamic learning centers for learning. In contrast, universities founded in the mid-19th century were purely examining boards and faculties remained dispersed.

The traditional concept of campus planning developed 2000 years ago is relevant today. Students and teachers lived together in a common meeting hall. The shape evolved due to slow growth and changing needs rather than a revised idea. Such a concept applies today as most universities are part of the urban environment. Planners and Educationalists recommend an ideal university form that would be an urban in filling a sector of the city where the university form that would be mixed with other building types.

In the Nalanda University case campus was home to more than 3,000 monks, a large number of students who lived together in a group of monasteries designed for lodging and boarding.

The development of this campus as a series of monasteries and rooms around a stupa gave it a scale and quality. The campuses built at the beginning of the 20th century were in a sloped shapeless fashion. These include the Muslim University of Aligarh and the University of Delhi. Unfortunately, the integrity of the shape and character of the campus has been largely destroyed due to inconsistencies in the design approach over the years and the lack of a master plan to provide the necessary guidelines for orderly development provided. After independence, there was a huge development of the first IIT campus in Kharagpur, stretching over 1000 acres, a defined hierarchy of form and space.

Later in 1961, the IIT Madras Campus developed on the outskirts of the city. The rigid zoning left no flexibility for expansion. In contrast, IIT Kanpur was the first campus in India to be based on a homogeneous planning concept that offered enough flexibility for growth. Since the late 1960s, India has had a distinct approach to campus planning in a cohesive built environment, a design that requires an approach that maintains the identity of the campus as a single entity even as it adapts to new conditions. Campus planning has always focused on a defined entity rather than the general context of the

urban fabric, which is why university computers are not becoming an integral part of the urban fabric.

CHAPTER-2: LITERATURE STUDIES

2.1 IIM AHMEDABAD

IIM, AHMEDABAD

INTRODUCTION

THE INDIAN INSTITUTE OF MANAGEMENT AHMEDABAD, IS ONE OF LOUIS KHAN'S MOST PRESTIGIOUS PROJECTS. ESTABLISHED TO MEET THE DEMAND OF INDUSTRIES FOR COMPETENT MANAGERS AS WELL AS TO IMPROVE PREVALENT MANAGEMENT TECHNIQUE. THE INSTITUTE HAS AN **OLD CAMPUS** AND **NEW CAMPUS**.



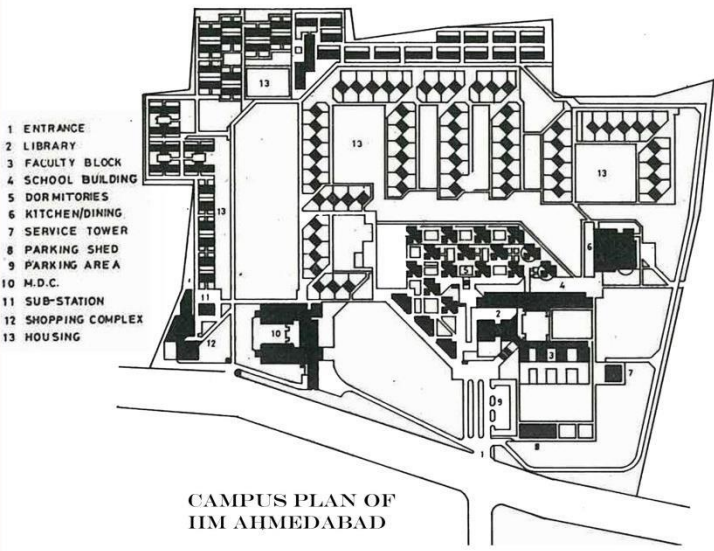
LOCATION :
VASTRAPUR, AHMEDABAD, GUJARAT, INDIA

ARCHITECT :
LOUIS KHAN

COLLABORATORS :
B.V.DOSHI & ANANT RAJE

PROJECT YEAR :
1962 - 1974

SITE AREA :
106 ACRES



1 ENTRANCE
2 LIBRARY
3 FACULTY BLOCK
4 SCHOOL BUILDING
5 DORMITORIES
6 KITCHEN/DINING
7 SERVICE TOWER
8 PARKING SHED
9 PARKING AREA
10 M.D.C.
11 SUB-STATION
12 SHOPPING COMPLEX
13 HOUSING

CAMPUS PLAN OF
IIM AHMEDABAD

SITE ZONING

MASTER PLAN DIVIDED INTO TWO :

- > **ACADEMIC BLOCK**
 - LIBRARY
 - SCHOOL BUILDING
 - FACULTY BLOCKS
 - DORMITORIES
 - LOUIS KHAN PLAZA
- > **RESIDENTIAL BLOCK**
 - FOR FACULTY & CLERICAL STAFF

THE LIVING AND LEARNING SPACES WERE INTEGRATED GIVEN THE MANAGEMENT PHILOSOPHY AND STUDENTS' BUSY SCHEDULE. ALL ACTIVITIES ARE PLACED WITHIN WALKING DISTANCE.



ORIENTATION

DIAGONAL LAYOUT HAD THE ADVANTAGE OF THE BUILDING BEING ORIENTED TOWARDS THE SOUTH-WESTERN BREEZES. THE ORIENTATION ALSO HELPS TO CUT OUT THE WEST SUN, REDUCING GLARE.

CIRCULATION PATTERN

CIRCULATION VIA **THREE** MAJOR ROADS :

1. **PERIPHERAL**
2. **INTERNAL**
3. **SMALLER INTERNAL ROADS**

SEPERATE ACCESS WAYS ARE PROVIDED FOR THE INSTITUTIONAL COMPLEX AND THE RESIDENTIAL AREA.



CAMPUS LAYOUT

- > SEPERATE ENTRIES FOR INSTITUTIONAL AND RESIDENTIAL COMPLEX.
- > SEPERATE SERVICE ENTRY.
- > **INSTITUTIONAL** BUILDING IS THE **FOCAL**BUILDING.
- > AUDITORIUM IS LOCATED NEAR MAIN ENTRANCE FOR EASY ACCESS FOR VISITORS.
- > RESIDENTIAL AREAS HAVE BEEN PLANNED IN **HIERARCHICAL** PATTERN.





THE LARGE FACADE OMISSIONS ARE ABSTRACTED PATTERNS FOUND WITHIN THE INDIAN CULTURE THAT WERE POSITIONED TO ACT AS LIGHT WELLS AND A NATURAL COOLING SYSTEM PROTECTING THE INTERIOR FROM THE HARSH CLIMATE.

IIM, AHMEDABAD

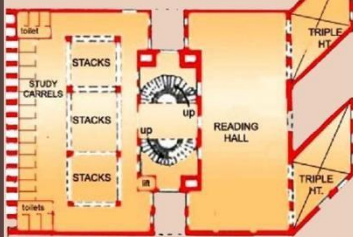


LIBRARY BLOCK

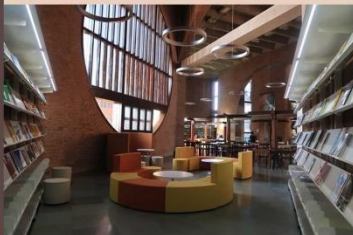
- > FIVE-STORYED STRUCTURE
- > RECTANGULAR PLAN
- > DESIGNED TO **ENTAIL MOVEMENT** FROM ACTIVE TO MOST PRIVATE SPACE, CENTRE TO CORNERS.
- > 1ST : MAIN READING HALL
- > 2ND : TRIPLE HEIGHT RECITING HALL & CONFERENCE HALL
- > 3RD : VOLUMES OF JOURNALS
- > 4TH : VOLUMES OF OLD BOOKS



GROUND FLOOR PLAN OF LIBRARY

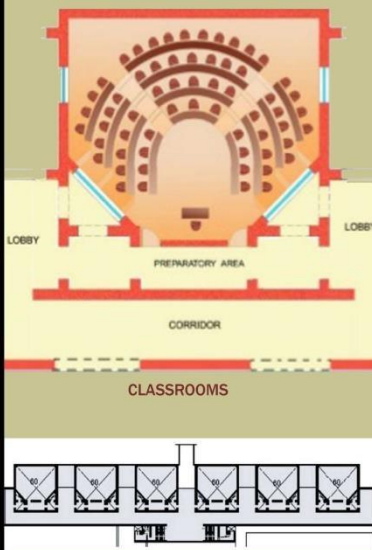


TYPICAL FLOOR PLAN OF LIBRARY



SCHOOL BUILDING

- > THE SHAPE OF CLASSROOM IS **HEXAGONAL**.
- > DESIGN OF CLASSROOM IS BASED ON THE SEMINAR TYPE INTERACTION BETWEEN THE STUDENTS & FACULTY.
- > WINDOWS PLACED HIGH TO RECIEVE **GLARE-FREE LIGHT**.



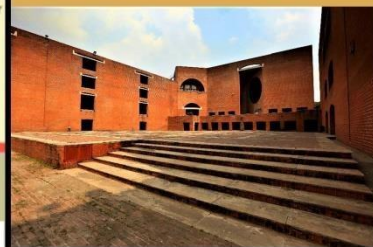
FLOOR PLAN OF SCHOOL BUILDING SHOWING CLASSROOMS

- > LOBBIES ARE CREATED IN BETWEEN CLASSROOMS AND THESE NOT ONLY PROVIDE ENTRY TO ROOMS BUT ALSO SERVE AS **SPOTS** WHERE STUDENTS CAN MEET AND EXCHANGE IDEAS BEFORE DISPERSING AFTER THEIR CLASSES.



LOUIS KHAN PLAZA

- > ONE LARGE COURT HAS BEEN PLANNED, OMITTING SMALL COURTS, TO RELATE TO **MOVEMENT** AROUND THE CLASSROOMS, LIBRARY AND FACULTY ADMINISTRATION.
- > THE COURT IS VAST AND THE OPENINGS OF THE CORRIDORS FLANKING THE COURT ARE FEW, GIVING A RITUALISTIC SENSE TO THE ENTIRE SPACE.
- > THE PLAZA IS A **120 FEET WIDE** RAISED PLATFORM, FUNCTIONING AS A STAGE ON FORMAL OCCASIONS WITH LARGE GATHERINGS.



FACULTY BLOCKS

- > IT IS A FOUR STOREYED BUILDING WITH FOUR BLOCKS.
- > ALL BLOCKS JOINED TOGETHER BY CORRIDORS.
- > ALL OPENINGS ARE DESIGNED TO OVERLOOK THE ADJACENT BLOCKS AND LANDSCAPE GARDEN AND THE LOUIS KHAN PLAZA.
- > LANDSCAPING INSPIRED BY AHMEDABAD GARDENS.



FACULTY BLOCKS OVER THE LANDSCAPED GARDEN IN BETWEEN

IIM, AHMEDABAD

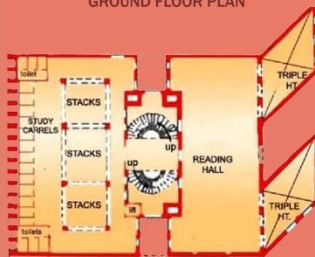


LIBRARY BLOCK

- > FIVE-STOREYED STRUCTURE
- > RECTANGULAR PLAN
- > DESIGNED TO **ENTAIL MOVEMENT** FROM ACTIVE TO MOST PRIVATE SPACE, CENTRE TO CORNERS.
- > 1ST : MAIN READING HALL
- 2ND : TRIPLE HEIGHT RECITING HALL & CONFERENCE HALL
- 3RD : VOLUMES OF JOURNALS
- 4TH : VOLUMES OF OLD BOOKS



GROUND FLOOR PLAN

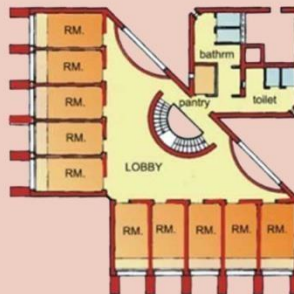


FIRST FLOOR PLAN



DORMITORIES

- > THE SHAPE OF BLOCK IS **SQUARE** WITH TWO RESIDENTIAL WINGS, TRIANGULAR LOUNGE AND A SERVICE AREA.
- > DESIGN OF INDIVIDUAL BLOCKS AND THEIR LAYOUT PROMOTE **INTERACTION** AMONG STUDENTS AS WELL AS **PRIVACY**.
- > POSITION OF STAIRCASE AND WASHROOM ARE MEANT TO PROTECT THE LIVING ROOM FROM SUN AND GLARE, WITHOUT OBSTRUCTING THE BREEZE AND VENTILATION.



SINGLE DORM PLAN

- > DORMS ARE PLACED ONE BEHIND THE OTHER TO OBTAIN THE MUCH NEEDED BREEZE AND CROSS-VENTILATION.

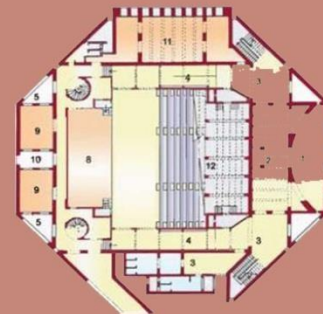


LAYOUT OF DORMITORIES AND ACADEMIC COMPLEX

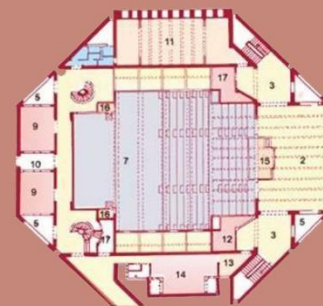


AUDITORIUM

- > PLACED IN CLOSE PROXIMITY TO THE MAIN ENTRANCE, NEAR PARKING, FOR EASY ACCESS.
- > CAPACITY : **550 SEATS**
- > COMBINATION OF STEPPED & FLAT FLOORS, FOR SIMULATED CONFERENCES.
- > ACOUSTICS OF THE SPACE ARE TAKEN CARE OF AT THE DESIGN LEVEL BY PROVIDING AN **ASYMMETRIC FOLDED PLATE** ROOF WHICH HELPS IN CARRYING THE SOUND TO THE BACK ROWS WITHOUT THE NEED OF A FALSE CEILING AND PLASTER MOULD.



GROUND FLOOR PLAN



FIRST FLOOR PLAN

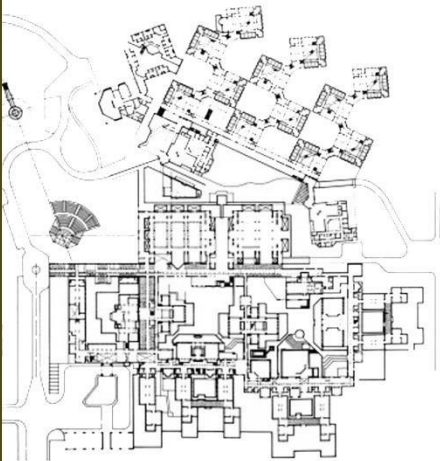
1. ENTRANCE LOBBY	9. ANTE ROOM
2. FOYER	10. CORRIDOR
3. LOBBY	11. SEMINAR HALL
4. RAMP	12. STORAGE
5. LIGHT SHAFT	13. WAITING ROOM
6. UTILITY	14. OFFICE
7. AUDITORIUM	15. PROCTOR ROOM
8. STAGE	16. VOID
	17. AHU

2.2 IIM BANGLORE

IIM, BANGLORE

INTRODUCTION

THE INDIAN INSTITUTE OF MANAGEMENT BANGLORE, IS BASED ON THE DESIGN OF FATEHPUR SIKHRI, LAID OUT BY AKBAR IN THE 16TH CENTURY. THE ARCHITECT, **B V DOSHI**, ACHIEVED THIS VISION BY LINKING A NETWORK OF CORRIDORS, COURTYARDS AND EXTERNAL SPACES ALLOWING FOR FUTURE EXTENSIONS. THE DESIGN OF IIMB REFLECTS THE ARCHITECT SENSE OF **SCALE, PROPORTION AND LIGHT**.



CAMPUS PLAN OF IIM BANGLORE



SITE ZONING

- > DIVIDED INTO TWO HALVES:
 - NORTH FOR STAFF HOUSING
 - SOUTH FOR EDUCATIONAL
- > STAFF HOUSING INTO TWO SECTORS FOR TEACHING & NON-TEACHING STAFF.
- > EDUCATIONAL BLOCK INCLUDE ADMINISTRATIVE AND LIBRARY AND DORMITORY SPACES TO SOUTHERN SIDE.

LOCATION :

HILLY AREA IN SOUTH BANGLORE, BANERGHATTA

ARCHITECT :

B.V. DOSHI

PROJECT YEAR :

1971

SITE AREA :

102 ACRES

DESIGN INSPIRATIONS

IDEAL COMBINATION OF MODERN MOVEMENT ANCIENT SPIRITUAL CONDITION. DOSHI HAS DRAWN INSPIRATION FROM :

- > **LAL BAGH**
- > **GARDENS WITH PAVILIONS**
- > **FATEHPUR SIKHRI**
- > **CASCADED TERRACES, COURTS OF VARIOUS SIZES, PILLARED HALLS**
- > **A TRADITIONAL CITY COMPLETE WITH STREETS, STEPS, BALCONIES, ETC.**
- > **SOUTH INDIAN TEMPLE COMPLEX- MADURAI**



STRUCTURE

- > THE FUNCTIONAL AND PHYSICAL ATTRIBUTES OF ITS DESIGN ARE RELATED TO THE LOCAL TRADITIONS OF PAVILION-LIKE SPACES, COURTYARDS, AND AMPLE PROVISION FOR PLANTATIONS.



- > DESIGN OFFERS USERS THE ABILITY TO SEE AND FEEL NATURE EVEN WHEN INSIDE THE CLASSROOM.
- > EXPOSED CONCRETE, LATTICES, FRAMES, AND WALL SYSTEM USING ROUGH BLOCKS OF LOCAL GRAY GRANITE..
- > LOCAL MATERIALS USING LOCAL CRAFTSMEN.
- > LOW ON MAINTENANCE.
- > BUILDING IS COOL AND CONTROLLED LIGHT

SKY LIGHTS

NATURAL ILLUMINATION IS ACHIEVED USING 'SKYLIGHTS', SAVING ELECTRICITY. CREATES A DRAMATIC EFFECT BY HIGHLIGHTING A CERTAIN AREA.



GENERAL OBSERVATIONS

- > FUNCTIONS ARE GROUPED AND BROKEN DOWN INTO SMALLER INTERLOCKING COURTS.
- > ZONING INFLUENCED FROM IIMA AND ITS HIERARCHY.
- > PERGOLAS COVERING WALKWAYS LINKING VARIOUS AREAS CREATES A HIGH PLAY OF LIGHT AND SHADE.
- > SHIFTING AXIS IN WHOLE COMPOSITION, STRONG VISTAS ARE FORMED AT EVERY POINT.
- > WALLS PUNCTURED AT INTERVALS TO HAVE GLIMPSE OF NATURE.

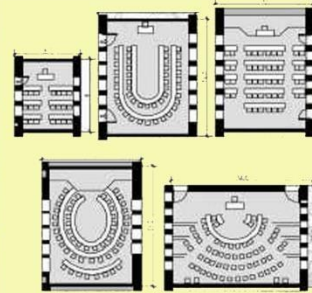
PRINCIPLES OF ORGANIZATION

- > PATTERN OF OUT DOOR AND INDOOR SPACES ECHOES INTERMINGLING SPACES OF FATEHPUR SIKHRI, ITS RECONSTRUCTION INTO MODERN ARRANGEMENT.
- > ANGULAR FORMED DORMITORIES ARE WRAPPED AROUND THE COURTS, AND CONNECTED THROUGH WALKWAYS.
- > ENTIRE CAMPUS IS A FABRIC OF INTERSECTING PLANES, PERGOLAS AND TROLLS, CREATING A NATURAL EFFECT BY REGULATING LIGHT, CASTING SHADOWS AND ALLOWING GLIMPSE OF THE SKY.

IIM, BANGLORE

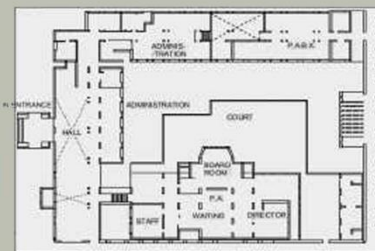
CLASSROOMS

- > CLASSROOMS ARE ORGANIZED IN **CLUSTERS** OF TWO OR THREE AROUND OPEN COURTS AND SEMI-OPEN SPACES.
- > INFORMAL CHARACTER ENCOURAGING STUDENTS TO USE SPACE TO HOLD DISCUSSIONS AND SOCIALIZE.
- > COMMON SPACE BETWEEN CLASSROOMS ACTING AS **PAUSE POINTS** BEFORE ENTERING CLASSROOM, HAVING IN-BUILT SEATING SPACES AND NOTICE BOARDS.
- > CLASSROOMS OF **TWO** TYPES :
 - 70 PEOPLE CAPACITY, 156 SQMT
 - 40 PEOPLE CAPACITY
- > DESIGNED AS **MINI AMPHITHEATRES** WITH SEMI-CIRCULAR STEPS INCREASING EYE CONTACT AND VISION.



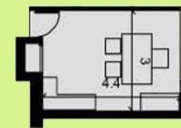
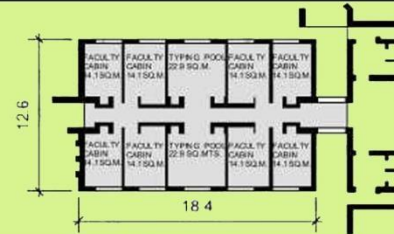
ADMINISTRATION

- > PROVISION OF SEPERATE STAIRS FOR EFFECTIVE VERTICAL CIRCULATION.
- > VERTICAL SLITS ON WALLS AND ROOF BRINGS IN DAYLIGHT.
- > CENTRALLY LOCATED TOILETS ON EACH FLOOR.
- > DIRECTOR'S SECRETERIAT IS PLACED UNIQUELY WITH IT'S BACK TO CENTRAL PERGOLA, AND ACCESSED THROUGH A NARROW RAMP.
- > THE SPACE IS CAREFULLY SEGREGATED INTO TWO TO SEPERATE THE USAGE OF SPACE BETWEEN PUBLIC AND SEMI-PUBLIC.



FACULTY WING

- > DESIGNED AS FINGER-LIKE PROJECTING STRUCTURES FROM MAIN AXIS.
- > THREE-STORIED IN HEIGHT, CONNECTED BY OPEN STAIRS.
- > EACH WING COVERS 162.5 SQM.
- > LOCATED CLOSE TO SEMINAR HALLS AND CLASSROOMS.
- > CABIN FOR EACH FACULTY, WITH ENOUGH SECLUSION FOR AN UNDISTURBED INTERACTION OR DISCUSSION.
- > **COURTYARDS** ARE **MAJOR ELEMENTS** RENDERING VISUAL QUALITY.
- > ACT AS **INTERACTIVE SPACES** AND MUCH NEEDED NATURAL LIGHTING AND VENTILATION SHAFTS.



2.3 INDIAN SCHOOL OF BUSINESS, HYDERABAD

ISB HYDERABAD

INTRODUCTION

THE INDIAN SCHOOL OF BUSINESS (ISB) EVOLVED FOR THE NEED FOR A WORLD-CLASS BUSINESS SCHOOL IN ASIA. ISB IS ACCREDITED BY THE ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS (AACSB). THE CAMPUS IS LOCATED IN A **SEMI-ARID TROPICAL** SETTING.



LOCATION :
GACHIBOWLI, HYDERABAD, TELANGANA

ARCHITECT :
PERKINS EASTMAN ARCHITECTS

PROJECT YEAR :
2001

SITE AREA :
260 ACRES



DESIGN DESCRIPTION

THE MASTER PLAN AND DESIGN ADDRESSES FOUR CRITERIA :

- > **THE ENVIRONMENT**
- > **THE INDIAN CHARACTER**
- > **INTERACTIVITY**
- > **INFORMATION TECHNOLOGY**

CONCEPT

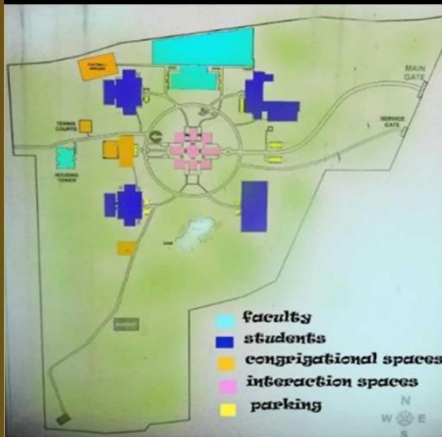
- > SYMBOLIC AND PRACTICAL FUNCTIONS OF TRADITIONAL ARCHITECTURE.
- > TRADITIONAL **NINE - GRID SYSTEM** FOUND IN MANTRAS OF HINDU TEMPLES.

SHADING DEVICES

- > **SUNSCREENS AND ARCADES** ARE EXTENSIVELY USED.
- > BUILDINGS ELEVATED TO ENHANCE AIRFLOW.
- > WATER USED FOR NATURAL COOLING EFFECT.



ZONING



TOTAL AREA = 260 ACRES
TOTAL BUILT UP AREA = 74322
FAR = 1.35

- > MOST OF THE AREA IS SURROUNDED BY VEGETATION.
- > UPON ENTRY, AUTOMATICALLY GUIDED TO THE CENTRE, THE FIRST VIEW BEING THE CONGREGATION SPACE, GIVING A SENSE OF BLEND BETWEEN THE BUILDING AND USERS.

AUDITORIUM

- > AREA = 530 SQ.M
- > NUMBER OF SEATS = 300
- > ENTRY AND EXITS ON BOTH THE FLOORS
- > TWO GREEN ROOMS.



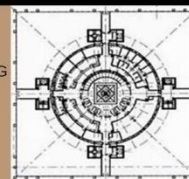
CORE

- > COURTYARD CONSISTS OF 4 LIFTS & 4 STAIRCASES IN **4 CARDINAL DIRECTIONS**.
- > EACH CORNER BLOCK HAS A CIRCULAR STAIRCASE AND 2 FIRE ESCAPE STAIRCASES.
- > WIDTH OF STAIR : 1M
- > LIFT CAPACITY : 8 PEOPLE



LIBRARY

- > DIAMETER = 52M
- > NUMBER OF FLOORS = 3
- > CIRCULAR STAIRS CONNECTING LEVEL 2 TO LEVEL 5.
- > DISCUSSION ROOMS WERE PRESENT ON PERIPHERY OF LEVEL 5.



LIGHT

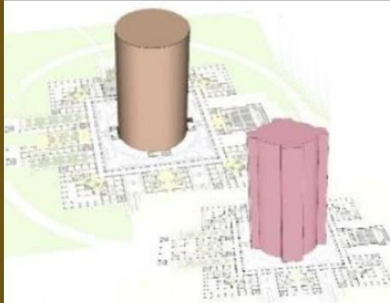
- > SKYLIGHT THAT ENTERS THE BUILDING IS **SOFT LIGHT**, BY RAISING WALLS ABOVE DOME LEVEL.
- > OPENING ON FACADE ALLOW LIGHT TO FLOW INTO CORRIDOR FROM COURTYARD.
- > **SUNSCREENS AND SUNSHADES** ARE USED.



ISB HYDERABAD

FORM AND SPACE ANALYSIS

- > CENTRAL FEATURE OF MASTERPLAN IS THE **ACADEMIC CORE**, PLACED ON A RAISED HILL.
- > ENHANCED SIGNIFICANCE AND HIERARCHY FOR THE **CORE**.



- > GRIDS RAISED IN THE Z-AXIS FORMED VOLUMES ENCLOSING SPACE UNDERNEATH.
- > BUILDING FORM OF ACADEMIC CENTRE FOLLOWS THE SEGREGATION OF SPACES AS PER THE **NINE GRID SYSTEM**.



MASS

BASIC GEOMETRIC MASS OF A **CYLINDER** AT THE CENTRE, RELIEVED BY OPENINGS BREAKING THE MONOTONOUS BULKY LOOK AND DEFINING THE FORM.



ARTICULATION

- > BUILDING SURFACES COME TOGETHER TO FORM AN ORDERLY COMPOSITION RESPONDING AS SAME AS THE SITE.
- > CENTRAL CYLINDRICAL VOLUME CONNECTED TO RECTANGULAR VOLUME VIA BRIDGES ON FOUR SIDES.
- > CONNECTED TO GROUND LEVEL VIA SLOPING STAIRCASE.
- > **CASCADING EFFECT** AS A WHOLE.

SCALE

- > DESIGNED TO **MONUMENTAL SCALE**.
- > LIBRARY PLACED IN CENTRAL CYLINDER ABOVE ATRIUM IS MASSIVE, THREE STORIES HIGH.
- > LIBRARY HIGHER THAN PERIPHERY, REVEALING CENTRAL CIRCULAR VOLUME.
- > COURTYARD IS OF DOUBLE HEIGHT.
- > MULTIPLE SCALES USED ON FACADE THROUGH DIFFERENT SHAPES AND SIZES IN OPENINGS, TO ACHIEVE **HIGHER VISUAL COMPLEXITY**.

STUDENT VILLAGE

- > **FOUR** VILLAGES = APP. 140000 SQ.FT
- > OFFICE SPACE OF 15000 SQ.FT.
- > EACH VILLAGE HAS 10-12 BLOCKS.
- > EACH BLOCK HAS 6 APARTMENTS :
 - 1BHK
 - QUADS
- > FACILITIES ARE CO-ED AT THE VILLAGE AND BLOCK LEVEL.
- > TALL TOWER MARKS A VILLAGE ; LIGHTNING ARRESTER.
- > PARKING ALLOTTED AT EACH BLOCK.



FACULTY HOUSING

- > TEN HOUSING UNITS FOR PERMANENT FACULTY.
- > **G+1** STORIED STRUCTURE.
- > 3 BEDROOM VILLAS
- > ROW HOUSES
- > **MIRRORED LAYOUT** WITH SERVICE STAIRCASE COMMON TO TWO ADJACENT UNITS.
- > PARKING ALLOTTED FOR EACH UNIT.



HVAC

- > THICK WALLS CLADDIED WITH **LIGHT PINK STONE** TO REDUCE LOAD ON AIR CONDITIONING.
- > CENTRALIZED A/C FOR ACADEMIC BLOCK , CONTROLLED IN EACH ROOM.
- > SECOND FLOOR CORRIDORS ARE MILDLY AIR CONDITIONED.
- > FIRST FLOOR HAS OPENINGS ON EITHER SIDE, GLAZED AND PLANTS GROWING OUTWARDS TO COURTYARD, HENCE BREEZY.

RHYTHM :

- > RECURRENCE OF OPENINGS ON EVERY BUILDING SURFACE.
- > COMPLEX RHYTHM USING VARIOUS PROPORTIONS.
- > MASS AND COMPOSITION, HENCE, STATIC.

COLOUR AND TEXTURE :

- > VARIATION IN TEXTURE & COLOUR BROKE MONOTONY IN FACADE.
- > RUSTICATED FINISH USING SANDSTONE CLADDING.
- > CONSISTS OF VARIOUS SHADES FROM LIGHT ORANGE, YELLOW TO PINK.



2.4 INTERNATIONAL MANAGEMENT INSTITUTE

INTERNATIONAL MANAGEMENT INSTITUTE

INTRODUCTION

IMI BHUBANESWAR AIMS AT BRIDGING THE GAP BETWEEN THE PAST AND PRESENT SOCIO-CULTURAL EXPERIENCES. ODISHA IS A STATE WIDELY KNOWN FOR ITS HISTORICALLY RICH ARCHITECTURE. THE DESIGN TEAM HAVE ATTEMPTED TO RECREATE THEM IN A MODERN SETTING TO REMEMBER THE ROOTS, YET GROW WITH TIME



LOCATION :

**GOTHAPATNA,
BHUBANESHWAR,
ODISHA**

ARCHITECT :

ABIN DESIGN STUDIO

PROJECT YEAR :

2011

SITE AREA :

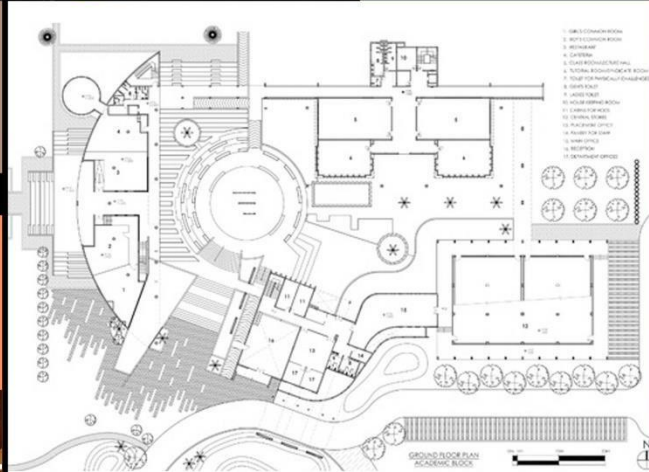
45000 SQ.M

DESIGN INSPIRATION

- > CULTURAL HERITAGE AND RICH HISTORY OF ORISSA.
- > ORISSAN CAVE ARCHITECTURE :
 - KHANDAGIRI CAVES
 - UDAYAGIRI CAVES
- > CAVES CUT OUT IN SOLID ROCK, DECORATED WITH SCULPTURAL MOTIFS.

MATERIALS USED

- > LOCALLY AVAILABLE MATERIALS LIKE LATERITE AND KHONDALITE ARE USED.
- > BUILDINGS ORIENTED AND DESIGNED WITH OVERHANGS AND DOUBLE ROOF TO CUT OF HARSH SUN AND BRING IN NATURAL LIGHT.
- > LOW VOC PAINTS FOR INDOOR AIR QUALITY AND PUBLIC HEALTH.



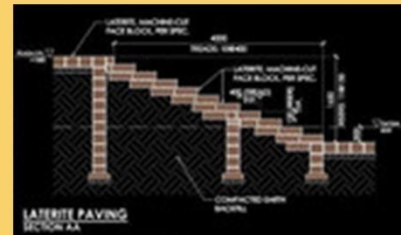
PLAN OF ACADEMIC BLOCK

CAMPUS LAYOUT

- > A MODERN DESIGN REINFORCED WITH THE TRADITIONAL ART.
- > CENTRAL PLAZA IS THE BIGGEST AND MOST INTERACTIVE NODE.
- > VIBRANT AND SMART CAMPUS.
- > TO REDUCE ENERGY CONSUMPTION THE STRUCTURES HAVE BEEN DESIGNED AND ORIENTED ON SITE TO MINIMIZE HEAT GAIN.
- > TOWER IN THE CENTRE OF THE PLAZA ACTS AS A WIND BREAKER AND ALSO HELPS IN THE EVAPORATIVE COOLING.
- > A CENTRAL WATER COURT CONTROLS THE MICRO-CLIMATE OF THE SITE ACTING AS A NATURAL EXHAUST.
- > LINK BETWEEN THE LIBRARY BLOCK AND THE ACADEMIC BLOCK BY A SHADED WALKWAY.
- > MAXIMIZATION OF INTERACTION BETWEEN THE SPACES.
- > WATER BODIES THROUGHOUT THE SITE ACTS AS CATCHMENT AREAS CATERING BOTH PURPOSES OF WATER CONSERVATION AND CONTROLLING MICRO CLIMATE OF THE SITE.



- > CENTRAL STEPPED PLAZA :
THE CENTRAL STEPPED PLAZA HAS BEEN DESIGNED USING SOLID LATERITE BLOCKS.



2.5 KELLOGG SCHOOL OF MANAGEMENT

KELLOGG SCHOOL OF MANAGEMENT

INTRODUCTION

EVERY ELEMENT IN THE DESIGN OF THE NEW GLOBAL HUB FOR KELLOGG IS INSPIRED BY THE SCHOOL'S VISION TO REHABILITATE BUSINESS AS A CONSTRUCTIVE AND POSITIVE FORCE FOR THE BENEFIT OF HUMANITY.

COLLABORATION PLAZA

- > THREE STORED, WITH CENTRALIZED ATRIUM OF 6000 SQFT.
- > MEETING PLACE FOR ENTIRE KELLOGG COMMUNITY - **GIES PLAZA**
- > INTERACTION IS FACILITATED BY FEATURES SUCH AS :
 - TWO SETS OF 34 FOOT WIDE SPANISH STEPS.
 - SOFT BENCHES AND TABLES SERVING AS INFORMAL GATHERING PLACES.



FACULTY SUMMIT

- > PLACED ABOVE COLLABORATION PLAZA.
- > **SECOND ATRIUM**
- > CENTRALIZED PIAZA ENCOURAGING PARTNERSHIP BETWEEN FACULTY AND INFORMAL DISCUSSION.
- > SIX GLASS-WALLED SEMINAR ROOMS LOCATED ON TWO STORIES, SURROUNDING PIAZA - SEATS 20 TO 60 PEOPLE.



WHITE AUDITORIUM

- > TWO STOREYED.
- > GLOBAL HUB'S **MAJOR CONVENING SPACE.**
- > FLEXIBLE VENUE :
 - SEATED DINNERS
 - RECEPTIONS
 - CEO MEETINGS
 - CONFERENCES
 - PANEL DISCUSSIONS
- > SEATS UPTO 300 PEOPLE.



GALVIN FAMILY DESIGN WING AND CONFERENCE CENTRE

- > DEDICATED SPACE FOR HANDS-ON EXPERIMENTAL LEARNING.
- > 7800 SQ.FT DESIGN WING AND CONFERENCE CENTRE, WITH **FOUR DESIGN STUDIOS.**
- > CURVED INTERIOR AND EXTERIOR WALLS MIRRORING LAKEFRONT SETTING.
- > **'GLOBAL HUB'** BLENDING DESIGN ELEMENTS FROM **17 COUNTRIES** - GERMAN CEILINGS TO JAPANESE TILES.



FLEXIBLE CLASSROOMS

- > CONVERTABLE LECTURE-STYLE CLASS ROOMS TO FLAT CLASSROOMS.
- > SOME ROOMS CONVERTABLE INTO SMALLER ROOMS OR ENLARGED BY REMOVING WALLS.





LOCATION :
**CAMPUS DR, EVANSTON
UNITED STATES**

ARCHITECT :
KPMB ARCHITECTS

PROJECT YEAR :
2017

SITE AREA :
38555 SQ.M



SITE PLAN OF KELLOGG SCHOOL OF MANAGEMENT

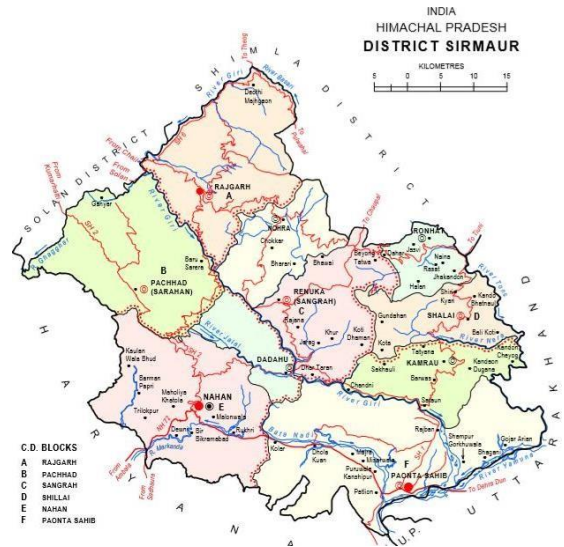
2.6 COMPARATIVE ANALYSIS

	IIMA	IIMB	ISB	IMI	KELLOGG
USERS	Students Faculty Ground working staff Family of faculty	Students Faculty Ground working staff Family of faculty	Students Faculty Ground working staff Family of faculty	Students Faculty Ground working staff	Students Faculty Ground working staff Clients Public
ACCREDITATION	European Quality Improvement System (EQUIS)	European Quality Improvement System (EQUIS)	Association of MBAs (AMBA) EFMD Quality Improvement System (EQUIS) Association to Advance Collegiate Schools of Business (AACSB)	National Board of Accreditation (NBA)	Association to Advance Collegiate Schools of Business
COMPLETION YEAR	1974	1971	2001	2011	2017
LOCATION	Ahmedabad, Gujarat	Banglore, Karnataka	Hyderabad, Telangana	Bhubaneswar, Odisha	Evanston, US
ARCHITECT	B.V.Doshi & Anant Raje	B.V.Doshi	Perkins Eastman Architects	Abin Design Studio	KPMB Architects
SITE AREA (acres)	106	102	260	12	9.5
BUILT-UP AREA (sq.m)	55000	54000	74322	11000	
CLIMATE	Hot, semi-arid	Tropical	Arid	Tropical	Cold and Temperate
TOPOGRAPHY	Flat land form with negligible slope	Undulating terrain with gentle slope	Flat land form, vast greenland	Terrain with multiple levels	Flat land form with negligible raise midway, combined by waterbody
STRUCTURE	Brick (main) Concrete (restricted to floor slab, foundations,etc.)	Exposed Concrete, Local Granite	Sandstone, Light pink stone	Laterite & Khondalite	Glass and steel
NUMBER OF LEVELS	5	4	5	4	7
CONCEPT	Simple, platonic forms using Exposed brick	Fatehpur Sikris Courtyards and the Gardens of Bangalore	Traditional Nine-grid system found in mantras of Hindu Temple	Cave architecture	To blend with the lakefront setting bringing in positivity
SHAPE	Mixed use of geometric shapes	Connected blocks with voids	Cross-shaped, nine grid system	Half-cut cave curves; Semi-circular forms	Protruding wings, blending with the shape of the water body
SHADING DEVICES	Geometrical opening pulling users away from direct sunlight Basic over-head sunshades	Pergolas and Geometrical Roofs	Sunscreens and Arcades	Geometrical roofs	Nil
NUMBER OF ACCESS POINTS	2	3	3	2	2
COMPONENTS	Main Academic complex (administration block, class room and faculty room) Kitchen and dining Faculty and Staff housing Management development center Students dormitories	Administration Classroom block Faculty Wing Library Dormitories Faculty Housing	Administration Classroom block Congregational Space Auditorium Library Student Village Faculty Housing	Administration Industry oriented labs Classrooms & Auditorium Computer centre Library & Information centre Mess & Cafeteria Accommodation Fitness	Collaboration Plaza Faculty Summit Flexible Classrooms White Auditorium Family Design Wing Conference Centre
FAR	0.3	2.25	1.35	1.75	0.3
PARKING	Parking sheds provided at entry point	At the entry point and accommodation point only so as to not hinder with pedestrian movement.	Provided at every main block, with accessible roads to each point	Entrance, Hostel and Faculty block	Close proximity to each block

CHAPTER-3: SITE STUDY

3.1 REGION

District Sirmaur is geographically located in the outer Himalayan ranges between $77^{\circ} 01' 12''$ and $77^{\circ} 49' 40''$ east longitudes and $30^{\circ} 22' 30''$ and $31^{\circ} 01' 20''$ north latitude. Besides, the broad plain of Kayarda Dun, it is essentially a mountainous region with deep valleys lying between the ranges of various elevations which are locally known as dhars. The maximum width from east to west is 77 kms and the length from north to south is approximates 80 kms aerially. It is surrounded by Mahasu district (Shimla) on the north, Solan on the west, by the river Tons/Dehradun on the east, the river Yamuna on the south-east and the districts of Yamunanagar and Ambala on the south..



3.2 GEOLOGICAL BACKGROUND

Sirmaur District is largely a mountainous region. The geological sequence of the rock formations as seen in the area can be categorized into two main groups:

- Himalayan Group of metamorphic rocks.
- Sub-Himalayan Group of metamorphosed hills.

The rocks of the Himalaya group consist of high mountains. Most of these hills are made up of rocks of granite gneisses, schist, slates, carbonaceous slates, dolomitic limestone and siliceous conglomerates. The geological age of the Krol and Infrakrol formations has been defined as Permian and Permo-Carboniferous. All of these rocks are usually not fossilized, so the Tethys Sea, which is considered the womb of the Himalayas, was filled with these sediments, which come from the Indian peninsula in the south and the Euro asiatic landmass in the north and turned into a highland area for a long time.

3.3 CLIMATE, FLORA AND FAUNA

The district's climate is subtropical to temperate, depending on the altitude. The winter extends from Nov to February; summer season from March to June followed by the monsoon period extending from July to September end. Maximum precipitation is in the form of rain occurs during July to September. Average annual rainfall in the district is about 1405 mm, out of which 90% occurs during monsoon season. In the non-monsoon season precipitation as snowfall also occurs in the higher reaches above 1500m from msl (mean sea level), the highest peaks of Choordhar remains covered by snow all year around. During the winter period, rains also occur in the lower parts of the hills and valleys. Maximum and minimum average temperatures of 30°C and -0°C .

The natural vegetation of the area includes thorny shrubs and bushes besides trees like Khair , Babool Kikar, Neem , Rati, Shisham, Nalloh, Dau , Pipal, Bargad, Khajur, Bamboo, Mango and Sarkanda. The higher altitudes are covered by pines, deodar and Rhododendron. The cultivated crops comprise wheat, maize rice, potato and ginger. The wild life includes diverse varieties of langurs, monkeys, boars, bears, pigs, jackals, cats, squirrels, rabbits and snakes. The domesticated fauna includes cows, buffalos, goats, sheep and mules.

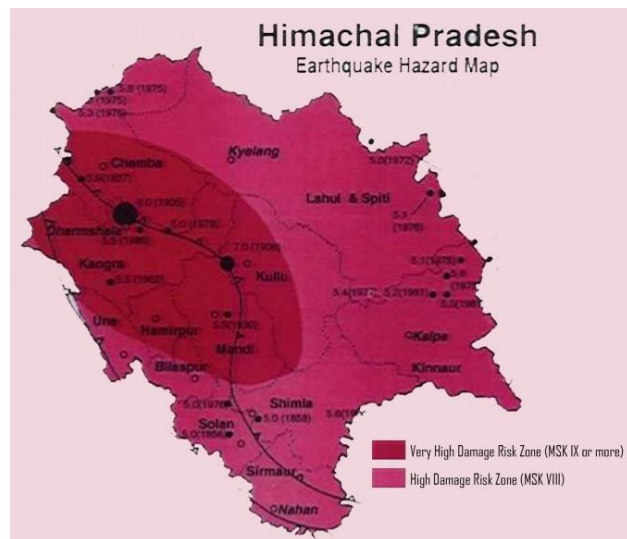
The district's economy is largely based on agriculture, including tomatoes, potatoes, ginger, mangoes, apples and peaches in the Rajgarh region known locally as the "Peach Bowl". There is a state fruit research center in Dhaula Kuan, near Paonta Sahib. In the village of Lana-cheta, farmers mainly grow grain.

3.4 MAJOR RIVERS

The Giri River enters the district lengthwise at one end and emerges on the other, dividing the whole territory into almost two equal parts: the Giri- awar, region and the trans-Giri or Giri-par region. Besides the Giri there are other small rivers or streams like the Bata, the Jalal, the Kawal and the Markanda.

3.5 SEISMIC ACTIVITY

The entire district of Sirmaur falls under Seismic Zone IV (as per the Seismic Zoning Map of India (IS Code: 1893:2002) which makes it likely to be affected by earthquake. The Main Boundary thrust (MBT) fault passes across the district and this is in continuation of the same fault which caused the 1905 Kangra earthquake. As mentioned in the previous section, there are also several smaller faults that can also generate earthquakes of high intensities within Sirmaur district. The EQ intensity type of Sirmaur is MSK VIII and the percentage of area affected is 100%. (MSK= Medvedev-Sponheuer-Karnik Scale).



Seismic Region	No. of Earthquakes having M=				Max. MM Intensity	Average return period observed for M>5.0
	5-5.9	6-6.9	7-7.9	8.0 or more		
Himalayas	68	28	4	1	XI	1 Year

CHAPTER-4: DESIGN INTENT

4.1 PROGRAMME

1. Character and environment

- a) Support academic excellence,
- b) Integrate places for learning and campus life
- c) Architectural coherence in the campus
- d) Co-existence of the built and natural environment

While the overall design should be iconic, at the same time it should assimilate with its local environment. The design should ensure the institute is a local feature capable of standing up to the rigours associated with its location. The institute should present an image consistent with the local environment and current ecological sustainable development (ESD) principles without dominating the landscape. It should be:

- Constructed of high quality, durable materials
- Include principles of ESD design
- Maximize the use of the available open site
- Seamlessly integrate with the local environment
- Minimize the impact of the built environment on its surroundings
- Express image and functions of a world class institute
- Repeat, borrow or redefine landscape and building elements from the local surrounding area

2. Gathering spaces

- a) Foster living, learning and discover – integrated social and academic activities
- b) Informal gathering spaces in places which are convenient, comfortable and effective

3. Learning environment

- a) Quality, enhanced to be equipped with technology, increased flexibility and interaction
- b) A stimulated campus setting
- c) Promote interdisciplinary learning

To be achieved by implementing-

- Comfort conditions and level of user control.
- Acoustic requirements.
- Well-equipped labs and workshops with all modern equipment's.

- Specialist requirements for furniture, finishes, fixtures and fittings.

4. Research facilities

Materials used should be of the best quality and be leading edge in terms of their capabilities in the areas of sustainability and durability. At this time focus should be on local and regional unique and best materials.

4.2 AREA REQUIREMENTS

ADMIN BLOCK	SPACES	NO.OF UNITS	BUILT UP	TOTAL AREA
	Registrar's Office	1	80	80
	House-keeping office	1	60	60
	Maintenance office	1	40	40
	Electrical engineer's office	1	36	36
	Estate officer	1	20	20
	Stores and purchase	1	120	120
	Personnel section	1	40	40
	Project office	1	40	40
	Training office	2	36	72
	Records room	1	30	30
	PGP office	1	40	40
	Security office	1	30	30
	Transport section	1	30	30
	FPM office	1	20	20
	Reprographics	1	36	36
	Horticulture office	2	20	40
	Pantry	2	20	40
	Toilets	16	2.5	40

LIBRARY	SPACES	NO.OF UNITS	BUILT UP	TOTAL AREA
	Lobby	1	80	80
	Admin	1	80	80
	Stacks	1	500	500
	Reading area	1	300	300
	Periodicals	1	300	300
	Librarian	1	30	30
	Assistant librarian	1	30	30
	Accounts	1	54	54
	New arrivals	1	100	100
	Counter	1	125	125
	Bindery	1	20	20
	Stores	1	100	100
	Xerox	1	20	20

COMPUTER BLOCK	SPACES	NO.OF UNITS	BUILT UP	TOTAL AREA
	Lobby	1	80	80
	Admin office	1	80	80
	Computer lab -students	2	120	240
	Computer lab - staff	2	80	160
	Server room	2	40	80
	UPS room	2	40	80
	Video conference room	1	100	100
	Print lab	1	40	40
	Media library	1	60	60
	Toilet	16	2.5	40

ACADEMIC BLOCK	SPACES	NO.OF UNITS	BUILT UP	TOTAL AREA
	Lobby	1	80	80
	AV Room	2	50	100
	Electrical room	2	20	40
	Toilet	16	2.5	40
	Lecture room	5	180	900
	Seminar room	5	200	1000
	Discussion room	2	60	120

FACULTY BLOCK	SPACES	NO.OF UNITS	BUILT UP	TOTAL AREA
	Lobby	1	80	80
	Faculty rooms	68	12	756
	Research scholars room	6	12	72
	Meeting room	4	50	200
	Interaction room	2	40	80
	Office	2	40	80
	Secretariat	68	7	476
	Toilet	50	2.5	125

FACULTY HOUSING	SPACES	NO.OF UNITS	BUILT UP	TOTAL AREA
	Director's residence	1	360	360
	Faculty housing			
	Type 1	18	200	3600
	Type 2	16	150	2400
	Type 3	16	125	2000

HOSTEL BLOCK	SPACES	NO.OF UNITS	BUILT UP	TOTAL AREA
	Boys hostel	3	2000	6000
	Girls hostel	1	2000	2000
	Married students hostel	20	125	2500
	Shopping centre	1	300	300
	Canteen	1	300	300

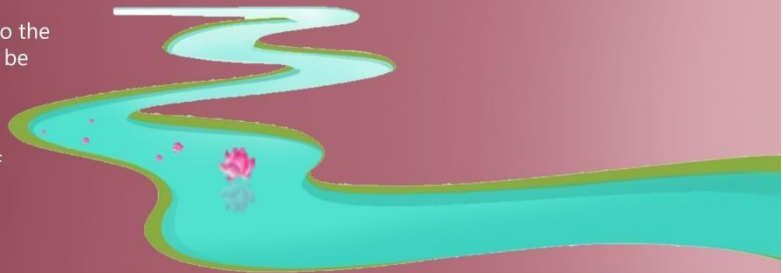
MESS	SPACES	NO.OF UNITS	BUILT UP	TOTAL AREA
	Kitchen / Dining	1	3500	3500

4.3 CONCEPT

RIVERS

The flow or viscosity that blends into the profile of the site is kept in mind to be followed for the placement of the different blocks or zones.

The way the river orients its flow through the path in the direction of pressure and height is studied and to be applied.



MOUNTAINS

Himachal Pradesh is known for its greatest gift from nature ; the Mountains. The heirarchy of the mountains, claiming its majesticity over everything surrounding it, has a natural order or alignment to it.



TEMPLES

Temples are an integral part of Himachal Pradesh given the Buddhist culture of the state.

The most notable type of temples are of Pagora style, from which a more modified version called **Sutlej-valley style** was developed.

The importance or value-based heirarchy of the spaces is the characteristic to be taken into consideration.



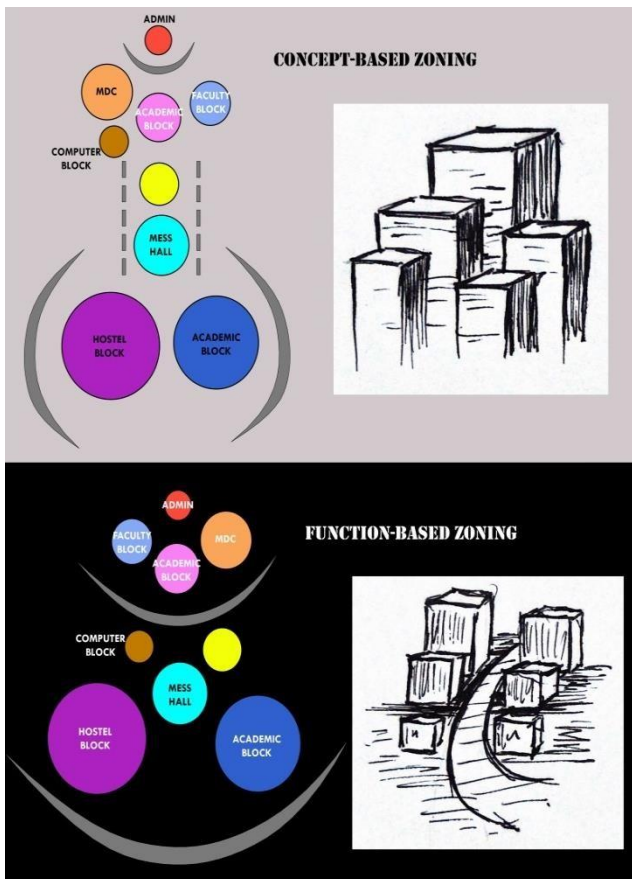
SUTLEJ-VALLEY STYLE



PAGORA STYLE

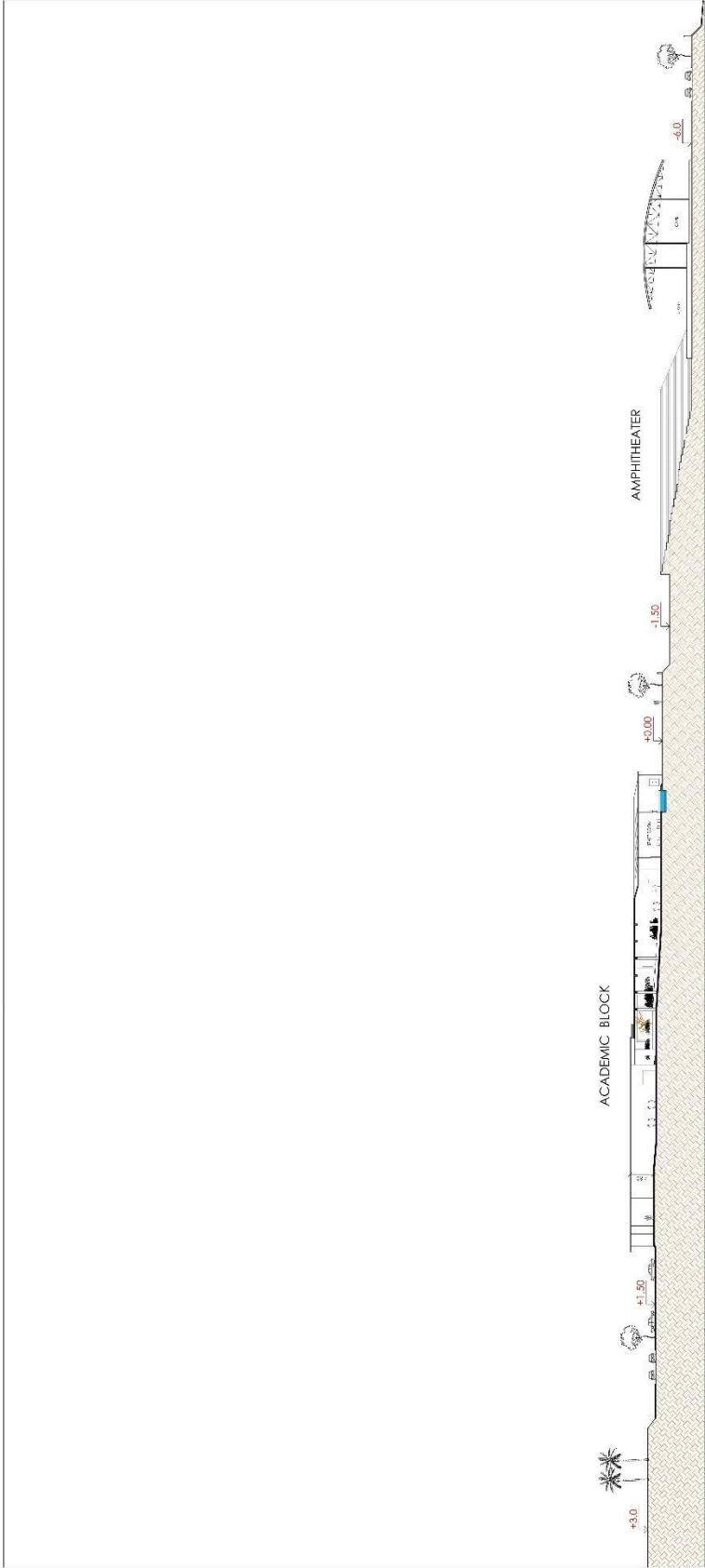


4.4 ZONING



Zoning of two types has been formulated: Concept-based and Function-based.

Concept-based zoning is formed emphasizing on the effect or aura that the user is supposed to feel on premises. A combination of elements chose for the concept, i.e., rivers, mountains and temples, is used combining the river-like flow among the structures, valley-like spaces that forms in between, as well as inside, the structure, and finally the different-tire formation of the temples transcribed onto the floor levels, creating spaces that bring nature and humans together, a symbiosis that is very essential to the nature and working of an IIM campus



SITE SECTION A-A
SCALE 1:400

00	INDIAN INSTITUTE OF MANAGEMENT, SIRMAUR	SITE SECTION	NAME : MARLIN MATHAI REG.NO. : 3621046 BATCH : 2016-2021 SZI PROJ.2	 SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY (DEEMED TO BE UNIVERSITY)
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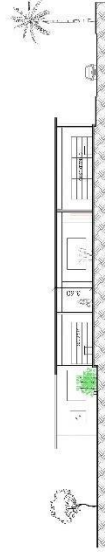
SOUTH ELEVATION



NORTH ELEVATION



GROUND FLOOR PLAN



SECTION A-A





SECTION - AA



SOUTH ELEVATION



NORTH ELEVATION

03	INDIAN INSTITUTE OF MANAGEMENT, SIRMAUR	FACULTY BLOCK	SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY (DEEMED TO BE UNIVERSITY) NAME : MARLIN MATHAI REG.NO. : 3621045 BATCH: 2016-2021 SZ1PROJ2
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NORTH ELEVATION
SCALE 1:300

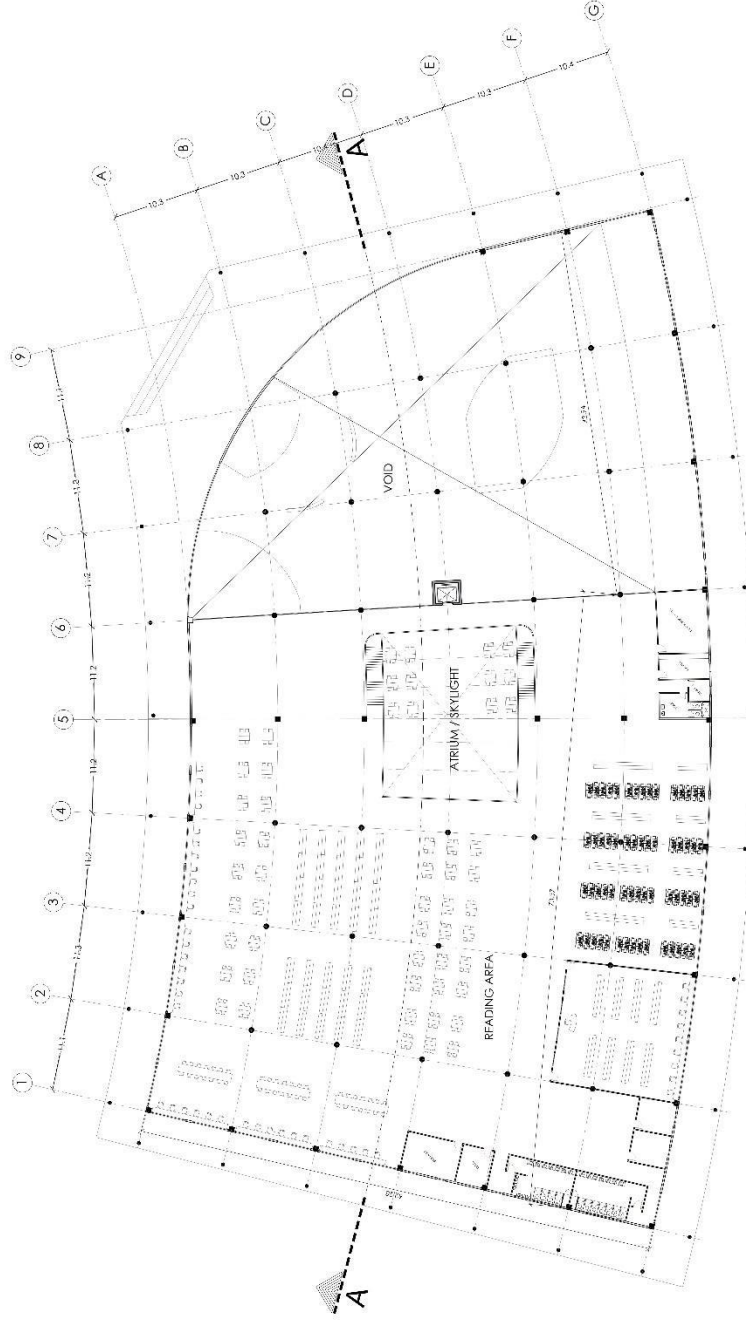


SECTION A-A
SCALE 1:300

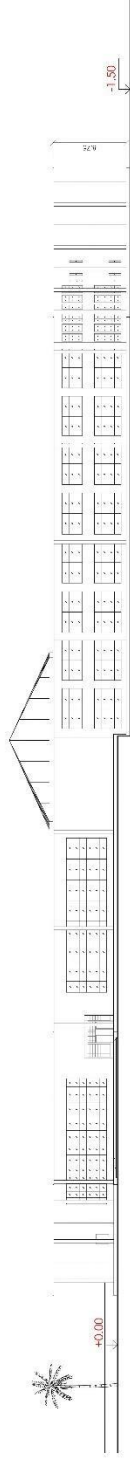


SECTION B-B
SCALE 1:300

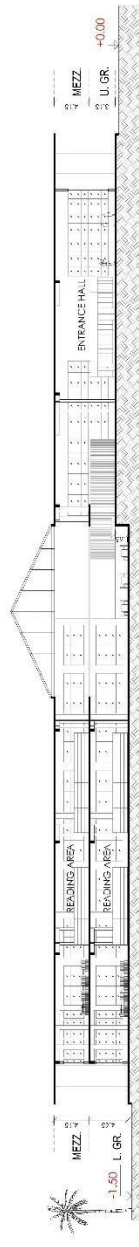




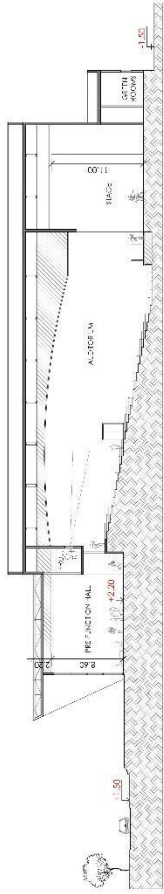
MEZZANINE FLOOR PLAN
SCALE: 1:250



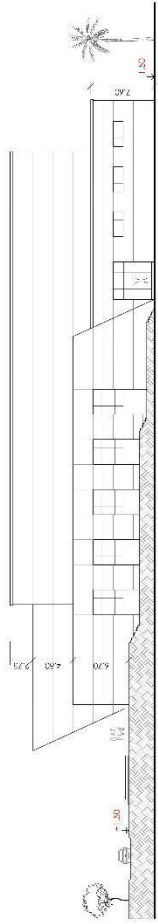
NORTH ELEVATION



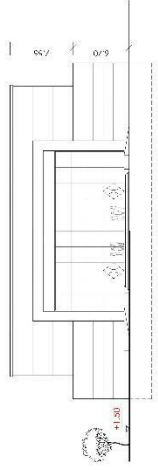
SECTION A-A



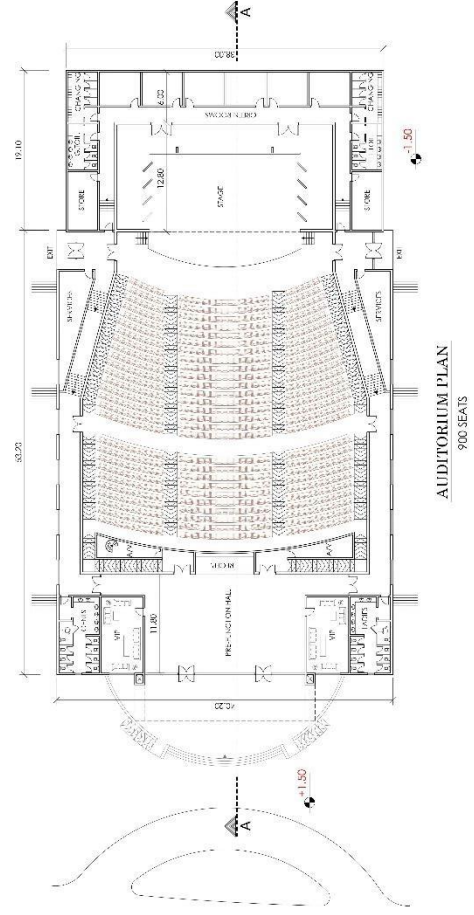
SECTION A-A



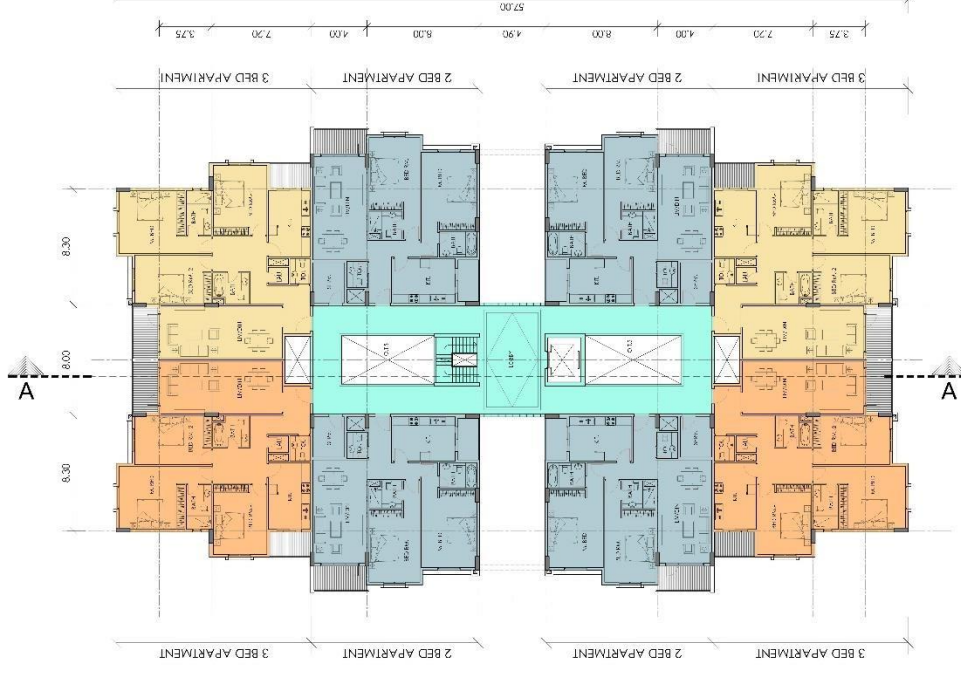
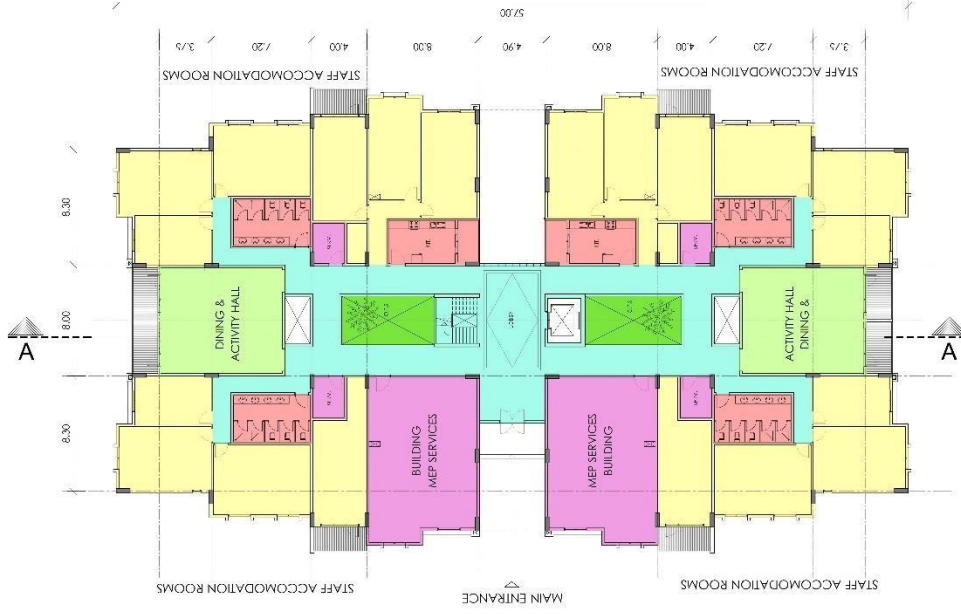
SIDE ELEVATION

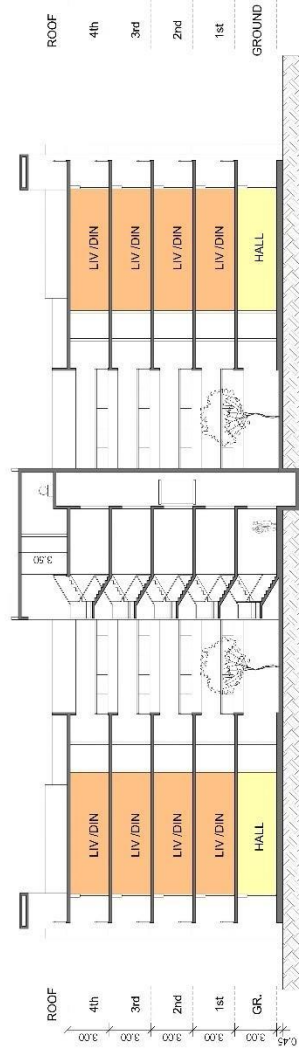


FRONT ELEVATION

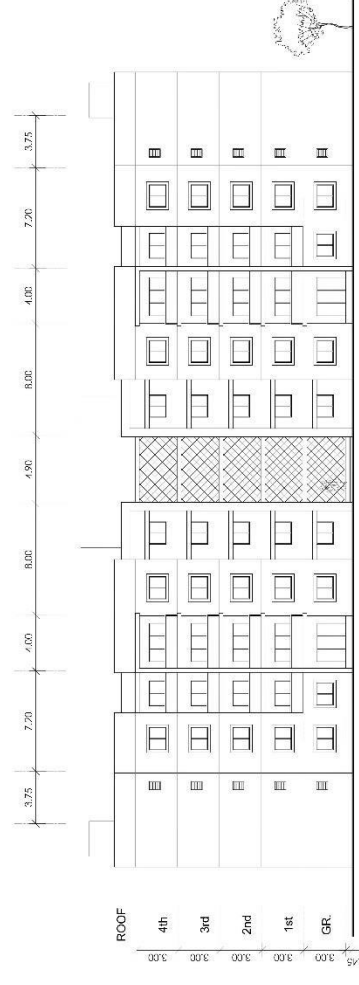


AUDITORIUM PLAN
900 SEATS

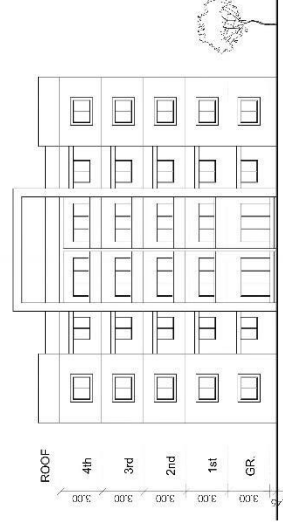




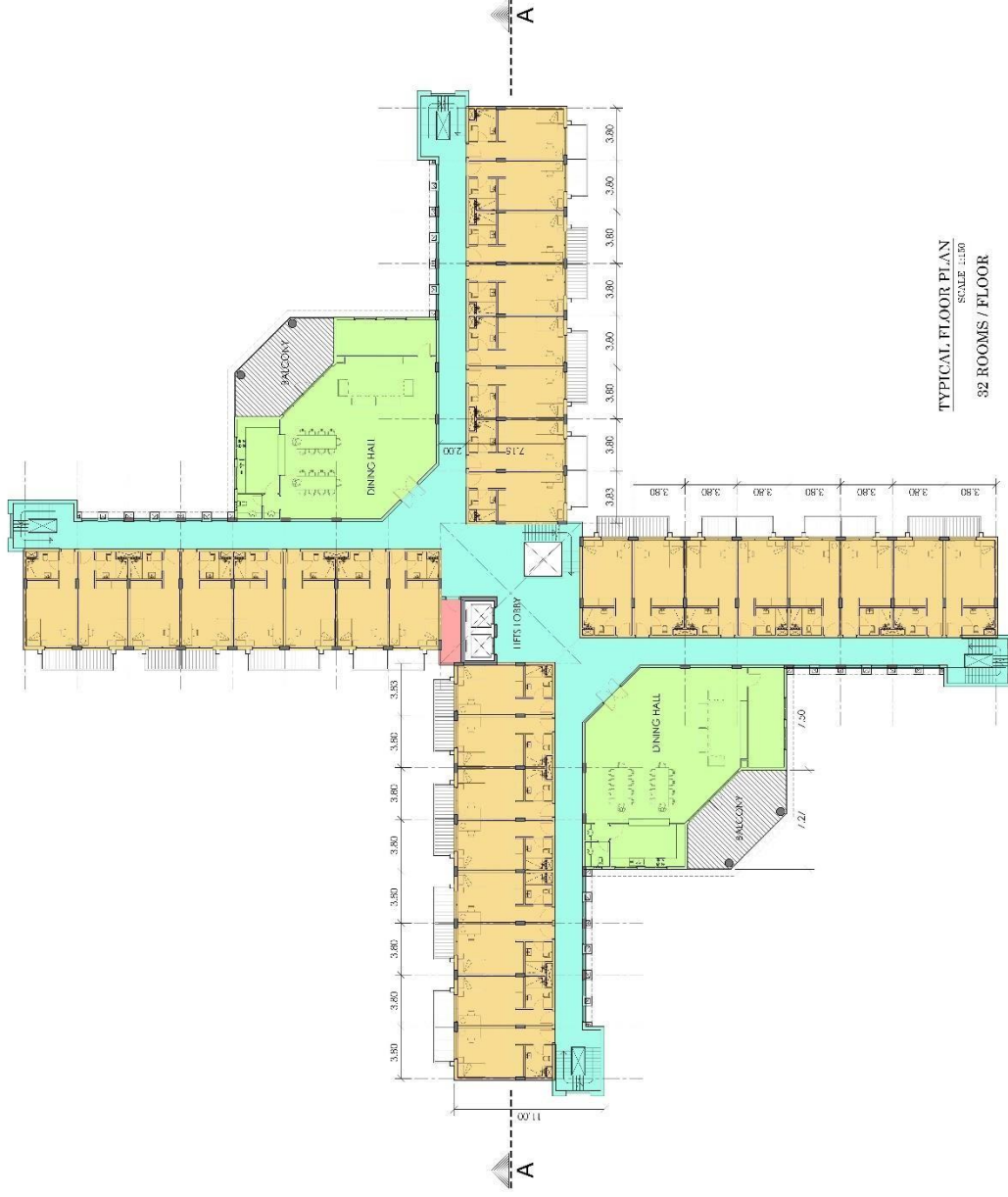
SECTION A-A



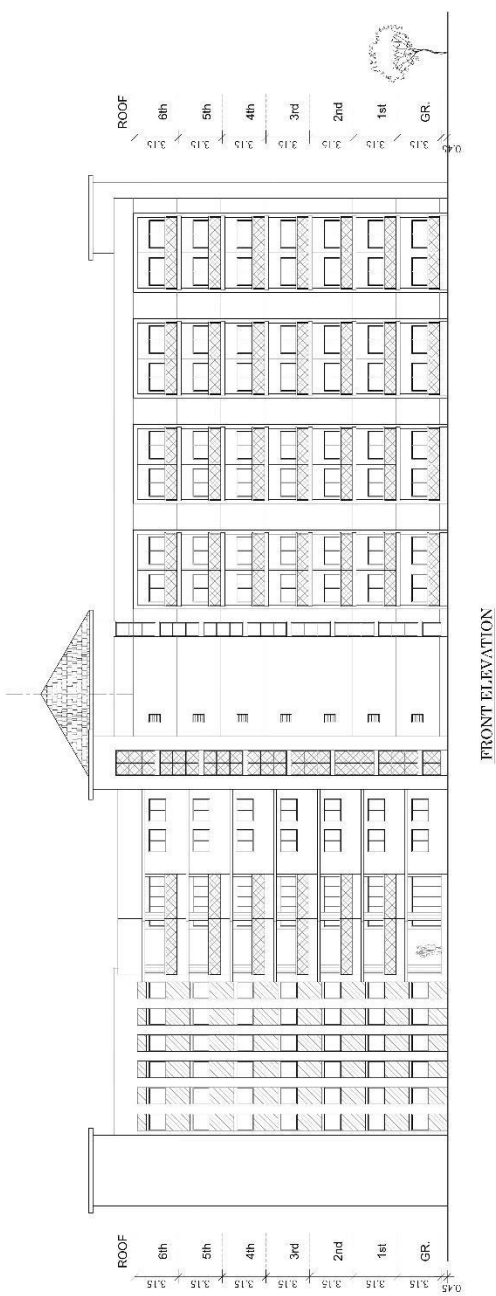
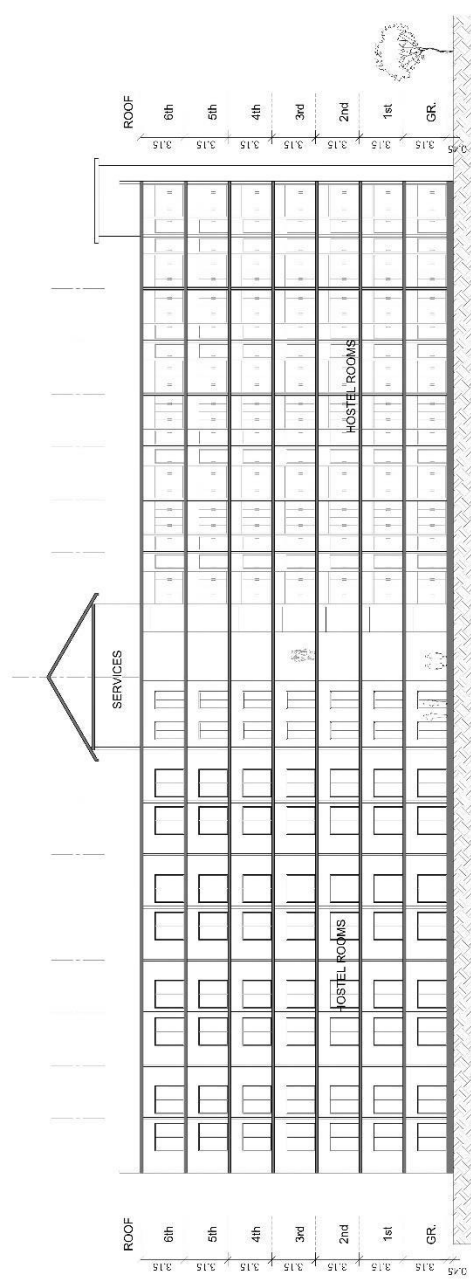
FRONT ELEVATION



SIDE ELEVATION

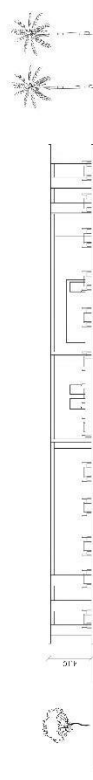


TYPICAL FLOOR PLAN
SCALE 1:100
32 ROOMS / FLOOR





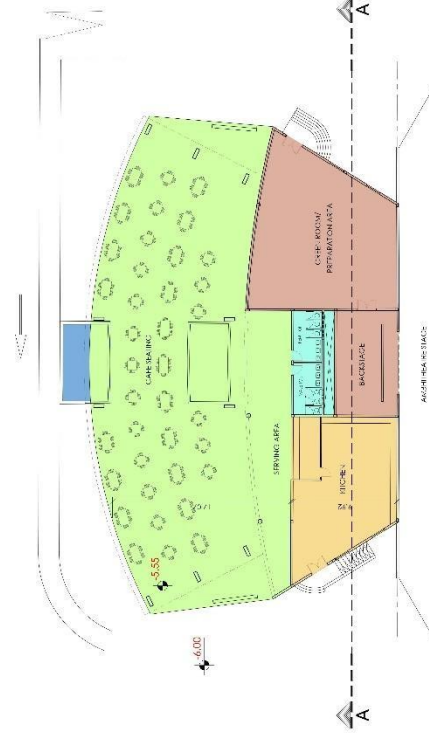
NORTH ELEVATION



SOUTH ELEVATION



SECTION A-A

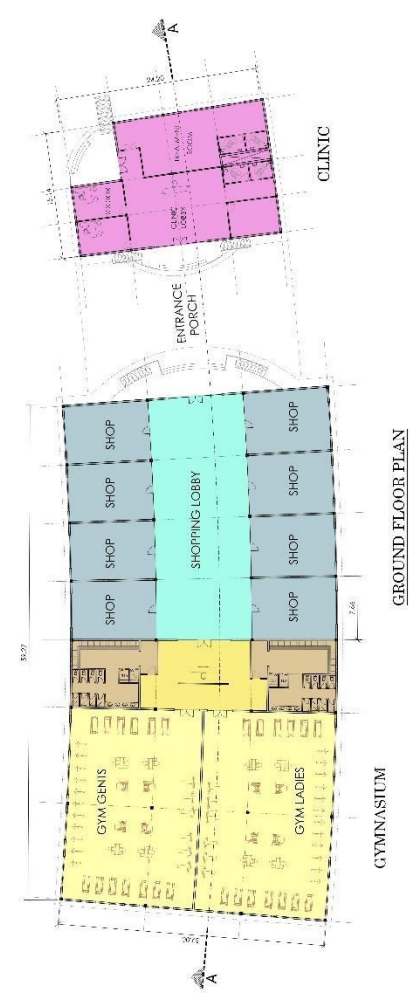




SECTION A-A



SOUTH ELEVATION



GROUND FLOOR PLAN