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CONCLUSION

Conclusion

A child learns from direct experiences and early childhood experiences create a powerful effect on his whole developmental process. To develop childhood into psychologically and physically adequate one, the Architect of the Nursery School is challenged to create a safe, reassuring and stimulating environments since the primary experiences of space by a child are capable of forming lasting impressions that not only affect his childhood years, but also his distinct future as an adult.

A child's conception of space develops in specific stages namely Neonatal, Infant, Toddler and strider stage which bear direct relationships with his spatial needs. These spatial needs are elaborated into five categories. They are a sense of security, belonging and trust, Exploration and Imagination, Privacy and interaction, Opportunities for growth and Encouragement of development and competence. Along with his development process, these spatial needs attached to the place will change, physically, perceptually cognitively and socially and have to be satisfied through the medium of space. They are referred to as spatial needs and they encompass both quantitative and qualitative attributes of the physical environment. Failure to fulfill such spatial needs ultimately results in the lack of basics, which are essential for his development process and creates an unbalanced, incomplete person physically and psychologically.

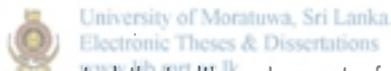
The Main goal of Nursery Schools should be to develop the natural, innocent free spirit' of the child, and it should be the first step on the Social ladder providing lifelong advantages to children who attend. Considering pre-Schools, the child's spatial needs are generally related with his pre-educational goals where pre-school education is mostly based on the interactions and the experiences a child receives through his physical and social environment. If we fail to fulfill the spatial needs it will disturb the child's mentality and discourage him/her from achieving the optimum interaction with the environment and society.

Four examples selected for the analytical studies, which have been identified by society as good designs also could have improved some aspects as some factors are lacking in relation to a child's spatial needs-which have been dealt with in examining pre educational goals.

It is envisaged that the school of tomorrow will be a 'garden city' of children. It is important to note that children must be allowed to construct their own activity patterns and games rather than have adults dictate to them. We must also bear in mind that a child also has certain right as a little citizen which should be respected by adults.

Children require basic needs which can and should be fulfilled through design and Architecture. Some psychologists have identified that the essence of childhood is playfulness and exploration. But all this must take place in a secure setting. The pre-school should be something of a 'home' away from 'home'. If we can respect children and believe that they are inherently social, yet individual, then we can create a balanced and secure place for them to grow.

The sense of space tranquility and fluidity is almost certainly sustained by the form of the building. The role of the pre-school is to ensure individual development. Small children will carry the physical memories of freedom and space round with them. However environment on its own is not enough to support young children without curriculum.

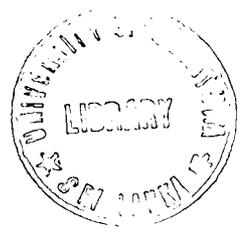


In carrying out this study we have noted that although most of these needs have been met - architecturally speaking sufficient thought has not been given to the 'child's' needs in respect of the psychological and physical needs that go to form a complete child for the future. Therefore it is timely that architects should play a major role in researching these aspects so that the child who is considered to be 'the father of man' will be provided with the maximum facilities to enhance his development to the full. It will be the responsibility of the Architect then, to the aim of building a better world in the future for a fully developed man aesthetically, physically, psychologically and socially.



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