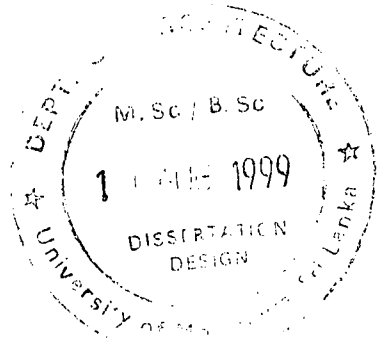


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CHILD AND PLACE;
AN EXAMINATION OF PRE SCHOOL ENVIRONMENT
FOR THE ACT OF LEARNING



A Dissertation Submitted to the University of Moratuwa
As a Partial Fulfilment of the Requirements for the Degree of
University of Moratuwa, Sri Lanka
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Master of Science in Architecture

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Abstract

Child's sense of place in contrast to that of an adult is subjected to a series of major changes in terms of its structure for understanding of its dimensions of space. It depends upon the capacity of the mental structure of the child relating to the developing stage, which he exists.

The two entities the child and his mental structure and his sense of place about the environment are engaged in an everlasting interaction which leads towards the whole process of childhood. Though the degree of fulfilment of spatial needs of child depends upon the nature of his conception of space.

The interaction between the child and the environment, the spatial needs of the childhood is the uppermost basic human need, which is essential to be fulfilled. This complex correlation is identified and analysed through a theoretical approach in this study.

Firstly the influences of child's personality and his development according to the nature of his early experiences are identified. Then the factors helping to bring a proper fulfilment of child's spatial needs are identified secondly. Finally, theoretically established framework is applied to the pre school environment, to the school and the children.

The lack of presence of such spatial conditions are identified through the comparison, in order to provide a broader insight in pre school life. Therefore it is useful for designing "a place of children" where the spirit, power and the resources of our future society occurs.

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