

PROPOSED CONCEPTUAL MASTER PLAN FOR  
**WP / KL /AL-HAMBRA MAHA VIDYALAYA, ALUTHGAMA**

UNDER THE PROGRAMME OF  
**“NEAREST SCHOOL IS THE BEST SCHOOL”**

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## CONTENTS

Page No

<b>1.</b>	<b><u>INTRODUCTION</u></b>	<b><u>03 - 03</u></b>
1.1	Project objective	
1.2	1.2. Developing a MASTER PLAN	
1.3	1.3. Time framework for the preparation of the Master plan	
1.4.	Method of preparing the Master Plan	
<b>2.</b>	<b><u>DETAILS OF THE SCHOOL</u></b>	<b><u>04 - 05</u></b>
2.1.	Background and history of the school	
2.2.	Demographic data of the school	
<b>3.</b>	<b><u>LOCATION AND SITE ANALYSIS</u></b>	<b><u>06 - 11</u></b>
3.1.	Site and immediate context	
3.2.	Photographic survey	
3.3.	Existing Building Identification	
3.4.	Current status of the buildings	
<b>4.</b>	<b><u>MASTER PLAN DEVELOPMENTS</u></b>	<b><u>12 - 17</u></b>
4.1.	S.W.O.T. Analysis	
4.2.	Zoning plan	
4.3.	Space allocation and future demand	
<b>5.</b>	<b><u>CONCEPTUAL MASTER PLAN (2016 – 2026)</u></b>	<b><u>18 - 21</u></b>
5.1.	Conceptual master plan for 10 year period	
5.2.	Strategies and Timeline	
5.3.	Implementation of Master plan and developing guidelines	
	5.3.1. Implementation	
	5.3.2. Guidelines and maintaining concepts	
	5.4. Maintenance guidelines	
<b>6.</b>	<b><u>CONCLUDING REMARKS</u></b>	<b><u>22 – 22</u></b>
<b>7.</b>	<b><u>ANNEXURES</u></b>	<b><u>23 - 23</u></b>

# PROPOSED CONCEPTUAL MASTER PLAN FOR UGGALBODA MAHA VIDYALAYA, KALUTARA

## 1. INTRODUCTION

The Government has identified the development of all schools as a priority need with the aim of providing equal educational opportunities to all the children in the country. The selection of schools for this “Nearest School is the Best School” programme was done under four main projects and the arrangements have been made to develop these schools under three identified areas. These developmental activities will be carried out after identifying the needs of each school and it has been scheduled to implement these activities under the areas of constructions and repairs, human resource development and the provision of goods and equipment.

Along with the project, the Ministry of Education has developed a future educational programmes with national norm system and general guideline. Aim of the project is to establish and maintain a better school environment with comprehensive resources and facilities. Strategic development of both physical and social environment will be required for the overall development of the national education.

Development of the master plan will be the first step in the approach to build up a school with adequate physical facilities and resources for a coming 10 years of time. This will be beneficial for the primary users (students and staff) as well as secondary users (Parents, society ...Etc.) with the aim of educational destination

### 1.1. Project Objective

The objective of this project is to survey all the facilities of the school and locate all structures and develop a conceptual Master Plan for the school to guide its immediate and future expansion and development.

### 1.2. Developing a MASTER PLAN

Identification of the development needs, potentials and elements of the school will be the first step towards a better vision and a Master plan of school’s development. Therefore with a rapid assessment of development potentials, constraints and role of the school, the Master plan will clearly state the vision, mission and the future capacities of the school and its contribution to the society.

Most of the past development projects (both public and private funded) implemented in the school have not utilized fully due to absence of a proper guide plan. In this context, proper Master Plan with an understanding of school’s socio – physical systems, role in broader context, and future potential is a prime need. Making a better spacious, breathing environment is much narrowed due to functioning process, space availability, unavailability of alternatives (type plans) and the financial commitment of the school.

Proper master plan will regularize the land uses, building density and create a conducive environment for all the activities and functions of the school with a long-term development vision. This will include space for all activities and functions (class rooms, play areas, student pockets, gathering areas, sport facilities, relaxing areas, food courts, natural vegetation, garden spaces, etc), which requires for children’s socio-physical development. Landscaping and safety precautions linking pathways, well manage road system, drainage and waste management also clearly maintained under the master plan. Possible social impacts and decisions on the school development (political, parents, Societies, Unions, administration, staff or private sector) also well preserved with the future vision.

### 1.3. Time framework for the preparation of the Master plan

A time framework of 90 days was allocated for the preparation of the Master Plan.

#### **1.4. Method of preparing the Master Plan**

1. Initial site visit: familiarization of the premises and identify the stakeholders
2. Discuss with all stakeholders; Zonal Education-Director Planning / the school authorities / school societies/ parents, teachers
3. Concluding a Vision of the school for 10 years – upcoming student intake, teachers and building requirements, identification of a character
4. Current situation recording / socio-physical Assessment of the school, photographic survey, topographical analysis
5. Basic zoning and SWOT analysis,
6. Development of the draft Master Plan and presentation to the stakeholders
7. Stakeholder Consultation: Feedback & comments
8. Detailed analysis of the Master plan
  - a Analytical studies of the orientation and the site forces
  - b Prioritization of demands (buildings / Facilities)
  - c Integration or modification of type plans with the land availability
  - d Organization of Strategic development
9. Report with rational process and guidelines
10. Final proposal

## 2. DETAILS OF THE SCHOOL

### 2.1. Background and history of the school

AL-Hambra Maha Vidyalaya is located Kalutara Divisional Secretarial Division, Kalutara District, in Western Province.

- Primary section        680
- Secondary section    899
- Staff                     50

**VISION        : SUSTAINABLE HUMAN DEVELOPMENT**

**MISSION       : WE STRIVE TO ACHIEVE HUMAN DEVELOPMENT IN CONFORMITY TO ISLAMIC VALUES, THROUGH QUALITY EDUCATION LEADING TO PERSONALITY DEVELOPMENT AND IN ORDER TO DEVELOP KNOWLEDGE, SKILLS AND ATTITUDES OF STUDENTS MANAGING ALL THE AVAILABLE RESOURCED IN A PROPER MANNER**

### 2.2. Demographic data of the school

	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12			Grade 13		
<b>Parallel class rooms (BOY'S) 2016</b>	4	4	4	4	4	2	2	2	2	2	2	Com 1	Art 1	Techno	Com 1	Art 1	Techno
<b>Parallel class rooms (GIRL'S) 2016</b>						2	2	2	2	2	2						
<b>Students</b>	130	124	112	130	132	147	134	112	130	132	127	13	30		9	25	
<b>Parallel class rooms (BOY'S) 2025 (assumption)</b>	5	5	5	5	5	3	3	3	3	3	3	1	2	1	1	2	1
<b>Parallel class rooms (GIRL'S) 2025 (assumption)</b>						3	3	3	3	3	3						



### 3. LOCATION AND SITE ANALYSIS

#### 3.1. Site and immediate context

Situated 200 away from the Aluthgama-Mathugama main road at Dharga Town. According to the Survey done on 04-10-2016, the land extent is 3A.-0R.-07.03P

School premises is linear as well as separated by the Pradesheya Saba road. So the activities are separated to both lands as Academic functions in one and as sport and play area in another. Meanwhile the school itself having a separation of Male and Female sections Except Primary section.

The school having a considerable issue on the land use and the build fabric. Two separate schools are functioning shearing the common facilities with in hidenced land plot. Single story buildings are arrange without keeping the minimum distance between the buildings.



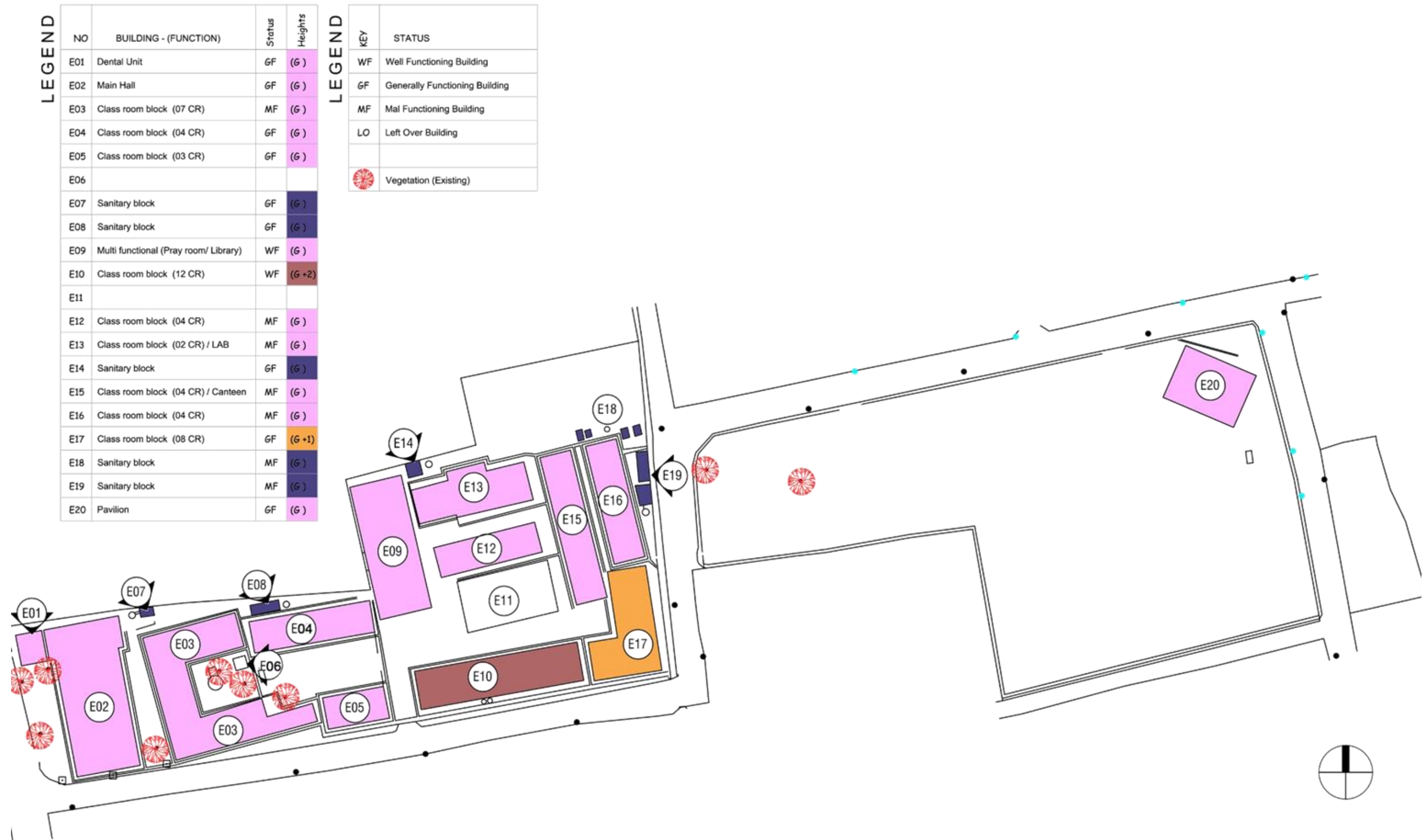


### 3.2. Photographic survey













### 3.3. Existing Building Identification














### 3.4. Current status of the buildings

E. no		Present usage	E. no		Present usage
E01		Dental Unit	E02		Assembly Hall
E03		Classroom block 08 Nos of classes	E04		Classroom block 04 Nos of classes
E05		Class room Block 03 Nos of classes			Water Tank
E07		Wash room	E08		Wash room



E. no		Present usage	E. no		Present usage
E09		Pray area / library	E10		<b>Class room block</b>  Administration / IT Labs Class rooms
E11		Central Vegetation area	E12		<b>Class room block</b>  04 nos of clases (Primary )
E13		<b>Class room block</b>  04 nos of clases (Primary )	E14		<b>Wash area</b>
E15		<b>Class room block</b>  05 nos of clases (Primary )	E16		<b>Class room block</b>  05 nos of clases (Primary )



E. no		Present usage	E. no		Present usage
17		Class room block 10 nos of clases	18		Wash area
19		Wash area	20		Pavilion

4. MASTER PLAN DEVELOPMENTS

4.1. S.W.O.T. Analysis

Existing building and identified sits within the premises are selected and indicated on a common map to analyze the master plan proposal.

NOTE:

Indicated numbers are based on the Numbers presented on the Existing layout and Final proposed layout

EX

E1 - Building/Zone No E1  
(Existing layout)

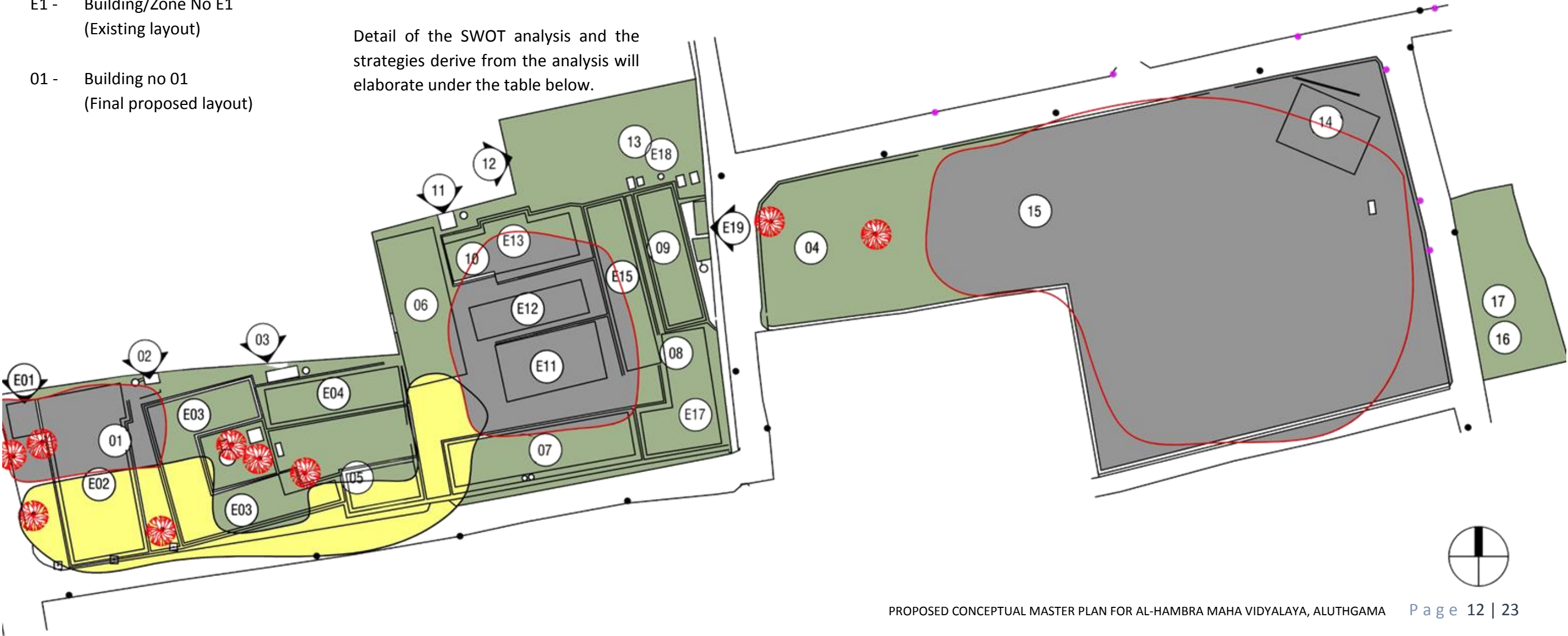
01 - Building no 01  
(Final proposed layout)

Analysis

Illustrated buildings or zones are analyzed under four aspects within the given scope of the Master plan and period of time.

- Strengthens
- Weaknesses
- Opportunities
- Treats

Detail of the SWOT analysis and the strategies derive from the analysis will elaborate under the table below.



Building / Zone	Strengthens	Weaknesses	Opportunities	Treats	Strategies	
E01	Existing dental	<ul style="list-style-type: none"> <li>Situated within the street line of the road</li> </ul>	<ul style="list-style-type: none"> <li>It can be developed with the attractive landscape at the entrance of the school</li> </ul>		Demolishing	
01	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Single story buildings are situated in the location</li> </ul>	<ul style="list-style-type: none"> <li>Located in the public zone close to the access road</li> <li>Potential to develop as common facility.</li> </ul>		New (G+3) Building Comprising Assembly hall	
E02	<ul style="list-style-type: none"> <li>Existing assembly hall</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Single story building</li> <li>Orientation is blocking the access</li> </ul>	<ul style="list-style-type: none"> <li>Located in the public zone close to the access road</li> <li>Potential to develop as common facility.</li> </ul>		New (G+3) Building Comprising Assembly hall	
02/03	<ul style="list-style-type: none"> <li>Existing wash room (Girls)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Can remaining and space available for extension</li> </ul>		Remain with Suitable Repairs	
E03	<ul style="list-style-type: none"> <li>The oldest building in the school having sentimental value</li> <li>Existing classroom complex</li> </ul>	<ul style="list-style-type: none"> <li>Single story malfunctioning building</li> </ul>	<ul style="list-style-type: none"> <li>Available land can be maximally utilized with (G+3) buildings comprising all the functions of each single building.</li> </ul>		New (G+3) Building Comprising Assembly hall	
E04	Existing classroom block	<ul style="list-style-type: none"> <li>Single story building</li> </ul>	<ul style="list-style-type: none"> <li>Available land can be maximally utilized with (G+3) buildings comprising all the functions of each single building.</li> </ul>		New (G+3) Building Comprising Assembly hall	
04	Very closed location to the road which can accommodate public access	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Can be developed as community building very close to the primary section but separate from the school</li> </ul>		Dental care Unit	
05	<ul style="list-style-type: none"> <li>Existing classroom block</li> </ul>	<ul style="list-style-type: none"> <li>Single story building</li> </ul>	<ul style="list-style-type: none"> <li>This is the common zone to both Girls and Boys section which can developed with common ancillary facilities</li> </ul>		(G+2) building comprising Aesthetic unit, Science labs, and Technical counseling units	
06	<ul style="list-style-type: none"> <li>Existing Building(not completed) with library and pray area</li> </ul>		<ul style="list-style-type: none"> <li>Completion of the building up to G+2 building can accommodate extra activities with in the building</li> </ul>		Completion of the building up to (G+2) level	



Building / Zone	Strengthens	Weaknesses	Opportunities	Treats	Strategies	
07	<ul style="list-style-type: none"> <li>Existing building of (G+2) level</li> <li>Well-functioning building</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Can utilized for future demand with necessary alterations</li> </ul>		Remain with necessary Repairs	
08	<ul style="list-style-type: none"> <li>Existing (G+1) building</li> <li>Good functioning classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Lack of space around the building for classroom function</li> <li>No proper ventilation and</li> </ul>	<ul style="list-style-type: none"> <li>Can keep the building up to considerable years and can replace with the (G+3) building on demand</li> </ul>		Remains and replace by (G+2) building on demand	
09	<ul style="list-style-type: none"> <li>Existing classroom block</li> </ul>	<ul style="list-style-type: none"> <li>Old mal functioning building. No adequate space around the building</li> </ul>	<ul style="list-style-type: none"> <li>Can be replace with (G+2) classroom block with proper space around the building</li> </ul>		Demolishing Replace by G + 2 classroom block	
10	<ul style="list-style-type: none"> <li>Existing science lab</li> <li>One of oldest building</li> </ul>	<ul style="list-style-type: none"> <li>Malfunctioning single story building</li> </ul>	<ul style="list-style-type: none"> <li>Can be replace with (G+2) classroom block with proper space around the building</li> </ul>		Demolishing Replace by G + 2 classroom block	
11	<ul style="list-style-type: none"> <li>Existing washroom</li> </ul>		Can be utilized for future demand		Remain with necessary Repairs	
E11	<ul style="list-style-type: none"> <li>Existing agricultural landscaping at the centralized location</li> <li>Provide the only green breeding zone due to limited land extent</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Can enhance the central location by introducing swimming pool and shaded area around it.</li> </ul>		Swimming pool and landscaping	
E12	<ul style="list-style-type: none"> <li>Existing classroom block</li> </ul>	<ul style="list-style-type: none"> <li>Old mal functioning building. No adequate space around the building</li> </ul>	<ul style="list-style-type: none"> <li>Centralized location can be remain an non build area supporting the central pool facility</li> </ul>		Demolishing and landscaping	
12	<ul style="list-style-type: none"> <li>Separated privet space close centralized open space as well as the primary section</li> </ul>		<ul style="list-style-type: none"> <li>Can separated and introduced complete sanitary facility with the future expansion possibilities</li> </ul>		Wash room complex	

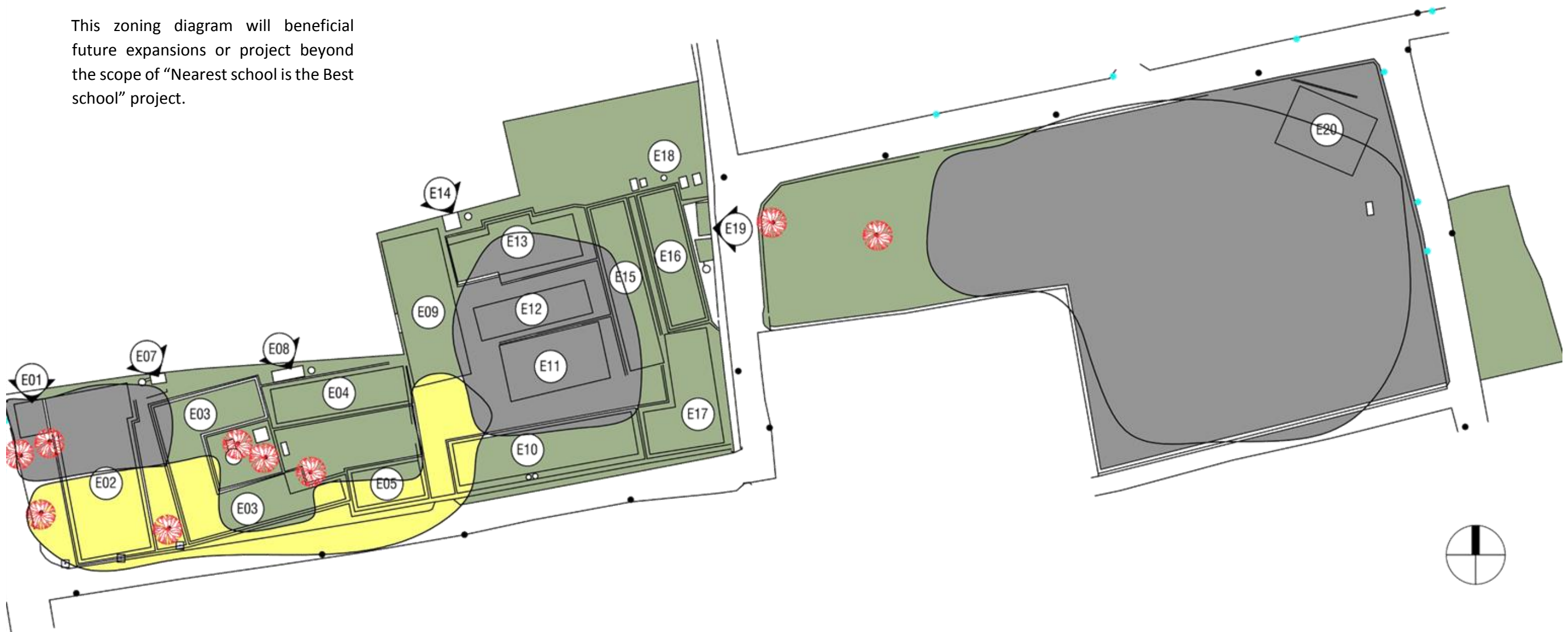
Building / Zone	Strengthens	Weaknesses	Opportunities	Treats		
13	<ul style="list-style-type: none"> <li>Existing wash rooms</li> <li>Very close to the access road</li> <li></li> </ul>	Mal functioning and not properly located	<ul style="list-style-type: none"> <li>This area can be replaced with public accessible function, separated from the school</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Special Education Unit	
14	<ul style="list-style-type: none"> <li>Existing pavilion</li> <li>Well maintained large pavilion</li> </ul>	<ul style="list-style-type: none"> <li>Not properly oriented</li> <li>Can place the running track due to lack of space</li> </ul>	<ul style="list-style-type: none"> <li>Can remain until the new sport complex is planned</li> <li>Or can remain if the playground land is amalgamated with adjoining property</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Remain with necessary Repairs	
15	Space close to the playground by the west side		<ul style="list-style-type: none"> <li>The location can be introduced by complete sport facility with the pavilion</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Sport facility	
16/17	Separate access from school Private area	<ul style="list-style-type: none"> <li>Narrow land plot</li> <li>Low water table of the land</li> </ul>	<ul style="list-style-type: none"> <li>Can develop as staff accommodation facilities</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Principle / Staff Quarters	

## 4.2. Zoning plan

LEGEND	Colour	ZONE - (FUNCTION)	
		Preserved Vegetation (Existing)	
		Public Area	Allow Public Access
		Semi - Public Area	Allow Controlled Public Access (Rentable spaces / Functional events)
		Privet Area	Strictly Organized access to Academic section

Prior to the master plan proposals, basic zoning plan is identified base on the SWOT analysis and land use pattern.

This zoning diagram will beneficial future expansions or project beyond the scope of “Nearest school is the Best school” project.



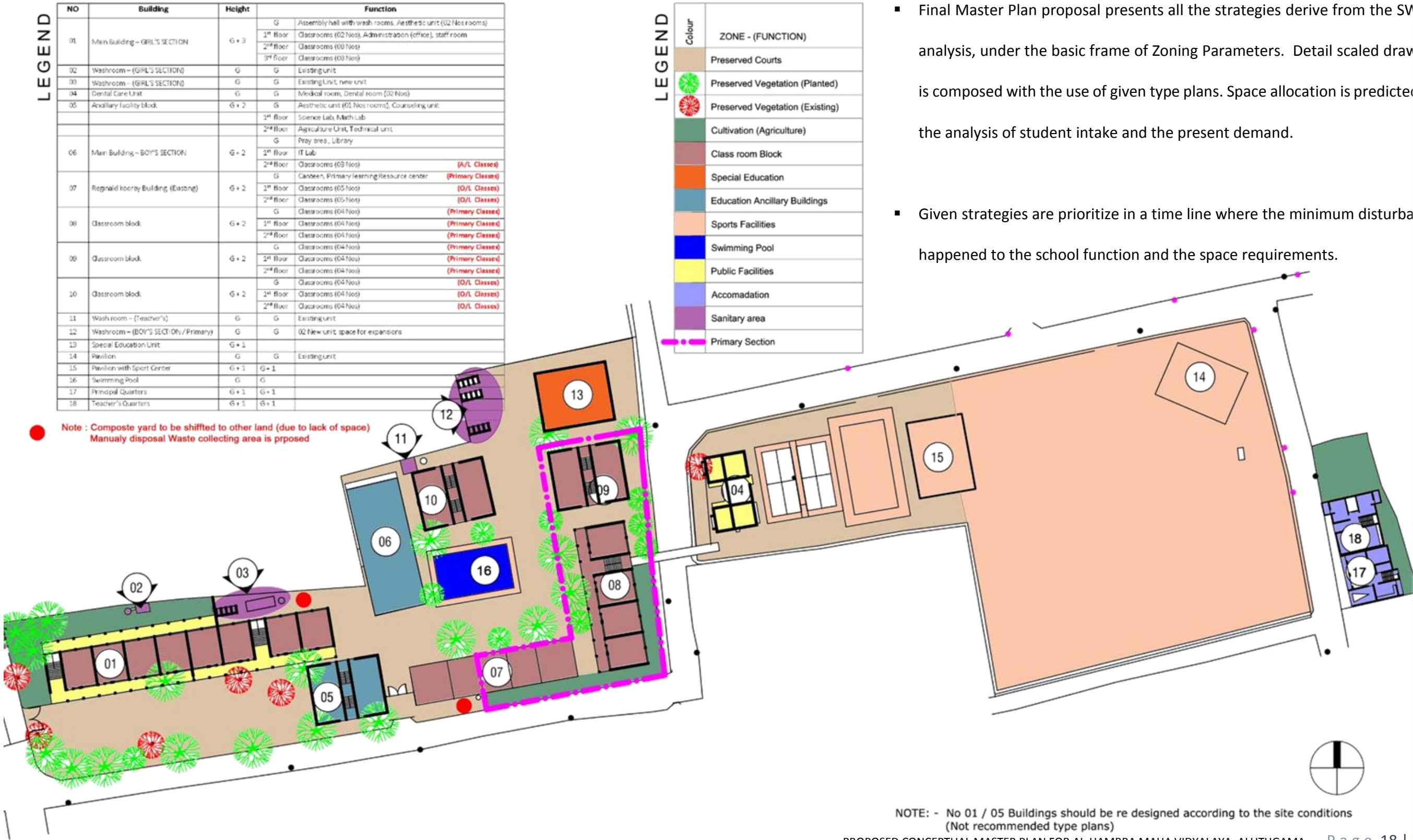


#### 4.3. Space allocation and future demand

NO	Building	Height	Function		Existing No:	Remarks
01	Main Building – GIRL’S SECTION	G + 3	G	Assembly hall with wash rooms, Aesthetic unit (02 Nos rooms)	E3	
			1 <sup>st</sup> floor	Classrooms (02 Nos), Administration (office), staff room		
			2 <sup>nd</sup> floor	Classrooms (08 Nos)		
			3 <sup>rd</sup> floor	Classrooms (08 Nos)		
02	Washroom – (GIRL’S SECTION)	G	G	Existing unit		
03	Washroom – (GIRL’S SECTION)	G	G	Existing Unit, new unit		
04	Dental Care Unit	G	G	Medical room, Dental room (02 Nos)		
05	Ancillary facility block	G + 2	G	Aesthetic unit (01 Nos rooms), Counseling unit		
			1 <sup>st</sup> floor	Science Lab, Math Lab		
			2 <sup>nd</sup> floor	Agriculture Unit, Technical unit		
06	Main Building – BOY’S SECTION	G + 2	G	Pray area , Library		
			1 <sup>st</sup> floor	IT Lab		
			2 <sup>nd</sup> floor	Classrooms (03 Nos) (A/L Classes)		
07	Reginald kooray Building (Existing)	G + 2	G	Canteen, Primary learning Resource center (Primary Classes)	E10	
			1 <sup>st</sup> floor	Classrooms (05 Nos) (O/L Classes)		
			2 <sup>nd</sup> floor	Classrooms (05 Nos) (O/L Classes)		
08	Classroom block	G + 2	G	Classrooms (04 Nos) (Primary Classes)		
			1 <sup>st</sup> floor	Classrooms (04 Nos) (Primary Classes)		
			2 <sup>nd</sup> floor	Classrooms (04 Nos) (Primary Classes)		
09	Classroom block	G + 2	G	Classrooms (04 Nos) (Primary Classes)		
			1 <sup>st</sup> floor	Classrooms (04 Nos) (Primary Classes)		
			2 <sup>nd</sup> floor	Classrooms (04 Nos) (Primary Classes)		
10	Classroom block	G + 2	G	Classrooms (04 Nos) (O/L Classes)		
			1 <sup>st</sup> floor	Classrooms (04 Nos) (O/L Classes)		
			2 <sup>nd</sup> floor	Classrooms (04 Nos) (O/L Classes)		
11	Wash room – (Teacher’s)	G	G	Existing unit	E14	
12	Washroom – (BOY’S SECTION / Primary)	G	G	02 New unit, space for expansions		
13	Special Education Unit	G + 1				
14	Pavilion	G	G	Existing unit	E20	
15	Pavilion with Sport Center	G + 1	G + 1			
16	Swimming Pool	G	G			
17	Principal Quarters	G + 1	G + 1			
18	Teacher’s Quarters	G + 1	G + 1			

5. CONCEPTUAL MASTER PLAN (2016 – 2026)

5.1. Conceptual master plan for 10 year period



- Final Master Plan proposal presents all the strategies derive from the SWOT analysis, under the basic frame of Zoning Parameters. Detail scaled drawing is composed with the use of given type plans. Space allocation is predicted by the analysis of student intake and the present demand.
- Given strategies are prioritize in a time line where the minimum disturbance happened to the school function and the space requirements.

## 5.2. Strategies and Timeline

[illegible]



### **5.3. Implementation of Master plan and developing guidelines**

#### **5.3.1. Implementation**

Implementation of the Master plan up to a real project should be monitored and well planned under the group of Technical and management parties. Though the master plan predicted a timeline and the priorities, it is subject to minor changes as per the circumstances. From the initial stage it is better to identify the restrictions and constraints of the project.

- Some projects already commenced on a wrong location disturbing the futuristic vision
- Project prioritizing and approvals not catering the current need of the school and the school administration.
- Availability of land and unplanned build pattern
- Typical project brief (Given building list) is not satisfying the demand of each and every school.
- Type plans will disturb the site character and space utilization
- Alteration and integration of type plans not being motivated
- Involvement of Civil consultancy (T. O. / Engineer... etc.) is not adequate
- Demolishing and repairing the existing building disturb the school activities
- Time factor and financial procedures of the project approvals

#### **5.3.2. Guidelines and maintaining concepts**

The ultimate goal of this project is to uplift the school physically, socially, environmentally and economically feasible state to withstand the upcoming demand for 10 year period of time. The school will satisfy all the educational requirements within the premises with the decentralized education criteria. However developing norm system and guidelines will lead the better school environment. This journey should be a team work of combining the physical – social recourses. This can be practice and monitored by the set of well-planned guidelines and understanding the concept behind it.

As Architects we may recommended maintenance guidelines and principles in terms of the (build environment) physical aspect

#### **5.4. Maintenance guidelines**

1. Responsible panel (group) must be identified by the School, Divisional engineers' office and planning division
2. Basic concept of minimum disturbance to the earth (minimum foot print) should be maintained
3. Open courts and protected vegetation should be maintained
4. All the new developments (any other projects) should satisfy the zoning map of the school, where each and every zone represent own characteristic to withstand the school activities
5. "Nearest school is the best school Project" must proceed with the given priorities
6. Only If the projects find any practical or unforeseen issues, the responsible panel allowed for the alternative under the project scope
7. All commenced worked (already started) should be maximally modified and altered under the master plan vision
8. All the awarded but not commenced projects must be adapted and prioritize within the overall master plan
9. Type plan should be deviate and modifies with the site demand
10. Maximum height of (G+2) should be flexible according to the site availability and the topography
11. Sanitary facilities, drainage systems and services lines should be monitored with the development.

## 6. CONCLUDING REMARKS

Though the AL- Hambra Maha Vidyalaya has been selected for the development under the “nearest school is the best school” project, the available land area is strictly restricted.

The amalgamation of the separated two blocks of accruing another usable land will be beneficial in the upcoming demand of the school. School location and the current student capacity having a greater potential to develop. Presently the school is not maximizing the potentials and experiencing the unplanned buildings and activities. Developed Master plan and guidelines will fulfil the expected outcome by the maximum utilization of the school’s resources.

Not as in the other schools the AL- Hambra MV should have a clear unique developing guidelines to cater the society and the demand.

- Land amalgamation or overhead bridge connection for the Playground area
- Maximum of (G+2) Height limit should be Exceeded up to (G+3) Level if necessary
- No single story or (G+1) building should be constructed beyond this year
- Most of the type plans should not be applicable in the premise, but can be replaced by a common multistory compartment with the guidance of technical consultancy

Although all the buildings allocated in the project brief have been placed within the premises, they could be subject to practical changes as per the circumstances.

- All the drawings and the placement are based on the given Survey plan.
- Actual contours and the locations of important trees may vary with the drawing proportions.
- Advisable to use good technical support when setting out the building along with the given axis and the spacing
- Type plan must be modified ( Eg Teachers complain about Aesthetic unit to keep the dance Music and art in a same building)



7. ANNEXURES

MEETING MINUTES  
PREPARATION OF CONCEPTUAL MASTER PLANS FOR THE SELECTED SCHOOLS IN KALUTHARA DIVISION

GENERAL DATA  
Date : 2016. 10. 12. (Wednesday)  
Time : 09.00 am – 12.30 pm  
Location : Divisional Engineering office (Kalutara)  
Meeting Called By : Divisional Engineer  
Purpose of Meeting : Introduction of Project

	Name	Designation	Organization	P/A
01	Mrs. Shiwanthika	Divisional Engineer	Divisional Engineering office, Kalutara	Present
02	-	Director - Planning	Zonal Education Office, Kalutara	Present
03	Mr. Naveendra Kottegoda	Chartered Architect	Arch. Kashyapa Udattawa Consultant Office	Present
04	Mr. B. R. K. Paranamana	Chartered Architect	Arch. Kashyapa Udattawa Consultant Office	Present
05	-	Principal	Dodangoda M. V. at Dodangoda	Present
06	-	Principal	Koswatte K. V. at Dodangoda	Present
07	-	Principal	Uggalboda M. V. at Kalutara	Present
08	-	Principal	PyagalaBandaranayake M. V. at Payagala	Present
09	-	Principal	Sri Gnanissara M. V. at Aluthgama	Present
10	-	Principal	AL- Hambra M. V. at Beruwala	Present

DISCUSSIONS  
A. Introduction of all Attendant parties to each other's and Purpose of Meeting Delivered by Divisional Engineer.  
B. Brief Introduction of "Langama Pasala Hondama Pasala Project" Delivered By Architect Naveendra Kottegoda.  
C. Importance of "Preparation of Master Plan for school" Delivered By Architect B. R. K. Paranamana.  
D. Common Discussion in between School representative and consultant parties about Present condition of School premises.

1

E. Briefing of Project Program Delivered By Architect Naveendra Kottegoda

Appendix A 1.3.2. Deliverables	Description	Submitted By	Time Duration
(a)	School Site Visits Consultant Submission 01- Inception report and Detailed Architectural Brief	Consultant	
(b)	Employer Comments for submitted Inception report	Employer	
(c + d + e)	Consultant Presentation and Submission 02 (Based on Employer Comments) - Preliminary conceptual Master Plan layout (Out Line sketches) and Strategic Planning Report (For next 10 year)	Consultant	
	Employer Comments for submitted Preliminary conceptual Master Plan layout and Strategic Planning Report	Employer	
(f)	Consultant Presentation and Submission 03 (Based on Employer Comments) - Final conceptual Master Plan and Final Master Plan Report with CD Soft copy	Consultant	
(g)	Professional Advice for future developments	Consultant	

DECISIONS  
01. Arrange Consultant Filed visit to Selected Schools with Technical Officers of Divisional Engineering office.  
2016. 10. 14. Friday 08.00 a.m. - Koswatte K. V. at Dodangoda  
2016. 10. 14. Friday 11.30 a.m. - Dodangoda M. V. at Dodangoda  
2016. 10. 18. Tuesday 08.00 a.m. - Uggalboda M. V. at Kalutara  
2016. 10. 18. Tuesday 11.30 a.m. - Pyagala Bandaranayake M. V. at Payagala  
2016. 10. 20. Thursday 08.30 a.m. - AL- Hambra M. V. at Beruwala  
2016. 10. 20. Thursday 11.30 a.m. - Sri Gnanissara M. V. at Aluthgama  
02. Maintain Project file at Schools and Record Consultant Visit in Log Book  
03. Divide and Nominate Technical Officers for each Schools  
• Mr. Smrasekara for Dodangoda M. V. and Sri Gnanissara M. V  
• Mrs. Manjula for Koswatte K. V. and Uggalboda M. V.  
• Mr. Hemantha for AL- Hambra M. V. Pyagala Bandaranayake M. V.  
04. All School representatives agreed, no changers to finalized Project Brief that submitted by them (Common Questionnaire forwarded by Divisional Engineering office) after preparation of inspection report by consultant party.


2

ACTIONS  
01. Provide Common Sheet for all that include Phone Contact detail of each representative party.  
SUBMISSIONS  
01. Common Questionnaire forwarded by Divisional Engineering office to each school, to acquire their ideas on the required facilities.

	Name of School	Details	Note
01.	Dodangoda M. V. at Dodangoda	Submitted	-
02.	Koswatte K. V. at Dodangoda	Submitted	-
03.	Uggalboda M. V. at Kalutara	Submitted	-
04.	Pyagala Bandaranayake M. V. at Payagala	Not Submitted	Still not Finalized draft Questionnaire and Promised it deliver at Site visit.
05.	Sri Gnanissara M. V. at Aluthgama	Submitted	-
06.	AL- Hambra M. V. at Beruwala	Not Submitted	Not Received Questionnaire that Mail by Divisional engineer office using Registered Post.

REMARKS  
01. Still not complete Digital Site Survey on some Schools, Divisional engineer make sure hand over it to Consultant parties before 2016. 10. 20.

Minute By : B. R. K. Paranamana  
Approved By : Archt. Kashyapa Udattawa

  
Archt. Kashyapa Udattawa

3