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CONCLUSION

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In ancient times the tree was the hub of activity in community life. The communal spirit which evoked a sense of protection, tolerance and understanding among people was evidenced by their participation in informal discussion under the village tree. They listened very attentively to the orator and gave him maximum attention.

Therefore we may say that learning is not merely acquisition of information; but it encompasses formation of attitudes and values, which is termed affective learning. This affective learning is an important aspect of university education because it develops the intelligence of the students.

Affective learning primarily take place in informal spaces such as pathways, lobbies, courtyards, canteens and student centers. The informal spaces make an important contribution towards, communal activities at the Sri Lankan universities. It assists in changing students' behavioural patterns in order to develop intellectual and emotional maturity, giving psychological satisfaction.

Basically, there are two kinds of University establishment, they are the institutions totally designed for universities and those institutions subjected to change to form a university, with these changes an unsatisfactory situation has developed in the new establishment with the need to cater to the growth of social and architectural needs of its society.

In my case studies I have identified both popular and neglected spaces of selected informal spaces. Some converted mute places have been used for informal activities, but this type of places are more pretensions and are not real to their own nature; the students do not, show an attachment to these spaces, which do not contribute to create the sense of place; they have therefore adapted their own spaces which facilitate the stimulation of their own "Sense of Place"

Under this situation, the Sri Jayawardanapura and Moratuwa Universities are important in exemplifying how much of these change, fit into the university environment.

These Universities show how buildings have been merely designed without any proper thought given to their surroundings. Therefore, we see a haphazard situation inside the University where student informal facilities, such as canteens, lobbies, pathways, courtyards and student centers have not been positioned in appropriate locations.

A little corner place in a sunny passage over looking a garden calls out that it is not a place to pass through but a place to pause at. When we hear that call, we began to linger and settle down, and then perhaps bring a chair or two to make the place more cosy. Therefore the place does not need a name to 'indicate' what it is. Yet it could earn a name for itself, according to the way the user experiences it. Thus, this little corner place in the passage could be a lobby to one person while to another it may be a common room, a meeting place or merely a part of the corridor or a combination of all these.

In this case study the designed University is important to get an idea of the existing situation of informal spaces; how it was overcome and what were the failure of informal spaces in re – designing the University. This was achieved by identifying the strengths and weaknesses in the informal spaces of these Universities in my case study.



In a University, the design approach of informal spaces must be successful specially in student behaviour patterns, building style, scale, landscaping, layout and other designing considerations are of importance to the student.

In most cases the designer does not utilize the landscaping and the informal spaces created by the designer are not satisfaction.

A building plays the main role of any kind of activity. In University buildings the important elements which give the identification of the University while creating suitable spaces for informal activities, also provide a sign of imagination to the outsider in understanding the inside activity as seen from outside.



Eero Saarinen once wrote to his friend and mentioned the importance of the Architects' role for the university design as;

“... I think it is a great advantage of a group of buildings could all be done under the responsibility of one architect. Different areas at a campus can have different characters but we could start more unity within each area. I am beginning to long for monotony.”

(Eero Saarinen, P. 08)

The above quotation indicates the architects responsibility when designing for a University.

A mixed architecture belonging to several architects sometimes could badly affects university education, students behaviour and the informal spaces in a University by reason of the variety of their designers which may bring about a clash in the final result.

To identify the entire reason for the successful function or the neglect of the informal spaces of the university environments is a difficult task within a short frame of time. A wider study, which examined the experience of people who play different roles in the educational community in a variety of usage of informal spaces and university student behaviour, would have given other and firmer conclusions. Such conclusions may help to explore the possibility of developing and approach for creating informal spaces consciously and authentically.

In the purpose of this presentation is not to put forward any guidelines for future action. My aim is simply to provide a basis on which guide lines. Could be based upon when considering designing for universities with special emphasis on informal spaces in Universities in Sri Lanka.



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