

COMMUNITY SPACES AND COMMUNITY SENSE
A STUDY OF THE USE OF INFORMAL COMMUNITY SPACES IN SELECTED
SRI LANKAN UNIVERSITIES

The Dissertation Presented to the Department of Architecture,
University of Moratuwa,
Sri Lanka
For the Final Examination in M.Sc. (Architecture)
And RIBA Part II Examination



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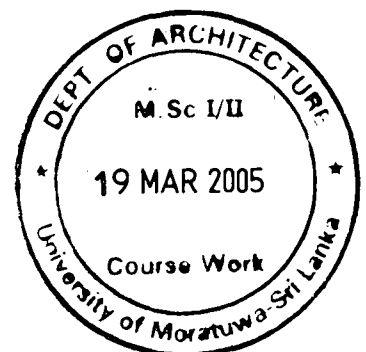
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March 2005

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DECLARATION

I declare that this dissertation represent my own work, except where due acknowledgement is made, and that it has not been previously included in a thesis, dissertation or report submitted to this university to any other institution for degree diploma or other qualification.

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ACKNOWLEDGEMENT

This gratitude of mine is given to Pro. Nimal De Silva, the Dean Faculty of Architecture, Senior Lecturer Archt. Vidura Sri Nammuni the Head of Architecture Department. Further it is extended to the year master of year 5 Archt. Jayanath Silva, Archt. Damith Silva and Archt. Gamini Weerasinghe.

My deepest gratefulness is offered to my supervisor, Lecturer Archt. Prasanna kulathilake for his words of caution, encouragement in times of despair, his incisive comments, patience and inspiration given to me.

I offer my heartfelt thanks to Archt. Chris De Saram and Archt. Vasantha De Silva for unreserved help for the study.

My grateful thanks to Prof. Tenison perera, University of Sri Jayawardanapura Dr. Hemamalee Fernando and Senior Prof. Sunil Ariyaratne for helping me in Strengthening the dissertation with necessary information.

The students of the University of Moratuwa, the University of Ruhuna and the university of Sri Jayawardanapura for the grate help given to me for completion the study.



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My grateful thanks to Prof. Tenison Perera, University of Jayawardanapura & Dr. Hemamalee Fernando, for helping me in strengthening the essay with necessary information.

I offer hart heartfelt thanks to my colleagues, Rasika Madurapperuma, Chamikara Moses and Dayantha for their valuable support to render in completing this task.

To Nalika praise evenly for being with me in all despair encouraging me to the utmost. To the support of her parents, specially her father Mr. J. Balachandra the Senior Assistant Registrar of the University of Moratuwa, I would extend my deepest acknowledgement.

Last but not least my greatest gratitude is given to my father, mother and my family members who supports me all ways in every struggle.

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ABSTRACT

Strong societies or the countries represent more community sense within the communities who live in the nation. These countries or societies are created with collection of communities. Hence to retain it as a body or one nation is must have a community sense. In a way this will help to reduce the negative feelings of the individual humans like social phobia, anomie situations, stresses. Hence it represent a balanced healthy nation altogether. Therefore it helps them to retain a sensible appreciation of creations rather than torturing it by, graffiti or vandalism. On the other hand the historical and rational values, which have in the nation, will presume as it is.

Communities within a country can be categorized according to race, religion, occupation, education, and topographical situations. Out of these number of situations, universities, which highlight the education system encompasses another significant community. This study focuses on the community and takes in to subject, because within the university it has a sub culture, which nourishes the main cultural values.

When creating or achieving the community sense, the environment where the individual reside helps to a great extent. The environment consists both natural and physical. It orientates the man and create meaningful interactions with them as well as with it, to derive the community sense. In the University environment this is needed more because it's main purpose is to create a Universal man. The spaces arranged, streets or parks landscaped with the required facilities achieved this with the help of student interactions. These environments enhance the interactions between students, lectures, workers and publics. Therefore University environment not only contain its premises but also spreads psychologically in to the whole area. Sometimes the village name denotes the university. Such an example will be the university of Peradeniya.

But today due to the scarcity of land and the haphazard development in the built environment of the Universities makes it difficult to develop the community sense among its inhabitants. Hence the interactions among each group, which identified above are weakened. Clashes, killing happen among the students environment is questioned seriously. Therefore built environment in Universities have significantly

lost the ability of creating a community sense, which is an important aspect in positive feelings.

In the university the common space has more value. Because it is the main area where each group interact and communicate there ideas. This has to be carefully done and as this helps to generate the university environment psychologically. Hence this will be a prime opportunity space to derive the community sense. Each of the university has its own designed formal common spaces as well as informal common spaces. Out of the common spaces it is virtual to study about informal common spaces as because the groups according to their functions create them. Hence to identify the likes, dislikes and intention of the group and the group attachment to the space can be identified through this. On the other hand it will make easy to derive community sense in the space more and more. Ultimately the study helps to create the university built environment more meaningful and aesthetically pleasing with enhancing the social interactions among the group.



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INTRODUCTION

Man's attachment to the world physically and how he fulfills his inner values like privacy, sense of belonging, identity etc. has been understood as in architecture. These may be defined as socio-spatial relationships. All these are affected by four main factors namely;

- Socio economic factors
- Cultural factors
- Political factors
- Environmental factors



Since the social condition of the individual or his economic values tends to give the individual a specific lifestyle, his needs and dwelling will be different from the others. This applies to a society also. Therefore dwellings in the urban settings tend to be more individualistic while those in rural setting are more interdependent. The difference of culture brings changes to the living pattern of the society. While political state derives or reflect the way they live. Therefore architecture as above-mentioned will show that it is a form of a social art, a social art that depicts the socio spatial relationship.



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So it is vital to understand the socio spatial relationships of man. Therefore when considering the space Shultz describe it as the product of interaction between the organism and the environment. Further tells that it is impossible to disassociate the two.

When the space encompasses with the humans behavior and objects becomes a place. But according to Ralph (1971) the human experience in the environment derive from the behavior of the humans in the space.

OBSERVATION

Within the university there are numerous identifiable spaces. Some represent, as educational spaces while some appear as formal and informal common spaces. But students mostly get together in informal common spaces. They represent as benches, built in seats, paths, staircases, turfs etc. These are the spaces, which mostly breed the community sense and other primary impressions of sense of privacy sense of belongings etc.

Common spaces in Universities don't represent its true functional aspect of deriving community sense. Hence it is loosing its identity as common and interacting spaces. Therefore students who study in the university system are poorly attached to their social environments. Hence the out come of the university rather than being universal, energetic minds, represents the optimistic individualistic ego centered minds. Therefore they seem not fit into the society well. On the other hand inter-faculty clashes and riots among student groups and unions give a bad identity for the university.

CRITICALITY

As man is a social animal community activities or the community sense is a need for man belonging to a certain community has being a need for man from early days. Especially youth needed it as because they are just stepping into the social world. Most of the students in the university are belong to youths adults, hence they need the community activities in order to being with the society. But present university education system and environment has not understood this phenomenon. Due to the development of built environment and education system pushes the students to be act as an individual. The subject streams, equipments, procedures in university rather than lead him to physically enroll to community activities help him to isolate. This creates stress, among students and represent in suicide or clashes among them. On the other hand negative social activities like physical ragging tend to develop among the university culture as a mean of stress release.

On the other hand Sri Lankan universities have potential spaces that can be developed as effective common spaces. And some have functioned well in early 1980s and 1970s. But now it has lost the community feelings, which have in the students in those eras. The community activities like sharing, interrelationship and mutual understanding of each other has vanished from the students mind. Hence the sub culture created among the university students, has drastically changed and more to a normal school culture. Rather than self-learning teacher centered education has changed the identity of university student. Therefore the working capacity and vision, which has in the early university students, reduces more and more and rather creating a social leader it creates a blind follower of the society.

REASON FOR THE CHOICE

The design of a space should be defines the kind of behavior and social contact most appropriate to that place. Architects and planners concerned how university space design can generate community sense within it. In here the subject stream focus us to the common space in university spaces design. Because common space is the area which helps to interact all groups in the university and help to develop the physical and mental well being of the dwellers. The cultural integration and behavior expressions, which happen in such spaces, derive this.

Out of the common spaces the informal common spaces in the university environment will be the main feature, which represent more interactions. Sometimes other formal common spaces encompass the false behaviors of the individuals. Yet informal common spaces have unique and true behaviors of the individuals. The variety of function in the spaces also enriches the place and its live ness. Hence this area will be the subjected to study in this dissertation.

In order to derive an effective community sense that depicts privacy sense of belonging it should be properly designed. On the other hand to be represent as a one community each member of that should posses the community sense, which derive the close intimate feeling towards the university community. Then only it can emerge as a livable space. Otherwise though the rules and procedures help to function the university it will help to create plight situations.

Though university environment appear as one category of realm. It is comprise of several categories of spaces. Commercial spaces, working spaces, studying spaces, recreational spaces and residential etc. therefore each of these should have community sense in order to create a healthy education environment within the university. Hence this dissertation depicts the community sense in the informal common spaces in the university environment.

TOPIC EXPLANATION

Space consistently encompasses our being. Through its volume we move and orientate ourselves to objects in space. Feels the air, hear the sound and see objects in space, yet space is inherently formless. However as space begins to be captured

enclosed, molded organized and experienced architecture comes to play. Architecture is the art of space making. Making of space to contain the activities of humans and humans starts to experience the space. Experience evokes emotions, such as sadness, joy, pride, anger and many more with him. Meaningful connections gained through experiences helps man to dwell on earth.

Architecture therefore provides meaningful expressions through which it established an existential foothold to man. It provides an existential foothold to man through meaningful connections, which arises community sense in people towards such places. This dissertation is founded on the basis that such spatial quality that evokes the community sense is important criterion providing architecture especially in university environments. Because students studying environment in the university leading towards to be entirely individualistic approach. This study environment nurtured for the future generation in the country. Students who represent the future of the country spend more of his study time away from the homely environment. They tend to spend good quality and quantity of time of his university life in lecture halls, seminar rooms, auditoriums and common spaces, eating, talking and studying. Most of the times are spent in the common spaces such as canteens and play areas. Hence common spaces in the university are more vibrant and dynamic spaces where the student community life unfolds. One such significant theory is that they are the spaces, which can be accessible to all. Therefore that helps the student to identify him within the university environment. Thereby fulfilling the basic need for community sense and this provides an existential foothold to space in the ever-changing university environment. Therefore creation of common spaces in the university premises: which evokes the community sense become utmost important to the student.

Sri Lankans usually relax or gather in their working areas. As a tropical country climate makes a significant impact for our work as well as the relaxation. Our gathering spaces or the common spaces are mostly outside of the building rather than inside. This dissertation also considered that and taken it for consideration and study the community sense in the university common spaces.

When considering the community sense, in spatial wise community psychological and physical environment belong comes under this. The individual behavior in these

circumstances are look through this. The characteristics of spatial, physical and psychological will be considered, when considering architecture of it. Community sense will be feeling through the volumes, scales and proportions of the space. The introverted and extroverted quality also helps to enhance the community sense.

NEED OF THE STUDY

Sri Lanka has developed its social and cultural values over thousand years. These were originated and toned down by the attacks of the invaders, cultural mixing and colonial Influences. Hence they gradually developed the social and cultural values. Out of that the spaces like 'Pilla', 'Ambalama' has acted as social gathering represent the degree and need of common spaces the cultural value it has. Sri Lankan university system starts on after the independence period. Early universities more or less have common spaces, which effetedly contributed to the community sense. But, with the introduction of open economy and the change of education systems this has disappeared. These no of students has increased hence the common spaces has loosen its contribution. This situation worsened by the insurgencies in 1971 and 1989 and the increase of unemployment problem. Today the education stream not more towards the social needs creates a university of the university education. On the other hand charge of social scenario also create worse situation in the university premises.

Yet the deep-rooted desire for social interaction and community living which has generated naturally as well as religions influences controlled the students isolated in the open economy. Therefore it has able to protect the traditions and concepts that are identical for university subculture and the idea of common spaces. With the scenario of university try to find the spaces for do their community activities some have built totally new spaces for that and some have tried to find the natural setting for it. But the need of searching for a true image of common space, which has provided all the comfort like in old days, is exist now also. Therefore it is vital to study the characters and the community sense in those spaces.

Need of the common spaces which has been an eventual in mans physical environment is apply to now also. On the other hand it will help the student to concentrate his studies more and more after the lectures in the university. Students like to find a place to feel the freedom: the nature and to be them. They have to find

out places to enjoy themselves. Hence common space in a university has a vital role not only to this generation but also for the future generations. Present gathering spaces will help to create new gathering spaces.

Human interactions and intervenes are essential for the social development. Through this man communicate the ideas and values from each other. It tends to develop the human quality in the student. Ultimately it develops the society, which will enhance the physical and psychological comfort of the student.

INTENTION OF THE STUDY

Intention of this study is to comparatively analyze community sense in the informal common spaces in universities and derive the degree of community sense of that space and tries to identify what are the factors depicting it giving priority to the informal common spaces like paths, built in seats, stairs.

SCOPE AND LIMITATIONS

Social interactions are basically result of variety of aspects socio cultural, environmental and behavioral attitudes of man. Social interactions are considered as the basis in the generation of a community sense.

When selecting the university common spaces here it will consider about the informal common spaces in the designed university environments. There are various other factors effecting such as context; climate, technology, economy regulations but here the space is design issues.

Only the community sense will be taken to consideration. Hierarchies of common space or the progression have not being considered here. The study is not intended to discuss the mechanism or the forces affecting the common spaces such as context, climate etc. Study only forced on community sense and the way it has achieved.

When selecting a common space, it is considered only the University common spaces. Out of the main Universities in Sri Lanka, Moratuwa and Ruhuna will be taken as case studies. Through this study area for the dissertation will be narrow down.

The deeper study about university has omitted in order to retain the priority for the community sense and common spaces. This will also help to narrow the study area. Yet to identify the community life style it has been explained at the beginning.

METHOD OF STUDY

This study is about the community sense in informal university common space. As this is an architectural Biased dissertation, although one has to begin with architectural space, the study starts with the communal life and community sense. Because of this, it is easy to identify the community sense, community life and it's importance. It will further explain basically the character of the communal life and the forces help to derive it. In here through the social and physical forces explained. It has not taken to study in depth. Qualities of the community life also have been described in the study. Finally the community sense identified as main quality in the community life.

Chapter two focused on to informal common spaces is the university environment. The theoretical framework about the space and its categories also revealed. In here the public space has identified and mentioned as the common space. With these explanations reader is guided for the categories of Informal common space and the climax of the dissertation will be to study about the Informal common spaces.

Mechanism which help to judge the case studies are included in the third chapter to identify the informal common space and its effect to the students. Use of these spaces has studied further. Mechanism of deriving community sense will be considered as social interaction. Hence the mechanism of enhancing the social interaction will be reveal through the connections and attraction to the space. Special quality, which is needed to derive the interactions, has also explored. The argument explained in Carr 1992 in his book, public space where the social needs of deriving community sense has also included in the qualitative attributions of space.

This dissertation reveals the degree pf community sense in the informal common space in university environment. The necessary details collected from the available literature non-participant observations, discussions and photographs.



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CHAPTER ONE

Communal life and community sense

CHAPTER ONE

COMMUNAL LIFE AND COMMUNITY SENSE

1.1 Communal life establishing a communal quality.

Communal life can be described as the way that sharing and other important psychological and physical behaviors enhance the humans. This is a must for the emergence of a healthy community. Traditional Sri Lankan life style is a communal one. This is not a new



Fig 1.1: 'Kamatha' developing
Strong communal quality

phenomenon. But due to the so-called development and globalization this has been gradually loosing in the community. The places like "Ambalama", "Pila", "Kamatha" and "Pin Linda" or the common well in traditional societies have paved the way to enhance this quality and formed an identical culture around it. Therefore their life style has been successful from both psychological and physical ways. This will be highlighted from the early literature, art and crafts in that area. According to Carr, (1992) "the community spaces created by traditional societies are the reflections of the nature of communal life. In communal life there is a dynamic balance between public and private activities. The emphasis given to them and the values they express can be viewed in terms of various differences across culture, location that changes with time".

As explained in the above quotation these behaviors change because of the culture, location and time. This offers the humans in the community, a time to get together and enjoy the time, rather than doing their individual work. Through that they tend to learn each other's capabilities, limits and perceptual values. As the scholar Carr has mentioned (1992), communal life offers relief from the stress of work providing opportunity for relaxation, entertainment and social contact. It allows people to discover and to gain experiences by learning from others.



Fig 1.2: Communal Activity makes
the communal quality

1.2 Forces shaping communal life

As explained above, community emerges due to man's need to be protected from the threats coming from nature. Settlements are emerging due to this. The cultural aspects help to derive several tribes or the communities within the society. Although they belong scientifically to human category, aspects like religion, culture totally different from each tribe. Because of that their attitudes, values, beliefs, customs that ultimately affect to their behavior patterns, get together and formed groups.



Fig 1.3: Communal activity differs with the community

To succeed this phenomena other forces like climate, materials, political and economical also affected. According to Rapoport, (1969) "The interplay of social forces, relevance with cultural, economic, political and physical forces involving climate, location and technology will rise to an inherent quality of the community and to the nature of the settlement". These above explained factors help to develop the communal life and strengthen the group, ultimately enhancing the outcome to the world, such as art, literature and creations. These forces can be categorized in two main parts.

1.2.1 Social forces

1.2.1.1 Socio-cultural forces

Cultural forces vary across religions, countries and societies. Each society or the group has its own value systems, which moderate its people and living spaces accordingly. These values, explicit in the communal life strongly affect the design of community spaces. According to Rapoport, (1969) "The specific characteristics of a culture, the accepted way of doing things the socially unacceptable ways and the implicit ideas need to be considered since they affect housing and settlement form"

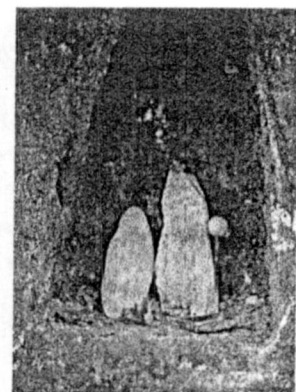


Fig 1.4: Cultural beliefs Of the community

Not only housing as Rapoport says, "but also it affects all the spaces where human gathered, because culture modifies and changes the behavior of the individuals in the society". These socio cultural forces paper as social and functional or in a symbolic nature. Social from basically emphasizes the necessity of multipurpose spaces for various activities and mainly focuses on the social life of the community. Functional form of public life appears, when fulfilling the basic needs of the society. Symbolic public life develops out of hatred meanings; people have for physical setting and rituals that accord in public.

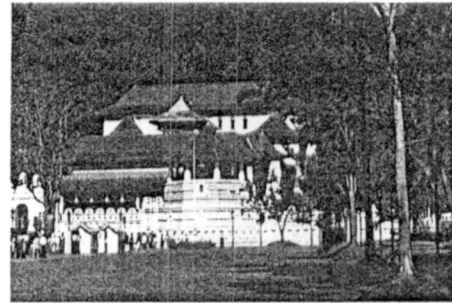


Fig 1.5: Temple of Tooth
Achieving strong socio-cultural
image

In the present context social values are undermined by the political and economic ideologies. But it is a significant force, in moderating the architectural space. It moderates space according to its own value system. There fore, for a community space to be responsive for a particular cultural group, its spaces and context should have bearing with their socio cultural value system that a particular group responds

1.2.1.2 Socio-political and socio-economic forces

Since the dawn of the civilization, political and economic forces have played a major role in the form of the settlement pattern. The degree of their influence varies with the time and the locality.

In the current society, political influences govern almost all the factors. It influence not only in designing the locations, land use and development policies but also the nature of the individual design of the buildings and the space. On the other hand, built environments are used as means of expressing the political and economic power, through the design of sophisticated, interact and innovative buildings.



Fig 1.6: Economic forces creating
different communities

Economic constraints are also very vital; in determining the nature of the degree of sophistication of the built form. Economically well-established society would create spaces giving expressions of their self-esteem. However, economic factors have their close links with political influences; hence it is vital in determining the type of architecture attached to the particular community.

The above reveals, how the socio-cultural, political and economic forces have their indirect relationships with design of spaces, as these are the very features that effect to moderate communal life. Apart from the forces from the social context, there is another set of forces that appear in the physical context, which is also important in the adaptation of communal life in a particular place.

1.2.2 Physical forces

1.2.2.1 Climate

Environmental factors such as the climate, was a major influencing factor in ancient and medieval settlement patterns. This has been ignored in modern times with the development of technology. However, even today orientation of spaces and detailing on them affect the character of the neighborhoods. Giving consideration to the communal life, physical well-being and attitudes of

people are directly affected by the climate. "The behavior patterns of and community organization are unique and attributable under various climatic regions" (Simonds, 1983). Therefore the type of recreation, public and private spaces of communal life and cultural pursuits all depend on the climate.

Since the climatic conditions influence the form of the space experienced by people it can be considered as a major influencing factor in moderating the built forms, facades, spaces and layouts of the neighborhood as well as the streets within the settlement. It is noted that the inhabitants make their habitable environments by moderating the natural step, which always acts on them. Therefore climate will ultimately express a particular character inherent to the physical context of the locality under consideration.



Fig 1.7: Community life shaping due to the climate

1.2.2.2 Location

In traditional societies location was an influencing factor in terms of setting communities with their main aim geared towards defense, trade or transportation facilities. For example, settlements attached with trade and commerce was sited on riverbanks while agricultural based communities had their settlements on valleys. In each of these incidences location with the relevant topography was a determinant factor of the settlement form.

In ancient communities important buildings were created on elevated spaces expressing their importance like temples or “Devalas” in Sri Lankan context, while other buildings were around it. Also, by giving consideration to the location having waterfronts and natural variations in the topography has greatly affected in determining the activity spaces with in such settlements. Hence, the inherent character of the locality dominates the form of the settlement patterns, which will give rise to a specific context, which imparts an identity to the particular community. When one examines the early social gathering spaces one would find that they are located in the middle of the tank fed village settlements, which are called “Gamgods”.



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1.2.2.3 Technology and materials

Technology and materials have become a major influencing factor, in contemporary societies. In this process an Architectural styles and development of transportation facilities are some of the factors that affect the shaping of community life and the community space. The consequences of these will give rise to innovative design solutions, within high-density and high-rise living conditions. Thus the atmospheres that cater to the responsive needs of man seem vital, in the creation meaningful of connections with the place and its inhabitants.

Historical evidence reveals how the nature of the settlement patterns changed with rapidly changing advancing technology and invention of new materials. Therefore, designers tend to use this technology as a means of creating space illusions in high-density situations, to achieve great heights at different levels with vast amount of different spaces in high-rise residential development.



1.3 Qualities of the communal life

With the help of the above forces communal life style emerged. This communal life of the individuals helps them in numerous ways. One of the main benefits is that it helps the individuals to survive with in the community and as well as in the environment. Community comprises large number of groups and interactions of these groups in positive manner, which will create a healthy society.



Fig 1.8: working with the rice field

The community life offers connections and opportunities to the groups to act. Community life offers opportunity for the groups to have casual encounters in the form of verbal and visual contacts. These contacts pave the way for establishing a strong communal quality within the group. The outcome of the contacts may be in many ways. One can identify it as developing, supporting and sharing nature, which results in developing trust between each other. Therefore it helps as a natural protection to the community. This also helps to reduce ethnic and other social problems and for the simple reason for self-improvement and emotional growth in the development of personality” (Jakson; 1981, Morris; 1965, Carr, 1992) there fore if one tries to understand the communal life, it is vital to study about the qualities of it.

1.3.1 Development of personality

The cave building of the community space to generate inter personal experience with in individuals is the most influential factor in the nature of human development and the characteristics of daily life. Therefore it is essential to mention the contribution the positive nature of communal life in modifying the human behavior and emotional growth in shaping ones’ personality. Contacts with the wider range of people of different age, socio-cultural and ethnic groups can be considered as the most valuable learning experience in terms of personal development.

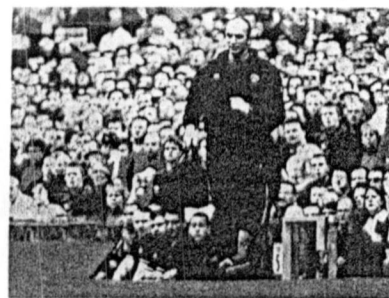


Fig 1.9: Developing Individuals’ personality

Contacts of this type may be largely personal involving links between a person's childhood or important events in life and a particular out door space. Such space may articulate a special meaning and may help to support a sense of continuity between different stages of a personal life. The significance of these meanings or memories is becoming increasingly important Proshansky, (1978) describes this event as place identity. The environmental contribution to the development of "self identity" is largely a product of experience in a public space, specially social interaction in them, help them in coping with others in these settings and learning to find ones place with in them help to derive the sense of self. The playground, park and street can be the settings in which children and adolescents learn to negotiate with others testing their abilities of a wide range. This process continues although the profile of place and activities changes with the passage of time.

The contribution that places impose on people personalities is repeated in the works of many researches, which shows that they are the places that are most important to them. The experiences in such places and the memories that linger in their minds affect their images and preferences for particular job.

Carr, (1992) has emphasized the importance of three kinds of spaces, in the development of ones personality within the different stages of mans life cycle. Childhood spaces defined as specially found spaces, which are part of the daily life of many children despite the location of their community. Personal spaces, which develop as places due to time, appear as familiar places to their lives. These can become a home away from home, safe and secure sanctuaries out of their homes.

The experience one get within the home or within his immediate neighborhood are acquired by children when interacting at play while the youth and the adults gain such experiences when they exchange their personal views explore the behavior of others. These positive experiences, which occur with in a successful neighborhood community space, contribute immensely for their development. This will improve their sense of identity and personality. Contribution of this forces over time provides a rich array of environmental memories attached to the community space which

eventually becomes a part of people as much as their family experiences. This will gradually develop their intellectual abilities, talents and their personalities.

1.3.2 Development of trust

The shared interest people may tend to develop within the community spaces and the rituals that occur in them may tend to evoke spiritual and mystical experience in the society. Hence the events taking place on such spaces create opportunities to develop healthy communal life among the people. This goes beyond the



Fig 1.10: The Religion depicting the trust of the believers

individuals' personal space offering a type of communities that transcends language. By observing others or their activities and sometime participating with them in a shared task such as events celebration etc. Can confirm this communal quality. Again Carr (1992) says, "With the assembly of people sharing and unity are possible that can give expressing to communal feelings". This is the basic in confirming to the existence of the community. But due to the difference in life cycle of the individual, these activities and shared interest may vary. As an example, especially teenage boys select special corners or the junctions where they can hang around while adults and other people prefer quite places for interaction.

These interactions, which happen on these particular places, lead the individuals to identify themselves. Through this they create natural understanding of each other. The activities like procession; events make chances to work in co-operating with others. That also enhances the mutual understanding of each other. Hence it helps to build trust among them. With that trust and mutual understanding build among them, they tend to act in groups or together. They also justified by the Christopher Alexander, (1963) "what is needed in a frame work which is just enough define so that people naturally tend to stop there, and curiosity naturally taken people there and invites them to participation, is a good chance they will them selves that create an environment appropriate to their activities".

These activities leave the community to a prosperous future, which provide community people ample spaces for relaxation and stress free environment. These relaxing environments does not affect to the development or the progress as they are done with mutual understanding. Other such important qualities like privacy, sense of belonging are also achieved and protected.

1.3.3 Natural protection

Communal qualities like trust; personality makes the individuals to act in groups or together. Hence their dedication to the community increases and feels positive towards their community. Therefore it will be a strong bond, which will positively faced to the notorious activities, drug and crime. Prayer (1983) states, "concern of for the domestic privacy and escape in to the peace and sanctuary of homes shows the decline of communal life in neighborhood. However there are not supportive attitudes for an active public life"

On the other hand, with acting as a group community members tend to know more about themselves. This will clearly benefit the younger ones because they tend to know the past from their older generation. Hence when they grow up they are matured and strong enough to steer the future. Therefore it will lead to a smooth flow of tradition from older generation to younger generation. This also helps to retain the identity of the community and one of the reasons to last long.

On the other hand such community is easy to maintain in terms of considering the law and order or the security. Hence the people can concentrate more in to develop the community rather than solving their internal conflicts.

1.4 Social factors of the communal life

The communal life above discuss has several important factors. Though they are common for the all life patters the degree and variation of each factor helps to achieve the healthy state of communal life. One of the main features of these factors is that they also represent in the individual life.

Due to the degree of having those factors make variation of the individuals attached to the community. But these are necessary in the development of community life as well as preserving it to the next generation. With the help these factors, individuals get closer and the qualities explained in above therefore will be more strengthen. These factors rather than identifying in visually or theoretically one has to sense him self. Hence due to the individual preferences it helps to develop a certain identity. So it is vital to understand that, these factors affect the individual as well as the community.

1.4.1 Sense of privacy

According to Westin, (1970) "privacy defined as the ability of individuals or groups; to control the communication or information about themselves to others". If a person has a need to affiliate, love and to be loved and the need to seek a lost of satisfaction from others including the sheer joy of being with others, he also has a cluster of needs that involve the freedom to be alone, to remain anonymous and indeed to escape the setting of

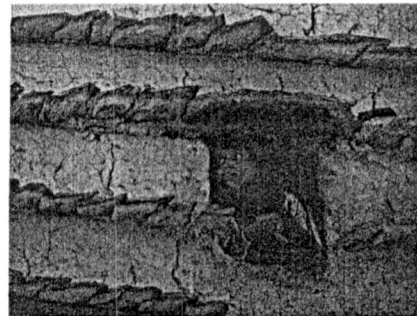


Fig 1.11: Sense of privacy helps to develop personality

the group. This may apply to the group or the community when consider it in macro context also. Proshansky (1978) and wolfe (1974) identified the situation, as "privacy is a human need if individuals have to learn how to function in groups, to be aware of the importance of group goals, the need of others and to separate these from their own non-group. Then groups must in turn learn to recognize the need for autonomy and more specifically for privacy in each of its member."

Due to the individual tend to get the sense of privacy it will help to develop his personality, identity and most likely the time to react for within the community. This phenomenon will be varying according the other physical and psychological factors. Such as age, sex etc. on the other hand these may also help to retain a hierarchal order in the community which ultimately help to protect both individual and the community. Hence due to above terms it is more useful to develop a healthy community life. But the degree of it may vary because giving more concern to this will not act as a supportive attitude for an active public life.

1.4.2 Sense of territoriality

Territoriality is evident as a group concept and also as an individual concept. Freedom of choice implies that the individual can exert some control over his physical setting and in this regard it is confronted with the growing concern over human territoriality.

Individuals not only claim to privacy for themselves as corporeal objects, but for the things they own, the spaces they occupy and their so-called personal effects. Hence the personal pronoun come in to play and identify such spaces as my neighborhood, my room etc. it implies more than legal or normative ownership there are the extensions of the individuals self and on the other hand they may be the elements of his self identity. Proshansky, (1974) says "to the extent that a group expects wants and needs a particular physical setting for their own, to this degree will the effectiveness of group function and process depend on the satisfaction of its territorial aspirations. The street corner of the delinquent gangs, the club house of a teenage girl." Reflect the desire for territoriality in human groups.



Fig 1.12: Territoriality as an individual concept

Hence this feeling of identification or the belonging is need for the individual in order to defense, study and react environment and to self govern himself. On the other hand this will felt on the other as an interface between the individual where others can communicate and build a relationship. Therefore through this feeling individual tend to feel that he belongs to certain group or category. More or less this will develop the sense of belonging and other qualitative values within the individuals in same group.

1.4.3 Sense of intimacy

Intimacy is in simplistic terms is closeness, to have a closer personal relationship. On the other hand it may represent that intimacy is exclusiveness or introvert ness, in the sense that it is less in common places, average in semi public spaces and extreme

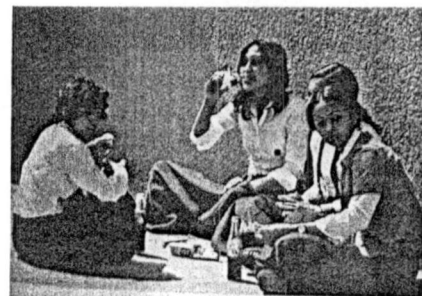


Fig 1.13: Intimacy creates strong relationships

in most private areas. One has to understand that the intimacy is needed to build a strong

relationship. Because of that the individual gets the feeling that he belongs to that environment not only by psychologically but physically also.

Visual contacts, hearing are common ways to derive intimacy. The out come of the intimacy will be identified as a strong relationship or harmony. Due to this feeling the community develops the life strongly. On the other hand traditional values, aspirations and rituals, which achieve the uniqueness or the characteristic of the community, will be transcending from one to another. Spatial arrangements and the layout is one such way that helps to derive the intimacy.

1.4.4 Sense of belongingness

To be attached to a particular setting and have profound ties with it is an important need in human beings. To have roots in a place is to possess a secure point from which to look out into the world, hold a firm grasp of one's own position and have a significant spiritual and psychological attachment to somewhere in particular.



Fig 1.14: A strong relationship between a mother and a child

According to Bachelard, (1969) "we know perfectly that we feel calm and quiet and more confident when in the old home we were born which is where we belong than we do in the house in street where we have only lived as transit. This occurred due to the personal behavior pattern in childhood that shape out according to spatial arrangement of old home having some memories of experience". That meaning case to sense of belonging in the home each and every person has that past memories of home and his behavior pattern in home is basically based on them.

1.4.5 Community sense

“People with shared way of life gather together to rub shoulders and confirm their community.” (Christopher Alexander, 1977)

Human beings like most of the other species prefer to live as groups. From the very primitive age to ultra modern generation they formed and are still forming different community groups to which they prefer themselves to belong. Those may be family groups, neighborhood groups, religious groups, cultural or subculture groups professional circles etc. Most of the people gather around different groups at the



Fig 1.15: Common activities derive community sense

same time. No matter what is the community one belongs to, or what is the role he plays there, the reason for him joining it is the preference to be together or the sense of togetherness or community sense.

These communities are posing common attributes and attitudes. Therefore the members have similar lifestyles preferences and similar goals to achieve. They achieve a strong sense of belongingness for their own community.

1.5 Community sense as a major factor of the communal life

Protection, trust, interaction all should start with the mutual understanding of each other. There will be the individuals' sense of the community. Therefore community sense will be the main quality of the communal life. Community gets its feelings and positive approaches after it gets this. Basically one will think that this is thinking about the community. According to Carr (1992) “community sense derives from the cultural values”.

Being into a group is a deep-rooted desire of the individuals. Human beings like most of the other species prefer to live as groups. From the very primitive age to ultra modern generation, they formed and are still forming different community groups; which they prefer to belong. Those may be family groups, neighborhood groups, religious groups, cultural or sub cultural groups etc. most of the individuals gather around different groups at the same time. This can be most widely seen in urban

situations. When searching for the reason for the individuals join to such groups this will reveal about their preferences to be with company of one another.

These communities or the groups have possessed common attributes, attitudes, values and beliefs. Therefore individuals who belong to that group have somewhat similar life patterns, preferences and goals to achieve. This reason also strengthens community sense. Each of the member feels and reacts similar ways therefore they prefer to arrange the natural environment according to enhance the community sense. This may already identified when considered the Muslims. Their behavior, culture, religion differ from the Buddhists and their religion. Therefore their life pattern differs and their gathering- places are also differs. Hence it reveals that the community sense will help not only to create good communal life style or environment to live but it also develops the community both physically and psychologically.

1.6 Concluding remarks

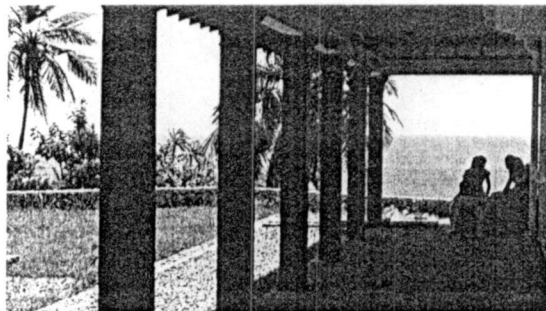
Communal life is an important factor in order to prosper the community as well as the society. Individuals who live in those communities are most fortunate as they live in a friendly environment. The communal life shape up or change with social as well as physical forces. The effect seen from socio-cultural factor is seen from longer periods. Though all these forces help to change the life, sudden drastic changes occurs due to political and economical factors.

Trust, developing personality, protection from the other threats are some benefits which individual gets from the community life. But for that individuals should posses the community sense. In broader sense it is about the desire to being in a group and work together. This is must in order to achieve healthy community. Basically community sense derives from the behavior of the individuals. As this dissertation is related to the community sense informal community spaces in the university one should have to understand the informal community spaces in university. Because of that one can get an idea about how to design a healthy informal community space.





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CHAPTER TWO

Image of the informal community spaces in the university environment

CHAPTER TWO

IMAGE OF THE INFORMAL COMMUNITY SPACES IN THE UNIVERSITY ENVIRONMENT

2.1 Concept of space and Architectural space.

This chapter reveals the space and how the selected spaces are University building represent the community sense. One of the ultimate needs of the man is to grasp the vital relations in his environmental and bring meanings and order in to the world. Hence individual wants to demarcate and identifies the area, which suit for that function. Schulz (1971) represent as, "space

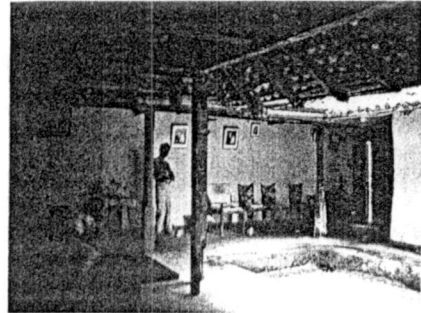


Fig 2.1: Manipulating the Architectural space

therefore is not a particular category of orientation but an aspect of any orientation..." This reveals mans intention, which psychologically enwraps him from the civilization, the communication with the surrounding. This means the environment we belongs and within. On the other hand the spaces he lives, like wise University is also one such space that individual lives. Not all the individual, create direct relationship with it, but that relationship has the interesting ways and meaning in the relationships.

When considering the space it is the main area which interaction happens. This is also the primary area where the selected groups community life unfolds. According to Michel Foucould (1973) pointed out, "space is fundamental in any form of communal life, space is fundamental in any exercise of power. Space is one of the important constituents in the Architecture".

The whole review in the Architecture should be a meaningful and purposeful creation. A piece of Architectural product is evaluated by quantitative and especially the qualitative attributes contained, so as the way of satisfying the physical comfort and the psychological comfort of the user. The design has to floor in relation to the functional aspect of it users as well as their behavioral pattern, the context the product belongs to. Hence Shultz explaining that the space in Architecture is more than three-dimensional at different times and in different contexts. According to Shultz, (1971)

“certain type of spaces can be distinguished such as an un-self conscious and pragmatic experiences, self-consciously experienced perceptual space of individual, the built space of Architecture and the abstract space of geometry”.

Here the study focused only about the Architectural space. This has verity of expressions. Ralf Webber (1997) explained, “Architectural space is always experienced space is that it enhances and constrains human activities. Thus the perception of Architectural space is never homogeneous or faithful recording of geometric characteristics and dimensions. Rather than every location and direction posses a different value depending on use and meaning as sighed by the inhabitant.

2.2 The University as an Architectural space

University environment and the spaces encompasses on it, included in the architectural space. One of the significant for such situation is that it is a resting place for which nourishes the main society, within the university sub society.



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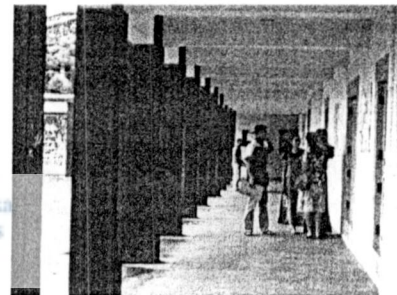


Fig 2.2: Corridor leading to the Economics Department-University of Ruhuna

Society there is several sub groups, which will be divided according to location, age, type of work; study stream etc. there is a set of values, norms and attributes. Within there sub groups as well as in the outside world. It has a sub culture which help to develops the main cultural stream of the Sri Lanka. So the spaces within the university represent the perceptual and behavioral values of the university community. Schulz (1971) explains that “Architectural space founded on and contributing to self conscious experience involves the deliberate attempt to create space” like wise the self-census experiences which get by the individual help to derive the university spaces. One of the unique spatial arrangements is that all these spaces planned to enhance the education mind of the individual while providing the loops to build the strong social bonds. As an example the learning spaces within the university are encompasses the practical areas, large areas for student discussion and views, vistas of the natural environment. Through that encourage not only to success this education and physical life but also the social life of him.

On the other hand Schulz further explains (1971) that “architectural space concretize a public existential space which includes many private existential spaces.” This means university, as the architectural space should satisfy the individual needs, which have understood and match the larger context.

2.2.1 Social organization

University represents a specific type of social organization in the society, which is unique to its environment. The individual within it more or less have the intention focused only to the education. The time he spent on within the university environment makes this focused sheltered and provides opportunities to take part in social activities also.



Fig 2.3: Students' social activities within the University

Within the university environment, social organization is physically as well as psychologically different from the man's social organization. As an example the new comes to the university are welcome with a romantic, funny process identified as ragging, but this is totally new concept to the man's society.

Emergence of the sub culture in the university happens due to various reasons. One of the significant factors is that, all the university students live in same educational environment. Most of the students who select to the study are stayed in the hostels, which are mainly within or closer to the university. The people they meet in each day are the same and the communication with outside world is limited also. Therefore it provides the nurtured space to breed the university sub culture. Due to the influence of this, helps to originate the language, culture which is own to the university. This may represent in the university environment also.

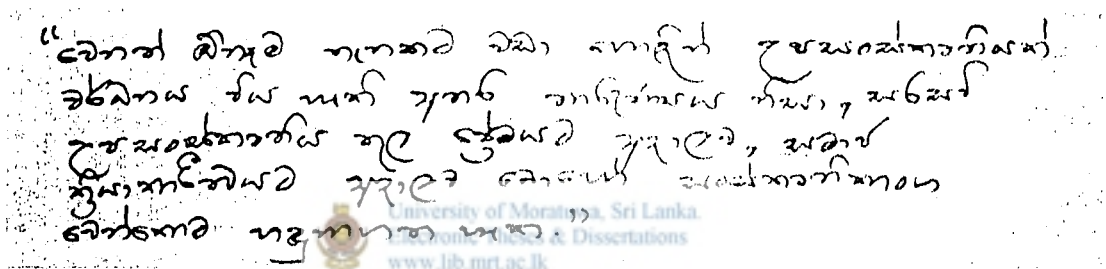
Prof. Karunarathne (1997) explains,

“මේ බිහිවුණ ආකූලයකටත් සාමාජිකයින්ටම ඔවුන්ට පමණක් උදෙසා පැවැත්වෙන්නේ, සිටින ජීවිත හා භාවයේ ආකූලය සෑදුවා පිළිබඳව ය. මෙය ඔහුට ප්‍රතිචාර දක්නට උදෙසා උපයෝගී. පැවැති භාවයකටත් ආවේණික භාවයකටත් එකතු වීමට සාමාජිකයින්ට ඔවුන්ට භාවය පැවැත්වීමට උපයෝගී.”

The members who reside in the university premises have their own identity, culture etc. but this is lack in some students who reside away from the university.

As students are all enroll in some behavior pattern, their experiences and the daily routine happens in similar manner; this also helps to emerge a sub culture within the university. The students who entered to the university are in common education status and the variation of the age is also less. Therefore other than any other place university has the possibility to develop a strong sub culture within it. Because of the age and other factor, which are, belongs to the youth age this sub culture adds more value to love, social work and politics art other than any sub culture.

Prof. Karunarathne further explains,



One of the causes to emerge the subculture is that this community has not a strong socio economic life style. Most of the students are unmarried and they still pending on the parents. Therefore they become fortunate to get some-what freedom in psychologically by not having the economic and family responsibilities and duties. The increase of the economy and the small amount of bursary they get pares positive approach to build a sub culture.

The influence of the general culture in the country or the society also helps to develop the university sub culture. The present and the past attitudes about the socio political economic aspects in the country also have an impact on creating the sub culture. And this sub culture ax tract not only the contemporary situations but also the

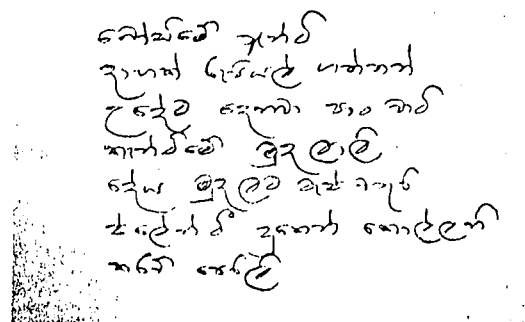


Fig 2.4: A scribble showing the students' socio-economic condition
Faculty of Medicine, University of Peradeniya

historical events such as colonial influences, socialist approaches also.

2.2.1.1 University education system

The Sri Lankan education system dates back to the past especially up to the establishment of monastic education in Sri Lanka. That type of educational system was developed because the main task at that time was providing education especially for the monks. They were the most knowledgeable category of people in that society, to handle literary work. Although the Portuguese and Dutch rule had made various changes in the Sri Lankan education system, the British re-organized the education structure to suit their needs. They realized the importance of a proper educational program for their business and administrative activities. Their educational motives were handled to suit the socio-economic aspects prevalent at that time.

The Sri Lankan higher educational system was geared in the correct way after the establishment of the Ceylon Law College in 1870. Thereafter in order to fulfill the need of a university education system they established the Ceylon University College in 1921.

Education means acquiring knowledge. The aim of education should be to apply that knowledge to develop responsible and loyal citizens. They should be able to contribute meaningfully to the development of a country through a well balanced

General education, Lord Buddha held the view that, "Initiation to a higher life is the object of education". (Radhakrishna, 1956)

Therefore education is a search for integration, for wholeness. According to Tagore, "The main aims of education is to import freedom, active communion with native and creative expression." (R. Silverlingam, 1961)

Thus, the aim of education is to produce integrated men and women who are free of fear. This brings independence without ruthlessness, - without contempt for another and could be considered as one of the most important aspects of life.

The term university indicates a university, which means that, it is not reserved for one culture, one nationality, one community or one country, but is open to all the communities of the world.

The university is bound with a long historical background and it is the focal point for the development of a country in any part of the world.

"Every university has a certain representation in the development process and does not belong to one particular kind of people or group. It should be a universal institution for the whole world." The main goal of a University is to preserve, transmit and expand knowledge. This is achieved through teaching researching and extensive work." (G. L. Brook 1973)

As it was said before, the acquisition of knowledge is very much necessary in university life. It is not enough continuing that process only within the time period, in which the student is in the university. Acquisition of knowledge should continue even after the student has left the university. Making the student familiar with that the university within the university life does process.

2.2.1.2 University student community

The university students suppose to be very talented and intelligent students, because they are the creamy of the secondary education. This particular talented students step forward into the universities with so many objectives. In fact the exact duty of the university should be to make integrated and balanced men and women with human qualities to be good citizens. In other worlds the university student should stand out as very thoughtful and creative personalities among others in the society. It is important to know how the secondary and technical student differs from the university student.

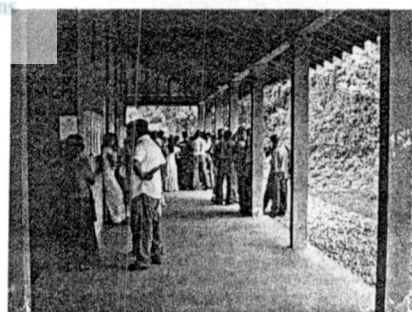


Fig 2.5: A group of students at University of Peradeniya

This will help us to understand the university student Russel, (1980) explained thus "The students in secondary schools do mere studying, but not learning as a whole".

Ibid, (1978) said," The passive acceptance of the teacher's wisdom is common in secondary education."

Therefore, it can be said that the secondary education student is more associated with cognitive learning. This involves no effort in independent thought. On the other hand, students at the age of their secondary education are not mature enough to develop attitudes and values from what they learn and affective learning does not happen much in secondary education. But in a University, a student perceives learning as a whole. He is supposed to be a fully integrated, balanced person by learning in a university. The other difference is that, Dr. L. R. Perera, (1986) explained, "In a university, both student and teacher learn in mutual discussions".

Considering the behavior pattern of the Sri Lankan university student community, the students are very busy and have to work hard to gain his university education due to the lack of infrastructures. Therefore he needs relaxation, because he is subjected to stress in his day-to-day life and most students are extroverted and they come close to the environment.

According to psychologists; there are four basic categories that students are pigeonholed into, these groups are sanguine type, choleric type, phlegmatic type and melancholic type. Within each of these groups, the degree of extrovertness or introvert ness and degree of activeness may vary according to the individual. The identified behavioral pattern of categories of students help in determining the spatial qualities that they are required by each group.

According to the categorization, sanguine type students are extroverts who are active. Therefore they will satisfy their needs in an open and dynamic environment, which heightens the competitiveness and motivational levels.

Students with choleric type personality will be comfortable in an amiable and assuaging environment that provides a support to heighten their arousal levels and provide opportunities for them to be sociable and cheerful and extrovert, but they are passive.

On the other hand, phlegmatic type students due to their introvert and active personal qualities will prefer a warm and cozy environment in achieving their inner satisfaction.

Melanchdic type students, who are introverts with bigger personal space bubbles around them, will protect and maintain their personal spaces in a serene and secluded environment, that will make them feel secure and supported to acquire attitudes and values. Attitudes and values are mainly acquired through discussion. These discussions occur in various forms in the university. These general forms of discussions that occur are as follows.

Discussions between students and books or discussions with their own mind, where they total learning occur. Thus, for acquiring attitudes and values there must be discussions.

For discussions to take place there must be relevant spaces, these spaces could be formal and informal. The results of the discussions would depend largely on the environment created by these spaces.

2.2.1.3 Communal life within the University

Communal life is mainly describing the way that sharing and other important physical and psychological behaviors enhancing the students within the university premises. In order to smooth function of the university environment this is essentially needed. Community spaces within the university represent this nature of the communal life. This emerges due to the balance between the



Fig 2.6: Students participate in common activities.

private and public life. Carr, (1992) explains it as “the communal life offers relief from stress of work providing opportunity for relaxation, entertainment and social contact. On the other hand it allows the student to develop new physical and psychological aspect about him self as well as about the society”.

University communal life changes due to the factors in both within the environment and outside the premises. One of the significant factor in outside is the change occurred to the social values or the trusts. Contemporary world this has happen to the Sri Lankan society in several stages colonial period, socialistic approach in 1970,

open economic approach in 1977 are such examples for this. Due to this attitude of the individual in general society has changed from his capabilities to economic values. This phenomenon has identified by the sociologists as the commercializing the society. Through the education, development is communication and media this has come to the university.

Other significant factor is the political interferences. University environment is from the beginning famous for its socialist approach. Therefore student groups like socialist student movement, inter university student society are activated and spread the political environment up to now. This has brought several impacts on the university sub culture. One of the incidents will be the riot in 1971 and 1989. Lack of economic stability in the outside world also forces to change the communal life in the university.

Other than that there are several key problems affect within the university. One of them is the variation in the students entering to the university. This may be the number of students or the education and intellectual variations. In 1970 and 1970 the university student is rich with cultural taste and political philosophers while present situation centered them to western thinking, which leads to fantasy world. The demography of the course structure also changes the communal quality. In past, the learning process happens in arguments and discussion while present it moves to teacher centered education. Hence student misses the chance of self-learning and presentation ability confidence of what he knows. Both these factors derive negative impression as student to stay away from the communal life and accept more individualistic behavior system.

The lack of job opportunity for the education is another severe problem. Due to this students demoralized and step down to accept the individual behavior pattern for seek only own success. On the other hand the political environment within the university psychologically put a barrier of creating communication within the opposite parties.

Hence all these factors help to keep away the student from ranking interrelationship and building interpersonal value. This helps to put the sharing and discussion into minimum level also.

Though under these circumstances, with all the negative atmospheres university sub culture protects due to its romantic and pleasant environment it captures. Every student at some degree moves on it and has tasted the sweetness in, university sub culture. This community life represent in three keys way in university environment.

a) In terms of education

Communal life within the university environment clearly represent in this area. The special language and the behavior system, which applies only to the university, bake this. The subject streams or the each faculty have identified by the language in order to give the equal status.

Political science	-	කර්ම කළමනාකරණය
History	-	පුරාණ සංස්කෘතියේ අර්ථය
Sinhala	-	අර්ථයෙන් අනන්තය
Medicine	-	වෛද්‍ය වර්ගය

Sharing the knowledge will mainly help to derive the communal life. Students in same group or batch will get together around a student who understand and knows better about the subject. The place they get together will identify in different names. This will be seen common during the exam periods. As Christopher Alexander, (1977) points out "Creative active individual only grow up in a society, which emphasize learning instead of teaching. This will help them in both developing the knowledge about the subject as well as communal quality".

Within this space students learn to behave according to the groups needs. They tend to hear other views and discuss without leading to heated arguments. There is several ways in learning.

Spaces they study also will be help to derive effective communication and it will be choice of the each group member.

- සමාජයේ සිටින - Some of the students are not studying along. They entered other group discussion with out permission and learning from them.
- සමාජයේ සිටින - Some students studying while moving. They use short notes.
- සමාජයේ සිටින - This kind of studying has long history. This means the one who is studying, he is not concerning about others, even roommate.

b) In terms of social activity

There will be another significant area where the university students' communal life expresses. This also the area where student release their public and private attitudes towards the environment art is one such method, which reveals the private attitudes of the students about the society. The most significant tool that represent the art in the in scripts. There are within the university lecture halls, hostels and canteens. The in scripts explain the loss friends in the struggles, and the attitudes towards the study.

සිසුවා විසින් සිසුවාට පාඩමක් දීමට
සිසුවා පාඩමක් දීමට පාඩමක්
සිසුවා පාඩමක් දීමට පාඩමක්
සිසුවා පාඩමක් දීමට පාඩමක්

Fig 2.7: A scribble showing how the students suffer after closing the university
Library, University of Sri Jayawardanapura

සිසුවා විසින් සිසුවාට පාඩමක් දීමට
සිසුවා පාඩමක් දීමට පාඩමක්
සිසුවා පාඩමක් දීමට පාඩමක්
සිසුවා පාඩමක් දීමට පාඩමක්

Fig 2.8: A scribble showing students,
Emotions-/ gym, University of Ruhuna

Some in scripts questions whether the university creates the true intellectual persons to the society. Hence poet reveals how the student minds demoralized due to not having the jobs, which are recognizing the value of degree.

The social dramas and cultural events also represent the students' interactions. Due to this it helps to take and the inborn talents of the individual. On good reason there are that this helps the individual to represent others talents. Students intuitively learn how to use the each talent and achieve the success.



Fig 2.9: A drama played in students' night, University of

In university environment; love is another area where interpret the students behavior systems university love present the romantic, simple honest quality and sometimes questioners and keep away the definitions of love in common societies.



Fig 2.10: A couple of young lovers enjoying their world

Social activities with in the university strongly influence by the students politics. Due to that it helps to protect the students interrelationships, mutual understanding and trust among them.



Fig 2.11: Students protest for their rights

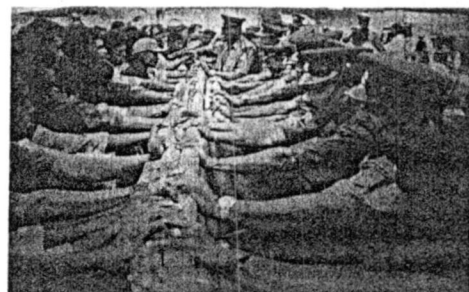


Fig 2.12: Conflict between society and university sub culture

One of the functions, which help to develop the communal life in terms of social activity in the university in community living, is sharing. Students live together in the hostel. Sometimes the friends who don't belong to hostels come to with them. In university terms this identifies as " Gaje gaseema " Use of toothpaste, soap, water, towels, and even cloths are help to develop sharing and understandings among them.

Qualities like " Adu kema " Which can be seen in the canteen also helps to develop the sense of sharing. Here the students who doesn't have enough money to get meals, uses his friend's plate to get the meals for discount rate.

The nicknames they get when entered to the university also make them socially equal with in the university. These nick names set de to the physical appearance of the individual. Sometimes the nickname given by they're senior students according to the location where they live and also their behavior pattern.

රන්ගුණ

-Using this terms to identify a boy who is toll, slim and fair

සර්ව

-The girl who is more concerning what is happening around and others' affairs

සර්ව සුභ

-The students who are living friendly mind and presenting smiles for every one

The social activities and the university sub culture also influenced by the layout and spatial arrangement with in the university. The functions mainly help the students to get together and the spaces their depth and breadth, intimacy level; arrangement evolves the sense of community among the students who gather in the space.

2.2.2 Spatial Organization

There are two basic categories of hierarchies with in the spatial organization in the university. They ate the private spaces and public spaces. Each has their own unique features, which help to identify the space. There are several way of these spaces can be organized in the university setting; namely centralized, liner, radial and grid.

a) Centralized Organization

A centralized organization is a stable concentrated composition that consists of number of secondary spaces grouped around a large dominant central space. The central unifying space of the organization is generally regular in form and large enough in size to gather number of secondary spaces.

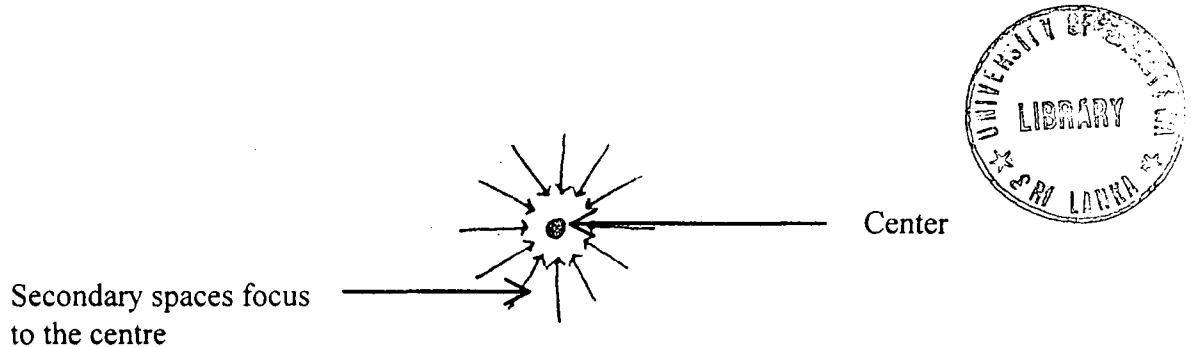


Fig 2.13: Centralized Organization

The secondary spaces of organization may be equivalent to one another in function, form and size and create an overall configuration that is geometrically regular and symmetrical about two or more axes.

When considering the “Sumanadasa” building at university of Moratuwa is visualizes the centralized organization. All the physical spaces, which encompass the lecture halls, studios, labs, and other circulation spaces will be focused on a large courtyard, which act as a center.

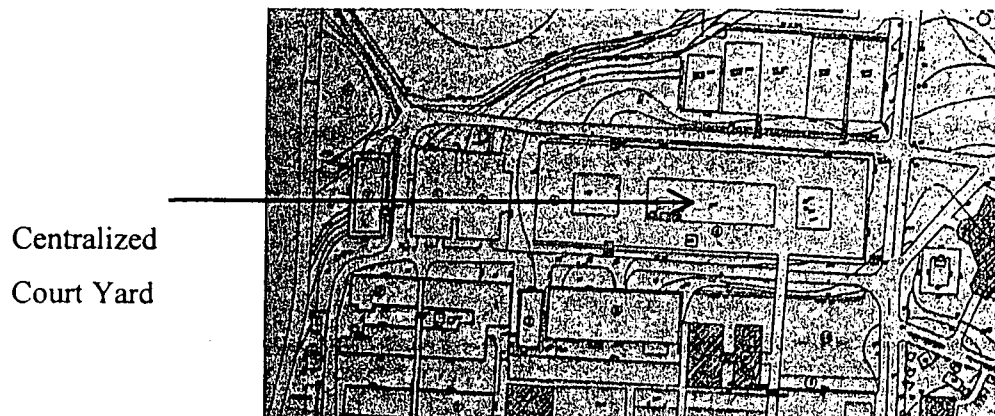


Fig 2.14: Sumanadasa Building
University of Moratuwa

b) Linear Organization

Linear organization consists essentially of series of spaces can either be directly related to one another or be linked through a separate and distinct linear space.

A linear organization usually consists of relative spaces that are alike in size, form and function. It can also consist of all linear space that organized along its length a series of spaces that different in size, form or function. In both cases each space along the sequence has an exterior exposure.

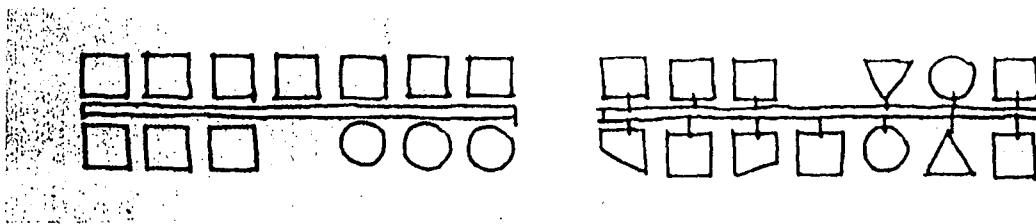


Fig 2.15: Linear Organization pattern

For an example, mechanical and chemical labs at the department of mechanical engineering, university of Moratuwa, can be seen as a linear spatial organization with in a university. The spaces arranged either sides of the walkway. The spaces in between the building create courtyards and those are visually and physically link with walkway.

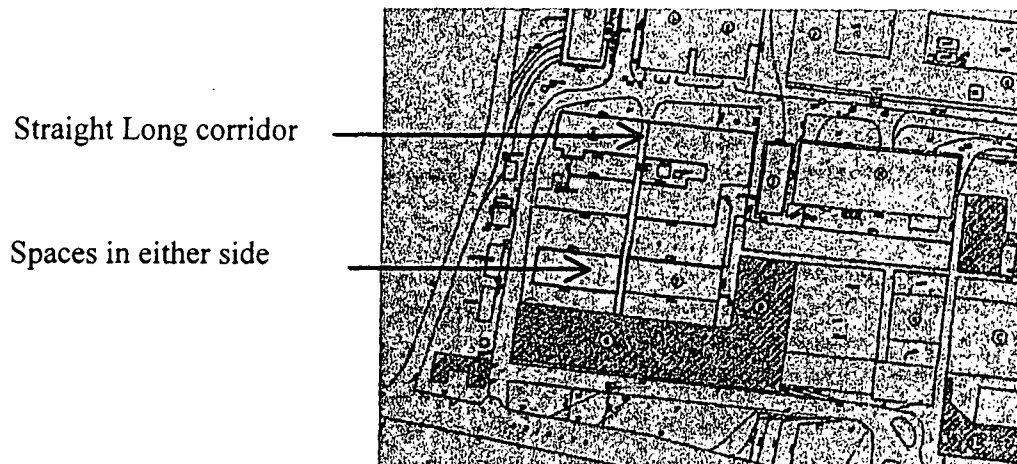


Fig 2.16: Department of Mechanical Engineering, University of Moratuwa

c) Radial Organization

Radial organization of space combines elements of both centralized and linear organizations. It consists of a dominate central space from which a number of linear organizations extended in a radial manner whereas centralized organization is an introverted scheme that focuses inward on its eternal space of radial organization is an extraworted scheme that reaches out to its context. With its linear arms, it can extend and attached itself to specific elements or features of its site.

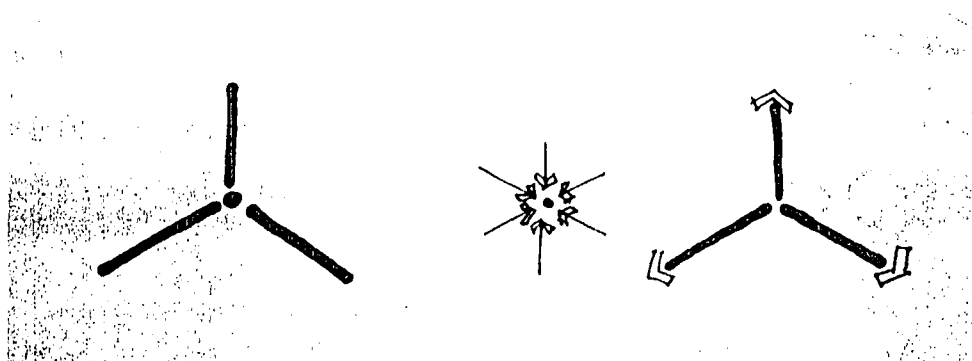


Fig 2.17: Radial Organization

Clear example for this with in the university framework is the Botany and Zoology department of university of Ruhuna. The all the wings in the building connect to the large courtyard and spaces in the wing organized in linear system. All together this is a connection between linear organization and centralized organization.

d) Clustered Organization

A clustered organization uses proximity to relate its space to one another. It often consists of repetitive cellular spaces that have similar functions and share a common visual trait such as shape or orientation. A clustered organization can also accept with in its composition, spaces that are dissimilar in size form and function but related to one another by proximity and visual ordering devise such as symmetry or an axis.

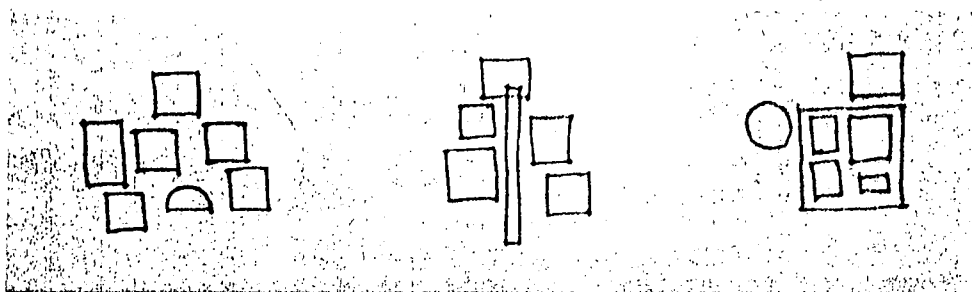


Fig 2.18: Clustered Organization

e) Grid Organization

A grid organization consists of forms and spaces whose position in space relationship with one another are regulated by a three-dimensional grid pattern of field. A grid is created by establishing a regular pattern of points that define the intersections of two sets of parallel lines projected in to the third dimensions.

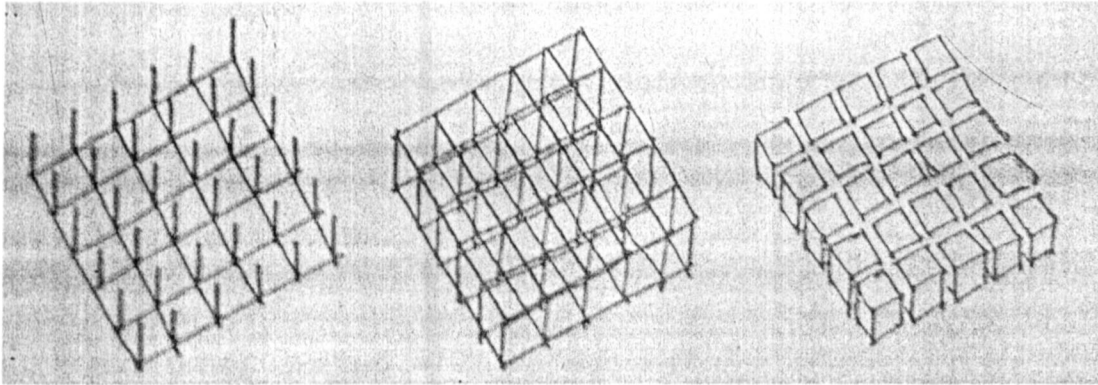


Fig 2.19: Grid Organization

2.2.3 Spatial Domains

According to Schulz (1971) "Domain can be define as a relatively unstructured 'Ground', on which places and path appear as more pronounced 'Figures'. The domain has a certain unifying functions in existential space. There fore it has a definite function encompasses with a unique environment to perform. This area has three significant characters".

Center - This is the factor that spatial stabilization and its locality is take place. In a way this is the main focal point of the space. This centrality is more needed for the people to gather as because individual always concentrate about his location in the space with center. On the other hand the most prominent users accept the center while individual who less interest about the function and the space used the corners or the periphery.



Fig 2.20: Urban Centre

Enclosure - This means the boundaries of the selected area. This may be an Architectural creation of physical enclosure or it may be physiological enclosure. This represents the openness of the space, exposure of interior to the surrounding, vistas, natural lighting used and ventilation level.



Fig 2.21: Buildings creating Enclosure For either side

Continuity - This is the connection between other areas. This helps in manipulating a movement through the space towards the next destiny. For a community space continuity is for more important, it basically attracts the people to space and provides all levels of comfort for the individual to stay there.

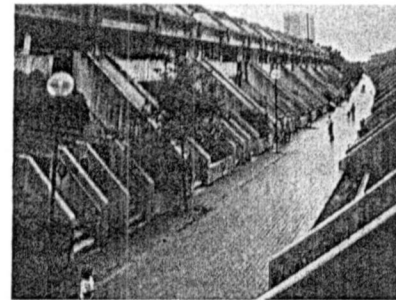


Fig 2.22: Linear continuation

a) Private Domain

This is one category of spatial domain. Rather than public space this lacks interactions and other social attributes. This is not for mere for larger societies. There for it caters to the limited number of individuals who possess some desires, values and beliefs. Behavior and culture of the individuals are more or less the same. Spaces like labs, lecture rooms, auditoriums somewhat similar to these spaces. In these spaces privacy is in maximum level considering the public space.



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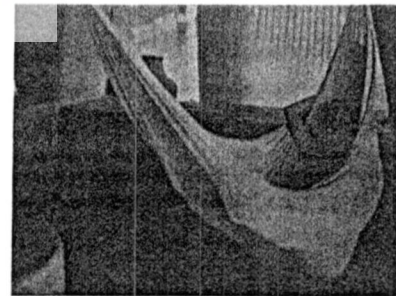


Fig 2.23: House - Private realm in the space

b) Public Domain

Other category, which can be identified in the university, is belongs to this type. Here the individual feel more and freedom than in others and the basic identified function is related mainly to gathering. This combines the private spaces together in a way and help to create a balanced mind of individual in order to enhance the education background. These spaces help more to originate the unique subculture with enrich

the main culture of the society. Carr, (1992) explained that "the public spaces as the common ground where the people carry the functional and ritual activities that binds the community, whether in the normal rooting of daily life or in periodic festivals".

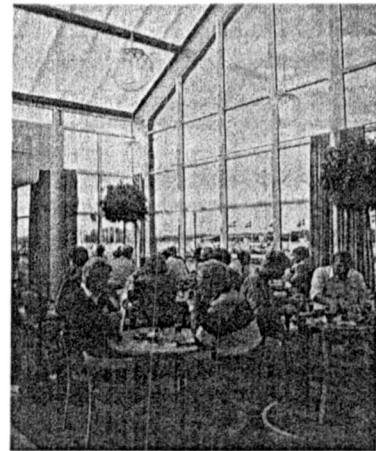


Fig 2.24: Public realm in the space

2.3 Community spaces in the University environment

University community space is the common ground where University students carry out the functional and ritual activities that bind a community. It takes a more public nature when accommodating communal activities either for group participation or self-improvement. These encounters in daily life offer meanings to their lives. This is very vital where a conglomeration of ethnic, socio-cultural, religious and a variety of interest groups inhabit in a common territory.

Due to the complexity and diverse nature of communal activity, their relationships and social groups, it is hard to generalize a specific definition.

However, as Carr, (1992) defines, "Community spaces act as dynamic spaces in contrast to the more settled places and work routines of daily life providing channels for movement and nodes of communication which provide a common ground for various communal activities."

With in the university, the community spaces can be divide in to two categories according to their nature, origin, and meanings: namely, formal community spaces and informal community spaces.

2.3.1 Formal community spaces

One of the basic categories of the community spaces will be this type. Hence the community space can be identified the constituents of the space. Such as center, enclosure and continuity. Formal community space has a definite identifiable function and the space is well maintained also. The individual will be guided by a set of rules and regulation with in this type of spaces. It also has definite set of its own attitudes values and meaning hence it identify of the formal community spaces will be unique from one space to another.



Fig 2.25: Common room –
University of Ruhuna



Normally individuals use the formal community spaces for a definite function or to fulfill a task. Library, auditorium and lecture halls are some of the example. Students use these spaces directly educational purposes. Thought it enhance the community life, it want be create any impression on to it. One of the significant features in this type of is that they will design and planed

2.3.2 Informal community spaces

The other category of the community spaces is this. These are the spaces, which are strongly deriving the community sense among the students in the university environment. This will be the main focused area of the study.



Fig 2.26: Nature acts as an
informal community space

2.4 Informal community spaces with in the university environment

Informal community spaces are the spaces mostly arrange by the student themselves or some times the designed spaces by the designer of the university for students to support their communal life style. One of the significant feature will be that these spaces cannot be clearly identified their constituent of the space such as center,

enclosure and continuity. Their function also cannot clearly identified and some times students use these spaces more than single purpose. Students use as informal community spaces, places like staircases, corridors, and bridges, built in seats even under trees.

Also these spaces have quality of relaxation, privacy and freedom of action. Hence these are very popular and very functional among the students. Example “Gula”, “wala”, “Apaya” in Moratuwa University. They used specific names to identify these spaces and these names add to vocabulary of the university sub culture. The use of informal space will be varying according to groups of the community and that specific group governs the spatial behavior. Locating and transferring in to the informal common space will be mainly governed by the group preferences and context around it; privacy and other physical and psychological need also attached to the choice.

Informal community spaces are not isolated, like other spaces it has different spatial relationships with other spaces. According to this, informal community spaces with in the university environment can be categorized as,



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- Informal community space with in another space.
- Informal community space with interlocking space.
- Informal community space adjacent to another space
- Spaces linked by the informal community spaces

2.5 Concluding remarks

Community life helps to derive a physical and psychological development among the individuals. This phenomenon happens in the environment both natural and man-made, but the importance of community sense mainly needed on the built environment. Therefore the above chapter reveals one of the constitutions in the built environment for study the community sense.

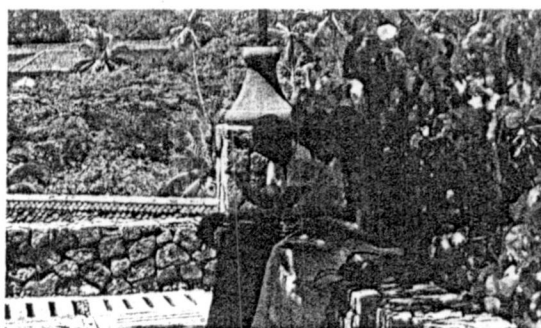
Built environment comprises various kinds of spaces. Hence first area will reveal the concept of space and its relationship to Architectural space. When considering the Architectural space it helps to identify the man made buildings. Man made space

which have human interactions within, it and a certain behaviour and culture encompasses makes the Architectural space. Considering that Point University which discussed as the main study area of this dissertation also derives through the arrangement of Architectural spaces. Architectural space has to be enrolling with the human behaviour, therefore one has to identify clearly about the University environment and the behaviour of the student community. The University has a strong sub culture making greater impact to the student community. This sub culture is shown with the macro social issues and the way face to it. Due to the development of strong community life in the sub culture, benefited for them in several ways. One is that it will develop the interactions; therefore social activities are greater in Universities. The identity of the students will be derived through this. On the other hand the interactions among the students help to make a good educational environment which help for them. Students can discuss their matters related to education with others. These kinds of activities are more essential during the exam periods. The interactions among the students help to derive recreational realm environment also.

In order to derive those realms, the University environment and spaces with in it has to be organizing in several manners. These also explained in the study. Out of these organized spaces, public spaces taken to study, as they are the most valuable in order to derive the community sense. These public spaces have identified as community spaces also. These community spaces according to their arrangement and the individuals' behaviour with in the space can be categorized in to two sections. Out of these two the main emphasize given to study the informal community spaces with in the University environment. The study reveals that the freedom of action that individuals have in the space and the level of privacy derives the informality of the space. As the space becomes more informal it will harmonize with the University life and that represents in identifying names given to it and the poems, and words written about, in the University.



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CHAPTER THREE

Contribution of informal community spaces to derive community sense in
the university environment

CHAPTER THREE

CONTRIBUTION OF INFORMAL COMMUNITY SPACES TO DERIVE COMMUNITY SENSE IN THE UNIVERSITY ENVIRONMENT

3.1 Use of informal community spaces in the University environment

It was revealed in the preceding discussions that Informal community spaces are an essential part in the constituent spaces in the university environment. Community spaces are important and useful as they help to unfold the community life style into the environment. Hence informal community spaces are more needed because they are created according to the socio cultural political and economical need of



Fig 3.1: Using a informal space for gathering

the groups who use it. Therefore these spaces are rich in value, attitudes and beliefs. On the other hand university environment is different from the normal community spaces in the society. It encompasses a certain age group of individuals. But it has more variation in cultural, attitudes yet focused on the education success. Though aspirations have slight changes, they will lead to the individuals' personal success. Interactions happen in a certain way, which enhances these aspirations.

In Universities, as there are large number of students, they need common spaces to relax during the study hours. Robert Sommer, (1969) explains that need of these relaxing spaces as learning in poor and students begins to hallucinate in a monotonous environment. Due to the above stated phenomena, the relaxations an individual need, will differ from person to person. There it will describe under these categories, which incorporate to develop the individuals' personality. Ultimately creating a 'universal man' is the motto of the university according to Jawaharlal Neru.

3.1.1 To develop trust

One of the essential out come of the informal community spaces will be the development of trust among each individual in the group. This may be within the

members or with the outsiders and with the process or the university environment. As students have to limit their interactions with the outside world. This helps more for them to develop a strong relationship with the immediate environment they contact within the university environment.



Fig 3.2: Developing trust among students by activities like protests

According to Carr, (1992) this is the basis in conforming the existence of a community. This enables people to feel, that they are a part and parcel of the community and also makes them to feel a sense of belonging within them. However these activities gradually develop a sharing and supportive attitude, which is very important in ensuring a 'trust' among them.

Due to the development of trust among the individuals they interact with each other in more familiar and personal way. Therefore the close interaction of the groups helps to build strong cultural and social values. It is one of the reasons that university possesses a strong sub culture within it. The sub culture though similar as in normal society yet radically represents its identity. The trust among each other paves the way for the subculture to establish within the university and on the other hand it also protects it.

One of the benefits of the informal spaces have is that the freedom of action. Therefore individual has the freedom for do what he wants and the sub culture accepts it or rejects it. Hence in a way individual learned to behave according to the sub culture. On the other hand these spaces are the breeding places for the new cultural values. Informal discussions, ragging situations and personal interactions will take place here.

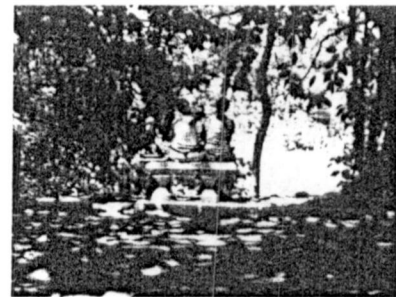
In a way these areas student understand, the limits of each other's. As these areas are used to release the students' macro social issues and education stresses this also help to build trust among each other.

Traditions and rituals are also performed and practiced in these spaces. This also will be the learning space of the university sub culture for the new comer.

Because of these informal community spaces and the functions related to it individual become more cautious about others within the environment. This is an assurance in communal life. With frequent participation of people and sharing their problems a unity, which can give expression to communal feelings of developing a trust.

3.1.2 For natural protection

One of the biggest threats comes to the individuals relates to security. Individuals, who mostly being with the family environment suddenly have to deal with the larger society. Therefore to being with the larger society and understand the behavior of the



society, they need to be with a group rather than being as an individual. Therefore a community

Fig 3.3: Natural protection for Young lovers

space is a must in the university environment. Out of the two categories informal community spaces are more important because it depicts the true behavior of the individual. Rather than not being guided to a set of rules and regulations, which is relevant for the formal community, spaces have individuals behave according to their vision. According to Jacob, (1961) "the creation of liveliness is the most influential factor is the elimination of most of the undesirables that can take place a community space and also emphasizes the necessity of constant use of such a place contrary to the above aspect".

It can be also stated that students interacting among themselves and creating a healthy community life will help the university administration. Poyner, (1983) states "this is the cooperation and support of the residents to make themselves feel more confident and stable relationships with the community that may arouse the feeling of intervening to prevent such activities." Healthy relationship among the individuals, help to identify strangers and take due actions against them. This is essential to

safeguard the physical elements as well as the educational environment, which is needed to the university.

Almost all the students are in young age groups, which demonstrate lack of experience with the society. The age groups carry a radical behavior pattern, which represent the energetic dynamic realm. Hence there is a trend of moving them into anti-social activities, which may create a sudden end to their education life style. Jacob, (1961) reveals the community life as a method of reducing this threat as social cohesion, stability and security along with natural surveillance of one's immediate environment can be considered as main safeguard in eliminating anti-social activities. On the other hand, this may help the individual to concentrate his mind on the education related activities. Because of the difference in public and private environments, it helps to retain and protect the private realm of the private spaces. Therefore informal community spaces and the generated communal life style in it help to protect not only the individuals but also the built environment and the university sub culture; which is unique only to the university.



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3.1.3 Develop personality

The most important use of the community life in informal community spaces is developing personality. The informal community spaces help to generate interpersonal experiences within individuals in the most influential factor in the nature of human development and the characteristic of daily life. Therefore it is essential to mention the contribution of positive nature of communal life in modifying the human behavior and emotional growth in shaping ones personality. Contacts with the wider range of students' age; socio cultural patterns and ethnic group can be considered as the most valuable learning experience in terms of students' personal development. As Carr, (1992) explain "if our memories of our environment is more than a pleasant amenity; it is an ingredient in the kinds of people we are".



Fig 3.4: Developing Individual personalities through the social events

Informal community spaces are the places where individuals express their views and perform freely. Therefore, individuals tend to know different angles of the society and the controversial issues. It helps to widen the scope of the society which individual knows. Therefore it is more important in taking decisions and to explain to someone. This is also helpful in effective communication with others, to the individual. In these spaces they tend to perform different rituals and have different special values. Hence individual get used to reach on to it and behave in different situations. This also helps to develop the behavior of the individual in the society. The group mostly uses these spaces; hence one of the important things is that the individuals learn to respect others and to share their values. In a way individual learn to negotiate with others, testing their abilities of wide range. Through their learning, individual trained to find one's place within them, it also helps to find the sense of self.

As mentioned earlier, university aims to build universal men, which should be successful not only in physical aspects but also in psychological aspects. Therefore university students mostly act as the peer groups for the normal society. One has to add the qualities like, supporting and sharing, showing courtesy and leadership etc. to represent a strong personality to the outer world. Therefore such spaces like informal community spaces are essential in university environment.

Event like ragging or lecturing about the university sub culture to a new comer "Tela Bedeema" helping in education works "Kuppi Demeema" paves the way to develop above qualities in the individual when he uses the space. But according to the students' behavior the frequency of using such spaces will differ and according to the way they use such spaces and behavior they categorize the individuals into two groups. "Alaya" for example. Through these behaviors student tend to experience the life pattern in university and ultimately able to create his or her own way of life and behavior system which go parallel with the university sub culture and the main culture.

3.2 Importance of community sense in informal community spaces

It was seen from the previous discussion that there is a need of individual to be with others, rather than being in total isolation. Hence due to individuals' togetherness, university community emerges. The community life, due to various factors depict as a balance of private and public activities. This balance will be created because of the community sense in individuals at community and this will shape up their culture and behavior.

Community sense in general will reveal the mental understanding that gets about the community, which individuals live. It encompasses the sense of belonging, sense of privacy, sense of security and etc. ultimately this will help to create and strengthen the link with the individual and space. Community sense is important in the public spaces. Therefore community sense in university environment means the individuals or the students understanding about the whole university and the behavior system of it. This is more needed in community spaces in other spaces. This happens because university common spaces are the areas where the most number of interactions happens. Therefore to keep the space functional and to relax and preserve university sub culture community sense is essential. Out of the formal and informal community spaces, community sense is mostly relevant and needed in informal community spaces because they are the areas where individuals depict the natural behavior pattern. Formal community spaces are governed with set of rules. Hence the behavior system intentionally and sometimes-generated community sense among individuals distorted purposely to suit the function – reading room prohibited talking. Lack of community sense leads weaker interactions with the individuals. Therefore outsiders can create difficult situations for the individuals as well as to the university environment. On the other hand this will help to collapse the identity of the space. Therefore it will reduce individuals' interactions with the built environment, which will create the activities like vandalism and graffiti situations. Strong communication leads more interaction with the individuals, these individuals belongs to several age groups, which will be identified by study years. Hence the situation of junior students learning from seniors will help to create vertical learning process.

3.2.1 To protect the public realm in the environment

Public realm is derived through the community sense. Therefore public realm is very important to the informal community spaces, as they are the main breeding place for the community sense in university environment. University caters to large number of students, who follow different subject streams. They all are present in the university in one time. Because of the largeness it is essential

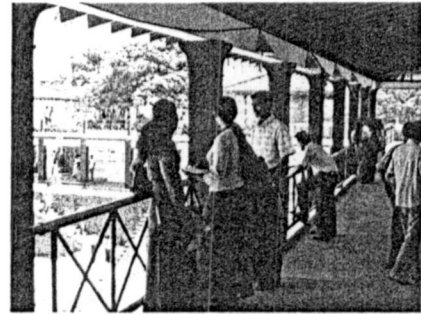


Fig 3.5: Public realm in the informal community space

to retain the identity and cultural values of each group. These groups represent various sub cultures, which will help to generate the main university culture. In order to fulfill the main function or the education purpose the built environment should satisfy every one. Therefore the spaces should derive meanings, which are similar for all individuals. To make a building more functional, live and practical one has to generate a strong community sense in the building.

Rather than a single building, university has a collection of them. Therefore to encompass the large number of students it should possess some elements, which retain the public realm. On the other hand the spaces that derive public realm, should be responsive, democratic and meaningful in order to derive strong community sense. Responsive spaces are those that designed and manage to serve the needs of the users. Democratic spaces will be the spaces, which help to protect the right of the user groups. These spaces are accessible to all groups and provide for freedom of action, for temporary claim and ownership. On the other hand meaningful spaces are those that allow people to make strong connection between space and their lives. The public realm derive from those spaces are protected because of the generated community sense from the space.

3.2.2 Enhancing the quality of the environment to learn

University environment help to achieve identical education environment as well as it helps to enhance the frame of mind of the individual for study. This happens, because these spaces provide relaxing atmosphere for the students and help to stress down and to refresh him. The interaction with themselves as well as with the functions provide

by the space create such situations. It also helps the built environment to become live and functionally practical.

As a result of this built environment gets a strong unique identity and sometimes it may help to concentrate the sub culture created within the university environment. University administration and the lectures also benefit from the situations. University has a student centered education system rather than the teacher centered education system, which is seen in the secondary schools. Hence



Fig 3.6: Natural environment acts as a learning space

student has to learn not only the lectures but also from senior students at the discussions. This type of behavior is prohibited in informal community spaces. Other than that student also develop their cultural and social values within these environments. Therefore he possesses a balanced mindset to focus only to study. Stress free environment and the intention of study ultimately create an environment to learn.



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3.3 Social need of deriving community sense in informal community spaces

In order to find out the community sense in the informal community spaces one has to identify the informal community space as one of the spaces, which carries public realm. To understand that it is essential to understand the role that plays in the mind of the individual. Need of the public spaces differs from involvement of immediate needs to long range purposes. Some students seek specific needs from that this may be relevant only to them. In order to emerge the public space as a positive live space these needs should be fulfilled according to Carr, (1992) "they can be identified as comfort, relaxation, passive engagement with environment active engagement with environment and discovery".

3.3.1 Comfort and relaxation

Comfort is a basic need individuals search from the public space. Because of this quality people identifies and acknowledge the space by using words like comfortable, relaxing tranquil etc. Carr, (1992) identified this need as “ the need for food drink, shelter form the elements or a place to rest when tired all require some degree of comfort to be satisfied”.



Fig 3.7: Use a common space for relaxation

Without comfort it is difficult to perceive how other needs can be met. Although people sometimes endure major discomfort in attempts to enjoy them. Providing shelter, comfortable and sufficient seating also is an important aspect of nearly any successes open space. Particularly important feature of physically comfortable seating including the orientation of the seating, its proximity to areas of access, seating that is moveable, seating for dividends and groups. Sometimes it helps to reading, eating, talking, resting and private functions also. Comfort is also a function of the length of time people are spending in a space.  Electronic Theses & Dissertations
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Relaxation is one of the ultimate choices of the individual when concerning about the comfort. In a way students need this to refresh their minds to follow their studies constantly. According to Carr, (1992) “relaxation is distinguished from comfort by the level of release. It describes, “It is more developed state with body and mind at ease.” There is evidence that people also look for spaces that accommodate repose and relaxation and offer a brief pause from the and demands of education environment. Examining the factors that support relaxation the element of respite in contrast to the adjacent context appears to be more important. Presence and highlighting the importance of natural elements, especially water and trees will derive tranquil quality in the mind of the individuals and generate relaxation. The opportunities to sit on grass bank or in a half wall in the shade cast by the trees and enjoy the scenic beauty greatly appreciated by the individuals and provide ample opportunities for retreat and relaxation.

3.3.2 Active and passive engagement

Passive engagement with the built environment could lead to a sense of relaxation, but the degree of relaxation will differ as it involves the need for an encounter with the setting. In this situation individuals rather than actively participating for the functions provided by the space enjoy the passing scene by watching. White, (1980) explains the need of this is as “what attracts people most, it would appear is other person”. Due to this situation most of the informal common spaces arrange in either having visual, physical or both links with the natural environment as well as the functions. Example; built in seat in the corridor, benches in the side of a pathway.



Fig 3.8: Active engagement in the space

The functions or the events happen in the community spaces change due to numerous reasons. One such thing is the student groups who use it. Individuals get a personal enjoyment by observing their behavior in the space. Sometimes the time periods also create the variations in functions that happen in such spaces, in exam periods students use it for reading and discussion areas and in special events like get

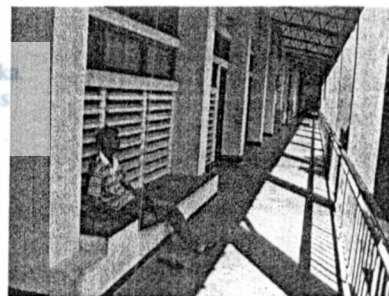


Fig 3.9: Passive engagement in the space

together, identifying newcomers the functions carry different pleasures. Another way of creating the passive engagement that concerns the physical and aesthetic qualities of a site involves viewing public art or a compelling landscape. According to these facts the public bulletin boards, and built objects and natural features like vegetation derive more than just giving identity to the place.

Active engagement represents more direct experiences with a place and the students within it. Sometimes individuals rather than watching the people they derive and desire to have more direct contact with people. Carr, (1992) explain it in public space as “play areas that can accommodate a long social visit by parents by supervising their children require comfortable seating arranged to enable face to face interactions”. In

university environment also informal community spaces encompass various functions like, talking, laughing, cuddling with there loved one etc. sometimes the spaces use for play areas, also.

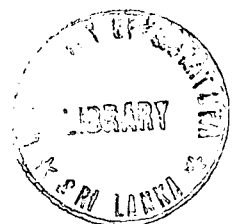
Due to the individuals interacting physically with each other they tend to develop deeper understanding of each other. Hence the functions may vary from more public situations to more private activities also.

3.3.3 Discovery

Another reason for students' presence in public spaces and depicts the desire for stimulation is discovery. The individuals who come to such places will get delighted and new pleasurable experiences. This happens due to the man's intention for psychological need, for exploration. This exploration happens due to the changes done to the physical environment or to the functions done in the space. Changes done due to the social events or to political reasons such as riots and picketing.

On the other hand it's a form of torture or punishment to make the individuals bore sitting rather than providing any new experience from the space. Therefore is these spaces it provides the user to move around and discover parts of the space. Sometimes these elements will be jut out spaces, balconies, staircases or architectural details add to the space. Changing physical qualities of space and changing human activities also create discovery. Lynch, (1963) identifies this quality as sense of mystery, sense of pleasurable surprises.

All these above situations help to make public spaces, physical qualities of the space help to achieve the spatial quality, which derive the image of the public space. In order to understand and analyze a community sense in a public space one has to study it first.



3.4 Mechanisms of enhancing the social interactions

One of the main ways to derive the community sense is to derive the social interactions more and more. To create a healthy social interaction, one needs visual connection between the interacting spaces and visual attractions to the space and creation of meaningful connections with the space. These interactions are essentially needed for the space. Jacobs, (1961) identify the need as “Public contacts and public safety taken together have a direct bearing on most serious social problems. If the public space lacks public contacts and safety, it may be perceived as an inhumane or as a ‘grey area’. In such spaces individuals try to cope in various ways. They may simply stay away, thus learning the space exclusively to the undesirables”.

The nature of social interactions may vary due to socio-cultural, environmental and behavioral attitudes of man. However considering the universal behavior of human beings the nature of social interactions could be either of a positive or of a negative manner or in the form of active or passive contacts with individuals or with the place. The positive spaces create lively atmosphere ensuring the well being and security of the community while negative spaces could be experienced as desolate and dead spaces which are inhumane environments contributing to various anti-social activities and perhaps threatening the university sub culture also.

It can be seen that social interactions fall into two methods of connections; Visual connection and the physical connection. One of the other reasons, which create interactions, is the attraction to the space, which will be discussed next.

3.4.1 Connection with the space and individual

In order to derive the effective interaction within the individuals as well as with individual and space, it is important to have a strong connection with the space. Because of that the public life occurred and the degree of it based on above phenomena. Community sense, which is basically the discussion in this chapter, also derives making the base of the said phenomenon.



Fig 3.10: Man – Space relationship

In addition to the two; visual and physical connection, psychological constituents also help to derive a strong relationship with the space. As mentioned above a strong sub culture which sometimes radically change according to concepts from the main culture of the society has being in the university environment. Therefore other than in society, built environment carries various spaces, which enhances the sub culture. Sometimes students identify it by different names.

- The spiral staircase in the “Sumangala “ building at University of Sri Jayawardanapura - “ Padikkama”
- Students’ common learning space of “Sumanadasa” building at University of Moratuwa - “ Bus “
- Open air theater at University of Peradeniya – “ Wala “

It should be noted that other kinds of memories encompass within the space has derived a psychological value to such spaces. Hence due to the historical situations and memories students starts a connection with such a space. These connections provide various needs of the students but ultimately focus the satisfaction of physical and psychological areas.

3.4.1.1 Visual connection

Visual connections normally imply the capability of the built environment to provide natural connections between the interacting spaces. This would concentrate on the ‘degree of openness’ and ‘friendly expression’ provided by the facades enclosing the space, especially among semi-public and semi private spaces to develop a visual connection with the public space. This simply focuses the phenomenon of visual access extending to the visual linkages among the student groups. This is considered as a primary need to be fulfilled in order to evoke a ‘sense

of attraction’ to the space. Without facilitating this need it is difficult to develop positive social interactions. This phenomenon has identified by the Jacob, (1961) in the city environment; it explains sidewalk contacts are the small changes from which



Fig 3.11: A vista creating a strong visual connection

a city's wealth of public life may grow. Jacob, (1961) further explains it as "good living arrangements every pair of eyes, makes the eyes count for more because their range is greater. Each additional pair of eyes and every increase in their range is that much to the good dull grey areas. On the other hand the frequency of involuntary personal face contacts is one of the most important factor in the formation of groups and informal friendships, which carries in the university environment. Layout that describes the university environment and the position of informal spaces has great impact on deriving the visual attraction to space. Open layouts above corridors facing to the courtyards contribute more to enhance its socializing value. The shared spaces enclosed by the facades offer opportunities to create informal social interactions. But the design feature, high walls, trees etc should not obstruct the facades.

Providing visual contacts to the different activities spaces ensure the sense of security among the individuals and help to create liveliness also. Amount of light and ventilation will be an essential affective factor to this. Sometime it describes the type of informal activity, which happens in the space. Therefore natural plants or physical feature and artificial lighting can be employed in controlling the necessary lighting level enhancing the visual capacity of the space.

Openings play a major role in establishing these necessary visual contacts. The size of the opening, the area of it and the placement of these openings contributed more onto this solid to void retain in the facades as well as their textural effects also help to derive the visual contacts to the space.

3.4.1.2 Physical connection

Accessibility to the community space also helps to derive sound social interaction. The access to the space is visual, physical or symbolical. For a space to be physically accessible it should not only be without barriers to entry but also it should be well connected to paths of circulation. The space, which can be, entered from only one side though use, as a community space will derive more private realm.



Fig 3.12: The corridor generates clear physical connection between spaces

On the other hand the space, which has several entrances derive more public realm to the environment. Visitors or the new comers to the university environment can be seen the spaces from outside due to the visual access hence they understand the space on a public space where they can enter safely and welcome. Sometimes visual access may be contradicted with the peoples needs for privacy and their desire for places that provides a retreat a hidden corner. Symbolic access means that presence of students, sound of thus talking, laughter derive the meaning of the space also. Sometimes these can be with form of design elements like sign boards, notice boards, suggesting who is and is not welcome.

3.4.2 Attraction to the space

In order to derive the sound community sense in the informal community spaces it should connect with other spaces and derive strong public like. Not only that but also the spaces should attract the individuals to the space. Above areas also describe a part of this need. In there they generate positive social interactions through the act of participation. Jacob, (1961) explains this as “lively atmospheres have the capability of drawing people together such a space gain its reputation by being interesting, secure and by well usage through most parts of the day. In here other than the people space should have some facts to be fulfilled to derive attraction to the space.

3.4.2.1 Facilitating responsive needs of user

Specific reasons drawing people together in a informal community spaces reflects its responsive attitudes. It enables individuals to rest and escape from the confusion, noise, crowds and overloads in a stressful and densely packed built areas most important is the escape from the education process which have to follow daily. Carr, (1992) stated that responsive needs arises as spiritual or physical needs of people. Comfort, which described in social needs, is one such aspect, which individuals seek. Other than the explained social needs creation of interest. is another factors which help the individual to attract the space.



Fig 3.13: Canteen – University of Moratuwa

Interest is the pleasure evoked by perceiving pleasant objects or capturing the presence of variety and diversity. As well as usage of space is a result of diversity and liveliness eliminating the monotony of the surrounding. Jacob, (1961) defines four basic design elements, which helps to attract different kinds of people while enhancing the usage pattern. They are the intimacy, centering (focal point or climax), sun (climatic comfort) and enclosure. In some spaces to derive interest individuals must bring the components of an interest such as equipments, books or even in the form of thoughts. According to Elvin, (1992) "Scenery in order to create depth, capability of capturing changing vistas, level changes, organic shapes, cool colors and fine textures; there are some of the methods that could be employed to derive the feeling of diversity and spaciousness. Careful manipulation of urban design principles such as unity, simplicity, variety, balance, scale and accent (focal point) would definitely enhance the feeling of "spaciousness" in spaces. There is another aspect to be considered in achieving the diversity that is the creation of slight variety within the limits of unity and order".

3.4.2.2 Creating meaningful connection

The community spaces allow individuals to make strong connections between the place and their personal lives and also with the community, through the meanings it conveys. These meanings arise in various forms, it can be in the form of memories and experience of an individual a family or a culture in some way connecting each other to a larger entity. It helps to evoke feelings of concern, affiliation and caring which becomes significant to people's lives.

Simonds, (1993) explains, "Every community needs a symbol of its existence, much of the frustration in modern community arises due to the absence of a symbol, the visual meaning for its life. Since no symbol is found, there is no centre on which to focus the life".

Special events, daily activities and other characteristics visible are a particular area could also act as a symbol, giving focus and meaning to the community. For these



Fig 3.14: Group of students studying in common room – University of Ruhuna

meanings to exist, the location itself should have relevance. This relevance is the needs of people, their inherent cultural norms and attitudes of a community. In Moratuwa University the Buddhist shrine near the Sumanadasa building and the Virusamaru monument, which has created for remembrance of 1971 and 1979 student who died in riots, are such examples for the meaningful spaces.

3.5 Spatial qualities enhancing the social interactions

Spatial qualities also help to derive the social interactions with the help of these qualities spaces created and directed to create and enhance the social interactions. It helps to identify the space to an individual. Stepping further away it also helps to identify the quality of it whether it is a private space or a public space and this will help the individual to orientate himself in the space and to respond to it. To derive a rich community sense individuals of that space should respond to the space and should communicate with each other. Therefore these physical dimensions will control the spatial qualities and the meanings and expressions of the space. Because of that individual respond to the space differs and ultimately it differs the communication of the individuals.



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3.5.1 Scale and proportion

Proportion is the relationship of the parts to one another or to the whole. Each community space visualizes and emerges with several other small spaces in the place connecting together. Not only the spaces but also the little elements of each spaces help to achieve this. In order to derive the community sense or a spatial quality the degree of relationship of these elements and spaces to the whole is vital aspect to consider.



Fig 3.15:Greate proportion –
Pantheon

Scale on the other hand does not merely signify the size. It is always the environment perceived immediately before. Scale of the will definitely has an impact to the community sense, derived in the commercial oriented public buildings. Scale and proportions will welcome the individuals into the space. On the other hand it also

derives the degree of public ness in the space. Center, (1997) has identified the phenomenon as “if a person entering a huge space, the space dominates and overpowers the person. Hence that person feels a rather stressed, uncomfortable, unprotected, unsecured effect”.

3.5.2 Texture and color

Texture is the property, which signifies the roughness – smoothness, coarseness - fineness of a surface rather an enclosure plane, which creates the tactile and light reflective qualities of space. Texture of a space can be experienced physically or visually and various forms of texture are associated with their respective feelings or senses. For example roughness of coarseness texture is generally associated with uncomfortable feeling while the smooth or the fine texture gives almost sensuous pleasure.

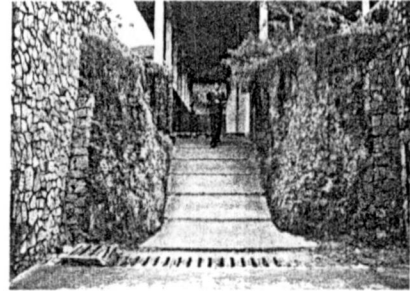


Fig 3.16: Mixing with different textures – A pathway – University of peradeniya

This helps to derive certain feelings in the mind of the individual's, which use that space. Color is also a same feature, which help to derive the visual appearance of the space as well as the material.

The variation of distance, scale, light, the surface material used along with their combination and jointing all determine the quality of colour and textures. It definitely contributes to the physical and emotional comfort as well as the 'status' and 'temperature 'of the space.

Colour and texture are found to be mutually contributive towards each other in bringing forth their properties. Inflect the visual properties of colour changes with the texture of the surface. For an example when white colour associates with rough texture, it creates darkness with a sense of heaviness; but when white colour associates a smooth surface light and texture is enhanced.



Fig 3.17: Colour composition makes a different spatial quality

3.5.3 Light and shade

The perception of the architectural space is relatively constant within a certain level of illumination or brightness of the light. It is true beyond the adaptation of the eye. No fundamental difference can be identified, even space will be lighter or darker, but the illumination level of the elements or objects of the space change the perception of space.

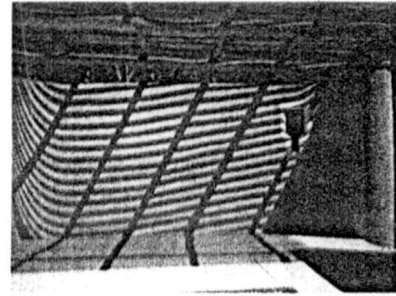


Fig 3.18: Spatial quality changes with the Light & shade

The qualitative aspects of light initiate the expression of space. The quantity of light can be mentioned as secondary aspect - for example the same space lit by the natural light in the daytime completely differs from the artificially lit space in the night. It is true that the space lit by the skylight makes less contrast of the objects within the space, than the space lit by the sidelight. Making contrast with high extent creates expression of humble, friendly, human quality. By side lighting, black ceiling will, for example, appear slightly, higher than a white ceiling.

The progression of space is the correct manipulation of lighting conditions. Comparison of the lighting condition of space equals to the comparable differences of the atmosphere. Expression space according to the lighting condition can be explained by the following examples. The semi-darkened lighting condition of the Romanesque church expresses the difference between sacred and profane.

Comparison of the entrance high lighting condition of the core space (major space) creates the feeling of welcome. The light has enormous ability to give life to the dead, rectify immovable object.

Light space makes a feeling for the person whether in a shop, museum or theater etc. It concentrates on our day today work such as reading by using a table lamp. A person who is in a better-illuminated area concentrates much on his work and less on the surrounding space.

Light and shade both enhances the visual image of the space. Light in architecture is the art of placing and controlling its sources in space to reveal a form to its best advantage. Light is conceived as forming a sequence of spaces not only as succession of spatial events but also in comparison of different ambiances of light. It also enhances the identity of the building and invites certain degree of people to the building. Perception of the space may change according to the light and shade of the space. It also derives the function of the space in some instances.

3.5.4 Architectural elements

In some instances there are elements in the public spaces, which may also help to arouse the individuals mind, and help to pause the journey through the building. Such elements help to derive the community sense by creating a public realm around it and in the space also. Architectural elements like trelliswork, arches, vaults, pergolas, and canopies will be some of these that use to generate the public realm.

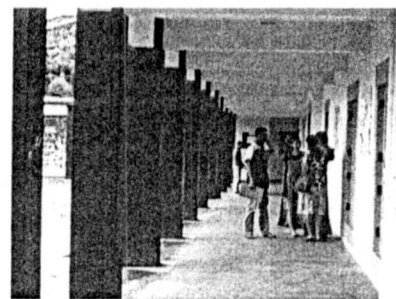


Fig 3.19: Colonnade leads the pathway

Elements, which help in the vertical progression like staircases and lifts, also come under this. Sculptures kept in the space, man-made water bodies, natural environment features made by man and lighting sources also come under this.

All of that, help to derive a special space in the building. That enhances the attraction to the space as well as the interaction of the individuals who attract, ultimately enhancing the community sense.

3.6 Concluding remark

The discussion in this chapter was based on the tools, which are needed to identify the community sense, in relation to informal community spaces in university environment. The study showed that the social interaction is the major force, which derives the community sense of the space and through that it helps to create a effective meaningful public life for the students. Hence the priority has been given to

the way of deriving the social interactions with the informal community spaces. Chapter four will describe how each space reveals the community sense when consider this.

First it describes the use of informal space in the university environment. Basically these spaces derive various aspects, which needed by the students to move on their own physical and psychological development. Out of the trust among each other is the basic aspect. It also helps the individual to derive the mutual understanding with the others as well as with the space. Developing the personality is another important factor, which come across by this. University students need more in order to be with the common world and to retain their identity. Hence it acts as a natural protection also.

In order to provide these entire one has to capture and develop the community sense in those spaces. The importance of community sense into informal community spaces has been identified in the study in two ways. They are the need of community sense to protect the public retain in the informal community spaces. The need of community sense to enhance the education environment was also discussed.

The study reveals that the social need of deriving the community sense. In here it is describe under comfort, relaxation, active and passive engagement with space and discovery. Mechanism of deriving community sense comes through the social interactions. Hence mechanism of enhancing, the social interactions, identified by the visual connections and physical connection to the space. In here the individuals' attraction to the space was also discussed.

The study showed that the physical dimension of the space, which generates the community sense, scale and proportion, texture and color, light and shade and architectural elements. Main aim of this chapter is to identify the tools, which help to derive the community sense. These factors will be considered in the analysis of case studies.



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CHAPTER FOUR

Case Studies

CHAPTER FOUR

CASE STUDIES

4.1 Case study one- University of Moratuwa

4.1.1 Location

The University of Moratuwa is located at Katubedda Moratuwa within the Moratuwa municipal council area. It is in a central position close to town centers of Moratuwa, Piliyandala and Mount Lavina. Site comprises 56 acres of land bordering Bolgoda Lake on one side. Site slopes towards the Bolgoda Lake. It is 1 km east of Galle road along the road connecting Katubedda town centre to Piliyandala.

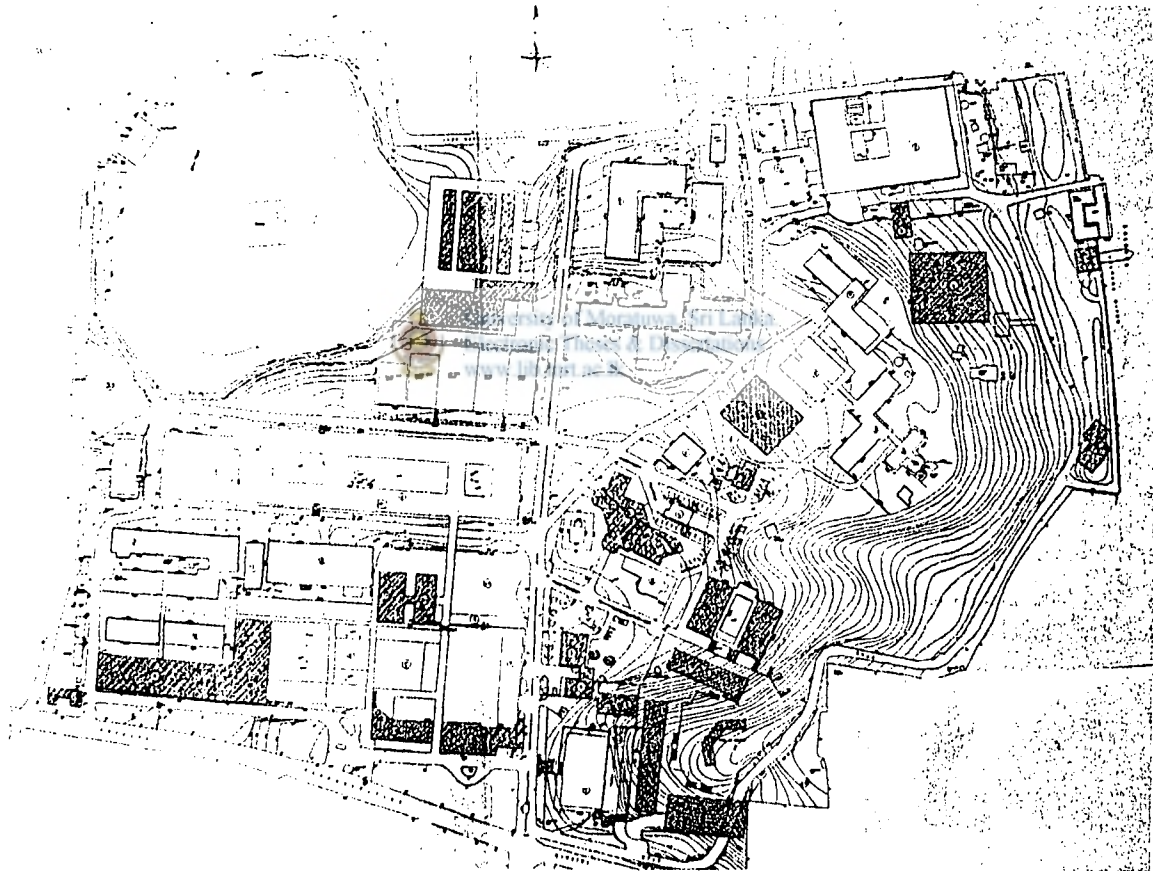


Fig 4.1.1: Layout plan of University of Moratuwa

It has its origin as the Ceylon technical college in Maradana, Colombo in 1960 it was the institute of practical technology providing fulltime courses for technicians of sub professional grades and part time courses for engineering studies. The Ceylon College of technology was established with its new courses in 1966 and the institute of practical technology continued in the same premises. In 1977 the university of Ceylon

began incorporating the college of technology as a campus of the single university, similar to the other universities existed in that period. University act no. 16 of 1978 upgraded this campus to an independent university. "University Of Moratuwa in Sri Lanka".

4.1.2 Background information

University comprises three faculties. They are the Faculty of Engineering, Faculty of Architecture and Faculty of NDT. One of the unique features is that these faculties are similar in education system. Are in the Faculty of engineering and NDT while architecture faculty comprise small number of students in a year. The only faculty, which has the taste of history and philosophy, is the Faculty of Architecture.

The University of Moratuwa, comprise of a large number of separately located buildings. Only in some areas physical access will be considered and spatial progression is poorly thought. Layout is rigid, geometrical, which matches with the technological atmosphere. Highly formal built spaces located in the site with unplanned road network. The existing layout has rapidly changed due to satisfy the increasing needs of the society, without seeing the development in the students. The addition of buildings and activities are done haphazardly. One can find buildings of different Architectural languages. Without been sensitive to each other. Most of them are not connecting together. Some are isolated. Due to this haphazard development some buildings are situated too close to each other creating tight spaces in between.

Some buildings are disoriented and do not or poorly respond to the natural environment. As an example the civil engineering building and its laboratories are located facing the beautiful view of Bolgoda Lake without responding to it. Also most of the buildings are large monolithic and massive in scale. Even though a variety of activities are concentrated in it, the buildings are unable to provide a community feeling and the layout express the highly complex quality.

4.1.3 Identified community spaces and their usage

Moratuwa University cannot be considered as designed concerning the public realm of the students and the university sub culture. Most of the spaces in it is converted to the university education environment. Though community spaces can be seen in the place, it lacks the live ness in the environment. Because of this situation students adopted their own informal spaces, considering the location of the activities. The opportunity to have informal interaction between faculty and student adopted their own informal space. They can be identified as follows.

- **Pathways and corridors**

Within the university premises there are a number of shady out door paths. But unfortunately they have not been used for clear accesses to buildings. It only helps to provide mainly the physical comfort by providing cool, shady natural environment. One of the significant features is that at the edge of these trees covered pathways there are a variety of places where student would linger. These places are very

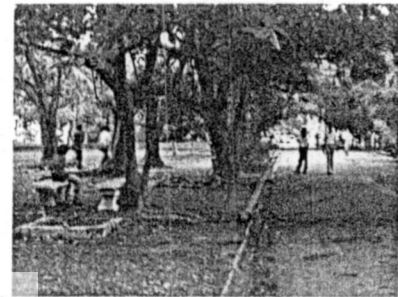


Fig 4.1.2: Pathway leading to the Textile Department

simple in arrangement and 'round' in the true sense of the world. Visual contact of the individual mostly enhances while retain the link to the natural environment. The concrete benches located along the pathways, under the tree and the garden steps leading to play ground can be suggested as examples for this.

Some buildings have wide- open corridors with a variety of corner places along them to give the students an opportunity to make places of their own preferences together. Most of the corridors are designed clearly for walking but not loitering. In the long dark corridors, meeting another individual is an event. Considering the Sumanadasa building the sunny corridors run along the periphery of the court



Fig 4.1.3: Main corridor at the Department of Mechanical Engineering

yard and are generously hit by the sun. Thus they are pleasant to be in. yet their exercise length represents monotony and bureaucracy. In some floors of this building

pillars are placed here and there along the corridor deriving only the movement feel to the human, but some places have the potential for students to gather. By breaking the monotony of the corridor to a certain degree.

• Lobbies

Lobbies located in this university have been put into a variety of usages. The semi enclosure entrance lobby invites the individuals as well as the outsiders into the university premises. The openness it has within and outside, the simple structural form helps the individuals to linger and settle down in formal manner. The shady atmosphere prevailing at the entrance due to the surrounding trees indicate that they have come to a different place.



Fig 4.1.4: Entrance lobby of the University

Most of the lobbies are neglected because the students do not use them for their informal discussions, as they are not comfortable to linger and settle down. Some staircase lobbies are extensively enclosed; only one side is open to the corridor and courtyard beyond. Thus the space minimizes interaction of a student with his environment.



Fig 4.1.5: Lobby – Department of Architecture

The main entrance lobby in Sumanadasa building is a vast impersonal space where no one interacts. The life less ness of the space supported to be with it by not having any facility to stay there. Hence the place does not encourage people to stop, but to pass through. The lobby of the civil engineering building is also used as a transitional space. Though they have provide seating arrangements, there is no corner spaces, which are spaces that would encourage people to settle down.



- **Open spaces, terraces and courtyards**

There are several of courtyards within the building complexes in the University. Some are pleasant environment & some are not. The centre courtyard of the Sumanadasa building derives a negative feeling of pleasure, safe and secure due to its tight enclosure. The courtyard and centre is mostly used to store some engineering equipment. So it does not create a pleasant quality to the built environment. At



Fig 4.1.6: Central Court yard – Sumanadasa Building

present the courtyard lacks a crisscrossing of paths. It may be due to the fact that the activities are housed at the perimeter of the courtyard. At ground level there are no activities, which encourage people to linger even in the corridors. Laboratories and machine room which locate in the ground level doesn't make any sense to develop the community sense. It also lacks a common focus and the large scale of the space also prevents people from using the courtyard. The space along the corridor facing the courtyard is of an open dynamic quality. It is a space in which certain students prefer to do their education purposes whole other activities related to relaxation.



Fig 4.1.7: Open gathering space near the 'Budu Medura'

So this reveals that the inside courtyards are neglected by students due to their inconvenience and the location. Students tend to use the building corridors for their leisure activities.

- **Open air theater**

Open-air theater is located behind the library building. It is surrounded by small shrubs and 'Kaju trees'. Pleasantly it is in a neglected condition. This unfortunate situation has arisen, because proper landscape techniques are not used. The entrance to the building is not visible and it is poorly linked to the layout. The location has not been studied in depth. As a result, access roads and pathways have not been properly designed; hence this space has poorly contributed to develop the community sense.

- **Boat yard**

University has a beautiful view towards the Bolgoda Lake. However nothing has been done to enhance this view. Instead of developing the boat yard, to be used as a gathering place where students maybe able to relax, a building has been put up. This should be incorporate in to the University environment & pleasurable place created.

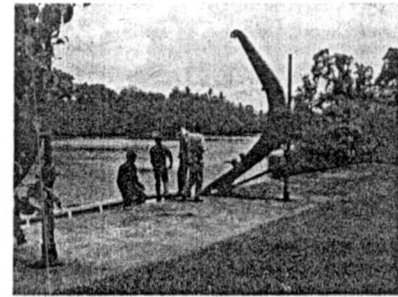


Fig 4.1.8: Boat yard - A strong gathering space

- **The canteen**

There are number of canteens located in the University. The most popular canteen is 'Goda' near the 'James George' lecture hall. It is located at a central position in the University. The two-storey canteen situated closer to three main pedestrian



paths. But out of these paths, only one has the direct access to the canteen.

Fig 4.1.9: "Goda" canteen of the University

The snack bar 'Gula' is located near the student centre. This area can be identified as the most functional space and most of the students use the space along the corridor and the small ramparts and summer hut located there for students' informal activities. In this manner even though the designer has not provided an informal space; the students have made use of the space to create an informal space for their activities.

Another small canteen located near the Lecture block with no major pedestrian access and a place where students could linger.

It also has two areas, an inner room and a terrace. The terrace overlooks the garden and major pedestrian path beyond. Students often sit in the terrace and have informal discussions or just watch what is happening outside or do their course work.

• The student's center

The student center is located at the edge of the University premises on the ground floor rather than at the heart of the university. The students' canteen, common room and the TV parlor are located here. The indoor games area, union room and other welfare facilities are located on the upper floor. All these spaces are arranged in an enclosed courtyard. A path goes through the courtyard to the playground beyond but the tight enclosed atmosphere and the lack of a center place prevents the student lingering in it.



Fig 4.1.10 Activities extend beyond the Union room

The indoor games area, union room and other welfare activities are also seen as neglected spaces and lack of a properly designed staircase leading to this.

4.1.4 The way of achieving sense of community in identified spaces

Above explained spaces are the main informal community spaces, which can be identified in the university environment. Some of them help to derive the community sense and public life in the university environment while some are not helping to it. This study reveals the sense of community created in such spaces. The way of deriving the community sense will be deriving healthy social interactions within the space. Mechanisms of deriving the social interactions have been broadly discussed in the third chapter with the spatial qualities and their contribution to derive the social interactions. In order to make this study more practical and comprehensive few of the above explained informal communities have been selected to analyze in detail. The selections were done by the variation of the public and private realm. Hence some of the selected examples are more into public realm and some though appearing as public spaces derives private realm.

The selected examples are the;

1. Built in seat and the stair lobby near the second year studio in Faculty of architecture in Sumanadasa building
2. Study area on the ground level of students centre identified by the university sub culture as 'Bus'
3. Open corridor in the mechanical engineering department
4. Built in seat in the path leading to the lecture block

These spaces will be discussed in the following section according to the framework examined in the chapter three.



1. Built in seat and the stair lobby near the second year studio in Faculty of architecture in Sumanadasa building

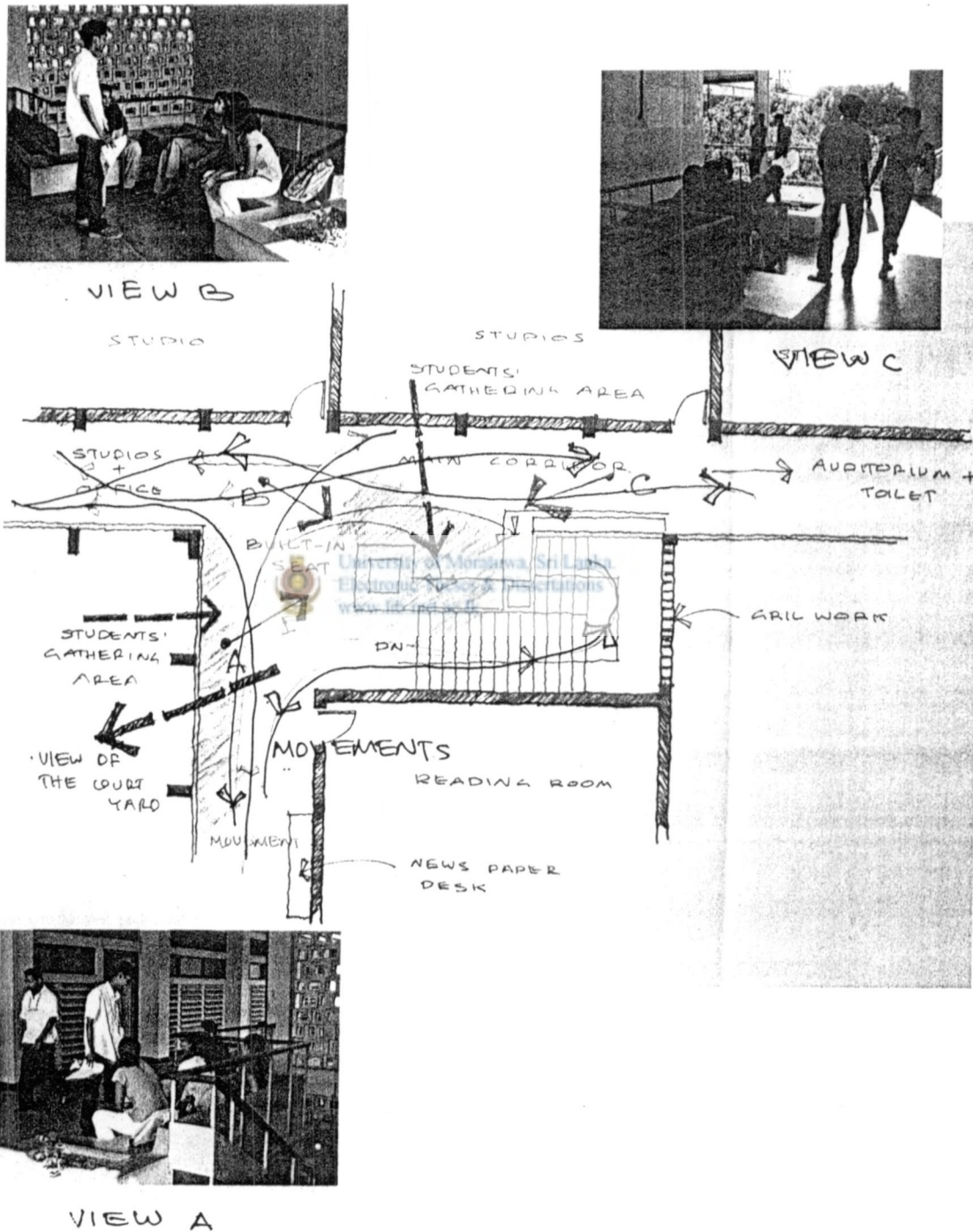
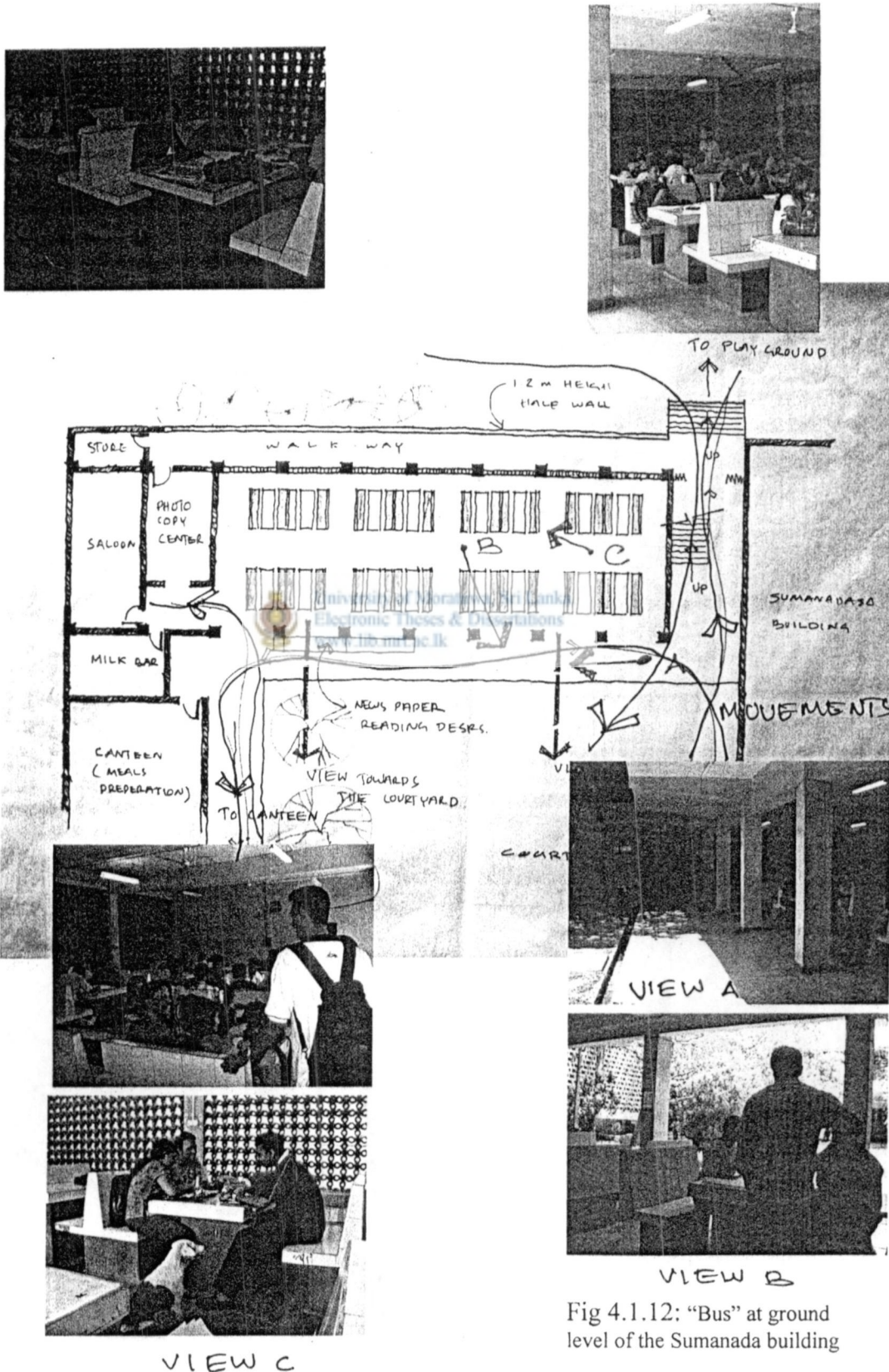


Fig 4.1.11 Lobby of the Sumanada building

2. Study area on the ground level of students centre identified by the university sub culture as 'Bus'



3. Open corridor in the mechanical Engineering Department

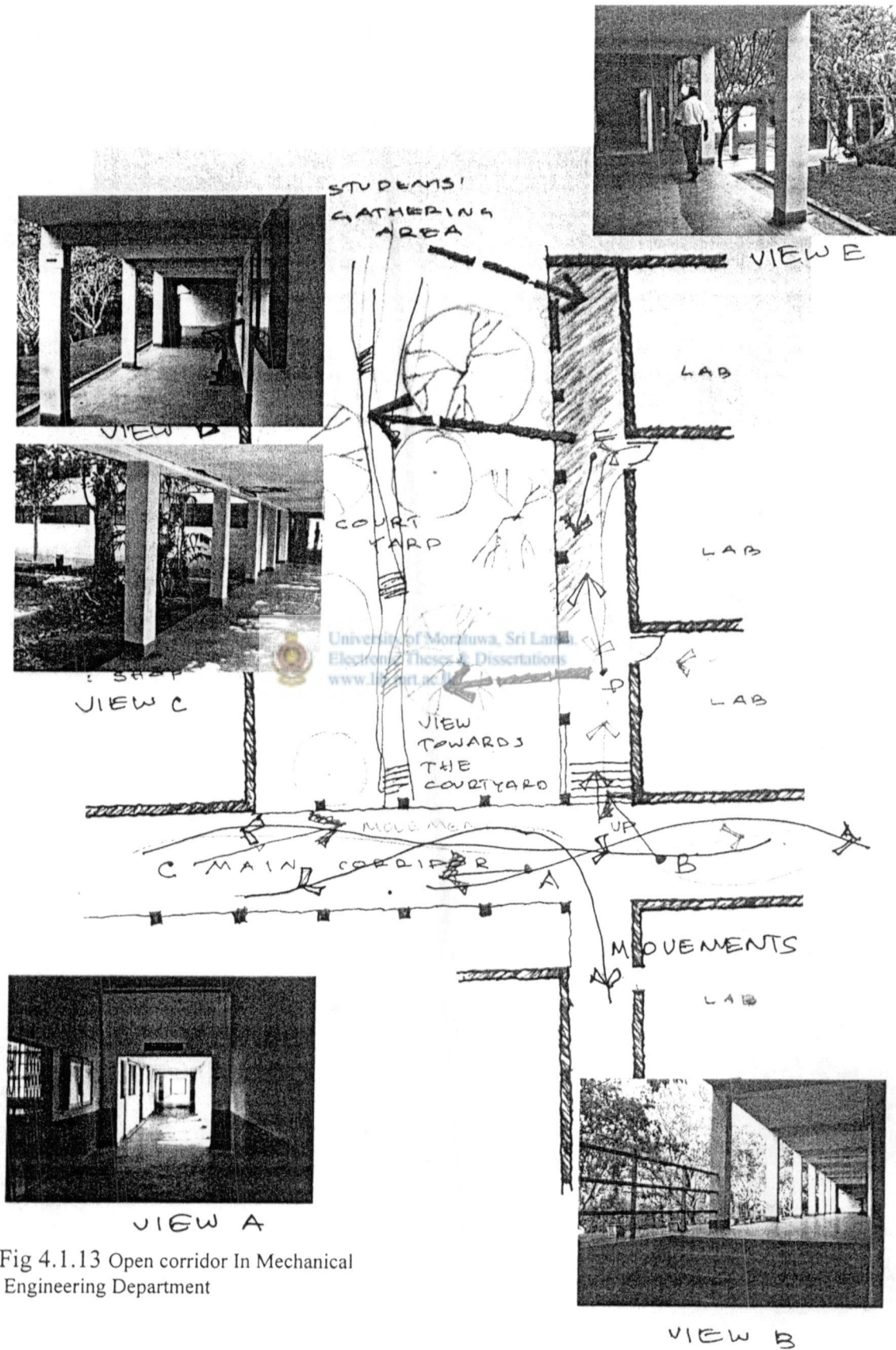
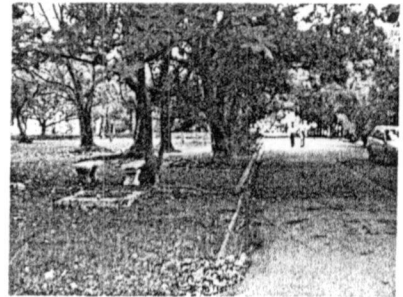


Fig 4.1.13 Open corridor In Mechanical Engineering Department

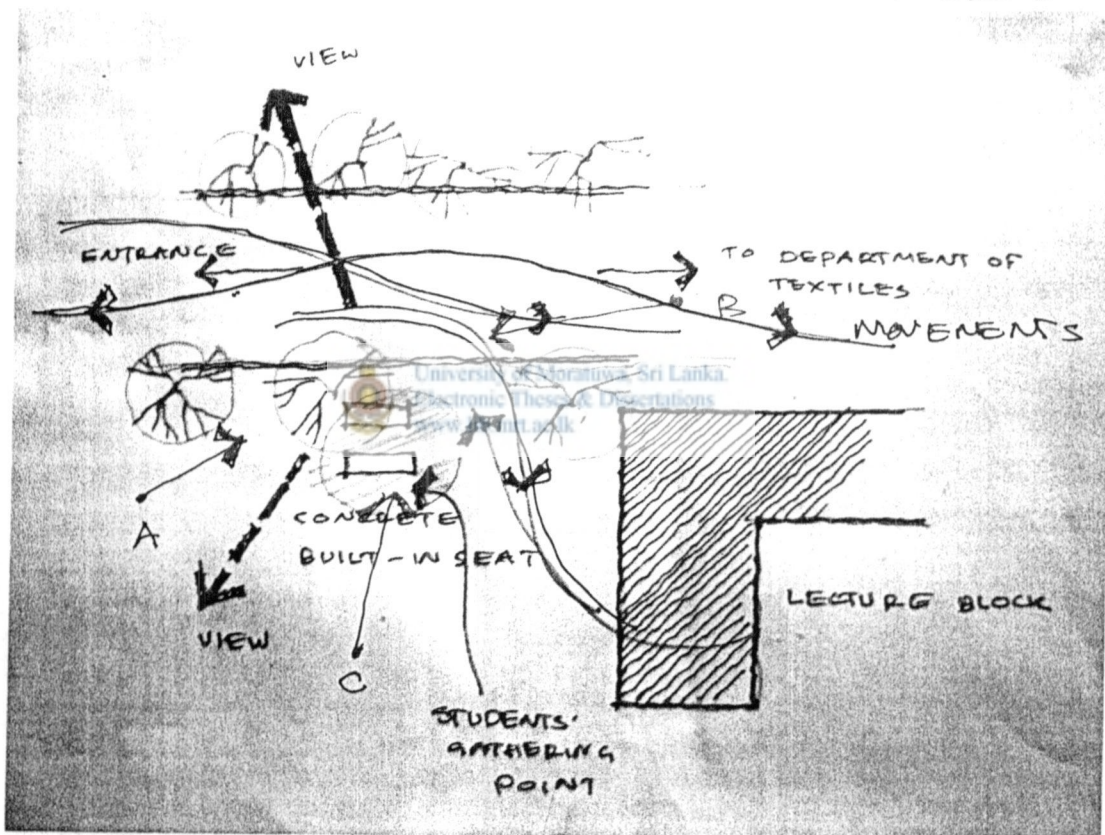
4. Built in seat in the path leading to the lecture block



VIEW C



VIEW D



VIEW A

Fig 4.1.14: Built in seat in the path leading to the lecture block



4.1.4.1 Social needs of deriving community sense in informal community spaces

a) Comfort and Relaxation

Lobby space near the second year studio in architectural faculty in the Sumanadasa building creates a pause in the pathway, which leads from staircase to long monotonous corridor. The location itself also helps to create this. As it was close to the studios, corridor and the reading room help the students to use at frequently. Locating it at the side of the corridor also enhances this. Entrance to the space can be seen from the staircase and corridors. Presence of the lecturers shows the degree of public ness and also derives a sense of security and therefore help to derive a strong community feeling. When considering the seating arrangement, seats are faced on to the moving public in the corridor. Therefore by spatial arrangement it derives only one-way communication. Live ness on the space reduces due to this. The view of the topography and the scenic beauty from the fourth floor helps to enhance the public quality of the space.

Second example identified as, 'bus' on the other hand located in a somewhat isolated environment. Live ness of the space therefore is limited to a certain degree. It caters to a large number of students. Therefore it helps to derive the live ness to some extent. But lack of authority helps to scale down the sense of security of the space. Therefore variation of public activities can be seen the space. Seating arrangement also used to divide students and creates formality. But the unit comprises two built in seats with built in table tries to realm the maximum of attraction of the group to themselves. The lack of visual connection to the natural environment makes the space more isolated and hence it destroys the public ness of the space.

Open corridor in technical department area on the other hand though appears as a public space, derives private realm more. Hence the space is mostly used by the couples. It is a famous place in the sub culture for the young lovers. The location itself has the potential to develop as a community space. The canteen, courtyard justify being it as a community space. As it is long poorly used corridor it helps to derive more private realm. Rather than long built in spaces plinth of the building real use as seats. It also enhances the private quality.

Built in seats created near the lecture block depicts the informal community space created by the designer by altering the natural environment in minimum level. Location wise this is also situated near to the lecture block canteen. The tennis court and the adjoining path runs to civil engineering department block add more public quality. Two seats facing each other though provide limited number of individuals accompanied to the space helps to keep their interactions in maximum. Hence this space is more famous spot for the groups get together. The degree of publicness also has the ability to vary from public to private realm. Hence couples also use the space.

b) Active and Passive engagement with the space

View getting from the fourth floor is the main element to derive passive engagement with space on the individual who will be in stair lobby. The students' passive for the lectures and to the auditorium also enhances the quality. Students moving down from the staircase also can be seen this space. One of the significant features, in the presence of notice board directly in front of the space. It also helps to engage the individual to stay and interact with the space. By seating on the space individual can watch each and every action above explained. Hence by word it acts on a true relaxing place, which captures rich community sense and public life. Chatting in the main bachelor pattern that helps the individual to interact with the space actively. With respect to this aspect it is poorly designed.

"Bus" on the other hand when analyzed with respect to active it is cleverly designed. In here the student moving in the canteen and milk bar area can be seen clearly. The corridor at both ends also provides this function. The newspaper reading area in the "bus" also helps the individual to interact with the space. From here the individual can observe the students behavior quite easily. One of the negative features is that though it provides visibility of natural environment in adjoining courtyard it doesn't provide way to participate the individual actively. Hence the space is geared more on to slow moving activities like study, reading etc.

Open corridor space also has the similar situation like in 'Bus'. Hence the space is directly linked to the courtyard. Therefore the individual has a clear view of the nature ultimately deriving the passive engagement of space. Due to its orientation of

seating the individual looks the connection of corridor visually. Hence it derives more private quality to the space rather than public realm. When considering the Bus this is in extreme situation depicting the slow moving functions encompasses the space. Built in space in lecture block on other hand represent the balance state of create and passive engagement with space. The student moving in the path can be directly seen from the space. And it also helps to see the functions in tennis court and the canteen to do any actively. Space is surrounded by the nature. Therefore memories activities take place on the space.

c) Discovery

When considering this, built in seat in architecture faculty mainly respond to this by having the view from fourth floor. In a way the space act as a sky lobby for the corridor. The education environment and the notice board will derive the necessary spatial environment for the students to relax in the space.

“Bus” space also in similar situation, like wise in first example, this doesn’t have any significant built object to derive this quality. Space is demarcated by grillwork in one of the long side walkway. Through that the passing by generates a curiosity to the space. This will be one of the features in the space. The newspaper reading area and the milk bar also derive curiosity for the groups or individuals.

Open corridor; on the other hand have the small built objects in the adjoining courtyard. This derives the curiosity to the space. The mechanical structure covered by the iron grill at the end of the space also generates the curiosity which individual makes to move on the space. This is a quiet good example of how the curiosity derives through the spatial qualities.

Open ness of the space in the main area where the individual get the impression to stay in the built in seats near lecture halls.

4.1.4.2 Mechanism of enhancing the social interactions

When considering the built in seats in architecture faculty, this has the potential of enhancing the social interactions. Here the space is visually linked to the natural environment from two sides. It is visually linked to the corridor as well as to the studios. In order to derive more private realm the studios have the barrier for the visual connection represents as the door. Physically the space also well connected. The connection of stairs helps more for the space to be active. It has a visual link with the intermediate landing also. Because of that the progression to the space also enhanced. As there is no sound barrier the symbolic access derive from the sound generated from the lobby. The laughing sound, noise helps the individual in the staircase to feel the public ness of the space. On the other hand spatial arrangement due to create a respect in order to derive a control atmosphere in the spatial entity towards the study areas or the studios. Physical and visual link of staff room and the reading room enhances the public quality also.

“Bus” has a strong visual connection to the courtyard. Therefore space encompasses the natural quality, which is needed to derive public realm. Yet it lacks physical connection. Therefore the entrance and spatial progression cannot be clearly identified by the individual. Because of that though it facilitate the individual within the space to derive the sense of community it doesn’t attracts the individuals to the space. ‘Bus’ has a strong relationship with the university sub culture. The poems and other verses written on the table and on pillars shows the importance of it to the public life. Hence if is not attract the new comers to the space the cultural value it has due to the sub culture makes the individual to visit that place.

Open corridor in the Mechanical building also has both visual and physical connections partly designed. The only visual link is to the front courtyard of the space, which creates a space for the individuals. Corridor and the staircase, which act as, the physical connection doesn’t help to derive the public realm in the space. Therefore the private realm is established more.

The built in seats in the lecture block have strong visual connection. But there is no proper physical connection. The only way to go for the spaces created by the

individuals. Therefore it has the informal quality established on the space. The strong visual link derive natural and comfortable environment to the individual to react with space and create strong public life.

4.1.4.3 Spatial quality enhancing the social interactions

Built in seat in faculty of architecture has quite interesting spatial qualities. It has the homely environment derived through the angle of roof clearly showing to the individual and the scale of the space. The proportions are well balanced in order to derive strong community sense. The arrangement and the shape of physical form create a curiosity to the individual to rest in that space. The steel girders exposed in roof also enhance that quality. The louvered details in the built façade with doors in ash color walks and cement color smooth surfaced built in seats adds more beauty to the eye of the individuals. The brown colour columns helps to feel the movement of the corridor yet arranging the monotonous of the space either sides of the lobby. Timber and steel handrail derive more lightweight quality to the space hence the appearance of sky lobby concept is well established.

'Bus' space has strong spatial feature to create a comfortable environment to the individual. One side of the space is in turmeric color columns and other side is white colored columns framing the brown color concrete grill works. This creates a relaxing environment. The floor is ½" raised from the ordinary corridor level which is 6" above from ground level creates poor entrance quality. The corridor with cement color paving extends the visual space more towards courtyard creating a strong public life. The cement tiled finished built in seats add sophisticated quality and this robustness for the space to change the degree of public ness. Space has spatially divided in to small areas with the help of long space beams jutting out from the white surfaced upper floor slab.

Open corridor has the space divided into more private entities by the turmeric color square shape columns. The 1" height raised podium level smooth cement color floor use as a seating area also. The turmeric color wall focused the attention of the individual creating the private quality more and more. The highly quality change near

the staircase and mechanical element and that generate a strong private realm in the public space.

Built in seat in lecture block has minimal built details. The ledge defines the edge of the path created by rough finished concrete blocks also demarcate the one side of the space. Benches in white color derive the attraction of the individual to the space. The white smooth concrete benches act as seating space and also add a monumental quality to the environment.



4.2 Case study two- University of Ruhuna

4.2.1 Location

University of Ruhuna is situated at Wellamadama, Matara in The Southern Province. This University is established on a hillock site in coastal belt in between Matara and Kataragama in 1978 and is designed by well-known Sri Lankan



Fig 4.2.1: University of Ruhuna

Architect Geoffrey Bawa. The buildings of this complex are on valleys, hillock near to the sea with beautiful views of surrounding. The orientation of this complex is in both direction, North-South and East-West. The orientation of buildings depended on the natural contours.

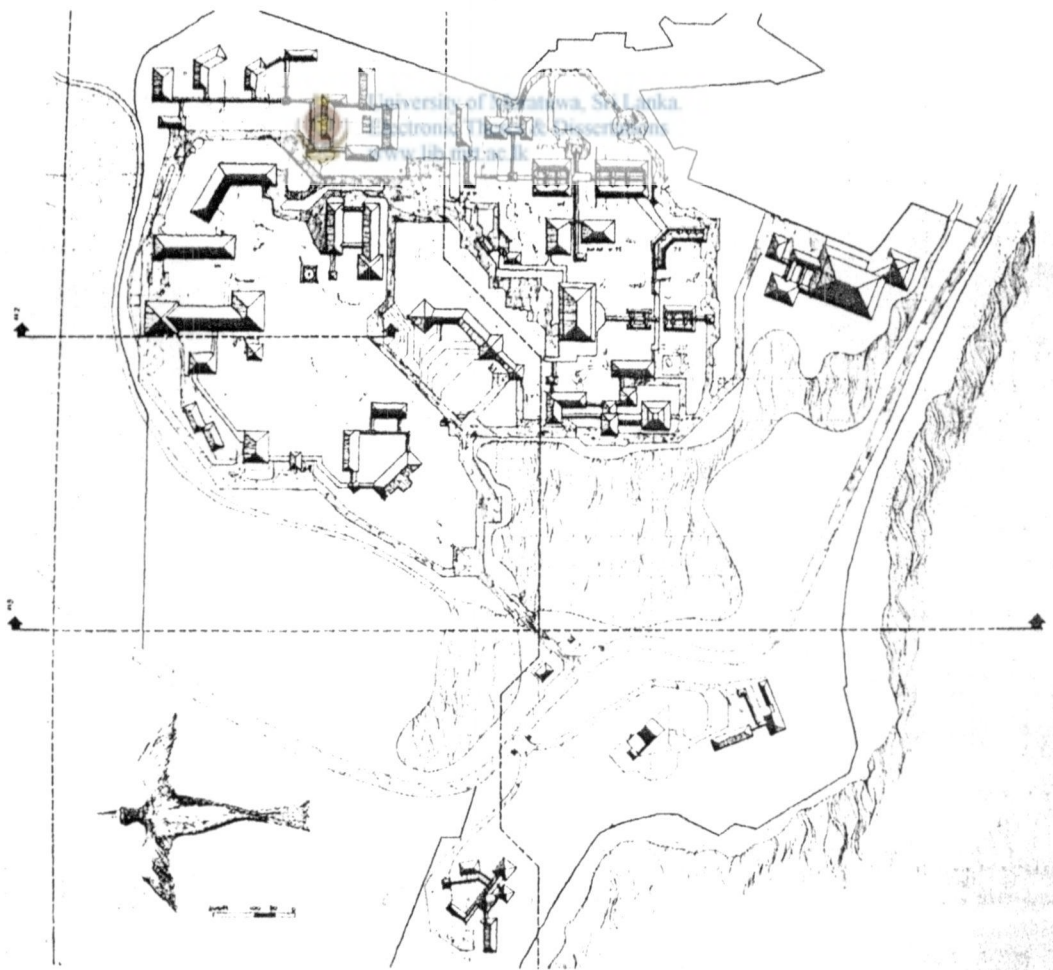


Fig 4.2.2: Layout plan of University of Ruhuna

4.2.2 Background information

University of Ruhuna was established on the 1st of January 1979 by order under the University act no.16 of 1978. It started functioning on the 1st February 1984. One could say that it was born to fulfill the educational demand and supply the difference to satisfy the regional, social, economic and political needs.

University composes four zones in order to derive the balance of education and recreation quality. They are the science zone, arts zone, administration and ancillary facility zone, recreation and residential zone. All these zones are located in the Wellamadama area. Other faculties, which comprise Medicine, Agriculture and Engineering, are in Karapitiya, Hapugala and Kamburupitiya. According to the hierarchy of zones the most important zones like administration and library areas are located in the centre and the other zones arranged around these.

The advantage here is that students can move with ease among other students in any of the zones if they wish to. This gives a very good inter relationship among, the different Faculties and helps social, educational and unity of faculties relatively satisfactorily.

In studying the layout, one feels that the main task of the designer of this University was to create a University community incorporating the concept of a national and regional identity.

The building styles selected are more suitable to the tropical climate and have been arranged systematically by using the steps of the site. These buildings incorporate Sri Lankan elements such as the roof. The colonnade arrangement changes the style by taking into account the behavior of each zone.

Each zone has an identical character of its own, so the students are able to get different, experiences in each different zone. Most of the buildings have wide corridors around the buildings, which provide plenty of free space for student activities, and also helps to reduce the massiveness of the building. This way the

University environment acts as a living village consisting of small houses, which have combined with the natural environment.

The building orientation has been used to obtain to the maximum the natural views at different levels. The most important factor is the use of site topography; valleys and hillocks, to define the activity pattern of each zone.

The Natural resources have been well preserved while using modern technology and in making planned decisions. Most of the buildings are located at the boundary therefore a large unutilized open space has been kept, probably for future expansion and students social activities. This allows enough space for student relaxation. This also prevents the growth of fight spaces, which may impede student activities.

4.2.3 Identified community spaces and their usage

Ruhuna University is a completely new development and is designed by a reputed architect, who had a concern to the student behavior and university sub culture. Some spaces are specially designed and openness is one of the significant features to derive public life in the space. Hence the spaces are more live than in the spaces in Moratuwa University. Which compare of buildings added from time to time with out a proper overall planed development Another significant feature is that the natural environment preserved as it is by sitting the university building in their midst. This provides the pleasing appearance for the university environment and ample spaces for student leisure activities, which help the university sub culture to develop. The abandon paddy fields which converted into natural water ways has become important landscaping feature by giving the mirror image of the university to view from the entrance.

- **The pathways and walk ways**

Paths have been carefully arranged mainly to form access to each zone by using valley areas. This has enhanced the individual attraction to the space. Not only the natural paths but the internal corridors also

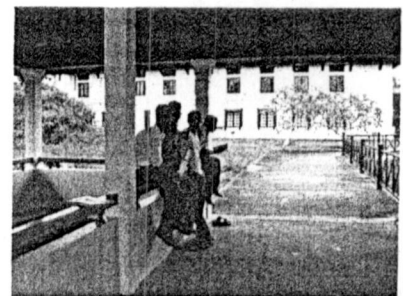


Fig 4.2.3: A path way at
Faculty of Science

frequently used as paths giving link to the building. One of the negative points in the paths is that they lack, shady trees both side and activities. Hence it presents quite dull walkway. Monotony of the built corridors is broken down by the differences in the intensity of daylight. The sequence of light and shade gives a chance to pave and glance around. The identified sunny corridors are very pleasant and wide. The narrow columns used in the corridors make free and lighten to the space. Most of the corridors contain built in seats and steps over looking the natural views, which help the students to settle down to carry out their informal activities, while some corridors created like verandahs and plinths which derived the traditional homely quality deriving the sense of security and freedom to the user.



Fig 4.2.4: A walkway using as a gathering space

• The lobbies

Most of the lobby spaces are vast and function well. They are also more open, dynamic and give quality to the lifelessness of the space. Each space is supported by built in seats. The main entrance lobby is also more open as in the 'Ambalama' concept and the centre contains the built up seats. In some lobbies, different spatial qualities are generated. The



Fig 4.2.5: The lobby between Administration & Library

corner spaces formed by projection of pillars are used to generate a warm and cozy quality that would help certain students to have discussions comfortably. On the other hand the staircase lobbies function well because of the extensively opened quality. Some of the lobbies have been created to be as transitional points or the end of the path, which ultimately help to derive a comfortable space for the students to interact.



Fig 4.2.6: The lobby at Ground level –Auditorium building

- **The open spaces, terraces and courtyard**

Open spaces are provided at several locations in order that the students can unfold their community life. Greenery is used for landscaping along with bushes and small plants and built in seats to enhance the functions happen on that area. University is made up of beautiful terraces and trees of different kinds.



Fig 4.2.7: The Lake enhances the open ness of the space

Hence the terraces provide a maximum view of the surrounding and the opportunity to be with nature to enhance the public life of the students. These spaces provide the option for the street dramas and musical show, which develop the sense of community of the public.

Courtyards are utilized in this university and students sit under the trees and along the corridors. Building facing the courtyard grass, and open and dynamic quality as in a tradition at house.



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Fig 4.2.8: Open terrace called "Sandaluthalaya"

- **The students centre and canteens**

Canteens and student centers are places where students commonly gather to spend their leisure time. University has two major canteens but the student centre canteen is the most functional because of the great difference in location. One of the canteens is located at higher level and closer to the art zone, but the student centre canteen is closer to the main road, which ends up at these centers. Relatively small

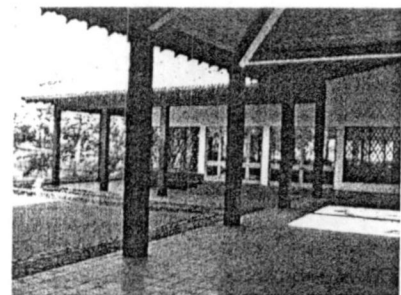


Fig 4.2.9: The student centre

number of students use this canteen. This comprises canteen, common rooms and gymnasium. This combines the student social activities to each other and is helpful to student environment.

The student centre canteen faces the open green space and therefore gives an open dynamic quality. Therefore students often sit in the canteen and have informal discussions, developing the public life of the university. The large-scale gymnasium hall comes nearest to depicting architectural elements. Its wide corridors are open and used by the students for their leisure activities.

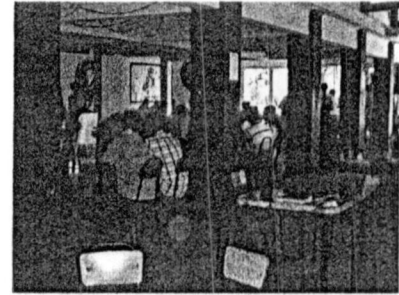


Fig 4.2.10: The canteen

4.2.4 The way of achieving sense of community in identified spaces

Those spaces explained above, help to derive the community sense in the university environment. Unlike in the Moratuwa University, University of Ruhuna is situated in a pleasant land with lot of natural beauty. Hence the degree of community sense is different from the earlier case study. Students need more the public life than at Moratuwa due to the lack of connection with commercialized urban areas.

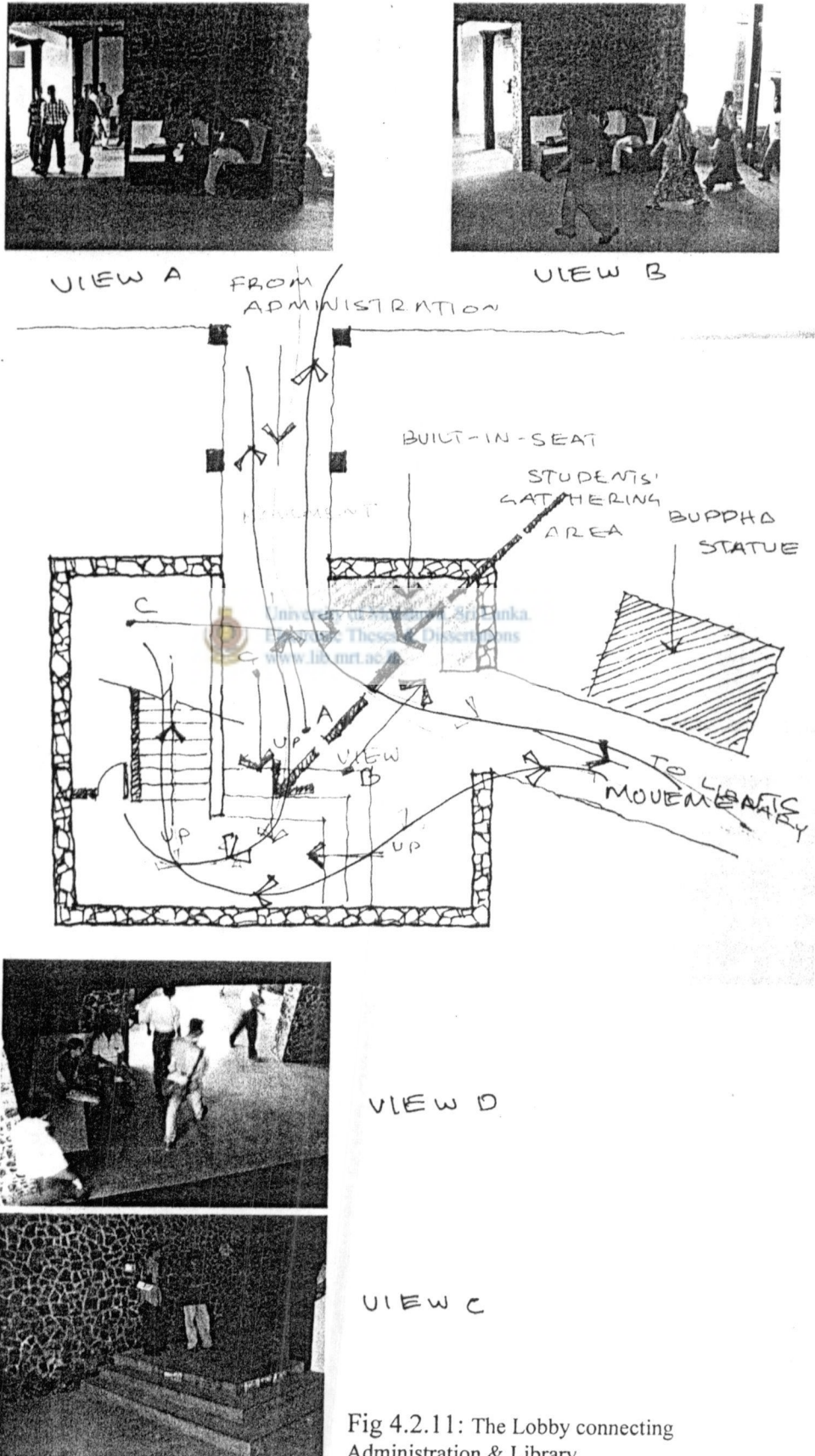


In order to discuss the community sense, one can identify five interesting informal community spaces. As the Ruhuna has a lot of well functioning interesting informal community spaces and rich community sense, it allows studying this aspects in deeply by selecting many of examples, such as,

1. Lobby connecting the library and administration area in administration block
2. Upper area in geographical and economic department
3. Corridor in auditorium building
4. Upper floor area in auditorium building known by the university sub culture as "Puja Bumiya"/ sacred place
5. Main staircase in auditorium building



1. Lobby connecting the library and administration area in administration block



2. Upper area in geographical and economic department

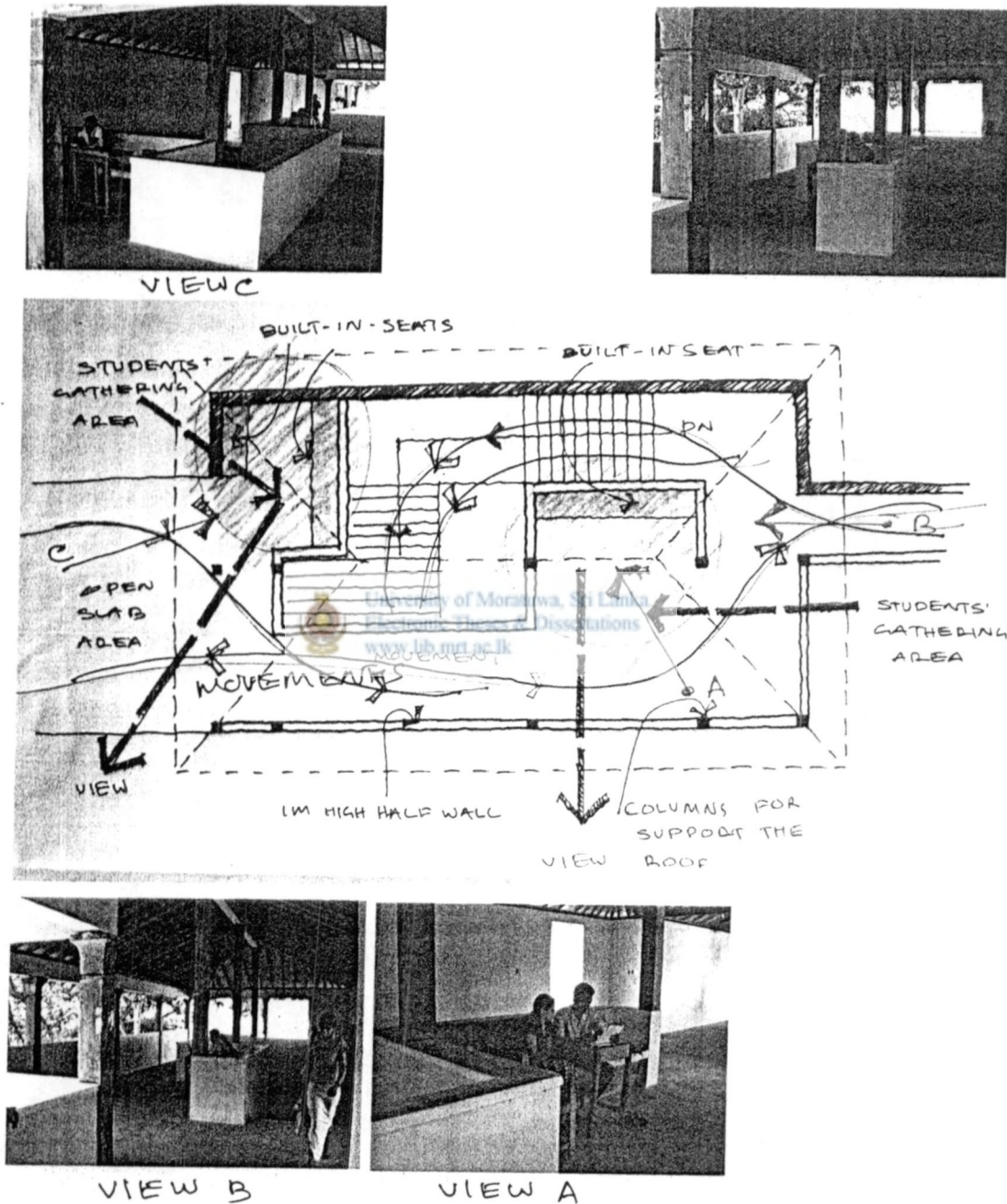


Fig 4.2.12: Upper area in geographical and economic department

3. Corridor in auditorium building

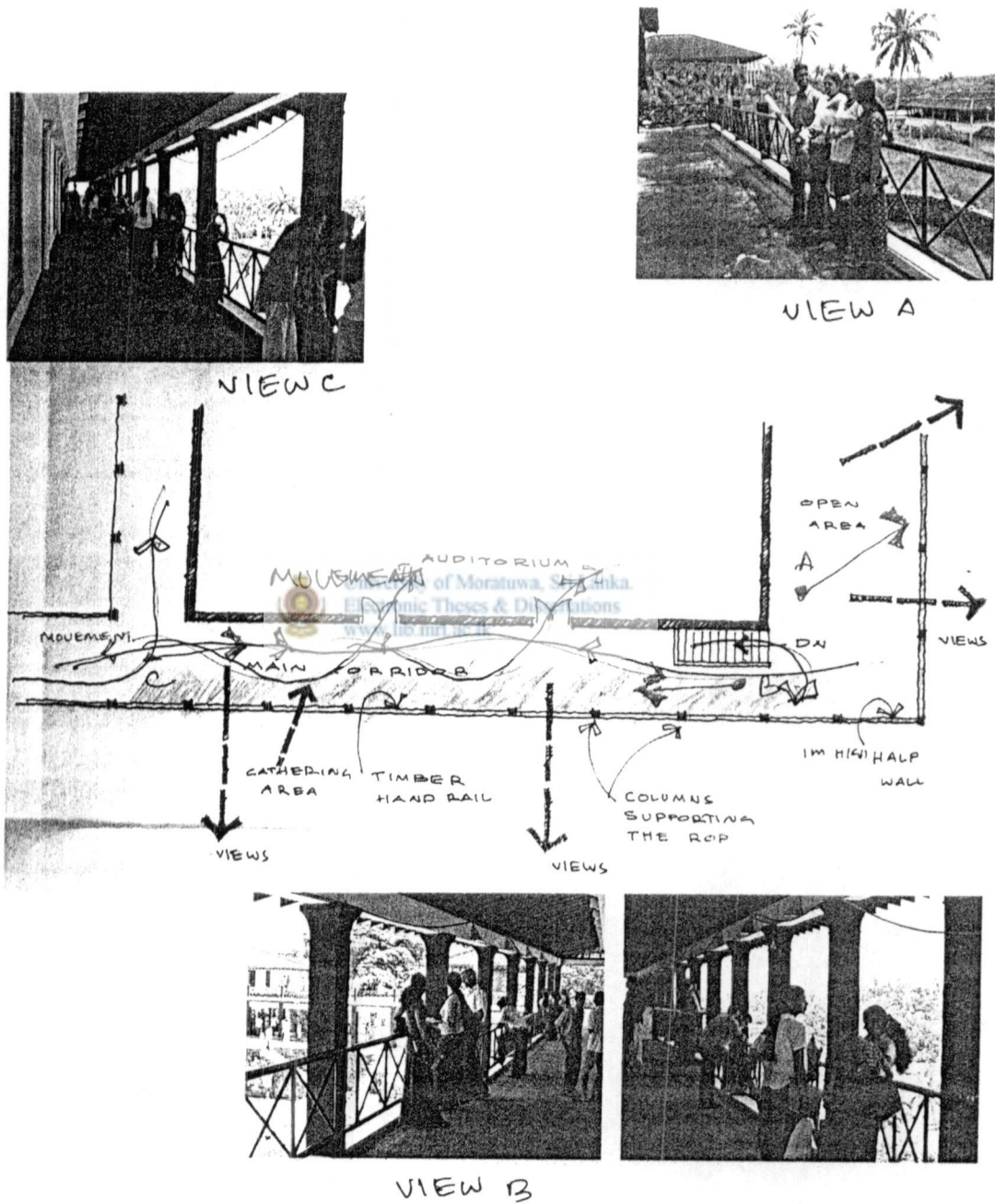


Fig 4.2.13: Corridor in auditorium building

4. Upper floor area in auditorium building known by the university sub culture as “Puja Bumiya”

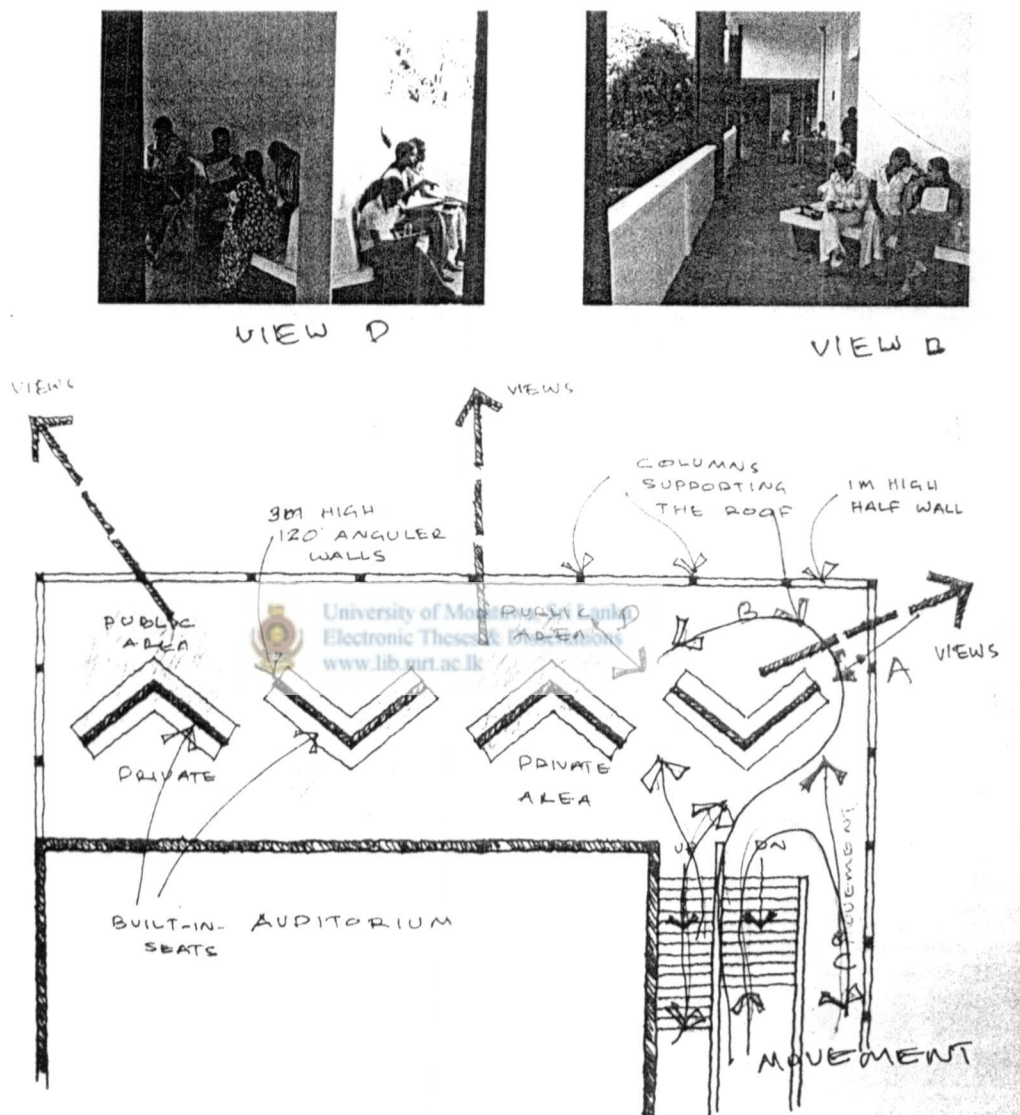


Fig 4.2.14: “Puja Bumiya”

VIEW C

5. Main staircase in auditorium building

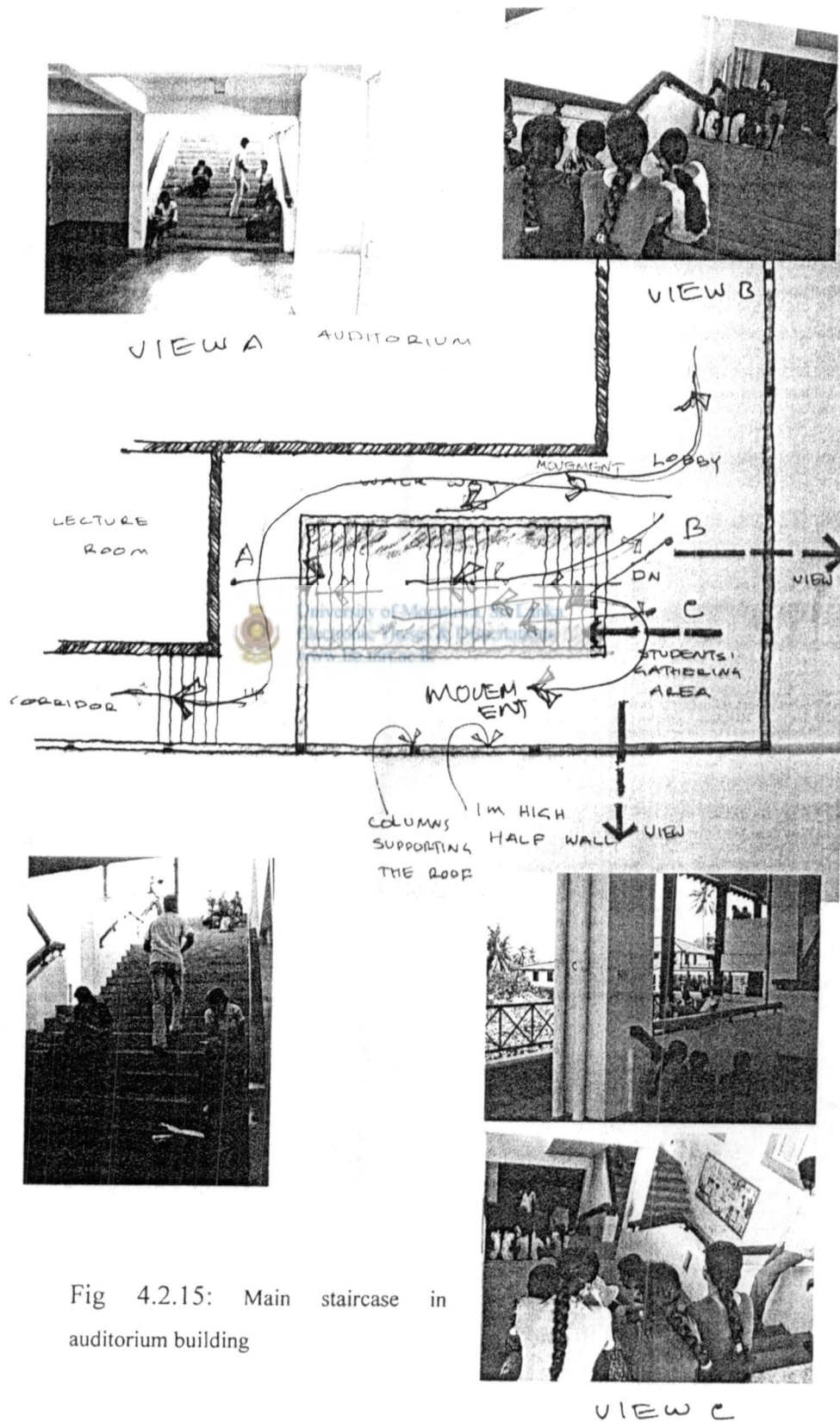


Fig 4.2.15: Main staircase in auditorium building

4.2.4.1 Social needs of deriving community sense in informal community spaces.

a) Comfort & Relaxation

One of the significant spaces in the Ruhunu University is the lobby connecting The Library & Administration building. The location of the lobby it self creates strong public life as it links the major area where student should gather. They are the library & Administration area. Because of the Administration area & the staff derives the sense of protection to the space also declare the quality of public ness. As this was a node inside the building where two paths meet this enhance the public ness of the space. Large openings to the space from end path also attach the individual to the space. Rather than being a ordinary lobby it depict a transitional space in the layout. The built in seat, which is located in the corner of the space provide a clear view of the movement of the students. Hence it is a human space to students to sit & have a chat with relaxation. The minimal spatial arrangement also enhances the quality.

Second significant space selected for the analysis is the upper area in the Economic department. Here also the location in important to generate the comfort & relaxation in the space. The study area located in the ground level enhances the people to move towards the space. The study areas help to derive the activities related to education freedom. Yet the openness derives the strong the public quality to the space. The space carries freedom of action to a great extent. Therefore students use the space to have discussion & to study while having a chat. The view from the upper level to the environmental derived calm, great quality to the space. This also help it to derive that & of space. One of the negative features is, the entrance to the building is poor. There fore newcomer to the space will not clearly see it. Due to the function in below create the public realm towards represent on a study space than being a private space for couples.

Corridor in the Administration building also captures the public ness arranging. Informal community space also the corridor adjoining to the corridor space is the students' studios hence it functions move in when there is an interval between the lectures. The openness form other side derives the attraction of the individual towards the natural beauty than towards the studios. The leaner space doesn't have the built

space near the jostle out lobbies for the students to gather. Yet the handrail act as a informal sitting to learn or even sit on it. This may derive the relaxation & comfort while depicting the true sense of informality of the space.

The space is also in the same building. In here the public ness of the space changes to more private realm. Locating this space above the study areas instead of encompassing them may be a reason to this. Space carries rich sense of security, which derived from the layout as well as from the internal arrangement.

Internal arrangement drives more attention to the groups to gather in the space rather than the surrounding. The openness of the space derives freedom to be varying from study to private functions. Lack of visual connection from the ground level derives the degree of isolation to the space. The natural airflow will provide the physical comfort to the space.

Staircase of the Auditorium building is also used by the students as an informal gathering space. The natural movement of the air to the space & the sunlight derive the physical comfort & the visual link of the nature derives psychological comfort too. The steps act as a seating space for the students to rest while going for the lectures & when community from the lectures. This area can be identified as a waiting area too. The movement of the student from the staircase also enhances the public ness of the space. The large staircase with feet & stairs derives the psychological need of relaxing while climbing the stairs.

b) Active and Passive engagement with space

The two main paths coming from library & Administration areas derive passive engagement with space by revealing the human movement & behavior in the lobby space in Administration building. The seating arrangement also enhances the student to watch others while to being in the space. The staircase, which located with opposite side of the built in seat also makes the individual to see the movement of the students. Hence the space through doesn't capture the active engagement have the rich communal life with in it Religious space adjoining to the space also derive public realm within religious flavor. One of the negative points is that the space lacks the

activities to derive the active engagement with space. This is also an ideal space to have the signboards or notice boards, which will give a use to it. The lack of connection to the natural environment also questioned the comfort level in the space.

Upper area in Economical department on the other hand looks the visual link to the human movement. But it is rich with the visual connection of the natural environment. There fore passive engagement with the natural environment will be the common feature in this space. The above experience on the other hand help to represent the space as a reading area for the students. Sun light & the breeze coming from the surrounding environment also enhance the quality of public ness in the space. The way that detail the space & the internal arrangement give variety to the space, which ultimately create, a good community sense around the individuals. Though the benches located, doesn't help to make face-to-face active relationship, it derives the sense of privacy & territoriality in the mind of the user. The visual axis given from the upper level also enhances the public quality.

One of the spaces, which carries the both active and passive engagement of space of the individual in the corridor in auditorium building. Hence the passive engagement of space is provided by the strong visual connection provide by openness. Hence the students who lean to the handrail and watching the nature from higher level is quite common feature. The movement path closer to the studio side also help the individual to stare at the movement of the students also. Details and the arrangement at the variety to the space. Hence students wont get the monotonous quality while public ness and community sense with variation of the function.

The space called "Puja Bumiya" is another space, which is designed for the individuals to be in passive engagement with space. Hence the active engagement with space is limited. And that limitedness helps to derive the private realm in the space. The variety is also poor and only way, which breaks the monotonous of the space, is from the internal lay out of seats arrangement. In a way this represent a show moving public space, which has the rich community sense.



Staircase in auditorium building is another vibrant space which has both these encompasses the individual to derive the sense of community. The handrail in both side and the steps adds variety. The provision of natural lighting and the air makes the place more active and rich in community sense. The staircase helps to cater for the larger number to be in the space and interact with each other.

c) Discovery

The curiosity of the space has been achieved by making it more closed space in the lobby connecting the library & administration building. Cool / dark, gloomy quality derived due to this phenomena makes the space more closer to a formal community space. Because there is no order in arranging the seats & the rapid more present Within the space derive the function to appear in more informal way the steps and the stair case leads to the upper floor also adds variety to the space. One of the important factors is the built in seat located to enhance their factor. The unusual way of locating the space behind the Buddha statue also psychologically derives a hide out for the student to unfold the community life.



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Upper areas in Economic department have quite significant factors to derive the curiosity quality of the space. And the half wall arranges quite unfamiliar way which helps to derive the needed sense of protection to the group & create a feeling of entering to a new world for the individual which is a new corner to place. The antique quality derived through the finish of the roof, columns & the details that helps to detail out the new world more & more.

Staircase in auditorium though doesn't Carries any significant factor arouses the feeling of the student towards by small details done to columns & walls. The unused linier arrangement & the simplify quality of the space derives interest. Hence student will differently pause his movement within the space & lean on to the handrails from an area where he likes.

Upper floor area in auditorium building divided the curiosity to the space by arrangement of internal walls. This act as a feature in this space as well as provide

sense of security highly to the individuals who have being there. Because of this public ness change the more public realm to private realm.

Staircase in the auditorium in the building, which needs to the above explained space also acts as an informal space. This space has a strong visual axis along the physical axis. That also mainly helps to attract the individuals to the space. While curious appearance of the staircase helps to derive a sense of mystery of the to the student.

4.2.4.2 Mechanism of enhancing the social interactions

Interaction two parts coming from the library area from & Administrative area connect & create a transitional space in the lobby. The seating arrangement focuses this situation hence the quality of the people gathers to that space in quite high. The staircase also visually likes to the individuals who sits on that space. Double height space also enhance that also derive more social interaction ultimately their community sense with rich public life.

Upper area in the Economic department only other land have strong visual connection within the environment as well as the human behavior. Physical areas of the space can't be identifying clearly. Because of that it derives more private realm. The calm arrangement in wall derives a good strong place while providing the relaxation to derive a slow rhythmic public life.

Corridor in auditorium building has a strong physical access supplied with a visual link to the nature from one side. The studios & the staircases derive a symbolical access of the space. Because of the stronger axes, help to use the large number of students daily. The movement through corridor derives live ness of the space. Above explain features enhance the social interaction of the space.

Space called "Puja Bumiya" on the other hand poor contribution in both physical & visual axis. The situation makes the space to become more private oriented from the public oriented. One of the reasons that, it becomes an informal gathering space in the spatial connecting for that university sub culture by the university sub culture. The space in used for the couples to have their usual meeting & study without disturbance

to others. Sometimes the groups, which needed more private relaxation, will also use this space. The new comer to the university tried to understand the traditions & behavior pattern of the space & symbolical meanings of the space also. There fore in that way it attaches the people to that space & enhances the community life within it.

Staircase in the Auditorium building has strong visual & physical access to the space. The strong ness of the physical axis pause the progression of the individuals & help to be stay in relax in the space. The visual connection & the calm ness carry from the upper floor derive the impotence to be the place an active public space.

4.2.4.3 Spatial quality enhancing the social interaction

Rubblework in the walls surrounding the lobby space in library & Administration block derives strong sense of protection and privacy. It also adds cool ness to the space to derive physical comfort. The cement coloured smooth finished floor also enhances the cool ness in the space. The steps which come out from the staircase derives unusual podium that respond to the paths that goes from the space. The white staircase wall with timber hand rail connected to the wall by steel rods adds institutional quality to the space as well as the curiosity which needs to enhance the students stat in the space. White coloured concrete built in seats makes the space calmer while responding to the religious space adjoining to it. The rubble and white colour derives calm and pure religious realm to new space while retaining the strong community sense in the space.

Reading space in upper floor in the department of economic represent a minimal lonely environment due to the details applies to the space. The 90 angle white colour smooth finished half wall adds pave, calm realm to the space while providing the sense of privacy and demarcating the territory of the each group. Cement colour floor finish help the space to retain the minimal approach. The grey colour concrete columns represent more traditional approach to the space while supporting the exposed rafter roof. Sometimes the columns and the beam, which connect from the top of the column heads and the half walls, make a frame view of the environment, which enhance the individuals' interactions with the other areas.

The corridor in the auditorium building also has the same column details, which have in reading space in department of Economic. The exposed timber rafter roof helps to derive a homely environment within the corridor to derive strong community sense and public life. The grey colour round Galvanized Iron hand rail makes the physical boundary on one side of the corridor space while other side is bounded by detailed white wall which provide openings of door and fixed glass windows. Hence the space is derived more free environment for the individual to have a short relaxation between the lecture or before or after the lectures.

Quality of the space have derived by the arrangement of the walls in the space called "Puja Bumiya" Space is specially demarcated by white half walls and ash coloured columns which holds the roof, from each side. This makes a strong visual connection of the space to the surrounding. White thick wall, which is located in the middle of the space angled from one direction to another, create highly private realm within the public space. The built in seats in white and the black colour applied on the front side of the seating part highlighted the seat with deriving a calm, cool environment. The terracotta tile on the floor enhances this quality to great extend. Staircase on the other hand, minimizes spatial details. One of the significant feature is the timber hand railed which faces on to the concrete half wall in the staircase at regular intervals. This add curiosity of the space and this was highlighted by the wall becoming smooth finished white colour staircase is wide enough to encompass the moving crowd and relaxing group with in it. Steps changing from their usual behavior help the individual to sit on it and create a most interesting space, which runs as a spire from top to the bottom while retaining its movement.

4.3 Concluding remarks of the case studies

The two case studies analyzed in this dissertation revealed that the informal community spaces are the main elements, which generate the community sense in a University. Increasing number of them will definitely increase the sense of community in the University. The study said revealed that the University sub culture has a relationship of community sense. Large amount of informal space like in Ruhuna University will derive a strong University sub culture that is richer with community sense while Moratuwa is poor in the sense of University sub culture. The

behavior pattern of the students and the layout reveals this. The building located far from the main road like in Ruhuna will enhance this and help to preserve the sub culture as well as the community sense among the students.

Connecting the space with natural features like water bodies, trees and sea will help to derive comfort and then the community sense among the individuals who present in the space. These features should be captured and supported by the architectural elements also. In Ruhuna this has been positively done and strong community sense can be visible in the informal community space. But Moratuwa lacks this. As an example the balconies highlighted with light blue columns and grey hand rails with turmeric walls behind in Ruhuna add more beauty to the environment and inside provide a framed vista of the nature to the individual while in Moratuwa brown colour columns with quite similar colour hand rails and the walls matches to it doesn't provide that opportunity neither from outside nor from the inside.

One of the key aspects revealed in the study is that informal spaces should be supported by other functional private spaces. As an example the corridor in auditorium building in Ruhuna, functions well because of the studios adjoining to it. Hence the space influencing and communicating with individual to derive community sense is strong. All the spaces in Ruhuna like "Puja Bumiya" staircase have used this, while Moratuwa tries to isolate the informal community space from others. The common space in lecture block, corridor in Mechanical engineering area reveals this. Even the spaces like architectural faculty lobby which uses this phenomenon functions well and represent strong public life encompassing to it.

In order to create an informal quality one needs variety to be used suddenly to create a pause in the human movement. Otherwise it represents as a designed formal community space in the University. The staircase in the Ruhuna is the clear example for the informal community space. The flight of stairs used on the seating spaces without harming the ordinary function of vertical connection. "Pichchn Handiya" is another example for this.

One way of creating meaningful informal spaces is creating pauses to the movement. Through corridors become informal spaces like in corridor in Mechanical department. In Moratuwa University the arranging seating spaces side of the corridor in zoological department corridor in Ruhuna will enhance the students' interactions. Therefore strong community sense is visible on those areas than in other areas.

One of the significant finding is that the though space is represent as public realm derive community sense, this public ness can be change for public to private or private to public through the informal arrangement. This means the space and its realm, which inserted in it can be modified by varying the informal arrangement. The "Puja Bumiya" in Ruhuna University is a good example for that. Hence the arrangement of centre wall with 90 angles makes space divided to create more private areas. The location of the administration areas as in lobby in architecture department in Moratuwa University will create the realm of public ness and also suggest the type of activities, which happen.

Each case study has both negative and positive features, which help to derive the community sense in the buildings. These derived community sense help to derive the University sub culture also. Therefore in order to derive a strong sub culture and community sense none of them accept as the ideal example.

Conclusion

The main quality of the community life style is the community sense. It also help to derive the community life style. Under community sense every physical character, which the individual need for successful life style is included. Such as sense of privacy, sense of protection etc derives in the mind of the individual. Individual influenced or depend his mental perception and balance from the built environment. In other words built environment has tremendous impact on the individuals. Hence community sense, as it derives in the individuals, get influenced by the built environment. Public life, which need in the public space therefore a creation of the community sense. Public life represents the individuals' behavior in the space while protecting and responding to main cultural and social values, which the individual belongs. This phenomenon has been identified by the Tibbalds (1992) "The public realm is in my view the most important part our towns and cities, it is where the greatest amount of human contact and interaction take place". Likewise this is not only to apply for cities or towns, but also to the buildings. Hence because of the strong public life and the community sense, sub culture emerges. The strong ness of the sub culture represents, the strong ness of the community sense, which the community has.

University is one such space where one can identify a strong sub culture therefore it should possess a strong community sense. Need of the sub culture for the university has been due to various reasons like the impact of the socio, cultural and political influences the group behavior and learning pattern, which was highlighted in the study. In order to have strong sub culture building environment in the university should have its spaces arranged according to it. Out of the spaces in the built environment, the informal community space is the most effective space. Hence this dissertation is mainly about those spaces and community spaces.

The study revealed that any one encounter with a space may satisfy more than one aspect of which mentioned above in order to achieve the community sense in the space. Spaces that do not meet people's needs or that serve no important function for people will be in disaster. Study further reveals that spatial control is essential to derive the community sense. These have been described in the spatial rights.

The analysis further revealed that, in order to be community oriented, it should include several features. In here in order to achieve the community senses it should have the link with the natural environment. Water, trees and streets should be visually linked to the space. Christopher Alexander mentioned it in (1977) 'We come from the water; our bodies are largely water; and water plays a fundamental role in our psychology. We need the constant access to water and all around us.' Man needs the touch of the natural environment. It makes him calm down, definitely deriving the pause for the movement. It also generates the relaxation. Cool air coming from the environment also help us to capture the space and help to derive spatial control in our mind. Hence any one who sees to design such a space should consider way to achieve this.

Another aspect is the arrangement of seating for the public. This has to be done carefully to derive the community sense. There should be active interactions happen in order to derive the sound community sense happen in the space. When considering this face to face arrangement is the easiest way to achieve the desired interactions.

An important finding of this study, though the space is identified as public space; the realm of the space should vary from private to public. A good space, which helps to derive community sense with a lot of social interactions. Possess the balance of those. That means the space should have the areas of public realm as well as the private realm. Orienting for one extreme end may tend to destroy the effective social interactions and then the community sense. One such way that the space accommodates the quality will be though the modifications of internal spatial arrangement. As an example the wall in "Puja Bumiya" derives the private realm in some areas as well as public areas in the periphery. Because of that the space can be accommodate by various kinds of the students for various functions. This means a built space gets the dynamic, visual quality of an urban street.

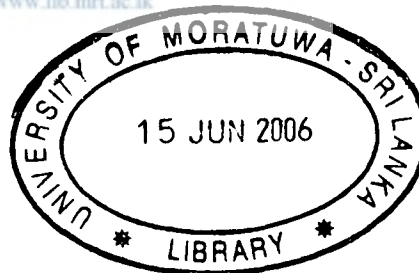
Not satisfying above stated phenomenon could be considered as a reason for buildings lacking community sense. Building orienting to public needs will be a good way to release the students stress getting from the education environment and as well as the other social issues. Riots and informal clashes will reduce the chance to have a good

education environment. Designing the new universities means to build new education environment, which enhances community sense and the student interactions.

An architects task is to create a meaningful built environment, which harmonizes the nature and the students education environment. As a leader and manager he should understand the growing need of public spaces in the university environment. In order to create the successful educating environment architect should create the community sense and mostly in universities due to its sub culture one has to looks at the informal community spaces for that. Ultimately the major study is on community spaces and community sense in order to derive a effective community space this will reply by providing the function about the community sense in the informal common spaces. Therefore this study helps the architect to design university environment maintaining the public realm while responding to its sub culture and community sense rather than doing it unintentionally.



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