

The logo for the Berkeley Prize features the words "berkeley" and "prize" in a white, lowercase, sans-serif font, stacked vertically. The text is centered within a dark blue rectangular background. A thin orange horizontal line is positioned above the dark blue area.

berkeley prize

www.BerkeleyPrize.org



The International

BERKELEY UNDERGRADUATE
PRIZE FOR ARCHITECTURAL
DESIGN EXCELLENCE

1997 - 2014

FOUNDED BY:

RAYMOND LIFCHEZ

Professor of Architecture and City & Regional Planning
University of California, Berkeley
U.S.A.

DEDICATED TO HIS WIFE:

Judith Lee Stronach

May 25, 1943 - November 29, 2002
Poet, Journalist, Teacher, Philanthropist

Rethinking Architecture
Design Students and
Physically Disabled People



RAYMOND LIFCHEZ



COORDINATOR AND WEBSITE EDITOR:

Benjamin Clavan, Ph.D., AIA

TEAM MEMBERS:

Thea Chroman, Administrator

Jessie Canon, Internet Technology



BERKELEY PRIZE COMMITTEE

64 Current Members

Educators

Design Professionals

Allied Professionals

Social Scientists

PURPOSE OF THE BERKELEY PRIZE

To promote the investigation and
teaching of the
Social Art of Architecture ...

At the heart of which is the shift
from object-centered to
people-centered design.

THE SEVENTEEN (17) ANNUAL BERKELEY UNDERGRADUATE PRIZE FOR ARCHITECTURAL DESIGN EXCELLENCE 2015

2015
berkeley prize
Architects Confront Poverty



Click on photograph for larger image and details

ABOUT THE PRIZE
ESSAY PRIZE COMPETITION
TRAVEL FELLOWSHIP
TEACHING FELLOWSHIP

DEFINITION

To architects and allied professionals around the world working to improve a better built environment for those living in poverty by working with governmental institutions, non-governmental organizations, and directly with the users in the design and building process.

BERKELEY PRIZE CALENDAR

Mid-December, 2014
Essay Competitions announced

February 1, 2015
Single Topic Essay Competition 2,000 word essays due

February 8, 2015
Finalist of Fellowship Competition for Essay Competition

March 8, 2015
Travel Fellowship Begins Out

[See More >](#)

MAKE A CONNECTION

Connect with other undergraduate architecture students from around the world and join us for the UAVA conference



THE PROGRAM

ARCHITECTURE IS A SOCIAL ART

The BERKELEY PRIZE Competition was established in 1938, made possible by a generous gift of JUDITH L. COFFRONACCI to the DEPARTMENT OF ARCHITECTURE of the College of Environmental Design at the University of California, Berkeley, U.S.A.

[Learn More >](#)



Architecture is a social art and the architect working with the disadvantaged in developing nations must grapple with the social and human conditions that are threatening their continued existence. Architects are helping to provide new models to meet the basic needs of the people in the most vulnerable regions of the world.

Photo courtesy of the Urban Resources Center, College of Environmental Design, University of California, Berkeley, U.S.A.

2015 ESSAY PRIZE COMPETITION

Each year, the UVAV Committee selects a topic critical to the discussion of the social art of architecture and poses a Question based on that topic. UVAV undergraduate students enrolled in any architecture degree program or program of study are eligible to respond to the Question. The subjects, one of whom may be from a college elsewhere, are invited to submit a 2,000 word essay proposal responding to the Question.

[2015 Essay Prize Competition >](#)

2015 FELLOWSHIP COMPETITIONS

Essay: If you become a finalist in the Essay contest for you have the opportunity through the TRAVEL FELLOWSHIP to propose visiting a foreign locale for a firsthand research experience tied to the subject of your essay.

Undergraduate Faculty: Consider for an academic year TEACHING FELLOWSHIP to introduce to further your position in working the wide subject of the social art of architecture with a focus on the year's UVAV topic.

[2015 Fellowship Competition >](#)

NEWS HERE?

The UVAV Committee invites working architects to consider the possibility of making this global organization that designs and does play a major role in the social, cultural, and psychological of both the individual and society at large.

[Learn More About the Basics >](#)

BERKELEY PRIZE NEWS

09/15/2014
BERKELEY PRIZE 2015 IS LAUNCHED!
Find more information about the ESSAY PRIZE COMPETITION [HERE](#).

09/15/2014
Andrew Kumar, UVAV UVAV PRIZE Committee Member and 2000 Travel Fellow, has been garnering world-wide recognition for his "Town Built" project that is working to develop appropriate shelter solutions for informal settlements near Kampala, Uganda. [See more about Town Built here](#).



09/15/2014

UVAV Submitters Invited to Help UVAV Committee Member and 2000 Travel Fellow Design Competition Winner, Andrew Kumar, as he works to build the "Town Built" project in Uganda that is working to develop appropriate shelter solutions for informal settlements near Kampala, Uganda. [See more about Town Built here](#).


09/15/2014

2015 Teaching Fellowship Proposals now posted! [Visit Here](#).

09/15/2014

See the 2014 Teaching Fellowship proposals here!

[More News >](#)



Universal design =
Inclusive Design =
Design for People =

The Social Art of Architecture

STUDENT COMPETITIONS

Essay Prize

1997 - 2014

Travel Fellowships

2004 - 2014

Student-run Architectural Design

2008 - 2012



Number of Student
Participants

1870

Countries Represented

62

Prizes Awarded

106 – Students

8 - Faculty



YEARLY THEMES

THE ARCHITECT MEETS THE NURSING HOME

VALUING THE SACRED

SUSTAINABLE ARCHITECTURE/TRADITIONAL WISDOM

THE ARCHITECT CONFRONTS POVERTY

.....

2014

THE ARCHITECT AND THE ACCESSIBLE CITY

THE FIFTHTEENTH ANNUAL BERKELEY UNDERGRADUATE PRIZE FOR ARCHITECTUAL DESIGN EXCELLENCE 2013



ABOUT THE PRIZE ESSAY PRIZE TRAVEL FELLOWSHIP TEACHING FELLOWSHIP DESIGN FELLOWSHIP

2015 2014 **2013** 2012 2011 2010 2009 2008 2007 2006 2005 2004 2003 2002 2001 2000 1999

ESSAY QUESTION

THE ARCHITECT AND THE ACCESSIBLE CITY

PROVIDE US WITH AN OVERVIEW OF WHAT IS BEING DONE IN YOUR CITY TO MAKE IT ACCESSIBLE TO PEOPLE WHO HAVE PHYSICAL DISABILITIES. IN YOUR OPINION AS AN ARCHITECT, WHAT MORE CAN BE DONE?

BERKELEY PRIZE 2013 is dedicated to the United Nations Convention on the Rights of Persons with Disabilities and the World Health Organization which is helping to promote and implement the Convention.

BEFORE ADDRESSING THE ESSAY QUESTION:

- Home
- Essay Question**
- Stage 1: Enter
- Stage 2: Semifinalists
- Stage 3: Finalists
- Winning Essays
- Jury



FACULTY COMPETITIONS

Teaching Fellowships

2013-2014

2013

TEACHING THE SOCIAL ART OF ARCHITECTURE:
UNIVERSAL DESIGN



Dedicated to and Coordinated by

MS. ELAINE OSTROFF, HONORARY AIA

Co-founder of Adaptive Environments
(now, Institute for Human Centered Design – IHCD)

Creator of the term “User/expert”



FIVE TEACHING FELLOWSHIPS WERE
AWARDED

ONE ASSOCIATE TEACHING FELLOWSHIP
WAS AWARDED

THE 2013 TEACHING FELLOWSHIP COMPETITION

[Visit the 2013 Teaching Fellowship Competition](#)

Teaching Fellowship Competition

Starting last year, a new BERKELEY PRIZE Teaching Fellowship is offered to undergraduate architecture studio design faculty from around the world. The primary goal of this Fellowship is to support innovative thinking by faculty as they work to focus their students' attention on the social, behavioral, and physical characteristics of the users of the buildings and spaces being designed. The 2014 Teaching Fellowship proposals, based on this year's PRIZE topic, Healthful Architecture, are due on May 31, 2014. Students, be sure to let your teachers about the opportunity.



2013

Alan K. Birabi, Ph.D.
Makerere University
Kampala, Uganda

[read proposal »](#)



2013

Ewe A. Erdelstein, Ph.D.
University of Arizona,
Tucson, USA

[read proposal »](#)



2013

Ajay Khare, Ph.D.
School of Planning and
Architecture, Bhopal, India

[read proposal »](#)



2013

Alex MacLaren, RIBA
Edinburgh School of
Architecture, UK

[read proposal »](#)



2013

Josh Seftle, Assoc. AIA
Massachusetts College of
Art and Design, USA

[read proposal »](#)



Mr. Allan K. Birabi, Ph.D.

Senior Lecturer

MAKERERE UNIVERSITY

Department of Architecture and
Physical Planning

Kampala, Uganda

Ms. Eve A. Edelstein, Ph.D.,
Associate AIA

Associate Professor
UNIVERSITY OF ARIZONA
College of Architecture, Planning and
Landscape
Tucson, Arizona, USA

(Now, at the NewSchool of Architecture
And Design, San Diego, California, U.S.A



Mr. Ajay Khare, Ph.D.

Founder-Director
SCHOOL OF PLANNING AND
ARCHITECTURE

Bhopal, India



Ms. Alex MacLaren

Design Tutor

EDINBURGH SCHOOL OF ARCHITECTURE
AND LANDSCAPE ARCHITECTURE
(ESALA)

Edinburgh, Scotland
United Kingdom



Mr. Josh Safdie, Associate AIA

Adjunct Faculty Member

MASSACHUSETTS COLLEGE OF ART
AND DESIGN (MassArt)

Boston, Massachusetts
U.S.A.



Mr. Faiq Mari

Teaching and Research Assistant
Department of Architecture
Faculty of Engineering
BIRZEIT UNIVERSITY

Palestine

AREAS OF AGREEMENT

(Not Just) Accessibility

(Not Just) Universal Design

(Not Just) Inclusive Design

Human-Centered Architecture

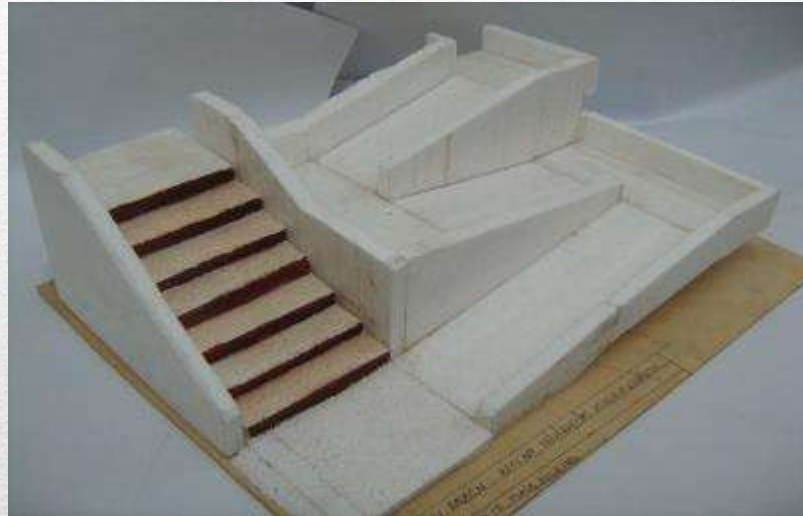


Mr. Allan K. Birabi, Ph.D.

Summary presented by Benjamin Clavan

Full paper available in the Proceedings









Ms. Eve Edelstein, Ph.D.

Summary presented by Benjamin Clavan

Full paper available in the Proceedings


Neuro-Universal

Design

Eve A. Edelstein

M.Arch., Ph.D. (neurosci), F-AAA

neuroarchitecture@gmail.com



-200 Students B.Arch + M.Arch

5 Disability & Rehab Faculty

5 Universities: UCB, UA, NSAD, SDSU

1 Neuro-Architecture Faculty

6 Design Faculty

Acknowledgements

Input

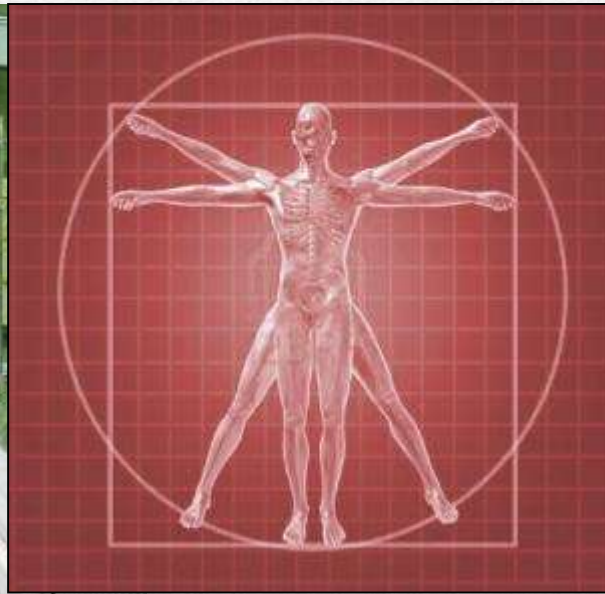
Response

Outcome

Environment
& Context

Brain
& Body

Universal
Design



Approach: Neuro-Universal Design

We already teach accessible design.

“We don’t have time to teach about human responses.”

“Just give us a list of the brain’s response to design.”

“Limit your lecture to 1 hour.”



Challenge: Faculty Take on More

Peer-to-peer learning with user/experts in all teams: faculty, professionals & students.

Repeated conversations & real-world interactions in studio and on-site.



Essential :
peer-peer user/expert interaction

INPUT

Physical:

Layout
Material
Adjacency
Temperature
Sound
Dimension
Humidity
Light

RESONSE

Neural:

Sensory
Movement
Emotional
Cognitive

OUTCOMES

Universal Design Uses:

- 1) Equitable us
- 2) Flexibility in use
- 3) Simple & Intuitive
- 4) Perceptible information
- 5) Tolerance for error
- 6) Low physical effort
- 7) Size and space to use

INPUT	PROCESS	OUTCOME
SEATING SPACES	FOLDING CONCRETE TO CREATE DIFFERENT OPTIONS FOR SEATING	EQUITABLE USE
PERMEABLE SHADING SYSTEM	DIFFERENT LAYERS OF SHADE THAT PROVIDE UNIQUE EXPERIENCES WITH DIFFUSE LIGHT	PERCEPTIBLE COMFORT EVERYBODY
SMOOTH HARDSCAPE	DIFFERENT MATERIALS USED IN THE GROUND TO INDICATE DIFFERENT PRO-	LOW PHYSICAL EFFORT PERCEPTIBLE FORMATION

2 // Individual seating pads in groups

Emotional, Movement

Build community through social groupings, Size and space for use // Low physical effort

PAT CEGUERA_ARC301_IBARRA_10.3.2013

INPUT	PROCESS	OUTCOME
Design Features	Neuro Responses	Socio-Loo
Variation in paving	Movement & balance	Direct circulation Low physical effort Tactile responses
Layered shading	Visual perception	Controls heat without high contrast shadows that cause seizures.
Community garden	Social Integration	Integrates all people into an aspect of community.

INPUT	PROCESS	OUTCOME
WIDE RAMPS	MOVEMENT BALANCE	0) LOW PHYSICAL EFFORT 3) SIMPLE AND INTUITIVE USE 1) EQUITABLE
ACOUSTIC RUNNING WATER	RELAXING NOISE STRESS VISUAL	DECREASE SURROUNDING NOISE POLLUTION DISPLAYS VISUAL INFORMATION INCREASE USE OF SPACE 4) PERCEPTIBLE INFORMATION
LAHGL OVLHIANG	TEMPERATURE BALANCE	INCREASE USE OF SPACE 7) SIZE AND SPACE TO USE

My design proposes that a variation in paving will work with the visually impaired to affect their movement and balance and allow them to use tactile responses to make navigating the site easier.

My design proposes that layered, well thought out shading will allow for heat control while not affecting the visual perception of those with Alzheimer or epilepsy.

My design proposes that an accessible community garden will allow for integration and gathering of people of all different abilities in the Tucson community.

Student Work: Design Inquiry Framework

DESIGN HYPOTHESES

A wall-less streetcar stop increases visibility across the site and may reduce anxiety of waiting for next train

Introduction of nature to site may reduce stress, increase mood

Early warnings of next train's ETA may reduce anxiety for riders

The site needs lots of versatile seating options for those who are leaving soon and those remaining to dine from the food trucks

DESIGN SOLUTIONS

High structure, lifted off the ground still provides shade (necessary in Tucson) but keeps visibility clear

After-effect: Also lets in a lot of natural light (circadian rhythms)

6 native, large canopy mesquite trees added to the site

After-effect: Also helps keep area cooler

Call boxes for those in need of ramp deployment alert the driver of the next train prior to arriving. This reduces anxiety. The boxes are operated by button and sensors which can determine the approach of someone who is unable to operate the button (quadriplegic).

Speakers inform the either the sightless or distracted of the next train

LED signs inform passengers of next train's ETA

Outdoor dining sets have chairs that can be moved. This means that any spot can be a spot for a wheelchair. There are no designated spots, no "otherness" applied

Dynamic benches are easy to move (with brake levers), and adjustable so that any visitor can make any available bench theirs for their visit

After-effect: Also allows site to be rearranged. Space could be used for public meetings or other organized functions

OUTCOMES: UNIVERSAL

Equitable Use

Flexibility in Use

Simple & Intuitive

Perceptible Information

Tolerance for Error

Low Physical Effort

Size & Space to Use

Ryan Baxter | Arc 301 | F13 | Edelstein | 10.03.2013

Results: Integrated Thinking

The use of wood is meant to absorb the sound coming from the street,



Visual changes on the roof mark the different uses of the spaces below.

Results: Student Work

- 90% strongly agreed or agreed
“These experiences made me think about designing for people with a broad range of abilities.”
- 80% strongly agreed or agreed
“These experiences influenced the design of my studio projects.”
- 90% strongly agreed or agreed
“These experiences will influence how I design in the future.”

Follow-up Survey: Students

- “Involving user/experts is invaluable.”
- “...this content is not just an add-on”.
- “...needs commitment beyond the superficial...”



Follow-up Survey: Faculty

Professional adoption of a
'neuro-universal' approach must
change the 'design process'
rather than 'persuading individuals' to change.

“... it is not people who change,
but the innovations themselves.”

Outcome: Change

(Robinson, 2009)



“I can assure you that you have had a great impact on the way the students think.”

Berkeley Prize student & wheelchair user

Impact

Eve

Edelstein

- Neuro-Universal Design
-

Please accept my apologies for not being able to join you in person at this important conference.



Thank you.



Mr. Ajay Khare, Ph.D. with
Ms. Rachna Khare

Summary presented by
Mr. Sushil Kumar Solanki, Architect
Assistant Professor and Member of
the Teaching Fellowship faculty at the
School of Planning and Architecture, Bhopal

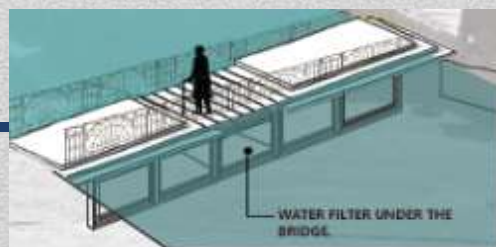
Full paper available in the Proceedings

“GLOCALIZING UNIVERSAL DESIGN EDUCATION FOR CULTURAL INTERFACE IN INDIA”



Dr. Ajay Khare, Dr. Rachna Khare, Sushil Kumar Solanki,
Architect

School of Planning and Architecture, Bhopal, India
(S.P.A, Bhopal)



India :

- Seventh largest country in world by area.
- Population with over 1.2 billion and most populous democracy in the world.
- 387 Architectural institutions to provide architectural education.
- The Council of Architecture (COA) by the Govt. Of India under the provisions of the Architects Act, 1972.
- The Act provides:
 - Registration of Architects.
 - Standards of education.
 - Recognized qualifications and standards of practice by the Architects.



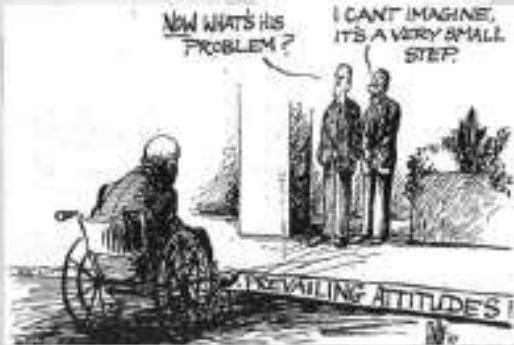


Council of Architecture



ACCESSIBILITY

MAKING DESIGN ACCESSIBLE TO EVERYONE IN SOCIETY



-  **EQUITABLE**
-  **FLEXIBILITY**
-  **SIMPLE AND INTUTIVE**
-  **PERCEPTIVE INFORMATION**
-  **LOW TOLERANCE FOR ERROR**
-  **LOW PHYSICAL EFFORT**
-  **SIZE AND SPACE**

According to 2005
parliamentary
amendment:
Accessibility is
compulsory in Indian
architecture aducation



CENTER FOR HUMAN
CENTRIC RESEARCH (CHCR)
@ SPA Bhopal



Objective:

To develop body of knowledge for students of architecture to learn universal design.

**berkeley
prize**

Teaching Fellowship – 2013-14



CENTER FOR HUMAN
CENTRIC RESEARCH (CHCR)
@ SPA Bhopal



Design studio



Semester - 1

Six month

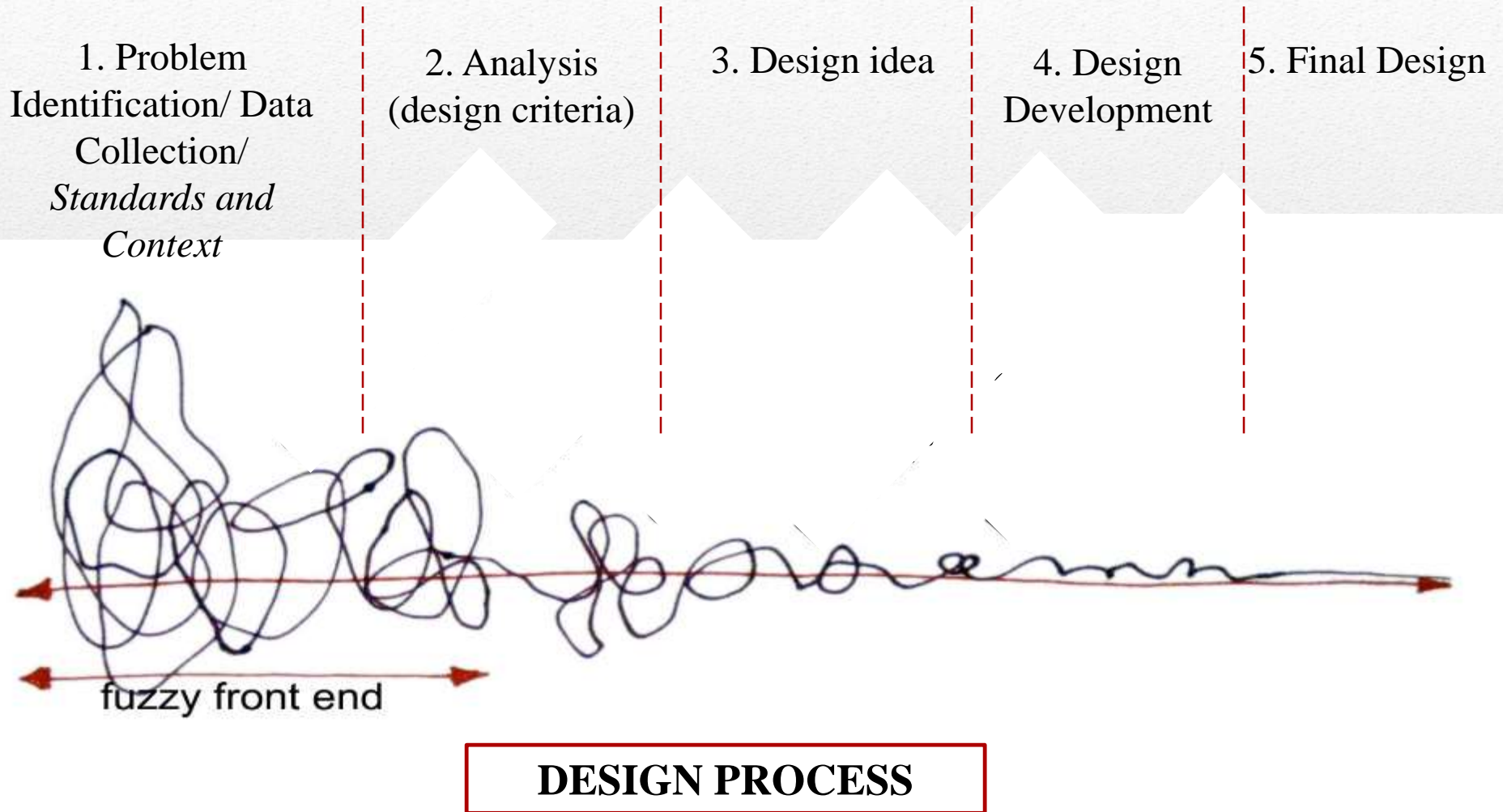
Semester - 2

Six month

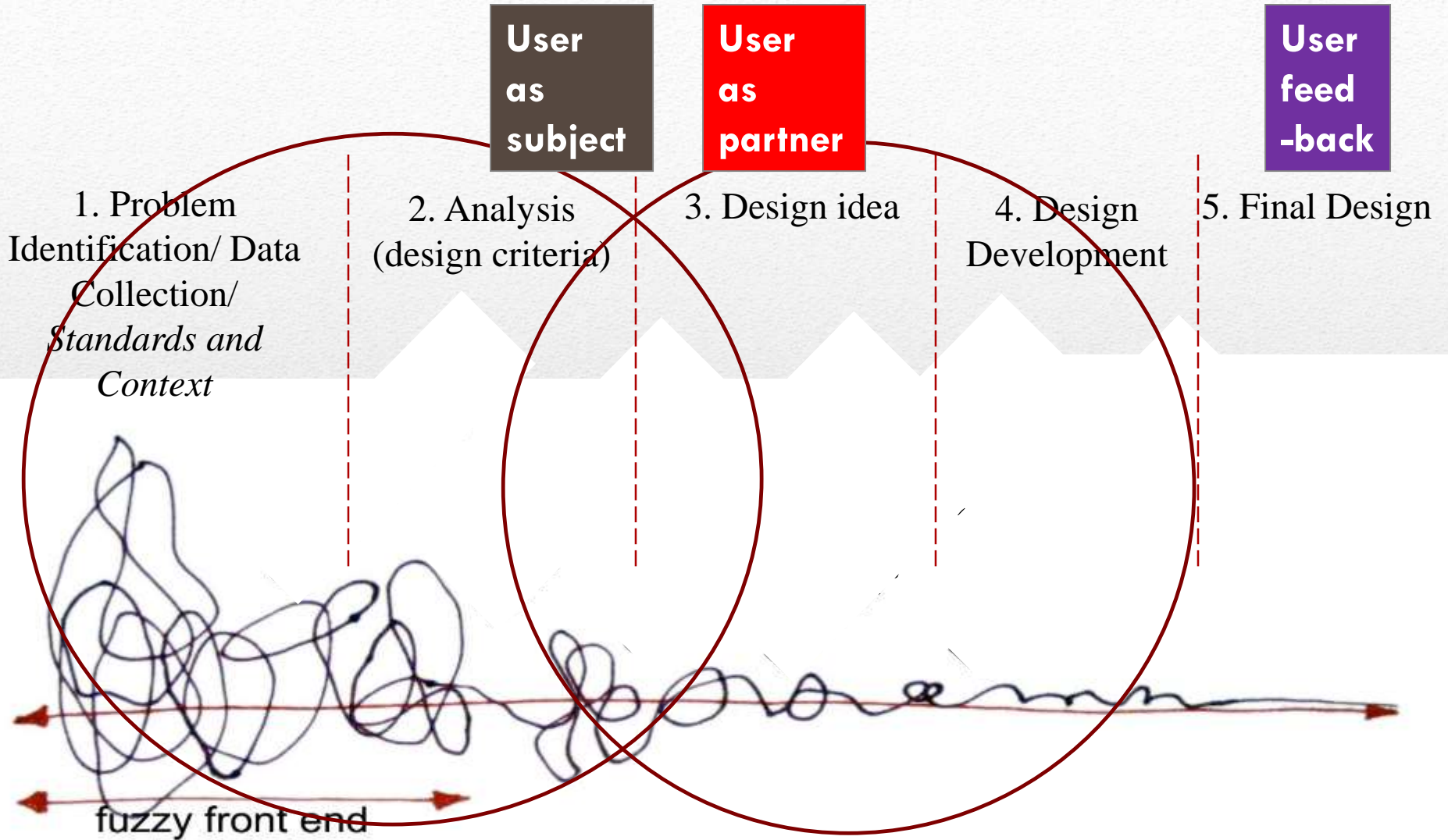
One year



Regular architecture design process



Universal design by user-centered approach



USER-CENTERED APPROACH IN DESIGN PROCESS

STUDIO EXERCISE : Proposed site

UJJAIN is known all over as an ancient city that has its origins as a sacred landscape in the remotest historical past of India.

- 600 BC – 600 AD : Pre Mauryan-Mauryan Period
- Great rulers like Vikramaditya, Chandragupta, Ashoka ruled the city
 - The ruins of Stupas can be seen around the Mahakal Temple.
 - Commencement of "Vikram Samvatsar", 2061 years ago, the oldest calendar in the world.
 - Mahakal temple belongs to this period.



ASTRONOMICAL AND ASTROLOGICAL HISTORY-

- Jiwaji observatory was built in 1795 A.D.
- Restored by the Marathas and repaired by the Government of India.
- Useful for various calculation for preparing the Panchang.
- The Hindu astronomers reckoned their first meridian of longitude from Ujjaini.
- Ptolemy fixed the position of Ujjain at 77°23 from where the horizon starts.
- All Hindu astronomical calculations were focused on this place.

RELIGIOUS HISTORY- HINDUISM-

- Avanti is mentioned in the Kishkandha Kand of the Ramayana and Ujjayini in Mahabharatha.
- Sandipani ashram situated in Ujjain is where sage Sandipani gave instructions to Krishna and Balaram.

BUDDHISM-

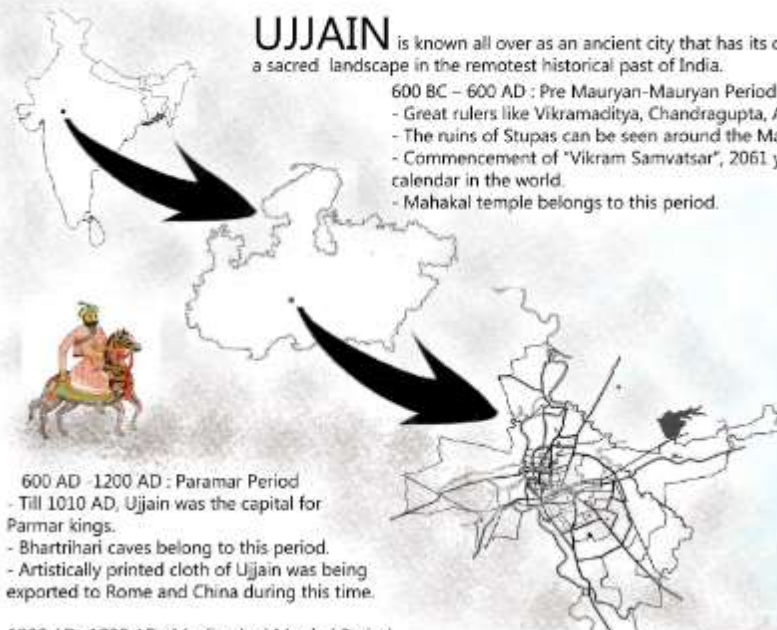
- During the time of Buddha himself Avanti became a center of Buddhism.
- Mahakaccayana, born here, learnt from Buddha himself and worked for the spread of His words among his countrymen.
- Residents of Ujjain made donations for building the Stupas at Sanchi.

JAINISM-

- Old texts mention that Mahavira performed some of his penances of Jainism in Ujjain.
- The jains relate the city with division between digambara and Shwetambara sects.

BOHRA-

- Bohras migrated to Ujjain from Gujarat during the late Mughal period and brought with them their unique customs.
- With their invaluable wooden architecture, Bohras have greatly contributed to the built architecture of Ujjain.



600 AD - 1200 AD : Paramar Period

- Till 1010 AD, Ujjain was the capital for Paramar kings.
- Bhartrihari caves belong to this period.
- Artistically printed cloth of Ujjain was being exported to Rome and China during this time.

1200 AD - 1700 AD : Muslim And Mughal Period

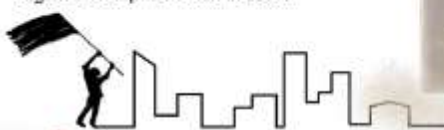
- Ilutmish king of slave dynasty destroyed many temples including the Mahakal temple in 1235 A.D.
- Khiljis constructed Bina Neev ki Masjid during this period.
- During the period of Akbar in 1562 the city regained its importance.
- Kaliadeh palace belongs to this era.

1700 AD- 1947 AD: Maratha And Pre Independence Period

- Maharaja Jai Sing, the governor of Ujjain built the Jiwaji observatory in 1733.
- Under the Maratha rule, many temples were renovated.
- Bathing Ghats like Ram Ghat and Narsingh Ghat were constructed.
- Scindias shifted the capital from Ujjain to Gwalior in 1810.

Post Independence Period (1947- Till Date)

- Vikram University, Ujjain Engineering college built.
- Ujjain Improvement Trust in 1956.
- Ujjain Development Plan in 1976.



ARCHAEOLOGICAL FACTS-

- Excavations at Bhartrihari caves yielded coins from the pre-Mauryan period.
- Also coinage from the Mughal empire have been discovered.
- Mud mouldings from 700 B.C. have also been discovered.
- Most of the 84 temples have been built on the ruins and debris of destroyed temples during the Altimish's period.
- Parmara remains can be seen around almost all the temples and it can be presumed that the temples belong to the 10th century.

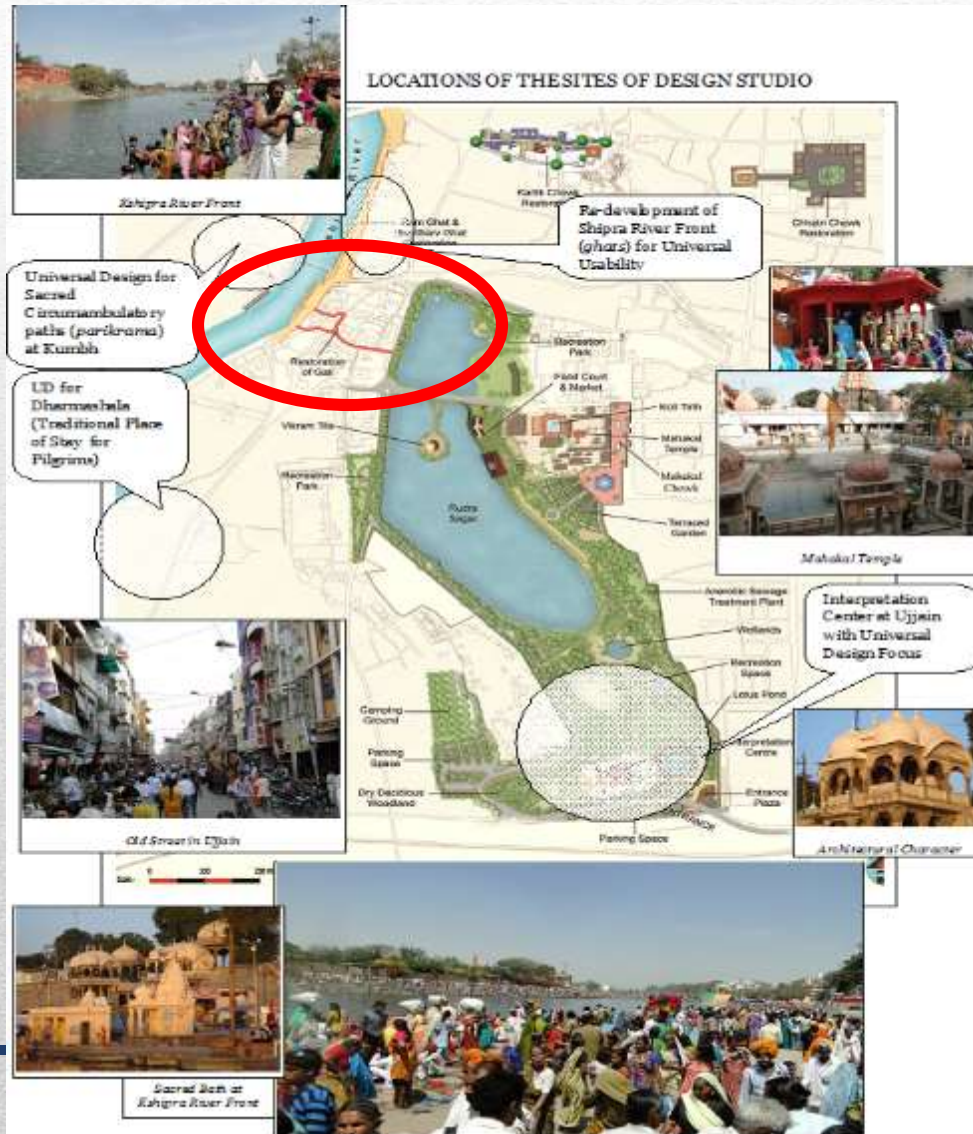


UJJAIN DURING HINDU FESTIVALS

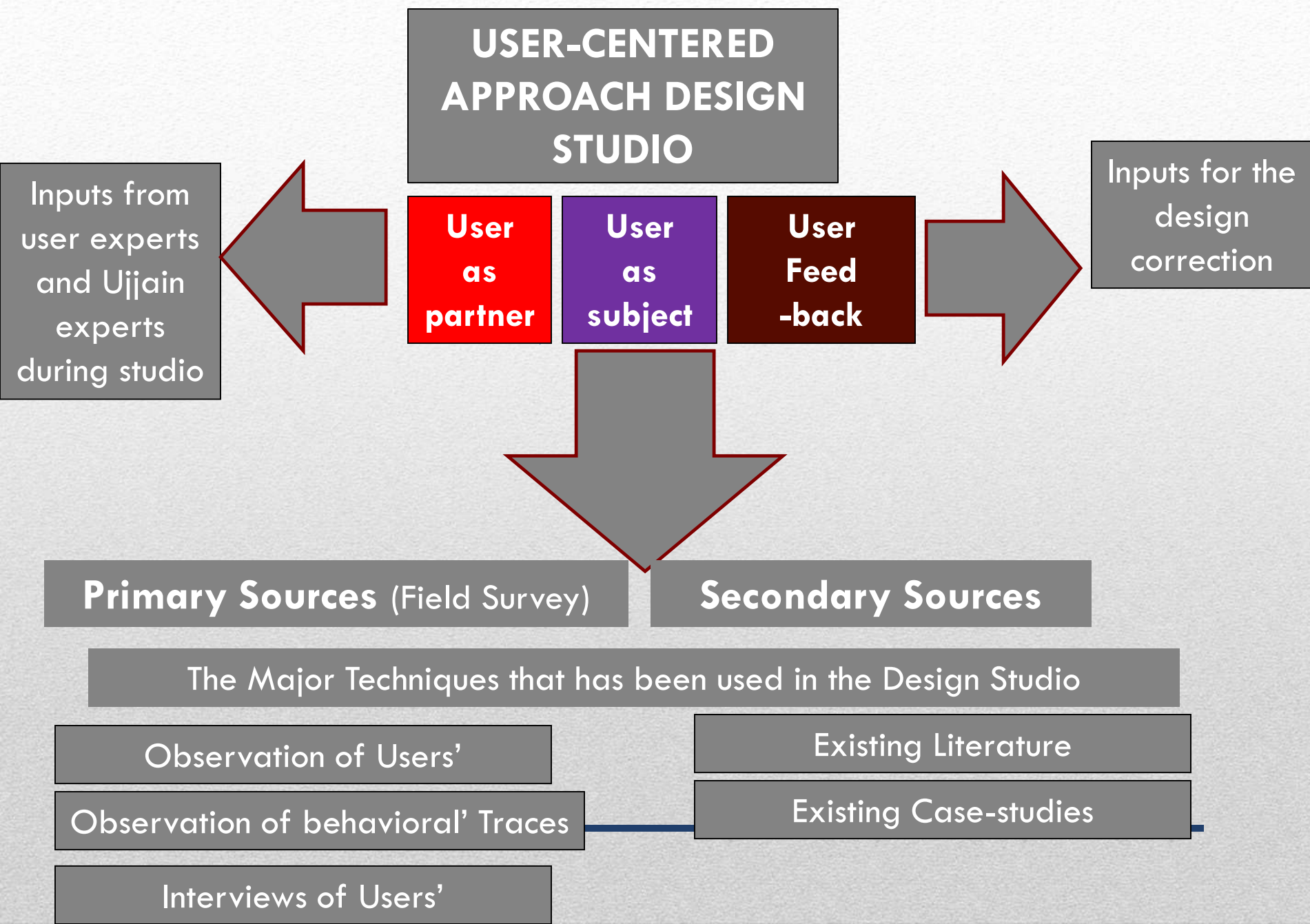


STUDIO EXERCISE :

DESIGNING OF TEMPORARY SHELTERS FOR VISITORS



How user centered approach used in the studio?



USER AS A SUBJECT

1. OBSERVING ENVIRONMENTAL BEHAVIOR

Who,

Doing

With

In what

In what

And

**what,
whom,
relationship
context
where**



USER AS A SUBJECT

2. USER INTERVIEWS

Questions

How would you ask the Question?



Answers

Main Issues Identified/
Categories of issues.



How it connects to your design

USER INTERVIEWS

NAME: PUSHPA PANDEY
AGE: 45
OCCUPATION: HOME MAKER
NON-LOCALITE: BANARAS
SUFFERING FROM ARTHRITIS



THERE IS A NEED TO SPREAD AWARENESS ABOUT OTHER MUST VISIT SPOTS. THE MAHAKAL TEMPLE TAKES AWAY ALL THE ATTENTION.
A NEED TO DISTRIBUTE PAMPHLETS AND INFORMATION BROCHURE NEAR THE MAIN TEMPLE SO THAT MAXIMUM UNWELL TRAVELLERS ARE AWARE.

• DIFFICULTIES DURING THE STAY

STAY WAS COMFORTABLE BUT NO INFORMATION ABOUT PLACES TO VISIT. THE CITY HAS A HISTORICAL AND RELIGIOUS BACKGROUND BUT IT DOES NOT DEPICT ITS REAL SOUL.

THERE SHOULD BE DEDICATED SOUVENIR AND ARTS-FACTS SHOP TO BRING OUT THE AUTHENTICITY OF THE PLACE.
LIGHT AND SOUND SHOW, STORYTELLING MUSEUMS, MONUMENTS AND HERITAGE MUSEUM AND ART GALLERIES TO BRING OUT THE ESSENCE OF THE CITY.



• **PURPOSE OF VISIT**
DHARSHAN AT MAHAKALESHWAR TEMPLE. VISITS THE TEMPLE IN EVERY TWO YEARS.

• OTHER INTERPRETATION CENTRES IN UJJAIN. HOW TO GATHER RELEVANT INFORMATION?

THERE IS ONE INFORMATION BOTH NEAR THE MAHAKAL TEMPLE BUT NO OFFICER. NO PERSON TO GUIDE. ALL INFORMATION ABOUT THE TEMPLE IS GATHERED FROM SHOPKEEPERS AND LOCAL VENDORS.



• PARKING AND CIRCULATION

TRAVELLED BY A LOCAL AUTO. WALKED FROM HARSIDHI TEMPLE SQUARE TO REACH MAHAKALESHWAR. SUFFERING FROM ARTHRITIS, IT WAS DIFFICULT TO WALK LONG STRETCHES ALL TOGETHER. SOME SITTING SPOTS IN BETWEEN COULD HAVE BEEN A HELP. YOUNGER PEOPLE JUMPING OVER BARRICADES IN THE WAITING QUEUE MADE HER FRUSTRATED. SHE HAD TO STAND LONGER.

PROVISION OF RESTING SPOTS WITHIN FEW METRES. COMFORTABLE SITTING FOR OLD AND ELDERLY TO EASE THEIR VISIT.
WIDE CIRCULATION SPACES WITH PROPER MANAGEMENT.



Name: Rajesh Meena
Age: 45
Occupation: Farmer
Ability: Illiterate
Social Status: Poor
Non Localite: Haryana
(Was there with his wife and parents)

PURPOSE OF VISIT
TO TAKE BLESSINGS OF MAHAKAL.

JOURNEY TILL MAHAKAL
TRAVELLED IN AN AUTO. WAS FOOLED BY THE DRIVER.

GOVERNMENT SUBSIDISED AUTO CENTRES AND BUS STANDS. RATE CHART MUST BE MENTIONED. METER METHOD MUST BE APPLIED.



UJJAIN

USER STUDY

USER INTERVIEWS

1. CHANDR PAL PARIHAR, (GATE KEEPER AT MAHAKAAL TEMPLE),
AGE: 56
GENDER: MALE

NUMBER OF WHEELCHAIRS AVAILABLE WITH THE ADMINISTRATION? ARE THEY

THERE ARE ABOUT 4-5 WHEELCHAIRS, AND MOSTLY, ARE ENOUGH AS
 • NOT MANY PEOPLE WHO NEED WHEELCHAIR COME TO SUCH BUSY PLACE
 • EVEN THE ONES WHO COME MOSTLY BRING THEIR OWN WHEELCHAIRS
 • THE WHEELCHAIRS BELONGING TO THE TEMPLE ARE MOSTLY USED BY



NUMBER OF PEOPLE NEEDING THE WHEELCHAIRS IN A DAY:

• ABOUT 20-30 PEOPLE NEED THE WHEEL CHAIRS IN ONE DAY
 • SO THE NUMBER "4-5" SEEMS ENOUGH



NUMBER OF SENIOR CITIZENS USING THE VIP ENTRY DAILY?

ABOUT 1000 ELDERLY BELONGING TO THE AGE

THE PROVISION OF WHEELCHAIR SHOULD BE DONE MAINLY FOR
 • ELDERLY
 • TEMPORARILY MOBILITY IMPAIRED PEOPLE AS MOST OF THE PEOPLE IN PERMANENT NEED OF IT BRING IT ON THEIR OWN



2. FAMILY :
 • AT KAALBHAIRAV TEMPLE,
 • TALKED TO DAUGHTER IN LAW AND THE FATHER
 • FROM UJJAIN,
 • HAD A FAMILY BUSINESS THERE,
 • CAME ONCE A YEAR FOR SOME " POOJA OF KUL-DEVTA"

OBSERVATION:
 THE FATHER HAD ASTHMA AS HE STARTED PANTING WHILE TALKING TO US CAUSE HE GOT EXCITED ABOUT TELLING US THE MYTHICAL HISTORY OF THE TEMPLE

PROBLEMS WHILE CLIMBING THE STAIRS.
 NO CLIMBING A FEW STAIRS FOR GOD ISN'T A BIG DEAL

DO U THINK A RAMP WOULD BE BETTER??

• IT MAY BE
 • IT MAY RUIN THE FRONT FACADE.
 • IT MAY BE MADE AT THE BACKSIDE AND WELL HIDDEN
 • IT MAY BE MADE AT THE BACKSIDE AND WELL HIDDEN



THERE ARE A LOT OF SENTIMENTS ATTACHED TO CHANGES MAY HURT THE RELIGIOUS FEELINGS OF PEOPLE. VERY CAUTIOUS. MEASURES NEED TO BE TAKEN WHILE BUILDING THE INTERPRETATION CENTRE LIKE NOT CHALLENGING THE VISUAL IMPORTANCE OF THE TEMPLE THROUGH THE STRUCTURE BUILT.

USER AS A PARTNER

1. Simulation exercises to sensitize students to respond to the problem area, users and issues

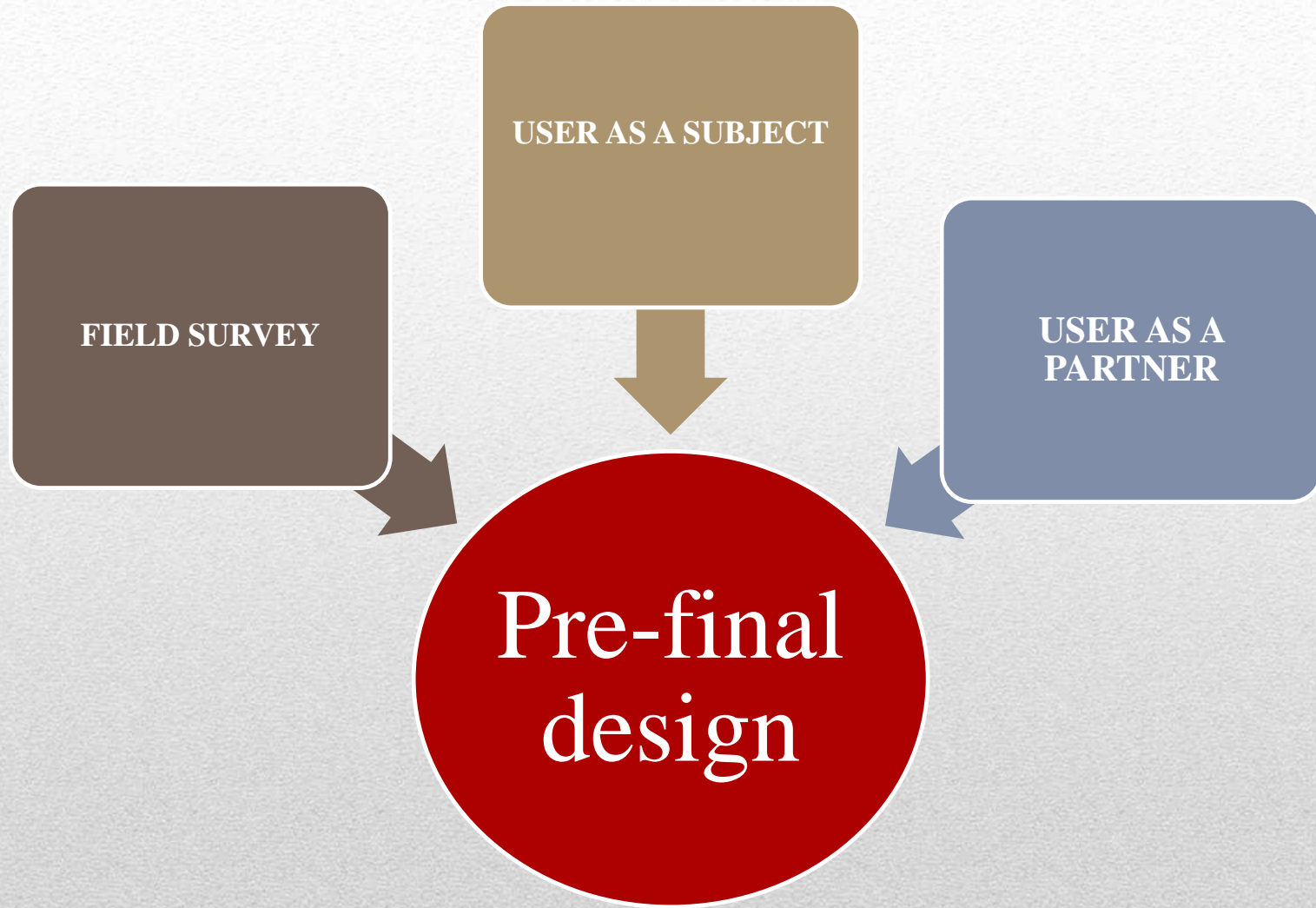


USER AS A PARTNER

2. Full scale model simulation



Assembly of information:



USER FEEDBACK:



Final design feedback from the users.

STUDENTS WORK:

LOCATION MAP

UJJAIN

SITE

UJJAIN IS A HOLY CITY OF HINDUS AND A SITE FOR THE TRIRATHA KUMBH MELA. THERE ARE MANY GREAT MYTHOLOGICAL LEGENDS ABOUT THE CITY AND IT ALSO HAS A LONG AND DISTINGUISHED HISTORY. UJJAIN REPRESENTS AN INTERESTING BLEND OF OLD AND LEGACY WITH MODERN DAY LIFESTYLE. BOUNDED BY THE HOLY WATERS OF THE SHIPRA RIVER IT IS CONSIDERED AS ONE OF THE SEVEN HOLY CITIES OF HINDU PILGRIMAGE.

CLIMATIC ANALYSIS

PREVALENT WIND DIRECTION (KALBHEE VAATUNIS)

SITE CONTOUR SECTIONS

SECTION AA

SECTION BB

SECTION CC

SITE ANALYSIS

- S- WITHIN 2000M WIDTH OF THE SHIPRA RIVER
- W- BLACK COTTON SOIL HAS HIGH DEGREE OF EXPANSIVENESS
- D- STRONG CULTURAL CONTEXT REUSABLE CONSTRUCTION MAINTENANCE DISMANTLING
- T- SUMMER MONTHS - HEAT CROWD MANAGEMENT STAMPEDE FIRE

SOIL STRUCTURE

BLACK SOIL (3-4cm) STREAKS STONE

HIGH PERCENTAGE OF NONYMONOCLONITE RENDERS HIGH DEGREE OF EXPANSIVENESS. THIS PROPERTY RESULTS CRACKS IN SOIL WITHOUT ANY WARNING. THESE CRACKS MAY SOMETIMES EXTEND TO SEVERE LIMIT (3-4" WIDE AND 12" DEEP) SO BUILDING TO BE AVOIDED ON THIS SOIL MAY SUFFER SEVERE DAMAGE WITH THE CHANGE OF ATMOSPHERIC CONDITIONS.

ROAD MAP - APPROACH ROUTES RELIGIOUS PLACES

TEMPLE

MOSQUE

GROUP 2

INTEGRAL STUDIO

SITE ANALYSIS

STUDENTS WORK:

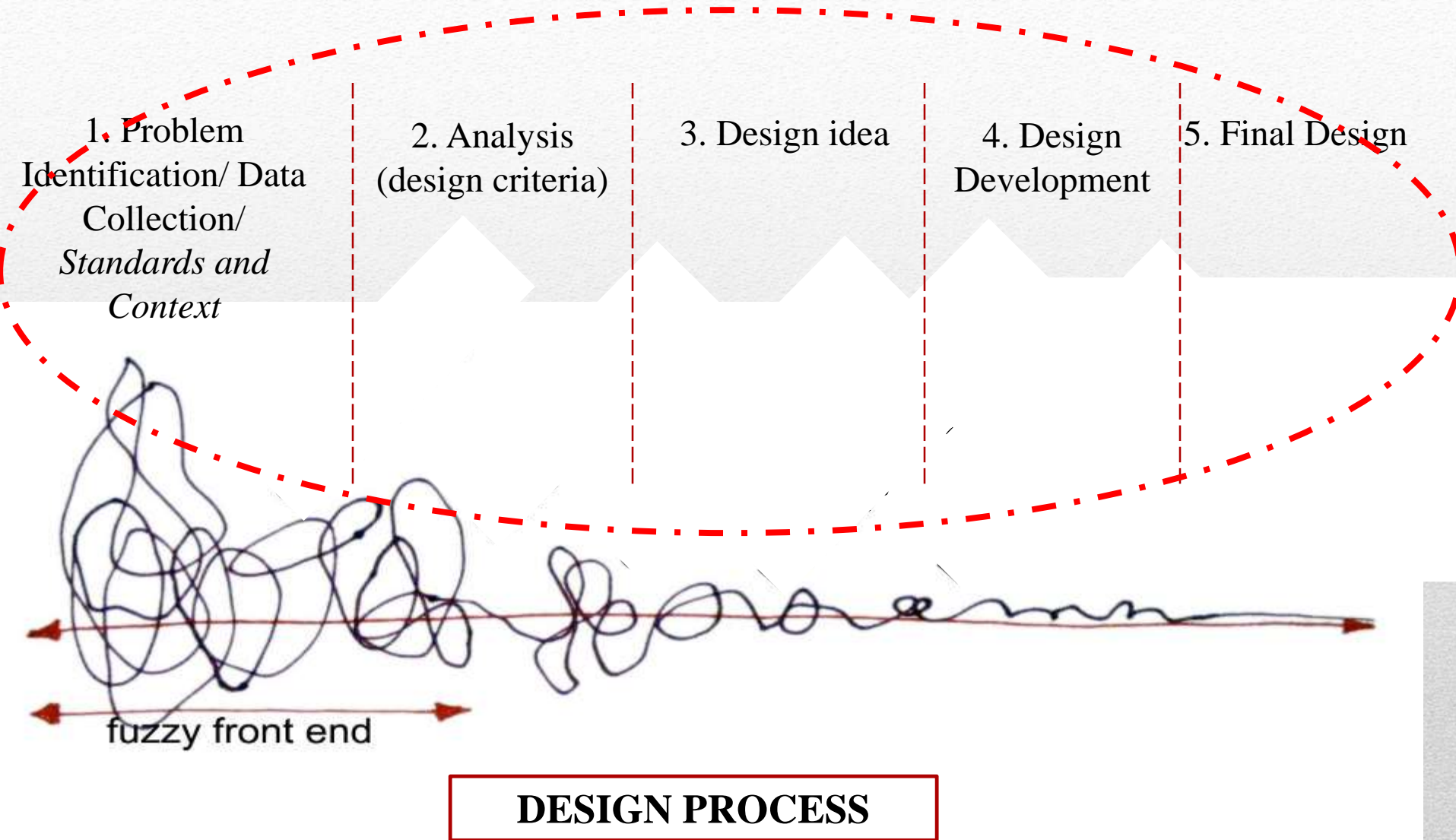


STUDENTS WORK:



Result:

Universal design by user-centered approach

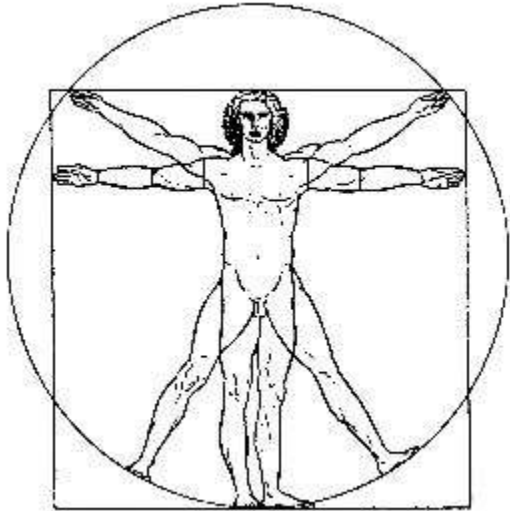


Lessons:



1. People in the community

Lessons:



Neufert/architectural standards



2. Design to fit need of people

Lessons:



3. Use of user-centered approach to improve lives of all



'Real education consists in drawing the best out of yourself. What better book can there be than the book of humanity?'
(Mahatma Gandhi)



Ms. Alex MacLaren

Summary presented by Benjamin Clavan

Full report available at BerkeleyPrize.org









Mr. Josh Safdie

Summary presented by Benjamin Clavan

Full report available at BerkeleyPrize.org









Mr. Faiq Mari

Summary presented by the author

Full paper available in the Proceedings

BACKGROUND



الأراضي الفلسطينية والمستوطنات اليهودية (١٩٤٦)



قرار التقسيم هيئة الأمم المتحدة (١٩٤٧)



١٩٤٩-١٩٦٧



٢٠٠٠

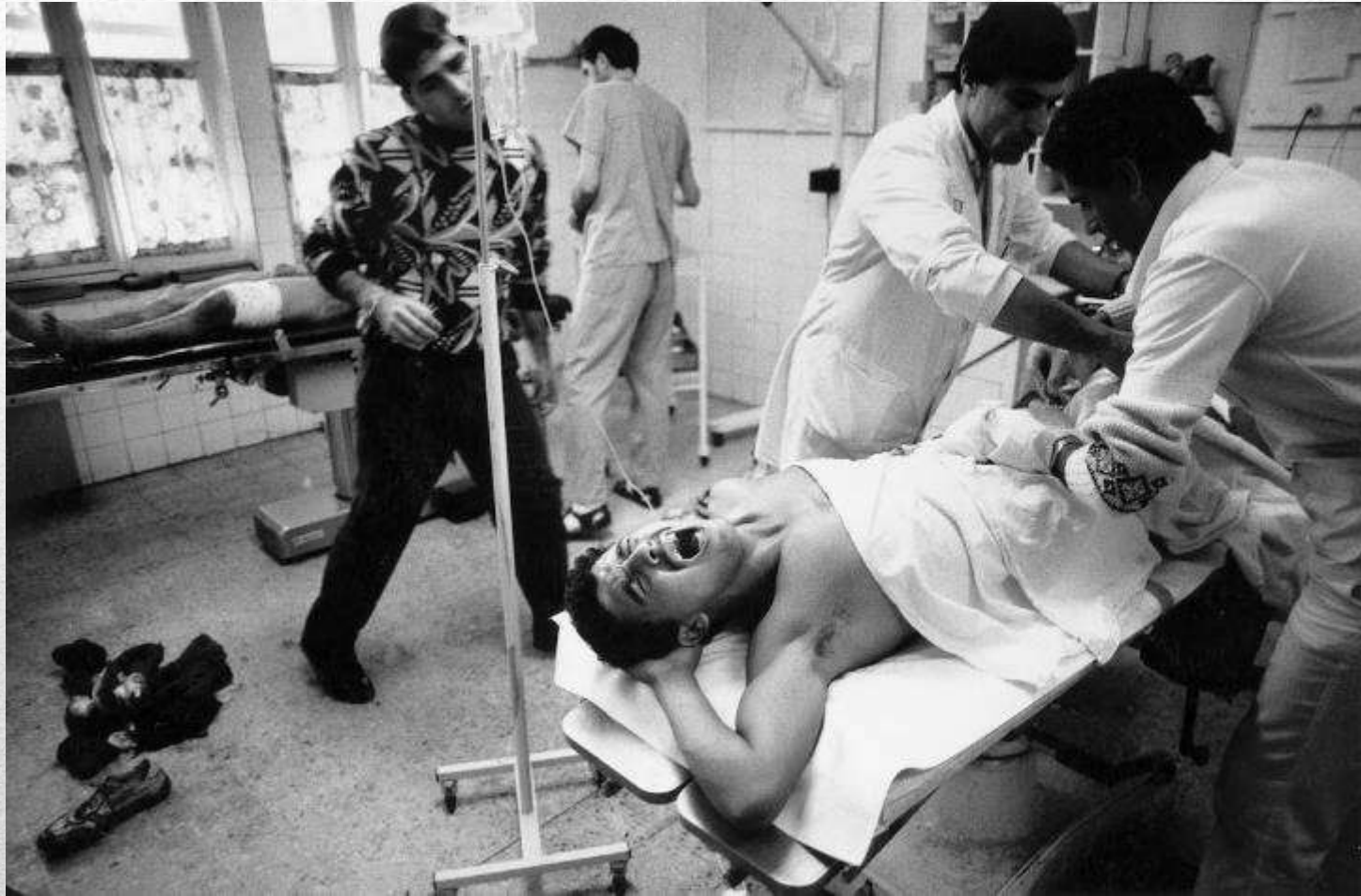



Palestine faces ongoing ethnic cleansing





ca. 1989, Jerusalem, Palestine — Sabrina, a 12-year-old amputee wounded by a bullet during the Intifada, waits for her physical therapist in Makassed Hospital in Jerusalem. — Image by Ricki Rosen/CORBIS SABA





How could architectural
education help alleviate such
conditions and bring justice to
people?



GOAL: Lead the Architecture Dept. to adopt Universal Design as a steering principle.

Approach

Incremental Growth:

- In introducing the concept to the Faculty and Administration.
 - In teaching.
-

1. INTRODUCING THE CONCEPT TO THE DEPARTMENT:

- Discuss plan with fellow teachers.
 - Start with one course only.
 - Try to achieve good results.
 - Convince other faculty based on results.
-

2. TEACHING:

- Ice-breaking discussions and sketch problem
 - Talks by user/experts
 - Introductory readings
 - User/experts involvement and Design applications
-

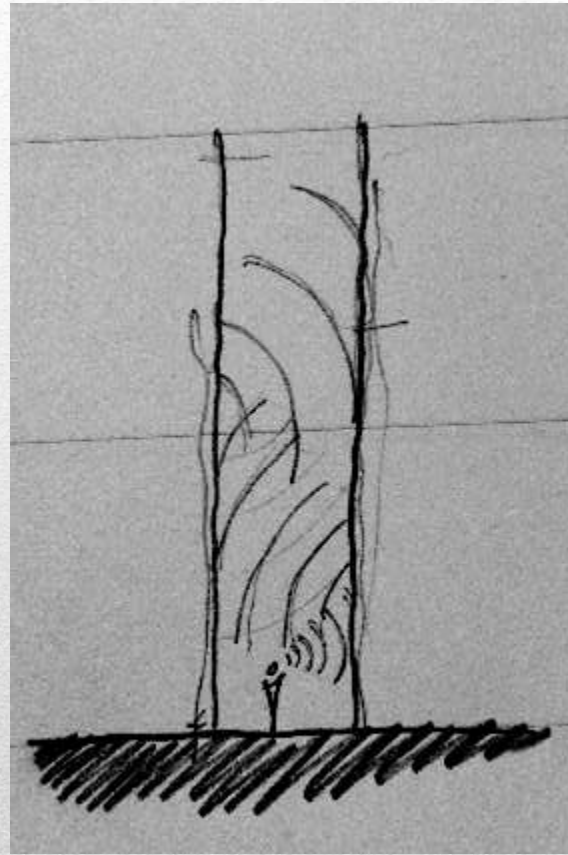


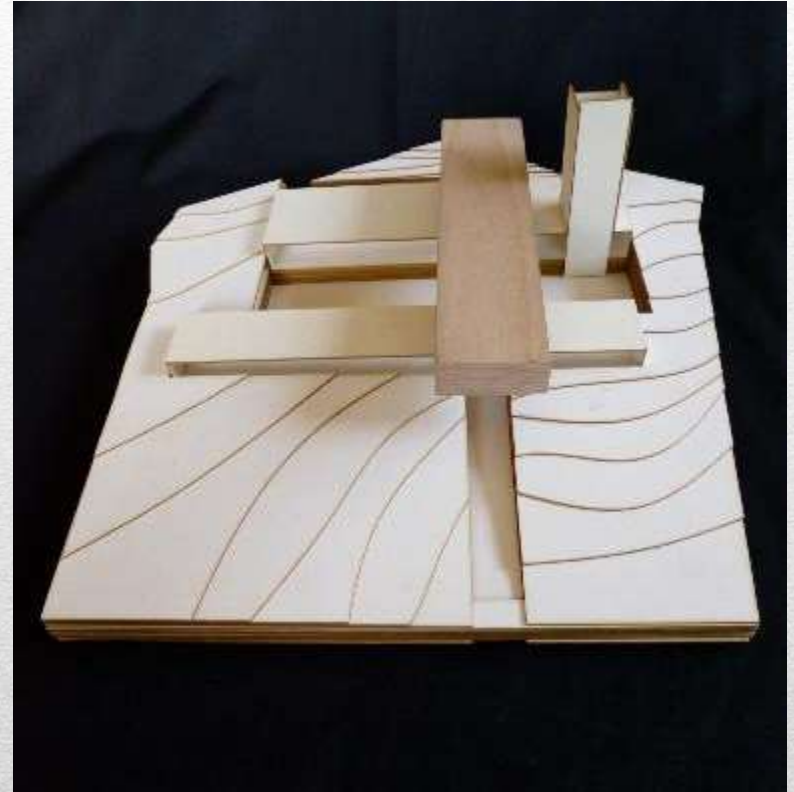
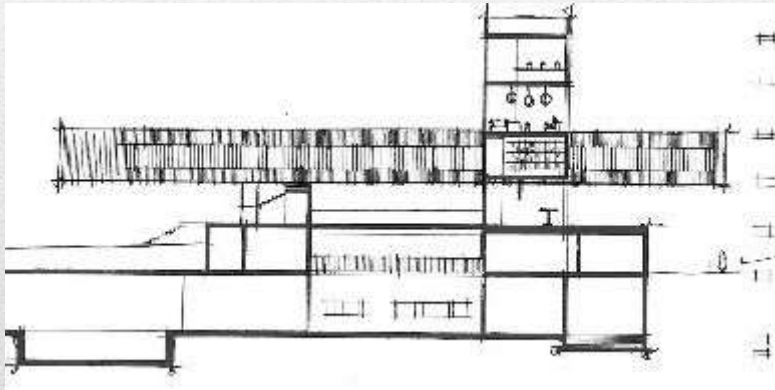
Ice-breaking discussion



User/expert session

First Semester





Visit to SPA Bhopal, India

Special representative to the National Student Design Competition competition held by School of Planning and Architecture, Bhopal.





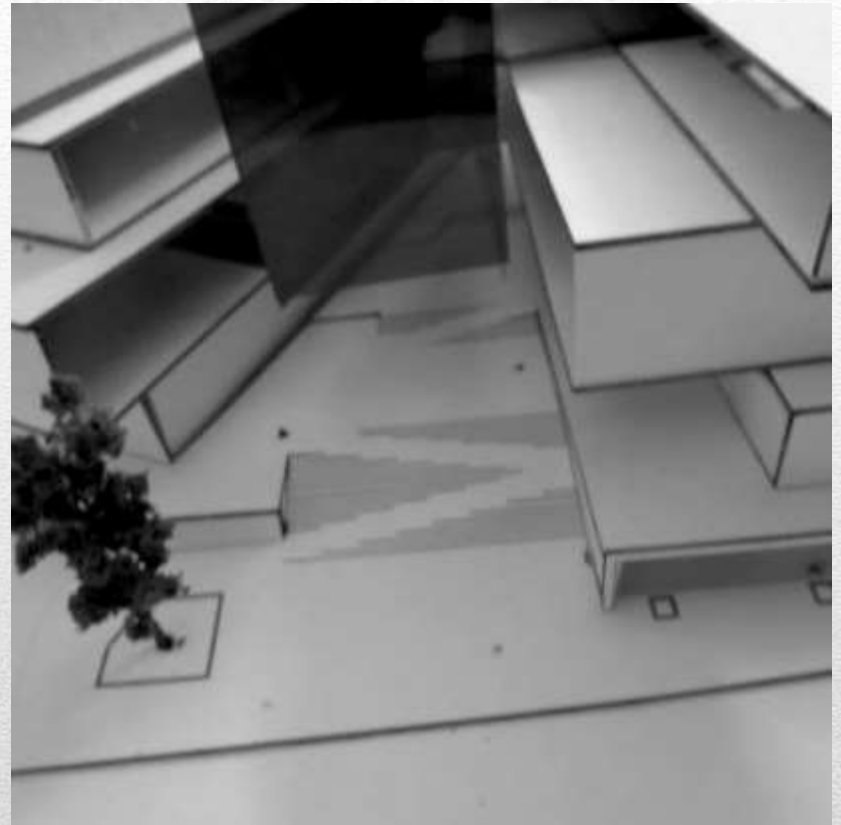
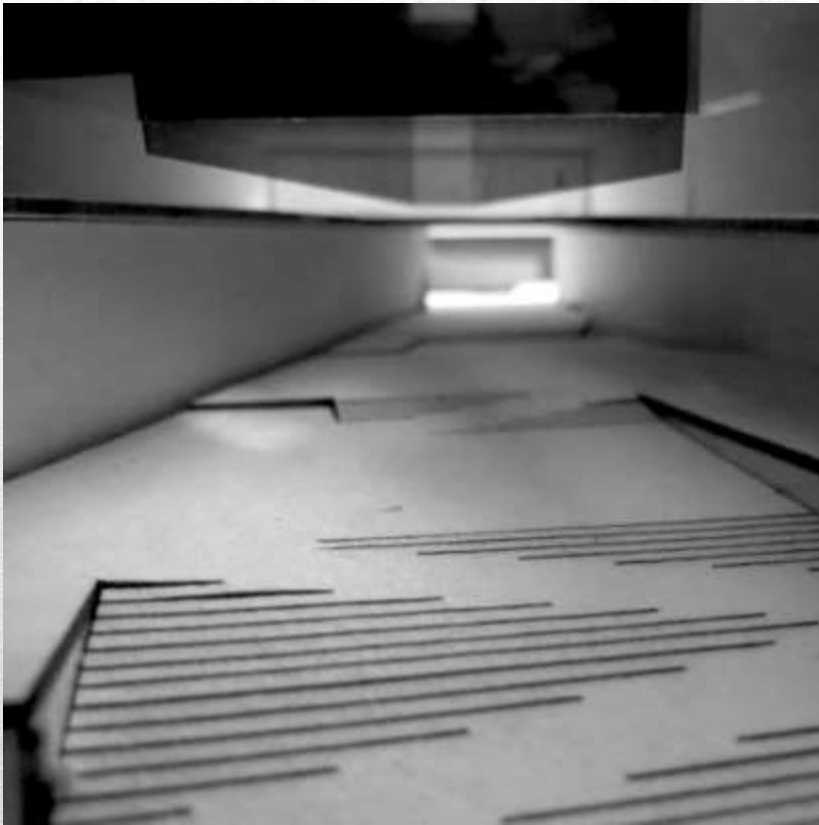
Life-sized teaching model

Second Semester

- Approach UD as a wider concept of social inclusion.
 - Involve more user groups in the design process.
-



User/expert session



Student Work

Year Results

Students showed:

- Conviction and interest in UD.
 - Desire to pursue UD in future courses.
 - Minor frustration with course outcomes.
-

Faculty showed:

- Increased interest in UD.
 - More openness towards future application.
 - Varying enthusiasm.
-

Administration responded:

Head of department decided to **adopt UD in the new curriculum** currently being formulated.

Challenges Faced

- Bureaucratic hindrances
 - Difficulty in organization and communication with fellow teachers
 - Slow/limited adoption by fellow teachers
 - Thus, limited application of ideas sought
-

Lessons Learned


- UD has the potential to engage students and faculty.
 - Gradual application proved to be a successful approach.
 - Focus more on the concept of UD than on wording. (Pragmatism)
-

Long-term Proposals

- Workshops with faculty to study and develop UD pedagogy suitable to context.
 - Maintain specific UD-related goals and objectives at each course throughout the curriculum.
 - Continuously check and develop teaching approach and techniques with faculty and students.
-



Closing words ...



I hope that this endeavor proves successful on the long term, and a Universal Design curriculum is fully enacted and implemented in Palestine.

At the end, a war can destroy universally designed buildings or adapted roads and sidewalks. Yet, a war cannot unteach designers their awareness and respect for all people they serve.



© Till Mayer / Handicap International

Thank You!

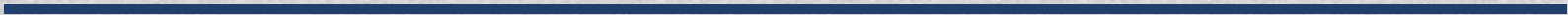


PRELIMINARY CONCLUSIONS FROM THE BERKELEY PRIZE TEACHING FELLOWSHIPS

1. The emphasis must be on place, not studio
 2. User/experts must become an integral part of the learning environment;
 3. Different standards must be adopted for course outcomes; and
 4. Social scientists must be (re-)integrated into the design process.
-



TEACHING EMPATHY





The logo for the Berkeley Prize features the words "berkeley" and "prize" in a bold, white, lowercase sans-serif font, stacked vertically. The text is centered within a dark blue rectangular background. A thin orange horizontal line is positioned above the dark blue area.

berkeley prize

www.BerkeleyPrize.org

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