

# Quadrant Conference

Creative Collaborators



Prof. Sen Kapadia



Prof. Pushkar Kanvinde



Prof. Jayashree Deshpande



Ar. Jaisim Krishna Rao



Prof. Prasanna Desai



Prof. Anil Lau



Artist Vidya Dingle



Prof. Mustansir Dalvi



Ar. Srinivas Murthy



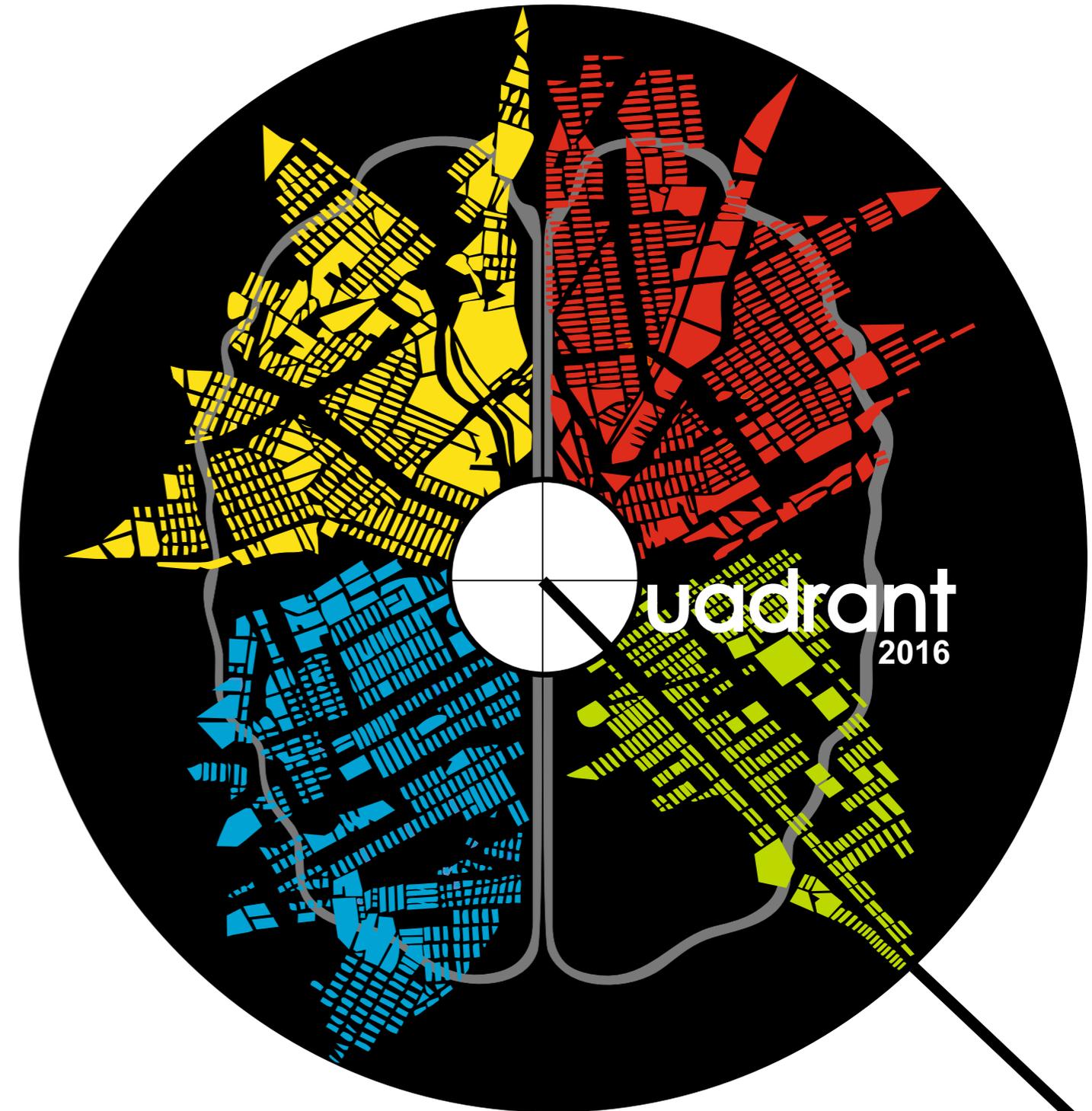
Prof. Jyoti Lakshmy

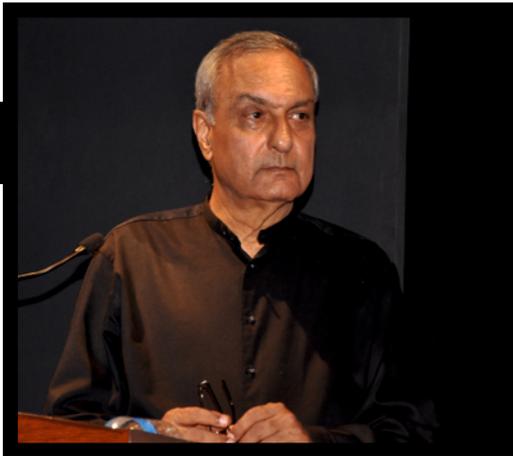


Eng. Devang Sutharia



Dr. Prakash Pradhan





## SEN KAPADIA

### ARCHITECTURE EDUCATION

Sen Kapadia is an Architect, Planner and Educationist, based in Mumbai. He has worked with Master Architect Louis Kahn and was the founder Director of KRV Institute for Conceptual Architecture. Ar. Sen Kapadia would express his view points on Educational Philosophy and Teaching Mechanisms, developed through his experience as a pedagogue and practitioner of Architecture. He would discuss over the notions of self-learning in architecture and the importance of collecting knowledge as one learns architecture, rather than forcing the syllabus and curriculum as the only mechanism of learning.

### Vantages for Architectural Education

**Transition in teaching and learning** since my years as a student is very optimistic. JJ was started as an institution for draftsmen working under the English Architects. It lacked the exposure to critically analyse and inspire. However, in education esp. architectural education of today, teaching is not as important as inspiring for self-learning.

Educational Systems can keep pace with new knowledge systems by feeling reverent about both the past and the future. Educational systems need to ensure that they produce Eklavyas who would learn on their own and hence increase the total entropy of the system, rather than the head on process of teach, learn and follow.

**Trans-disciplinary thinking is the most essential part of being an architect.** The identity of an architect is both through his/her practice and personality. The personality with respect to delving deeper in philosophies of society, culture, critical thinking, semiotics, science of materials and construction and many other fields which will influence the designs of the designer. The discourse over the collaborations of various on and off-field personals would also influence the quality of ones design.

**Creative thinking in studios** will be supported by designing a constructive, yet open ended problem which allows the student to look beyond and add their personal identities and interpretation to their designs. Creative thinking would be effectively extracted when students are inspired and set free.

**The Role of Curriculum** should be undervalued. Curriculum sets a limit and examination sets a false evaluation of the understanding of the student. The teacher should have the freedom to express and experiment over the need and influence of a particular topic of learning and study deeper that which interests the student. The false fears of the notions of syllabus and curriculum are set in our minds since our school years. As a creative field we should defy that practice of following a set curriculum, which in many cases is outdated.



## MUSTANSIR DALVI

### NOTES FOR THE CREATION OF A NEW SYLLABUS IN ARCHITECTURE

Mustansir Dalvi is Professor of architecture at the Sir JJ College of Architecture, Mumbai. He is the Chairperson Ad-hoc Board of Studies in Architecture in the University of Mumbai.

He was integral in the design of the new syllabus in architecture, which is now in its fourth year of operation. He is on the Board of Governors of the MMR-Heritage Conservation Society. His research is published in 'New Architecture and Urbanism: Development of Indian Traditions' (INTBAU), 'Buildings that shaped Bombay: the Architecture of G. B. Mhatre' (UDRI), 'Quiet Conversations: the architecture of Kamu Iyer' (MPC/NCPA), 'Mulk Raj Anand: Shaping the Indian Modern' (Marg), and is the author of 'The Romance of Red Stone: An Appreciation of Ornament on Islamic Architecture in India' (Super Book House).

In his lecture 'Notes for the creation of a new syllabus in Architecture', Prof. Dalvi will elaborate on the preamble to the new Mumbai University Syllabus in architecture and discuss the role of the New Curriculum in sculpting the young architect of tomorrow.

### Vantages for Architectural Education

**Transition in teaching and learning** is evident through the rise of analytical and critical thinking about architecture. Earlier, the tools and processes were provided by teachers and used by students. Presently, we have started questioning what we do, before we do it. The student's tools currently include a critical, evaluative, conceptual mind, the ability to interconnect concepts/ facts, to use theory and argument and seek a higher level of explanation in the process of learning and its application to design.

**Educational Systems can keep pace with new knowledge systems** by constantly changing the tools of education. In the past architectural curricula have developed as reactions to historical change, to immediately preceding narratives. Today, the meta-tool of analyzing is critical to the learning of architecture. The student's initial challenges shall be to differentiate between objective and accepted reality, to appreciate architecture as a cultural process, and to perceive change as a series of discontinuities, more than cause/effect transitions. Only then can the student become relevant in today's world, rather than mindlessly repeat the dogma of the past.

**Trans-disciplinary thinking is most essential** as globally, architecture today is more informed by disciplines out of/other than architecture. Early modernism was criticized as it played within the discipline, however, post-structuralism is crucial in bringing philosophers, writers, technologists, social scientists together as architecture attempts to benefit society. Non technology subjects, particularly those from the liberal arts and the social sciences may come into foreground.

**Creative thinking in studios** will be supported by increasing flexibility in the system. Architecture is a generalist course and specialization can be offered by institutions in the direction of their choice. The teachers must recognize their own possible insidiousness in the curriculum making process, and objectively go beyond their own accepted knowledge beliefs and realities to enhance the overall creativity output.



## DR. PRAKASH PRADHAN

### EMOTIONS MIND AND BRAIN

Dr. Prakash Pradhan is a renowned Psychiatrist from Mumbai. He did his MD in Psychiatry in 1969 from Grant Medical College under the JJ Group of Hospitals after he completed his MBBS in 1965 from Topiwala National Medical College at Nair Hospital, Mumbai. Dr. Pradhan was visiting at KEM Hospital as a Professor from 1970-2001 and a consulting Psychiatrist at Tata Memorial Hospital for over 10 years.

Prof. Pradhan would elaborate on the scientific notes of Brain, Emotions and Environment related psychiatric issues that develop in young adults for the conference. He would focus on a serious issue of Drop-outs, their reasons and how to identify the signs of dropouts before they occur. Dr. Pradhan would also discuss healthy student faculty relations and will open the forum for interaction with faculty.



## PRASANNA DESAI

### EVOLVING PHILOSOPHY AND IDEOLOGY OF AN INSTITUTE

Prasanna Desai obtained his B. Arch in 1980 and M. Arch (Urban Design) in 1983, both from the School of Planning and Architecture (SPA), New Delhi. After spending more than 30 years in Delhi he moved to Pune in 1990 where he currently runs an architectural practice which is involved with urban design issues emphasising the role of an architect in the Public Domain.

Currently he is also the Director at P.V.P. College of Architecture, Pune. He firmly believes that an Architect who is trained to be a sensitive person needs also to be an aware citizen thus playing a much larger role in the development of the society and contribute considerably for the betterment of the quality of built environment in the cities.

Prof. Desai would elaborate on Evolving Philosophy & Ideology of an Institute. The presentation will talk about evolving a thought process of building an Institution based on the Mission, Mentors, Motivation, Methodology, Management.

### Vantages for Architectural Education

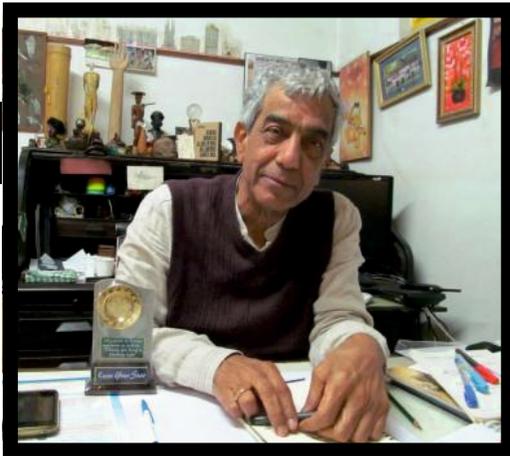
**Transition in teaching and learning** can be seen on a very positive side. Since my learning days in 1974 - 1980 & today I personally feel that the things have improved on most of the fronts. Students coming today are much more exposed, knowledgeable & focused. Evolution of technology has given an advantage which we must know how to put to a positive & effective use and help us evolve methodologies and processes for effective teaching learning processes. But at the same time one must believe & understand that basic fundamentals with respect to creating a built environment remain the same and these fundamental issues have to be addressed, incorporated & cannot be ignored.

**I don't believe that the scope of architecture in the real sense is ever expanding.** What has happened over the last few decades is that we have diluted our own beliefs & systems and now we are trying to keep pace / fall prey to the systems & processes prevailing in the profession. It is very important for educational institutes to understand their role, which must evolve under the premise that institutions are like labs which help create minds which participate in shaping the society & not produce products merely serving the society.

**Trans-disciplinary thinking** and work exposure is most essential, but while introducing this interdisciplinary thinking / approach one must be very careful in terms of choosing the subjects and see to it that the essence of the main course get enhanced and not get diluted nor distracted.

**Creative thinking in studios** is a direct resultant of the teachers / studio team's ability to create a correct learning environment and introducing exercises which encourages independent thinking which is critiqued by sensitive experts.

**The Role of Curriculum** is important in any teaching learning process, but many a times there may be limitations which may not allow certain changes or improvements. It is easy to point at the curriculum & syllabus being out dated & irrelevant but the fact of the matter is no one stops any one to evolving and experimenting & teaching beyond the curriculum. It is the role of the teacher & mentor is more critical one teacher can change the whole atmosphere in the academic environment.



## JAISIM KRISHNA RAO

### PHENOMENOLOGY EXPERIENCING ARCHITECTURE

Ar. Jaisim has enjoyed the practice of architecture for over four decades now. His early years in the field were inspired by greats such as Buckminster Fuller, Koenigsberger and Geoffrey Bawa. He has written over 150 papers and articles, serves on several boards and councils, and finds time to interact with students of architecture all over India. His iconoclastic views and individualistic endeavours are the hallmarks of his creativity. Today, he still continues to pursue the adventures of the built environment, searching and researching beyond the boundaries of time and space.

Psychologists bring in a new perception to Design. They consult at JAISIM Fountainhead Design Studio, participate in his design process to create people centric architecture. This talk would focus on understanding the importance of allied fields like environmental psychology and identifying their opportunities in architectural practices.

### Vantages for Architectural Education

**Transition in teaching and learning** is most evident in the tools that currently aid the expression of architecture. Expressions of architecture and spaces have not changed, however, the tools for expressing them have altered from T-Scale to virtual computer aids. Presently, students are much ahead with respect to tools as the teachers focus on art, language and expression of architecture.

**Educational Systems can keep pace with new knowledge systems** by not generalising teaching. Every student should be given the opportunity of identifying their individual identity in design. They should be allowed to express and share their qualities through journalism, product design, and many other options which one may not call pure architecture.

**Trans-disciplinary thinking is most essential**, especially, understanding humans through Psychology. An architect should identify the need, want, aspiration and demand of the users in order to give an adequate response through design. How does an individual respond to a facility, space, light, colour or texture? Psychology looks at group behaviours too, be it a family, an organisation, an institution or a society; and these are also the clients or user groups for designed spaces. Thus, understanding human behaviour is equally critical to learning architecture.

**Creative thinking in studios** will be supported by inviting guest lectures from various streams of life. Expressions of daily life, work and experiences of Corporates, Army officers, Dabbawallas, contractors, and many other streams are essential to understand the spaces one is expected to design for them, either academically or professionally.

**The Role of Curriculum** should be flexible enough to accommodate the expressions and philosophy of different institutes, for faculty and their personal development and also for students to identify their skills.



## VIDYA DENGLE

### RELEVANCE OF ARTS AND ARCHITECTURE

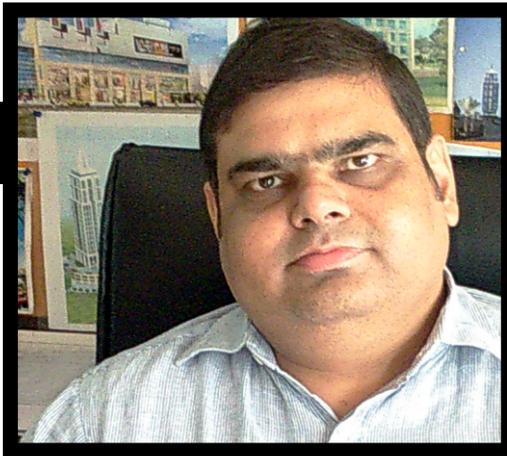
Vidya Dengle is one of those fortunate artists who have training in the Guru-Shishya tradition in music and the most contemporary education on art in the best of colleges in India. She studied the fine art of painting and sculpture at the J. J. School of Art in the early seventies. She has been giving solo violin concerts in the Hindustani classical music and holding exhibitions of her paintings and ceramic sculptures most regularly in India and abroad.

She finds that practicing the two arts, complements in comprehending life through audio-visual perceptions and synthesize the inner experience respectively in two dynamic mediums.

Artist Dengle would talk about the compositions of various mediums (art, architecture and Music) and their impetus to one another. She would specially focus on art, abstract, ceramics and music.

### Vantages for Architectural Education

**Trans-disciplinary thinking is most essential**, as it blends many unique disciplines together in one's own perception and recreates new compositions. The structure and rendering of compositions is similar in music, art and architecture. In music, Raga has its own structure of notes in ascending and descending form with which composition are built and are expressed by the artist with the help of Taal that helps creating rhythmic spaces. The blending of Art, Architecture, Music, Sculpture is suggestive of how delightful the experience of form-space interplay can be; spaces, where the experience of the senses may be heightened by simulations from cross-disciplinary experiments. Other disciplines add a different perspective to the same event. It is for these variations of viewpoints that cross disciplinary studies become useful in sensitizing a creative mind.



## ENG. DEVANG SUTARIA

### SYNERGISTIC APPROACH TO DESIGN

Devang Sutaria is a Practising Structural Engineer for the past 23 years and heads a well-known Structural Engineering Organization Devang Sutaria Associates. Devang Sutaria received his Bachelor's Degree in Civil Engineering in 1992 from the University Of Pune.

Having actively completed two decades in the field of Structural Engineering, Devang Sutaria has gathered considerable experience in dealing with diverse structural engineering challenges and has handled structural designs not only in R.C.C, but in structural steel, composite structures and also load bearing structures depending upon the project requirements. He thinks it is very important to have Strong aesthetic sense and an ability to understand client and architects expectations in order to offer them INNOVATIVE, CONSTRUCTABLE & EFFICIENT structural designs. He has worked on varied types of structures ranging from large residential layouts, Commercial buildings, Hotels/Resorts, Institutional buildings, Malls, Auditoriums, Industrial structures as well as Infrastructure projects. He has also taught structures at KRIVIA since last couple of years. He also had a unique opportunity of working with the master architect Charles Correa on one project from start to finish during his formative years while working at M/S STERLING ENGINEERING CONSULTANCY SERVICES PVT.LTD.

Technology of Structures is a part of an Architects Knowledge system. Based on his experience of working with diverse architectural practices Devang Sutaria will discuss the basic pre-requisites for structural design that an architectural education may include. He would share his experiences of working in the field with various architectural practices and the processes involved towards evolving a design solution for projects. He would primarily draw inferences and analysis of the professional practice and would softly suggest a non-linear, holistic scenario for the building and construction fraternity based on Synergistic approaches.

### Vantages for Architectural Education

**Trans-disciplinary thinking is most essential**, and it needs to be initiated in the budding years for architects and engineers. Designs and structures are a chicken and an egg scenario. One may not know what came first as both need to be initiated simultaneously. However, the present practice scenario largely depends on Structural Solutions post the fixing of architectural design constraints - both academically and professionally. This leads to a solution to a design problem with pre-defined constraints and does not actually allow the ideas to be discussed for structural forms/structural systems well in advance before the architectural design is finalized, to achieve a more integrated design solution and a necessarily efficient solution. What is achieved is a structural design solution to the frozen architectural design. My experience of working with a few masters like Charles Correa has taught me that design of spaces are successful if they are intertwined in the concept stage with not just structures but also with allied disciplines like building services.

**Creative thinking in studios** will be supported by collaborating with engineers or engineering students in the design studio. The design problem should have an influence of structures from the very beginning. This will ensure that even in practice the collaboration will be a fruitful lateral learning across experts, rather than linear process.

**Educational Systems can keep pace with new knowledge systems** by constantly being a part of the professional practices that work with these systems.



## PUSHKAR KANVINDE

### ARCHITECTURE EDUCATION CHANGES AND CHALLENGES

Prof. Pushkar Kanvinde, presently heads BKPS college of Architecture, Pune and was the Ex- Director of NIASA. He ably raised an infant institute operating from two rooms to a national level institute that crossed borders of geography and space, with great devotion & hard work. As the founding Director of NIASA sir is still associated with all its activities and will be involved in many aspects of Architectural education and its betterment in the many years to come. Today Prof. Kanvinde would be talking about the changes and challenges in Architectural Education.

### Vantages for Architectural Education

**Transition in teaching and learning** is inevitable as the processes are ever-changing with respect to styles, preferences, technology and materials. Classrooms have become digitised and the studio environment has changed substantially from hands-on to virtual rendering. Studios have started encompassing computer screens and projections along with pens, pencils and papers. Temperamentally, library is less frequented and open source on internet is more utilised. However, this has not translated into useful knowledge as the distractions are also equally active.

**Educational Systems should keep pace** with new knowledge systems. Earlier faculty of architecture were always practicing architecture and full time teachers who did not practice were very few. Presently, systems should be devised for the young faculty who look at only teaching and pure academics as full time career by which they may be exposed to current construction technologies and on field updates.

**Trans-disciplinary thinking is most essential.** Architecture has distanced itself from liberal arts and presently has come under the technical education. However, architecture needs to revisit and continue its associations with liberal arts and social sciences alongside technology.

**Creative thinking in studios** will be supported by training faculty on a national level to devise a methodology to conduct classes and studios. A formal mechanism of training faculty which will be backed by research will support creative thinking. Later institutes could evolve their individual ideologies and take the training methodology ahead.

**The Role of Curriculum** can be facilitated by defining the desired qualities of the graduating architect and the curriculum should be instituted as a reverse processing for these outcomes.



## ANIL LAUL

### LEMON TREE

Prof. Anil Laul, an architect by profession, has been involved with pioneering work in the field of Appropriate Technologies for three decades. The Anangpur Building Centre initiated in 1991 has been the forerunner of the Building Centre movement in India. The issues it addresses are right from the Brick as a basic element in building and its appropriateness to high-end technology structures such as Space Frames and Geodesics. In the previous year Prof. Laul brought together a group to faculty to 'recalibrate' the way Technical subjects are taught in studios. Prof. Laul would be discussing Lemon Tree! at Quadrants 2016.



## N. JOTHI LAKSHMY

### EXPRESSIONS OF CURRICULUM AT SATYABHAMA UNIVERSITY

Prof. Jothi lakshmy is a well-known pedagogue across India. She has a doctorate and Urban design and Planning are her specialisations. Prof. Jothi Lakshmy presently heads the Faculty of Architecture at Satyabhama University at Chennai. Today she would be presenting the case of Satyabhama Deemed University and discuss the role and the agendas of curriculum followed by their university for Architecture.

### Vantages for Architectural Education

### Vantages for Architectural Education

**Teaching and learning** is presently more theory oriented. Earlier the trend was more towards practice and field experience. However, the curiosity quotient of students has reduced and they have become easy going.

**Educational Systems can keep pace with new knowledge systems** by constantly updating themselves and keeping in par with technology. Outdated Syllabus should be discarded and institutions should be given freedom to change the delivery and evaluation system. Flexibility should be given to the teachers to mould the system based on the response of the students.

**Trans-disciplinary thinking is most essential.** It starts with the basic use of materials. Their composition, qualities, reactions, functions, behaviour, strengths and weakness. Building materials have various inputs from nanotechnology, petroleum industry, structural and mechanical fields, industries and factories, contractors and labourers and many more stakeholders and invisible collaborators. An architect should be in a position to know and bring together in the best possible collaborations.

**Creative thinking in studios** will be supported by changing the way we look at design problems in studios. Concept of singular briefs should be eradicated and students should be given the opportunity to identify their own solution to the design problem. The brief especially should be evolved based on the standard requirement, however, altered based on client, site, user group and most importantly students individual approach towards design.

**The Role of Curriculum** is to organise the various expectations of the various stakeholders. The curriculum should also be constantly updated with respect to the new knowledges. With an example of Satyabhama University, the syllabus is updated every five years, and we constantly check and re-check the status of the adequacy and focus of the curriculum with respect to the batch of student and updates in technology.

**Transition in teaching and learning** is very evident since my years as a student. The sense of logic and questioning is lost. Students have stopped challenging ideas. As an example, the size of the brick module was derived out of an economic calculation for tax exemptions during the reign of King George II and even today we continue to use the size without questioning the dimensions.

**Educational Systems can keep pace with new knowledge systems** by constantly searching for new avenues for research. One needs to constantly challenge the existing knowledge to self-generate new systems

**Trans-disciplinary thinking is most essential.** Interaction between architects, engineers and bureaucrats is inevitable. Recently there are many more fields influencing architecture and we need to keep pace with them.

**Creative thinking in studios** will be supported by RE...SEARCH and not research as we know it. Creativity is simple and requires a blend of natures's bounty, traditional wisdom and Advancement of the technologies developed by man.

**The Role of Curriculum** should be redefined to make architecture more hands on rather than office confined.



## SRINIVAS MURTHY

### BEYOND ARCHITECTURE

Architect Srinivas Murthy graduated in Architecture from the School of Planning and Architecture in New Delhi. Presently he practices under the banner of SMG Designs well known for various government and private commissions, which include designing of various buildings such as residential, institutional, commercial buildings, as well as interior designing. He is also involved in Heritage conservation issues and is the Convener of the Vizag chapter of INTACH. He is also taking an active interest in the development of Vizag as a tourism destination. He has a great interest in teaching and is presently a faculty member in the Department of Architecture at the Andhra University. He is especially interested in sensitizing students to the current issues pertaining to a sensitive architectural practice. Today Prof. Murthy will help in understanding the boundary of the curriculum and going beyond it to achieve the goals.

### Vantages for Architectural Education

**Transition in teaching and learning** since my learning years is seen through the variations of teacher's attitude and methods of evaluation. The evaluation presently focusses on matters of representation like doors and details. Discussions on testing the ability of the student to understand and create spaces, and encouraging them to showcase their creations has reduced. Somehow, architectural education has moved away from the needs of the industry. Tools of education have changed from hands on experience of making elements and spaces and moved towards virtual renderings. The connection of various studios, like history, technology, structures with design is seen to reduce.

**Educational Systems can keep pace with new knowledge systems** by not compartmentalising learning. Every civilisation evolves, new technology, new material, new processes are natural turning of wheels for growth; it is inevitable. Architecture should run parallel to the new advances. One cannot really point out what came first? – Titanium as a building material, parametric design, software for designing aeroplanes to curve panels or the idea of Guggenheim- Bilbao in Frank Ghery's head. Keeping oneself mind-ready with the advances and needs of the industry is necessary.

**Trans-disciplinary thinking is most essential**, as architecture is the mother of all arts. It encompasses technical, scientific, philosophical, spatial, aesthetical and social knowledge for designing. One needs to rethink ones initiative of imparting architecture through these various research streams.

**Creative thinking in studios** will be supported by developing a dialogue with common people and engaging the community in the studio for inclusive development and design understanding.

**The Role of Curriculum** is to orient the students towards on field and industry requirement. The curriculum also needs to work towards community engagement and participatory design development.



## JAYASHREE DESHPANDE

### OUTCOME BASED EDUCATION

Prof. Jayashree Deshpande has a profound experience in Architectural Pedagogy and Education. Presently, the Director of NIASA, Prof. Deshpande has multiple NIASA Publications and Faculty Induction Programs to her credit. She has been instrumental in adding many new achievements to NIASA especially Publications like Journal of Council of Architecture and other CoA publications. Prof. Deshpande spearheads multiple Training programs for NIASA and has diversified too many other regions for Regional Faculty Induction Program. Today Prof. Deshpande would express her ideas and understanding on Outcome Based Education and its application in Architecture.

### Vantages for Architectural Education

**Teaching and learning** in Architecture has graduated from chalk and board to slideshows to computer presentations. However, teaching has become more collaborative and it involves the students more. Information is more widely available as the knowledge has moved out of library and can be found easily in student's smart phones. However, students are unable to analyse the information and the attention span has also relatively reduced.

**Educational Systems should keep pace with new knowledge systems** as the scope of architectural practice is expanded. Architects presently do not deal with just design and execution but they are involved in collaboration with many experts of various temperaments. Educational systems should also impart skills like verbal, written, graphical for application on field.

**Trans-disciplinary thinking is most essential**, with respect to the multiple stakeholders related to architecture. An Architect has to ensure the right technology to build safely, design healthy living conditions, and design the spaces and qualities to make the structure aesthetically pleasing, consider optimum use of available resources, conserve and appreciate the surroundings and many more. Thus the common platform for expressing architecture is ever expanding and it needs to include various inputs from various other streams for its development.

**Creative thinking in studios** will be supported by altering the focus from examination to the process of learning. Processes should be developed through methodology and research. A healthy dialogue of stakeholders should also be initiated.

**The Role of Curriculum** is primarily to increase the competency and confidence of the student to take challenges. One needs to rework and assess the curriculum and modify it as necessary. One needs to experiment with the tools of teaching and methods of learning based on the various types of learners in the classroom. Primarily there are three types of learners - readers, listeners and doers, and the curriculum has to include the evaluation of all these categories. The curriculum should also lay the foundation for continuous learning.