



It is a matter of pleasure that a highly focused article titled "Architecture for the Masses", written by Prof. Subodh Shankar, Actg. Dean, Faculty of Architecture & Planning, Integral University – an alumnus of IIT Kharagpur and a nationally acclaimed educationist, has found an important space in the 2017 Annual issue of Council of Architecture's prestigious magazine 'Architecture-Time, Space and People'.

The article very aptly suggests adoption of innovative approach in architectural education in India. It is to be specially noted that only eminent educationists' viewpoints have been included in this Issue.

You are encouraged to read the short article attached herewith.

FOUNDATION

Educationist's View

Architecture for the Masses

A teacher of architecture should facilitate free thinking instead of imposing his ideas on the students



Prof. Subodh Shankar
Professor and Actg. Dean, Faculty of Architecture,
Integral University, Lucknow

challenges prevalent today, the present-day architectural education appears to be inclined more towards aesthetical considerations rather than trying to search for innovative solutions for the millions of people, who have no roof over their heads. Today's students get swayed by fascinating ideas of post-modernism and deconstructivism. Architects, such as Frank Gehry, Daniel Libeskind and Zaha Hadid become their role models, while architects, such as Laurie Baker, A.P. Kanvinde and Gautam Bhatia are being archived. Nonetheless, the Pritzker Architecture Award for 2016 went to Alejandro Aravena, and hopefully his low-cost housing might encourage young architects to engage themselves with the common man too.

There appears lesser concern for issues relating to climate change. If the world was to be saved from the irreversible process of climate change, the recommendations of the US-based Architecture-2030 group, to plan for carbon-neutral built environment by 2030, need to be immediately adopted by all architectural institutions across the world.

Future of architecture
The Illinois Institute of Technology's College of Architecture has very aptly defined the future of architecture— "... We should not attempt to define architecture in an all-encompassing way, but instead make possible architecture of freedom. Now is the time for opportunities of innovation. Now is the time to conceive new strategies. We live in an era of rapid transition. More than ever before, technological developments have reshaped our perception of the world....."

A pointer to the upcoming teachers
Be innovative. The job of a teacher should be to facilitate free thinking. Instead of superimposing your ideas on the students, you must let them free to innovate in whatever way they can. It could be in terms of materials, spatial quality, time and money management, building services, structural systems, and so on.

Let me end with a topical quote of Balkrishna Doshi, "... I think architecture is a matter of transformation – transformation of all adverse situations into favourable conditions...."

More than half a century back, when architectural education was in its nascent stage in India and very little was known of its future prospects, a 17-year old boy chose architecture as his career, considering the high degree of creativity and innovativeness it involved. Now, having served in the private and public sectors for over 35 years and in full-time academics for the last 11 years, I feel greatly satisfied that my choice of the branch was prudent. With my creative and innovative background, I could positively contribute to the management of the enormous housing problem being faced by the urban poor and the marginalised.

Present-day challenges
Climate change, urban chaos and poverty are the biggest challenges that contemporary architects need to tackle. Therefore, our education system must attune itself towards the creation of a techno-economic built environment.

Shortcomings in present-day education system
Without heading or even realising the

Present-day architectural education should focus on searching for innovative housing solutions for the millions of poor and homeless

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