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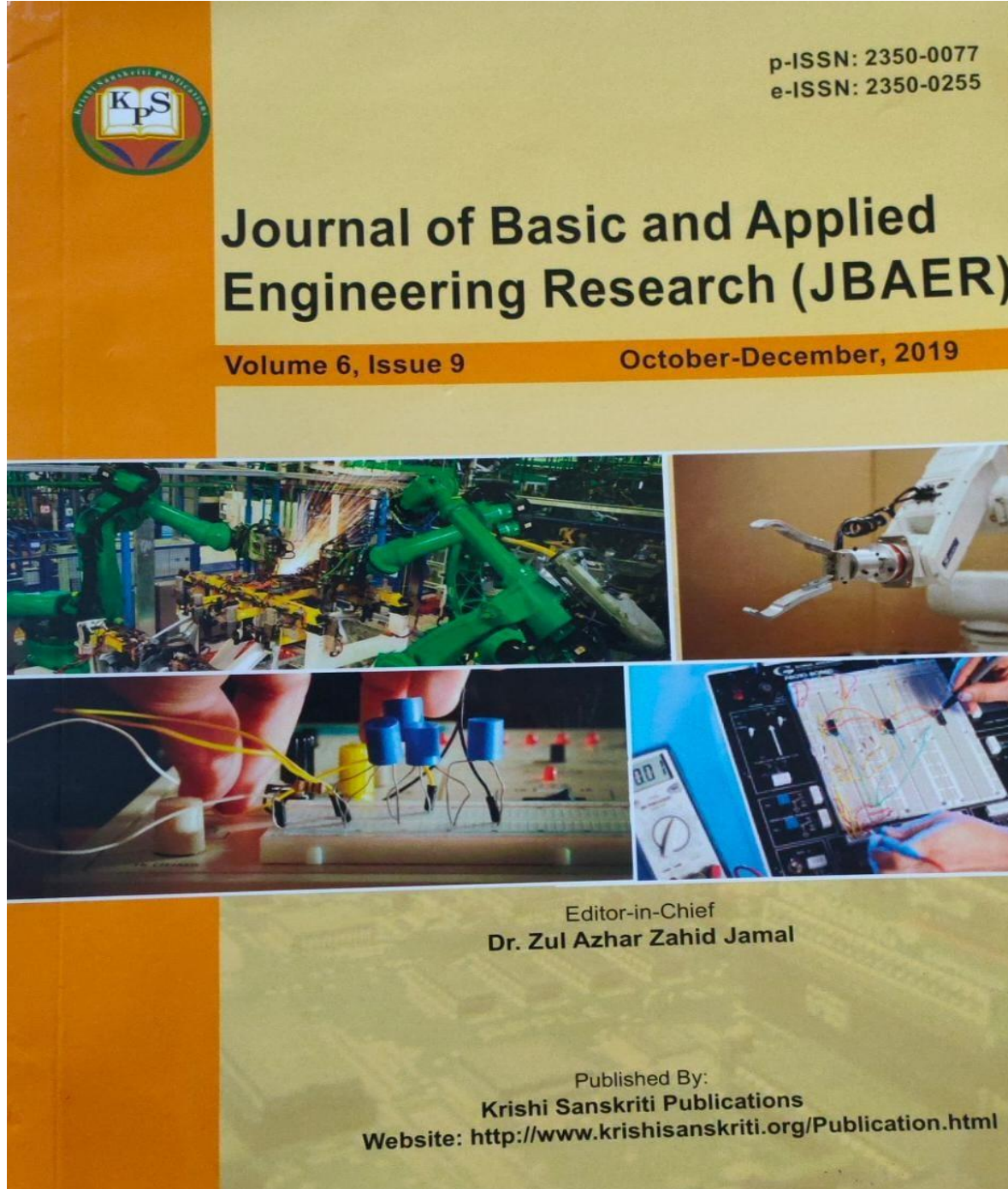
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1.Creative Techniques in Architecture Design Studio



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1. Creative Techniques in Architecture Design Studio

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CREATIVE TECHNIQUES IN ARCHITECTURE DESIGN STUDIO

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Abstract—Architecture is one of the most distinctive branches of education which requires creative capabilities. Architecture is different than any other courses. It required different approach for its pedagogy. It requires students to learn an entirely new way of thinking and seeing the world. It requires a whole new vocabulary. The architecture design process is based on a creative phase where creativity is highly valued.

This study aims to understand the essentials of a good design studio focusing on creative techniques, used in architectural design studios to enhance the quality of design output generated by students in initial stage of design. There is an established need to explore various Creativity techniques for idea generation as an integral part of the architectural design pedagogical process. The use of methods that may enhance creativity in architectural design-studios can enhance the final output of design studio produced by students. The study will end by proposing various creative techniques that may enhance creativity in architectural design studios and can improve the final output of design studio produced by students. This study will consequently help in the design of more effective strategies for architectural design studio pedagogy.

1. Introduction

Architecture is one of the most distinctive branches of education which requires creative capabilities. Architecture is different than any other courses. It required different approach for its pedagogy. It requires students to learn an entirely new way of thinking and seeing the world. It requires a whole new vocabulary. It even requires a whole new methods, tools and techniques for various subjects of architectural pedagogy. Design studio is the core subject in architectural curriculum. The architecture design process is based on a creative phase where creativity is highly valued.

2. Design Studio in Architecture Curriculum

There are several definitions for "Architectural design". But it can effectively describe as, "Architectural design involves thinking and visualizing simultaneously in three dimensions-in such a way that resultant composition is expressive and beautiful. For this is required efficient creative ability that no system of training can generate. However, can make possible its fullest development, can direct it along the most profitable lines and can place at its disposal the accumulated experience of the past." (Encyclopedia Britannica, page299) Design

studio is a core subject in architectural curriculum. In recent decades universities and architecture schools in particular, have made important efforts to improve design education. A design studio is the main stream of architectural studies into which other subjects are said to integrate with.

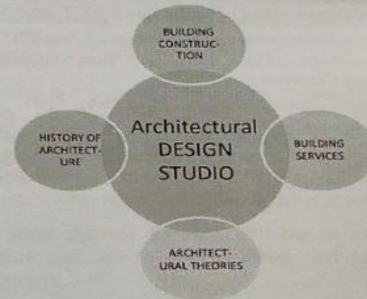


Figure 1: Subjects which supports architectural Design studio (source: self)

3. The Design Process

Architectural design is a process by which we train our students to bring out their thoughts and ideas onto drawing sheets so that others can understand, appreciate or criticize it. It is the process which is more crucial and enduring than the solutions. Bloom Taxonomy in Design Studio: Bloom Taxonomy can be utilized in order to ensure fulfillment of Design Studio learning objectives. The following table depicts the Bloom Taxonomy together with the level of qualities which can be attained at various stages in Architecture Design Studio. Applying blooms taxonomy at appropriate stages of a design project can enhance student's capability in producing new and more appropriate design outputs.



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1. Creative Techniques in Architecture Design Studio

INTERNATIONAL CONFERENCE
on
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On: 14th December 2019


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Research Paper Oral Presentation / Contribution Certificate

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Amravati Maharashtra Presented/Contributed a Research Paper
titled Creative Techniques in Architecture Design Studio
Authored by Ar. Apurva Avinash Gaur
in one day International Conference held in Jawaharlal Nehru University (J.N.U.), New Delhi.


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2.Active Learning and its Application in Architectural Education




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Active Learning and its Application in Architectural Education

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Abstract—Architecture is different than any other courses. It required different approach for its pedagogy. The background demands various innovations in teaching learning process in architectural education. The traditional model of education in which teacher delivers information to students, is no longer effective at making millennial engaged. If active and innovative methods are not adopted there are probabilities that student lack interest which may even last throughout course.

Already, educators are trying to create active learning environments for today's student, but here learning spaces plays a vital role for making active learning strategies work. Informal learning spaces have the ability to elevate communication, encourage creativity and promote collaboration. Hence it is important to understand the active learning strategies, its applications and spaces associated with it. The study aims to understand the importance of active learning in architecture education. The study focuses on numerous active learning strategies and spaces required for making active learning work in architecture education.

1. INTRODUCTION

Architecture requires different approach for its pedagogy. The first year of architecture is a transition from the logical world of science to the world of art and architecture which is a major change in their overall perception of education and learning. They get to face a new language which is quite different than they used before. Students do not learn much just by sitting in class, listening to teachers, memorizing pre-packed assignments and giving out answers. They must make what they learn part of themselves. Students can learn more if they are actively engaged with the material that they are studying.

Active learning methodology has become the preferred way to change the traditional teacher centered classroom into the newer student centered approach. The objectives of active learning techniques are to encourage advantageous learning environment for the student so that they have an active role in their learning process.

Active learning spaces play a vital role in making active learning work. At the basic level, "active" spaces are the spaces that can be reconfigured and adapted to meet the needs in architecture education. It can be an interesting blend of formal and informal learning spaces, where spaces supports

academic classrooms with co-curricular activities and social interaction.

2. ACTIVE LEARNING IN ARCHITECTURE EDUCATION

Various knowledge types are integral to learning in architectural education. Architecture, because of its most important qualities such as professional work in teams, practical skills and creativity, is an area in which it is likely that active learning technique can demonstrate its most important strengths.

2.1 Need of Active learning in Architecture Education

Architecture education demands different educational approach to its pedagogy. As we define architecture, it is the art or practice of designing and constructing buildings. Architecture education is a blend of theoretical and practical knowledge enabling students using these theories and technical knowledge for creating society. By transforming course to remove the traditional classroom lecture model, architecture student must be kept engaged with each other and faculty allowing them to have more time to here new ideas, ask questions and learn at their own pace. "Students who engage interactively learn concepts better, retain them longer, and can apply the information more effectively in other contexts than do students who sits passively listening" (Wood W., 2006). Hence, it is important to use active learning strategies in architecture education.

3. THE THREE ASPECTS OF ACTIVE LEARNING

Education is a process. Educationalists like Adams and Ross believe that education is essentially a bipolar process and recommends close co-operation and better understanding between the teachers and students for achieving the aims of education. Even though teacher-student interaction is a vital component of the educative process, we cannot ignore the influence of social environment and technological advancement on the education system. In this sense, it is difficult to view education as a bipolar process.

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Authored by Dr. Apurva Arinadh Gaur
in one day International Conference held in Jawaharlal Nehru University (J.N.U.), New Delhi.


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Acceptability of Cardboard Furniture among Students Living in Rental Spaces and Hostels

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Abstract—Cardboard is a material which has been thought as a disposable material, having short life with poor structural properties by many. But in reality it can be used for various different purposes with extended lifetime if designed properly. Also in today's world where environment and sustainability is a major concern use of waste cardboard needs to be promoted.

There are several common uses of cardboard in India as packaging material for various different goods like groceries, clothes, gift articles etc. The waste cardboard out of this could be effectively used to manufacture furniture items like chairs, tables etc., which could be made available at an economy for those who are living in rental spaces and change their working places often.

The students living in rental spaces are often not provided with basic furniture items and cannot afford wooden furniture as it is expensive. Also students frequently change their rental accommodation and face difficulty in moving the wooden furniture items. Cardboard furniture would provide an economical and lightweight furniture option for this work group.

This research paper studies the acceptability of above said cardboard furniture on parameters like usability, structural safety, economic viability and easy transportability. The results so achieved shall formulate strategic decisions to be made by Interior furniture companies to add a cardboard furniture segments to their established product segments.

Keywords: Cardboard, Furniture, lightweight, economic.

1. INTRODUCTION

Using cardboard to make furniture is an eco-friendly idea which took shape in the designs of the famous architect **Frank Lloyd Gehri** in the late 20th Century. He firstly designed furniture with corrugated cardboard in the late 1960s and achieved great success. Corrugated cardboard materials are biodegradable, reusable, recyclable and its resources are wide. The life products of corrugated board have excellent performance, such as environmental performance and low cost. Therefore, it is an urgent social requirement to develop inexpensive and high-quality cardboard furniture. Today, it can be seen that Japan and some Euro-American nations are designing and producing cardboard furniture. In Japan, we can see series of

cardboard furniture including cardboard tables, cardboard chairs, cardboard stools, bookcase, and these furniture possesses the waterproof, mildew proof, anti-moth and high

This paper focuses on the use of such cardboard furniture among students living in rental spaces and hostels where furniture items are not available.

2. AIM

To find out feasibility of cardboard furniture among students living in rental spaces by making cardboard models, conducting survey and analyzing data against established parameters.

3. OBJECTIVE

This study encompasses the following objectives

1. Conduct a survey of a cardboard prototype among students of age group 18 to 22 (undergoing hostel) to understand their observations with respect to

- Usability
- Structural safety
- Economic viability
- Easy transportability

2. Create general guidelines based on the study for the production of Cardboard furniture.

4. METHODOLOGY

Following methodology have been adopted for the logical conclusion of this research paper.

- Selection of furniture items
- Design development
- Prototype development
- Survey on prototypes/User Experience

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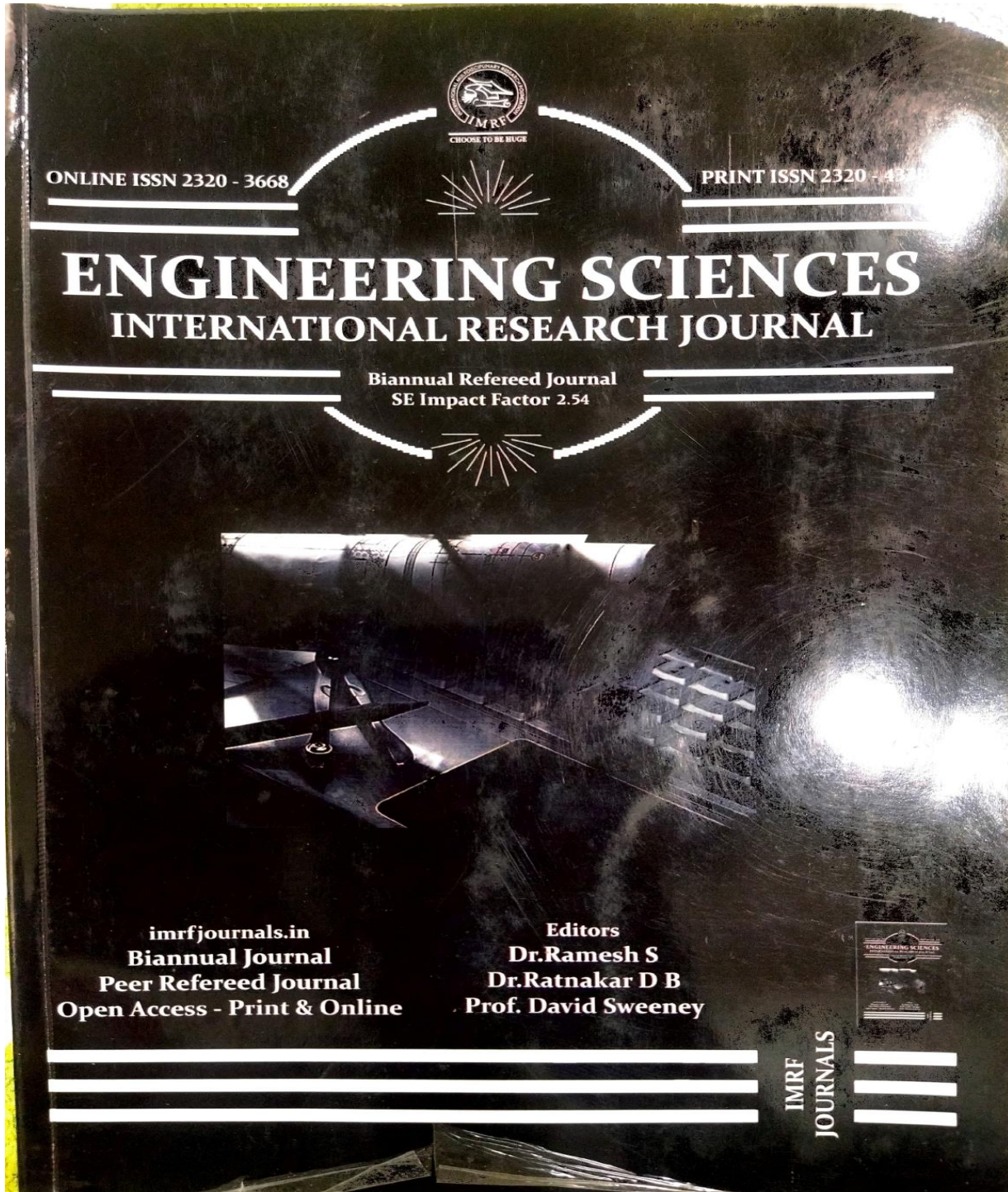
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IMPORTANCE AND NEED OF ADJUSTABLE ROAD SIDE SHADE ON TRAFFIC SIGNALS

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Abstract: India is a country with diverse climate. Few regions in India faces harsh Sun during summer with temperature rise up to 48 degrees. Standing and waiting for traffic signals becomes uncomfortable and sometimes deadly. Standing in traffic signals in crippling heat is an ordeal for Motorists. This forces many motorists to jump traffic signals to avoid harsh sunlight. The solution to this is providing green net or Tarpaulin covers near the signals. This not only helps the motorists to get shaded place but also helps in escaping for Rains. This further helps the people to adhere to traffic rules. The temporary Tarpaulin cover does not last for longer time as it is not useful in Rains. There is a major need of a solution which can help the people to stop crossing Traffic signals and adhere to traffic rules in summers.

The problem becomes harsh when standing is harsh Sun of summer leads to Fainting and sometimes heat strokes as well. The paper talks about need and importance of road side shades in traffic signals and providing solution for the same. This will reduce breaking of traffic signals and prevents health issues while standing in traffic signals. This will help authorities to think further for the issues related with Heat in summers especially on traffic signals. The paper gives a design solution to the problem associated with harsh summer heat and rains. The design solution will include consideration of the other aspects of Shade design as well.

Keyword: Traffic Signal, Summer Heat, Road Side Shade

Introduction: India is a country with diverse climate. The Climate of India has a wide range of weather conditions across a vast geographic scale and varied topography. Few regions in India faces harsh Sun during summer with temperature rise up to 50 degrees. The months of May and June are usually the hottest in India. While, in some areas, the temperature rises as high as 50 degrees Celsius, there are many regions that experience moderate summers.

This leads to various heat related issues where one lives, some summer diseases are inevitable. However, as wisely quoted by a learned man, "prevention is better than cure."

Problems related with harsh summer heat are majorly Heat stroke, vomiting, sun burn and fainting.

Fig. 1 shows the temperature of India in the month of MAY. This shows temperature as high as 47degrees in summer. The heat wave give a lot of summer deaths due to harsh Sun. Exposure to the sun for longer durations is not healthy for humans or animals due to penetration of UV rays in the body. People prefer to stay at home to prevent themselves from harsh sun rays. Sometimes they try to break traffic signals to avoid harsh Sun rays. Fig 2 and Fig 3 pictures showing people try to take shade to prevent from Harsh Sun.



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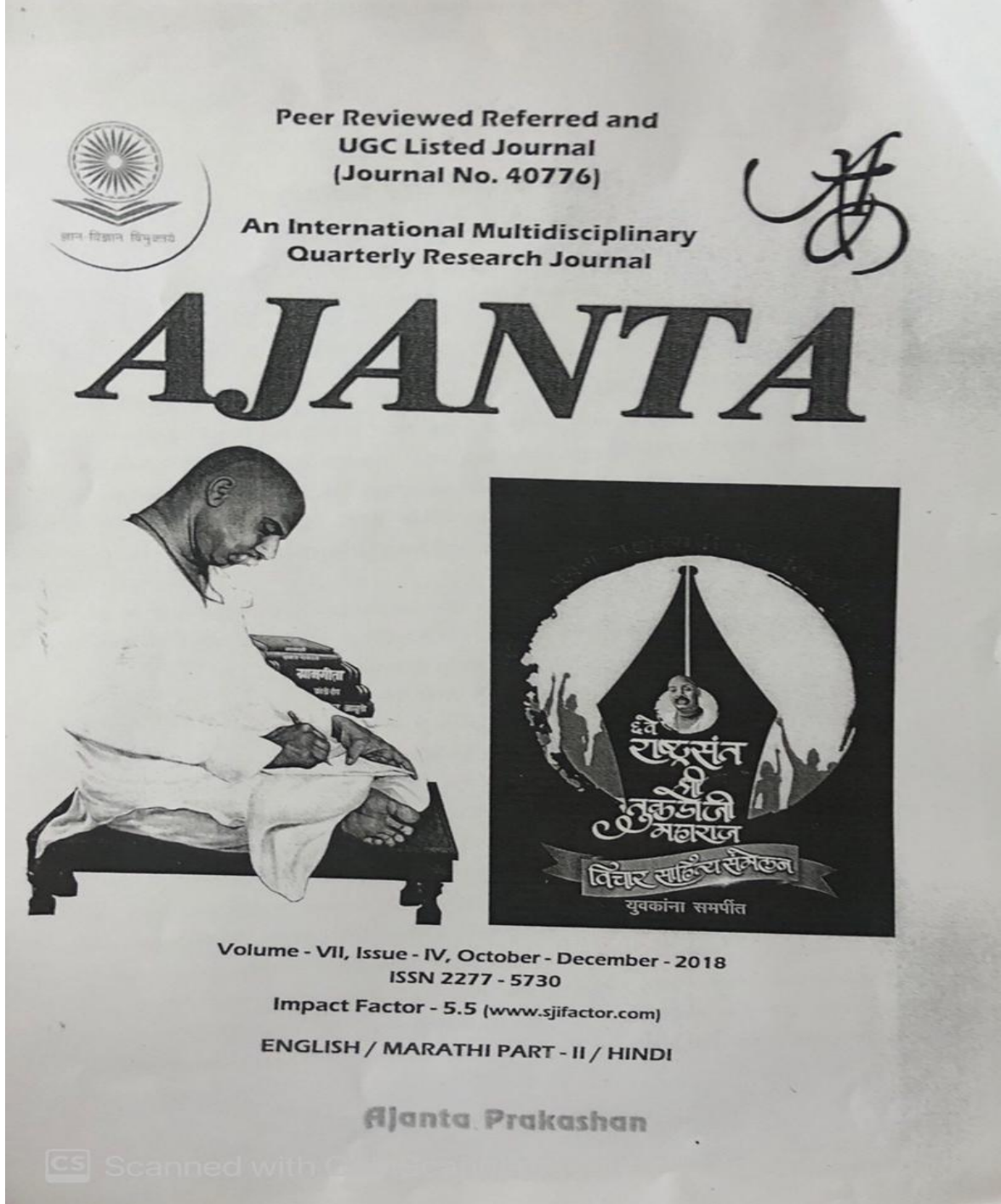
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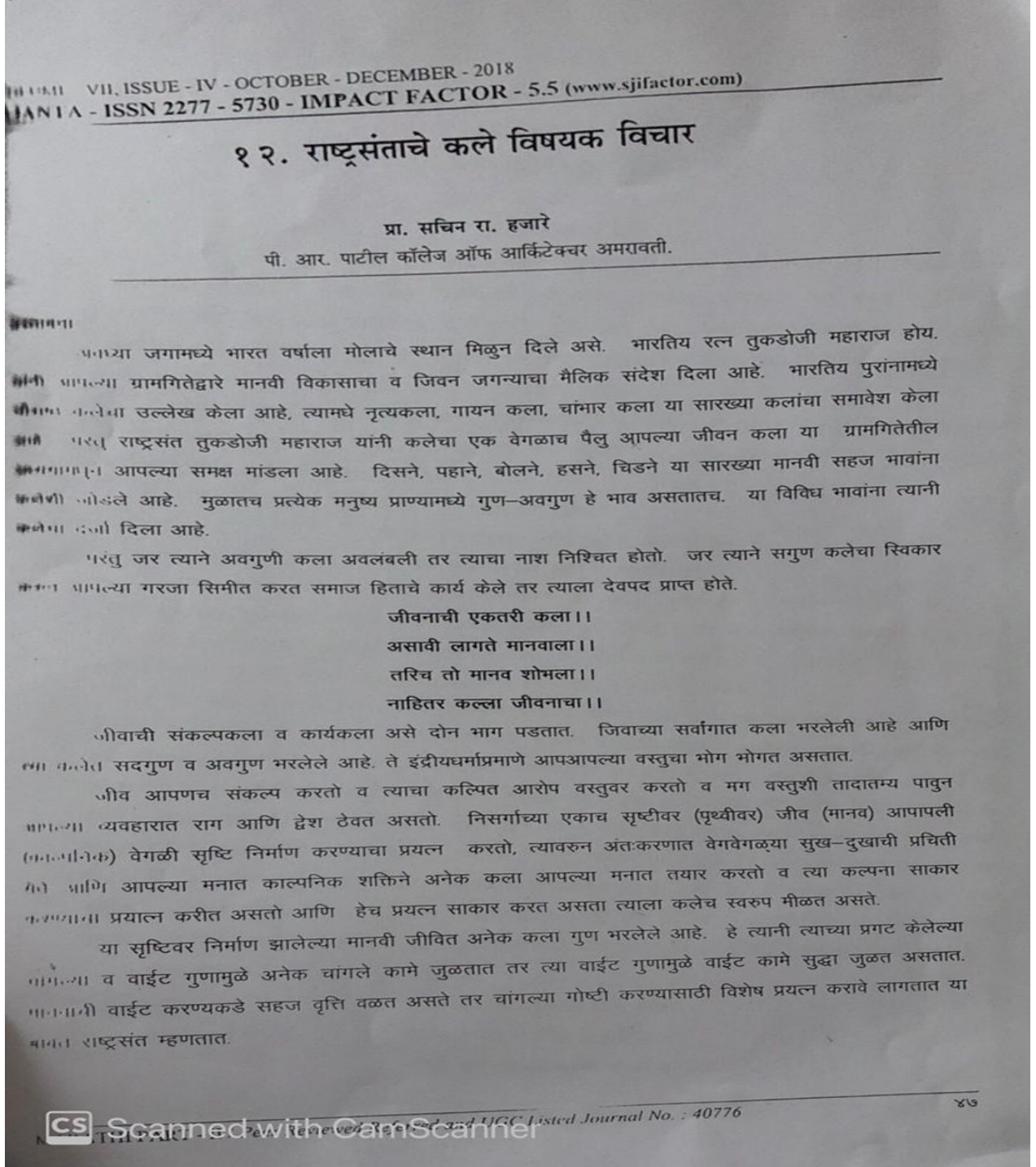
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वाईटा कडे सहज प्रवृत्ति।।

अनेक प्रलोभने दृष्टाच्या हाती।।

आम्रतरु मेहनतीने ही न जगती।।

गवत वाढते न पेरता।।

दुध वाटण्यासाठी ते घरी घरी जाऊन वाटावे लागते परंतु दारु वाटण्यासाठी घरी जाण्याची आवश्यकता नसते कारण दारुच्या दुकानातच दारु पिनारांच्या रांगा लागत असतात. चांगल्या गोष्टी सहज स्वीकारल्या जाऊन नाहीत अन् वाईट गोष्ट सहज स्वीकारल्या जाते कलेच सुद्धा असच आहे. कमी कपड्यातील किंवा कपडे नसून काढलेल्या चित्रांची मागणी खुपच असते, परंतु पुर्ण कपड्यातल्या किंवा देवाधर्माच्या चित्रांना बाजारात मागणी कमी असते, असच इतर चांगल्या आणि वाईटासाठी घडत असते.

राष्ट्रसंत तुकडोजी महाराजांची खंजरी वाजऊन भजन गाण्याची कला सान्या विश्वाने अनुभवली आहे. घोगन्या आवाजाला अखिल मानव जातीने पसंद केले कारण सर्व जाती धर्माच्या लोकांना त्यांनी सांगितलेले प्रार्थनेद्वारे एकत्र आनण्याचे महान कार्य केले.

राष्ट्रसंत तुकडोजी महाराज आपल्या भजनाद्वारे म्हणतात.

“या भारतात बंधुभाव नित्य वसू दे, देवरची असा दे..

हे सर्व पंथ संप्रदाय दिसू दे, मतभेद नसू दे..”

अशा प्रकारे सर्वधर्म समभाव जोपासण्याची ही कला राष्ट्रसंत तुकडोजी महाराज जवळील मानवीजीवामध्ये कलेचा व कार्याचा खुप पसारा भरलेला आहे. परंतु ज्याचे अंगी जोरदार कार्यसामर्थ असेल दुसऱ्याला आकर्षित करून घेण्यास यशस्वी ठरतो. असा एकापेक्षा अनेक कलेत श्रेष्ठ ठरणारा दुसऱ्यावर मंत्रासारखे परिणाम करतो. कोणी जीव गायन कला, वाद्यकला, चित्रकला, तंतुकला, शब्दकला,

नृत्यकला, श्रृंगारकला अशा प्रकारे दुसऱ्यांना मोहित करण्यासाठी कला उपयोगी ठरत असते. राहणे, पाहणे, बोलणे, हसणे ह्या सुद्धा कलाच आहेत. सर्वात आत वाहरून भरलेली सौंदर्यकला असते, काणाचे प्रेमाने गोड बोलणे तर कोणाची वाद्यासारखी आरोळी तर कोणाच्या आवाजात कर्कशता जानवते, परंतु हेची कलेची शोभाच नाही. कोणाकडे पाहत मोह वाटतो तर कोणाकडे पाहता अंगावर काटा उभा राहतो. कोणाकडे पाहता हिंमत वाल्याची, धडधड करत असते तर कोणाच्या मुखावर गंभीर तेज असते. कोणाकडे पाहता वैराग्य निर्माण होते तर कोणाकडे पाहता वृत्तिची धाव विषयाकडे जात असते. कोणाकडे पाहुन चीड निर्माण होते तर कोणाकडे पाहुन आपुलकता वाढते. त्याची संगती हविहवीसी वाटते. त्याचे पायी जीवभाव अर्पावा वाटतो. हा सर्व निसर्गाचा चमत्कार नसून कलेमध्ये असलेले सामर्थ आहे. कर्तबगार व प्रयत्नशील मानव पण यालाच लोक देव समजतात. मानसाला देवपणे देनारी कला ही विनाशासाठी नाही तर ती संपूर्ण सृष्टिसाठी उपयुक्त ठरवी या साठिच उपयोगात आणायला ही

राष्ट्रसंतांच्या शब्दात सांगायच झाल्यास..

“येरवी चौदा विद्याम, चौष्ट कला।।

काय कराचे शिकुणी गलबला।।

जो दुस-याच्या कामी न आला।।

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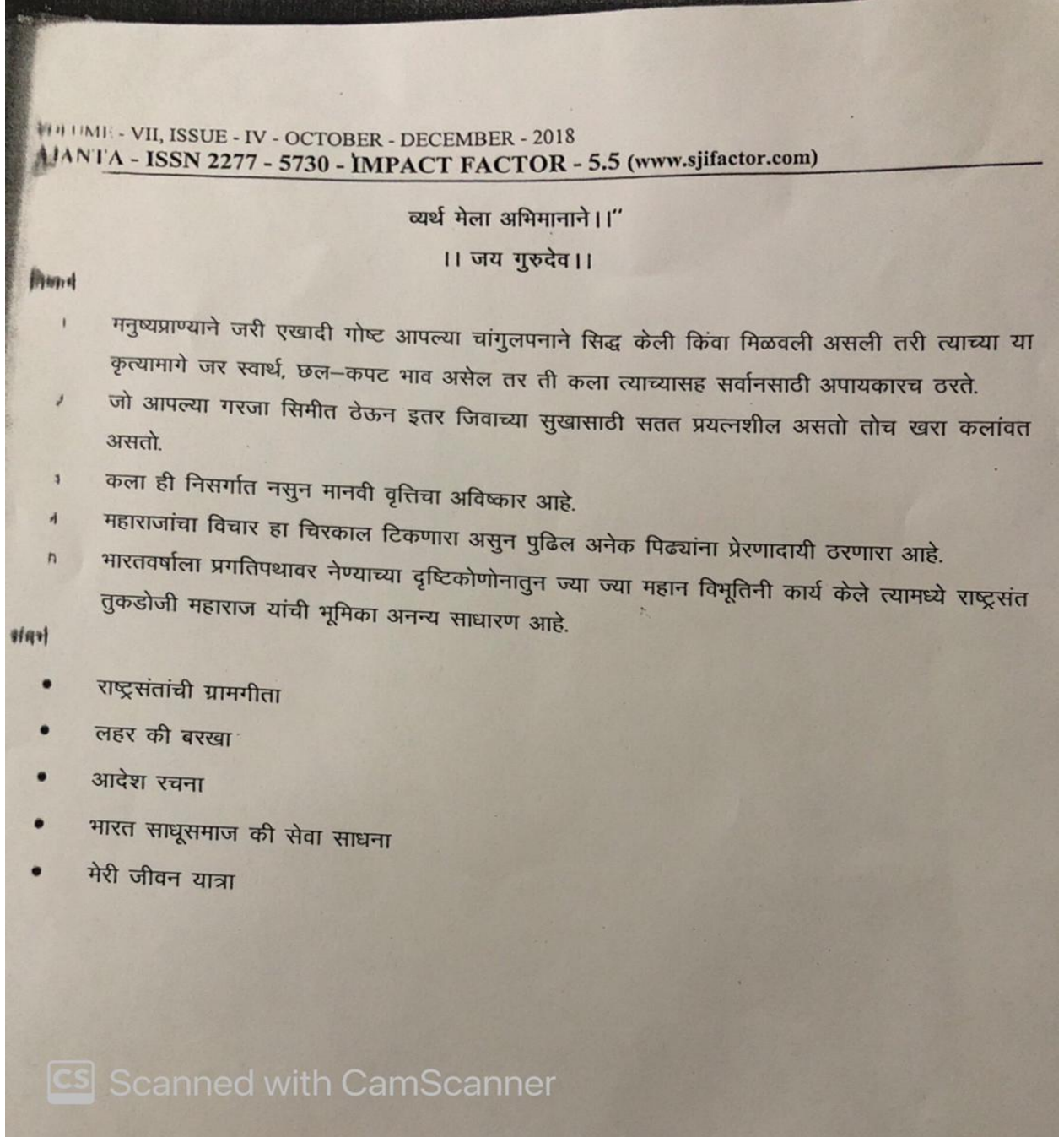
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