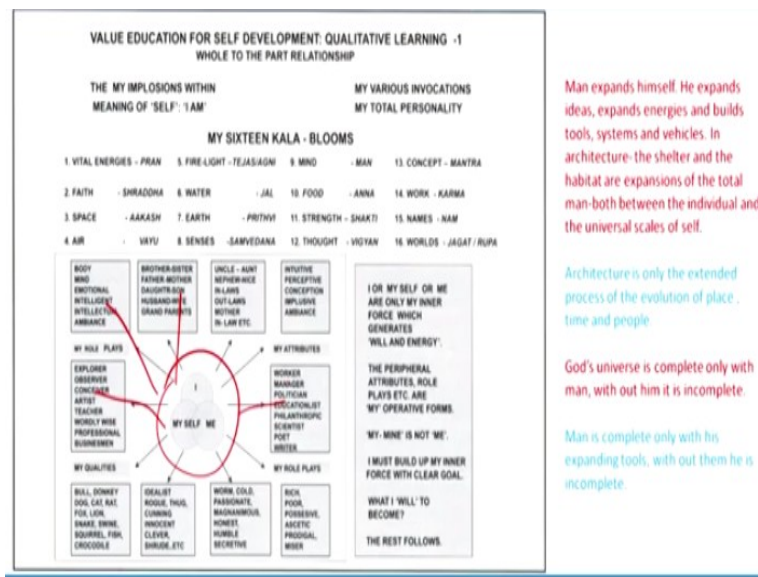


"Architectural process of the world-the process of ordering time, space and forms- the process called **panchi karan**', the becoming of worlds where the man is the micro reflex of the universal totality at all the existence levels of idea, process and medium of the macro universe.

And this Chhaya calls it as a kind of the architectural process of the world, the process of ordering time, space and forms, this process is called panchi karan and becoming the world's where the man is a micro reflex of the universal totality at all the existence levels of idea, process and medium of macro-level universe, so it starts with I and how your responsibility goes back to a much more macro level is very important.

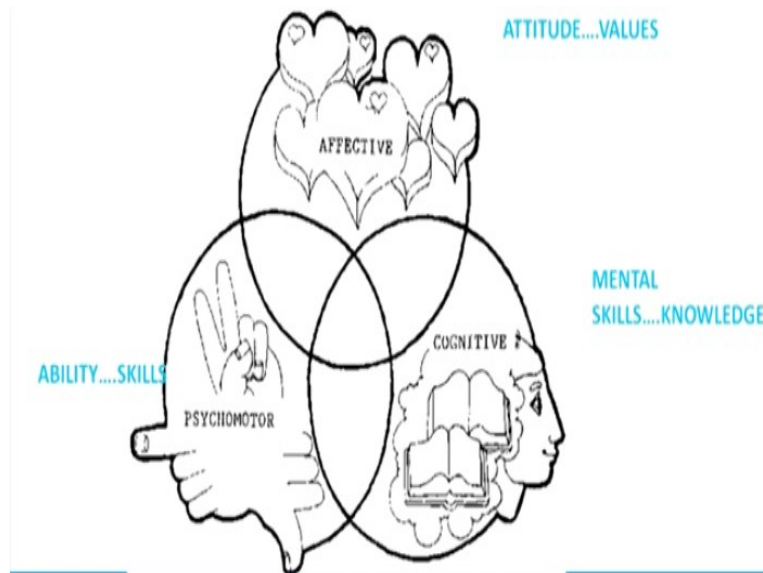
(Refer Slide Time: 23:17)



And that is where your roles you know, how this I, myself and me and how your roles reflex the body and mind, how your relationships and how as your role plays like an explorer as an observer, how it keeps interchanging with it and how the attributes you know so, this whole thing is a very theoretical concepts, though I am not going in-depth of it but at least one has to understand that the God's universe is complete only with man without him, it is incomplete.

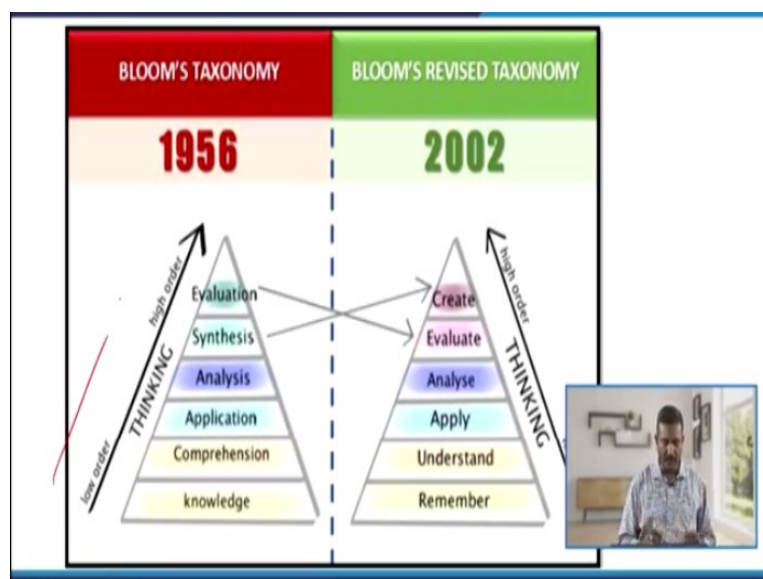
So, which means we are the cause for everything you know, whether it is a nature of a disaster, the cause for a disaster, it starts with I, we will be responsible for everything, right without us, the concept of disaster cannot be understood.

(Refer Slide Time: 24:13)



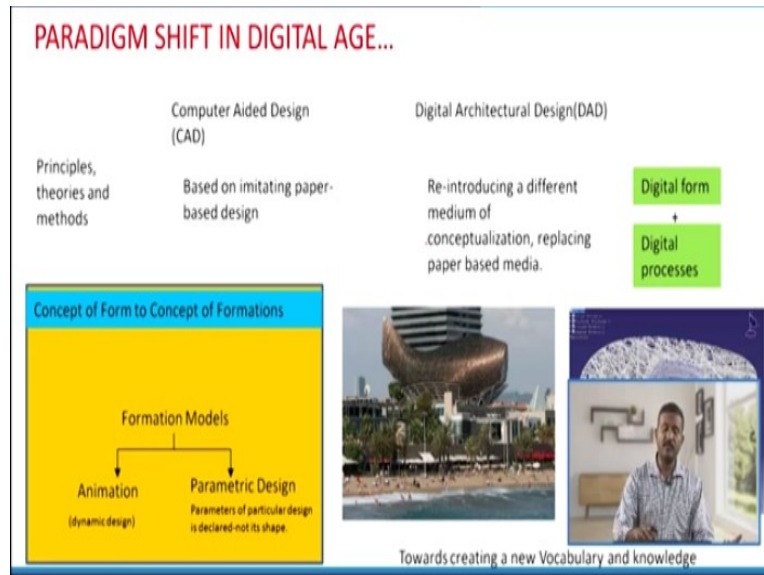
So, in an education process, there are 3 things; one is the cognitive aspects and the psychomotor aspects and the affective aspects. So, cognitive is talking about the mental capacities which talks about the skills and the knowledge which you learn through the brain and whereas a psychomotor, how you learn through the hand and effective which you learn which goes into your heart you know which had some value of your education.

(Refer Slide Time: 24:43)



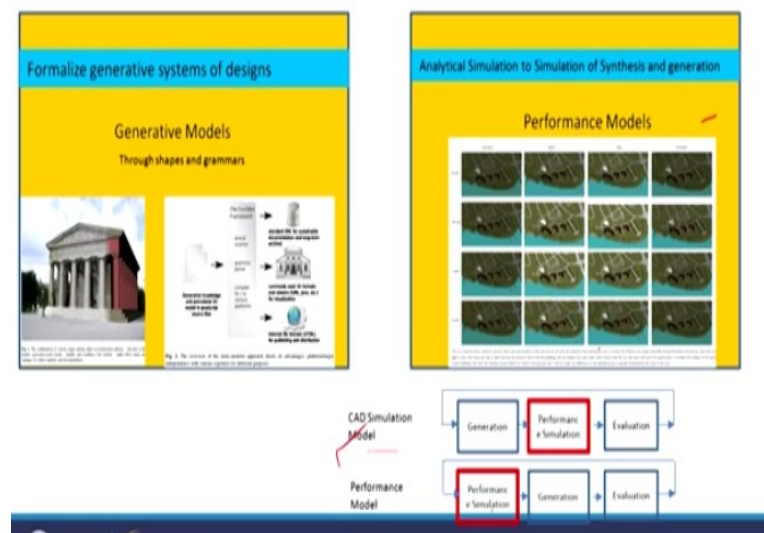
A lot of taxonomies which has been developed; Bloom's taxonomy is one of it, Blooms have developed 1956, where there is a lower order to higher order, the evaluation was on a peak but in 2002, he brought the synthesis and then the creation into the top in the summit.

(Refer Slide Time: 24:59)



And now, in the present generation of architecture, we are talking about not only the digital forms because of various fabricated models, where technology has been advanced and also we are looking at the digital processes as well.

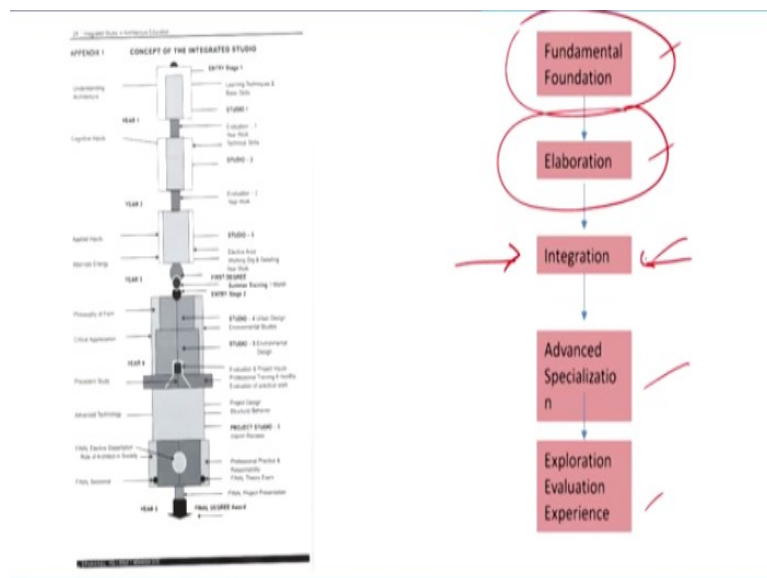
(Refer Slide Time: 25:16)



But in this process, what we are missing is the ground realities, in fact, there are many models like CAD simulation model, like this is one of my students work where they try to simulate the lighting aspects and as well as you know the climatic aspects of it. So, in this process, you

know when you do a design, when you have to test back how it works in this context, on a simulation level, yeah, maybe it will give you some hint.

(Refer Slide Time: 25:57)



But one also has to see from how he will document it and how he will take it further and an architectural education is a 5-year course and where it starts with a fundamental foundation elaboration, integration, advanced specialization and the last 3 E's; exploration, evaluation and experience. Here, you start with the small things, basic knowledge of it and then you try to elaborate on further but here this is where we integrate structures, construction, quantity pricing, the financial aspect, so we start integrating.

(Refer Slide Time: 26:25)



And then, we move on to the advanced specialization you know, your focus will be oriented but in the teaching you know, it is not just about what you teach, how much they have learnt, this is

assess that it is not about how much you have thought but how much they have learned is more important. I have taught Snoopy to whistle but I can't hear him whistle, I said I taught him not he had learned, so this is where the gap has to be analysed.

(Refer Slide Time: 26:49)



And also, this is one of the thesis of Vishal, one of my students and he developed a Rohingya's refugees, sheltered as a project and you can see the handmade drawings of his work and the moment person is touching his pencil and drawing on the board, it will give him more time to think about the details he is working. If it was a digital thing what happens is mostly, they try to copy and paste from different aspects of it.

Of course, if you are drafting and design then that makes it different but here they will have some sensitivity of the scale and the proportions and you know, this is what I can see that their imagination also comes into the picture.

(Refer Slide Time: 27:32)



Today, because of the various tools which we are doing, we are having many tools like the CAD simulation tools and energy efficiency orientation today, we are not having anyways, the final year students are not at all using their hand skills which they learned in first year but eventually, they forget about it you know, this is one problem and also the site interactions become very less and they mostly end up in sitting on a table and drafting things you know.

I think this is very important that you have to make interact with this process of digital interaction and along with the site interaction knowing the realities for instance, when any US admission procedure when they get a portfolios from all around the world, every portfolio looks more or less the same because they are all developed by the same tools and same processes you know, so in that way the diversity and the context has not been addressed.

(Refer Slide Time: 28:32)

