



FOCUS

THE INDIAN INSTITUTE OF ARCHITECTS

STUDENTS e-NEWSLETTER

Vol. 01-Issue 01-Jan-Feb 2022

FOCUS

e-Newsletter of The Indian Institute of Architects brought out by IASA ,with focus on activities and interests of students of architecture.

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Letter from President IIA

Dear Students,
Greetings!

It will be interesting for you to know that IIA, which had its beginning as a Student's Association in Mumbai in the year 1917, has grown as a National professional body of Architects having members from across the Country spread over 24 Chapters and 54 Centre and Sub Centres with a membership of over 25000.



IIA in order to connect with the students of the affiliated Colleges to IIA, is launching a Newsletter, an online publication, for the Students. This will give an opportunity and a medium for the Students to share their experiences and work through articles, projects and thoughts on various aspects of the learning process apart from being an outlet for showcasing their skills and talents. Articles, projects and discussions of particular interest to students shall be sourced and published by the Editorial Team.

The Editorial Team, headed by Dr. Rama Subrahmanian under the overall guidance of the Committee Chair Dr. Rane Vadamuthu, is putting in its best efforts to make it a comprehensive collection of content for the benefit of the students and faculty. The faculty members are requested to encourage active contribution by the students.

On behalf of IIA, I wish good participation by the students and faculty to make the Newsletter a grand success.

Best Wishes,
Ar. C. R. Raju
President, IIA

IASA Committee and Members



Prof. (Dr.) Ranee K Vedamuthu, is the former Registrar, Anna University and Dean, School of Architecture and Planning, Anna University. She has an academic and professional career spanning 38 years and is currently the nominee of the Government of Tamilnadu to the Council of Architecture, N Delhi. She has a number of publications to her credit in peer reviewed indexed journals and has guided several PhD Researches.

As an Executive Committee member of the Indian Institute of Architects, she chairs the Affiliation of Architectural Institutions Board.



Ar. K. Senthil Kumar has a B.Arch. (1989) from School of Architecture and Planning, Anna University. & Masters in Landscape Architecture (1991) from S.P.A..Delhi

He is Principal Architect of his Firm Senthilkumar & Associates, Chennai, and has won many awards.

He is the immediate Past Chairman of IIA TN Chapter & ISOLA TN & Pondicherry Chapter; He is now Vice Chairman of Institutional Affiliation and Students Affairs Committee (IASA), IIA. & President - SAPAA, School of Architecture & Planning Alumni Association, Anna University.



Ar. Geetanjali Kapoor is Professor & Researcher at the Institute of Architecture, Chandigarh University, Mohali, Punjab and also a Practicing Architect. She has an overall experience of around 18 years in the field of Architecture

Profession and Academics.

An Associate member of Indian Institute of Architects (IIA), Fellow of Indian Institute of Valuers (FIOV) & General Secretary of Ludhiana Architects Association (LAA), Punjab, she has been awarded for her contributions in integrated upliftment of the Architecture fraternity and continuously playing an active role in conducting meetings, events and other field related activities for strengthening and general awareness in the field of Architecture with the "Certificate of Appreciation 2019" - IIANATCON 2020.

IASA Committee and Members



Prof. (Dr.) Rama R Subrahmanian is BArch (1983)

from JNTU Hyd., M.H. (1985) from S.P.A., Delhi and Ph.D. (2008) from IDS Mysore. She is Professor and Dean at Dayananda Sagar College of Architecture, Bangalore. With 37 years of professional and academic experience, she has presented number of papers in Conferences, has published number of papers in reputed journals, and has contributed to a couple of books.



Dr. Sanjib Nag is B.Arch. (1989) from Jadavpur University (J.U.), Kolkata, & MArch. (1991) from S.P.A., Delhi and Ph.D. (2012) from J.U., Kolkata. Professor & former Head, Dept. of Architecture, Jadavpur University-Kolkata

He has more than 10 years of Industrial Experience, in India & abroad; and 21 years of Teaching Experience, in best universities of the region. He has presented number of papers in Conferences, has published number of papers in reputed journals, and has contributed to a couple of books.



Ar. Vibha Shrivastava has a B.Arch. (1993) from NIT Raipur & M. UP (1995) from S.P.A., Delhi. She is Principal Architect of Vibha Shrivastava & Associates, Bhopal since the year 2000.

She is Vice Chairperson of IIA M.P Chapter; and has been Executive Member (2015-2017) & Treasurer (2011-2013) too. She has also been Treasurer (2013-15) of IIA Bhopal Chapter. She was awarded the Best Dream Home Award by Ultra Tech Cement in 2014, and the IIA Recognition Award for services rendered to the fraternity

Editor's note

Debuts, firsts and initial steps of any journey are special...

It is undoubtedly the same for us as we bring out the first edition of FOCUS, the Students e-Newsletter of IIA!

This bimonthly committee e-newsletter is brought out by IASA -IIA, the Affiliation of Institutions and Student Affairs wing of the Indian Institute of Architects.

The committee for IASA was formed in May 2021 with the following as members:

Chairperson - **Ar. Ranee Vedamuthu**

Vice Chairman - **Ar. Senthilkumar K.**

Members

- **Ar. Vibha Saxena**
- **Ar. Rama R. Subrahmanian**
- **Prof. Sanjib Nag**
- **Ar. Gitanjali Kapoor**

This committee was instituted last year to expand the activities of IIA to students and Schools of Architecture and integrate Education & Profession, while making the IIA more visible to the architectural Institutions and its students.

As a beginning, Members have been active in bringing more Institutions imparting Architectural Education under the ambit of IASA, with 92 SoA affiliated presently. The initiation of the Students e-Newsletter is meant to connect academia and profession through communication.

Focus will feature student centric write ups on activities in Schools of Architecture, talks, outstanding students and alumni, etc. We look forward to disseminating news from affiliated Institutions, and hope to connect the two Universes.

It's heartrending to see the world we live in be riven by war and pandemic - so, students and faculty, live well and be well!

to new beginnings. Upwards and onwards!

Rama R Subrahmanian

Feature -Activity in Affiliated Institution

A portrait of Philippe Casens, a man with short hair, looking slightly to the right. The image is overlaid with a red tint.

Philippe Casens
*Designer, International Faculty
& Researcher, Disopra Design
Paris, Île-de-France*

 **REVA**
UNIVERSITY
Bengaluru, India

*School of Architecture REVA University
invites faculty and students of Architecture to an
International 2 part lecture series*

***Design Thinking
and complexity***
by Philippe Casens

Tuesday
04th and 11th May 2021
At 1:30pm (IST)

International Two-part guest lecture on Design thinking and complexity

Speaker Critique – Prof. Philippe Casens
RUSOA, REVA University
May 08th and 15th May, 2021



Philippe Casens, an academician and Principal Designer, Disopra Design, Paris, Île-de-France, gave an exceptional presentation regarding Evolution of Industrial Design from first industrial revolution till fifth industrial revolution and how complex design thinking can aid in design process.

After training as an Interior designer from IED, Milan and as a product designer from Domus Academy in Italy, He acquired his professional experience collaborating for over fifteen years with renowned designers like Andrea Branzi, Pierluigi Cerri, Isao Hosoe and Clino Trini Castelli. He has also experimented with different design approaches to product and service innovation for many companies like Alstom, Bernini, Ticino, Cassina, Desalto, Domodinamica, Domus Academy Research Center, Italdesign, JcDecaux, Kartell, Legrand, and Olivari, Poltrona Frau, in contact with a vast fabric of manufacturers and subcontractors.

In 2003, he created an outsourcing activity ranging from innovation in design to research and projects, results of which have been selected for Compasso d'oro - ADI (Italy)) and rewarded by good design - Chicago Athenaeum and Bio 16 Ljubljana (Slovenia)Lubiana

His interest gradually turned towards education, first at Domus Academy, where he directed the Master course in Product Design and the Master in Car and transportation Design, he has also been a part of Domus Academy Research Centre since then. He taught at the School of Fine Arts in Toulouse, France. He taught materials and technology along with History of design in Naba (Milan). After which he joined the Hong Kong Polytechnic University as an Assistant professor, teaching Ba (Hons) Product Design and in the Master Mdes Design Practice schemes. He has also been the advisor of MRC (Material Resource Centre) and SDWORKS, both aimed at developing student projects into commercialized products.

His research activity, nourished by encounters and experiences, led him to consider design as a driver for a better and sustainable living, using conceptual thinking to identify new paradigms based on complexity and ecosystems, where new technologies and business models can foster circular economy.

Keypoints:

To begin, Philippe described how London universal exhibition at crystal palace in 1851 marked the beginning of Industrial Design. Over 14,000 exhibitors participated and popular british exhibits included hydraulic presses, powerful steam engines, pumps and automated cotton mules. As a result of Industrial revolution, products such as furniture, print media, textiles etc., were lacking in quality and creativity. Thus, as a reaction to this William Morris started Arts and Crafts movement in 1860's. He rejected tasteless mass-produced goods and poor craftsmanship in favor of beautiful, well-crafted objects.

Philippe explained about Christopher Dresser's contribution to art and design industry and how Dresser played a pivotal role in development of Aesthetic Movement.

Philippe Casens also provided insight on Art Nouveau movement by explaining works of Victor Horta, Hector Guimard and Antonio Gaudi through their works like Interior of Hotel Tassel (Bruxelles), Métro Raspail, Sagrada Familia and Casa Batlló Barcelona. Philippe spoke about Adolf Loos's opposition to both Art Nouveau and Beaux-Arts historicism and also his strong influence on Modernist Architecture in late 19th and Early 20th century. Philippe also quoted Adolf's famous quote "L'Ornament is a crime". During the first world war Walter Gropius was called to define the artistic pedagogy of Bauhaus School and he served as the director of Bauhaus school. Philippe described the role of Design during second industrial revolution was creating standards and catalogs.

Philippe presented his interpretation of the book 'Frame Innovation, Create New Thinking by Design', the MIT Press. In this book Kees Doorst describes a new innovation centered approach to problem solving in organizations: frame creation. Frame creation focuses not on the generation of solutions but on the ability to create new approaches to the problem situation itself. Doorst also describes the nine steps of the frame creation process and illustrate their application to real-world problems with a series of varied case studies.

Another point of discussion was evolution/ change in role of Design during the course of Industrial revolution. Advancements in manufacturing technology during the second industrial revolution led to creation of standards and catalogs. Philippe quoted an example of Thonet chair, which was the first mass produced furniture due to the development of steamed wood bending technology. But due to need of investments and capitalization, this led to Wall Street crash in 1929. Philippe also introduced designers like Raymond Loewy, Henry Dreyfuss and Dieter Rams, who changed the face of Design during this period. New lifestyle demanded new products to be designed, which led to third industrial revolution. Post Modern Design provided product diversification and personalization. For example, Alessandro Mendini's Swatch watches. Swatch created a company from scratch, through an identity and differentiation from competitors by embedding the watch with symbolic value allowing personalization.

The launch of Mackintosh 128K in 1984, marked the evolution of 'Interaction Design' as a new field. Philippe quoted Bill Moggridge (1943-2012) that "Digital Technology has changed the way we interact with everything from the games we play to the tools we use at work". Bill Moggridge introduces a new approach on design and problem solving: design thinking. G A F A (Google, Apple, Facebook and Amazon) made mass consumption affordable during the fourth industrial revolution. During the pandemic in 2020, the fifth industrial revolution led to design enabling open platforms to users autonomy with technology.

Philippe concluded the lecture by explaining complex design thinking and how interactive questions like why, who, what, how, where and when can lead to complex process and outcome. Philippe has developed 'Complector Diagram' to aid in design thinking during his tenure in Hong Kong University, which can aid in any modern-day design problems. During the second part of the lecture, Philippe Casens guided the students to use the 'Complector Diagram' for their studio project followed by one-on-one discussion.

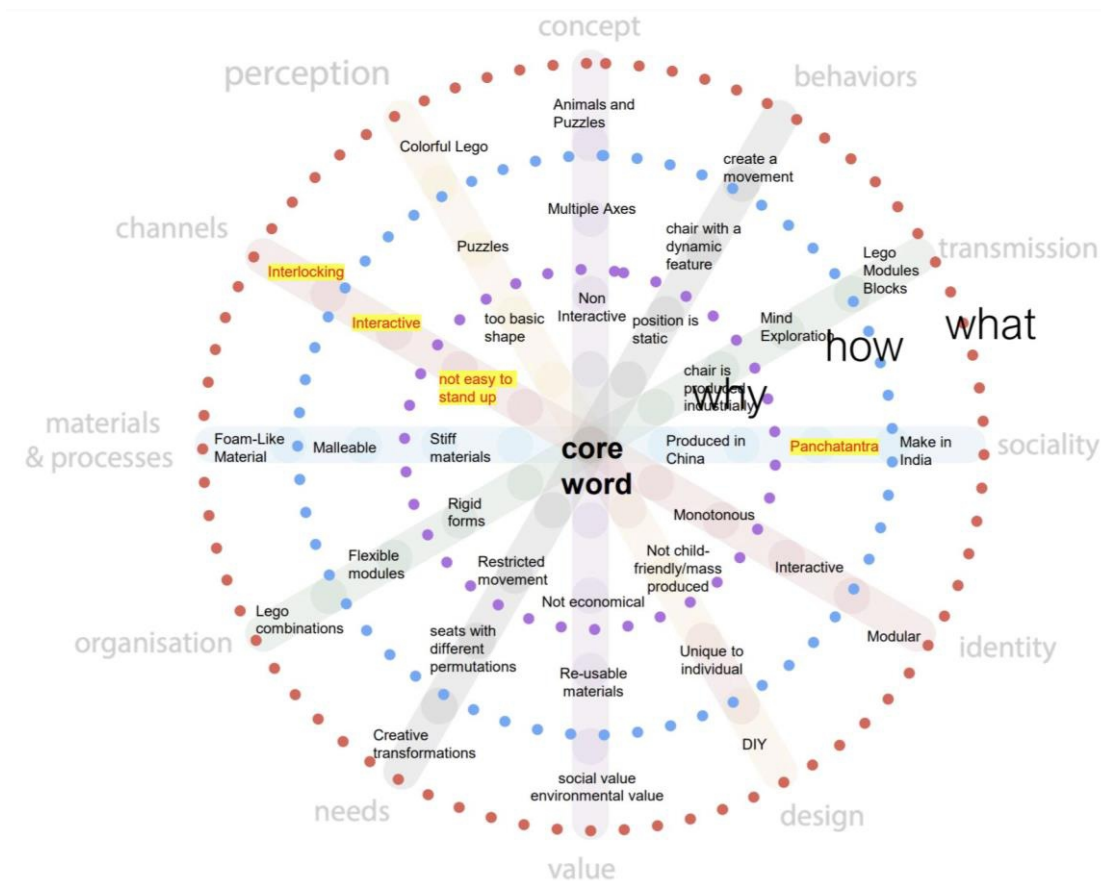


Figure 1: Sample Compector diagram worked by students

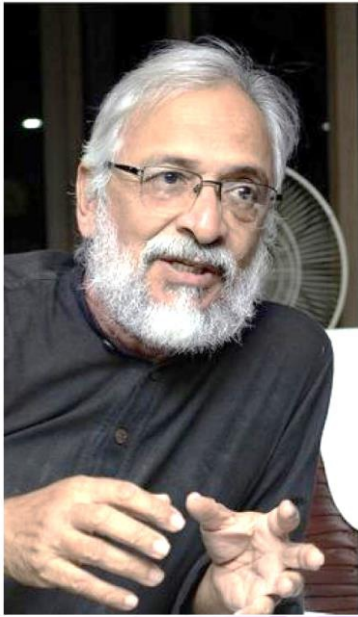


About Author: Sriviji Nachimuthu (Assistant Professor at REVA University Bengaluru) is

an Associate Architect and Studio Head at Wallmakers, Bangalore and Principal Architect and Founder of Studio D' Nachi from 2015. Her work specializes in Sustainable and Earth Architecture, catenary structures and product design. She gained her Bachelors in Architecture from Anna University, Chennai, in 2011 and Masters in Design from Domus Academy,

Milan, Italy. Sriviji has been into academics since 2015, teaching across disciplines like Architecture, Product Design and

furniture, Accessories design and Interior Design. Her research interest includes Ergonomics, Daylighting and Earth Architecture.



Letter to students - by Ar. Shirish Beri

My dear students,

I write this special letter to you all ... out of my inner conscientious compulsion.

It comes forth out of the restlessness that arises in me from my genuine concern for the present state of our architectural education, profession as well as that of our society. I also write it because I still consider myself to be a student, though I entered the portals of C.E.P.T. Ahmedabad as a student of architecture almost 54 years ago.

Unfortunately, the values and priorities of our society have changed so much in these recent decades. We seem to be living in a "society that is suffering from the fatty degeneration of its conscience, where our single-minded pursuit of money is impoverishing our mind, shrivelling our imagination and desiccating our heart." - (Nani Palakhiwala).

Today, in all fields including architecture and architectural education too, so many relevant area specific contexts and genuine human values tend to get lost and usurped in the one powerful universal context of commercial returns.

Thus, don't you think that we need an *architecture of goodness* for a better life in a better society? What can constitute this value-based architecture of goodness? Can our architecture be an agent of social change to bring about some goodness in this scenario?

Can some goodness be brought about, if our architecture helps us to reconnect with nature, with our fellow human beings, with our own selves and thereby with this underlying goodness of life?

In this scenario, I shall just pose a few questions for you. Each one of you can come up with different explorations and answers. Shall we all pause to examine them with the utmost sincerity and urgency.

1... How can you light up that inner flame in you which will encourage you to ask questions and passionately address your genuine life concerns through your designs?

2... Could we realize that our main design concept which shapes our design, needs to arise spontaneously from our understandings, values and attitudes in life?

3... Can our architectural education help us in realizing the importance of these immeasurable and intangible attitudes in our daily life and in our work? Though our plans, sections are physical measurables, many a times, they also touch the heart, rekindle memories and travel the wonderful landscapes of dreams.

Can you help your college in striking a rapport with the local community at large for creating useful architectural interventions?

4... Thus, can we shift our emphasis from today's measurable saleability to that immeasurable sanctity? Only then, will we know that the true measure of development of a city is not the height of its skyscrapers but the width of its pedestrian ways.

5... Can introspection be encouraged by creating certain pauses and silence in your overall daily curriculum? The eminent Indian classical vocalist Kishori Amonkar had lost her voice for ten long years during her career. Even then, she says that the internal music – "antarnaad" continued and she learnt a lot from that during this difficult phase in her life.

6... As we all know how difficult it is to teach architecture, can you help your institute to create an atmosphere that encourages creative unlearning and relearning in architecture to happen?

7... How can you and the teachers develop that long lost respect for each other?

8... For all this to happen, don't you think that a major shift is necessary in our attitude towards life? ... from the present anthropocentric approach to life, where everything is supposed to be for the consumption of man (for me and mine) to a more integral, universe centric approach.

9... Don't you think that this understanding of being an integral part of this wonderful web of life is also the pre requisite for any true sustainable action to happen? Only then can we design from this empathy and real caring concern for all. Such an approach will naturally create designs that are truly eco-friendly, simple and sustainable.

10... Knowledge of new materials, technologies should find their place in the archaic syllabus of building materials. But at the same time, can you realize that the modern materials, amenities, devices and gadgets cannot replace real peace and happiness, just as a child's toys cannot be substitutes for human affection?

11... It is important not to confuse a good life with the number of goods we possess. As Da Vinci put it "simplicity is the ultimate sophistication."

Greed and rush for the fast buck tends to churn out repetitive, mediocre, manipulative, monotonous, design solutions.

12... How can we all appreciate that rather than creating iconic, futuristic, exhibitionist, sculptural forms that attract the eye, it is more important to create more humane, socially relevant, natural and sustainable spaces that nurture the human spirit?

13... Can you correlate their learnings in the college with the actual professional processes and vice versa in a better way than it is being done today? Could you visit more site and make the most of your internship period?

14... We are also in the midst of revolutionary advancements in the fields of Artificial intelligence and Biotechnology, that have already started questioning the relevance of our education and profession, as it is practiced today. What can you as students and as future architects, contribute in such a scenario? Don't you think that the age-old knowledge-based learning methodologies need to change drastically very soon, as our machines are becoming better at it.

15... How can you deal with this paradox on how to become modern and return to the sources at the same time?

16... Can an architectural design embody a similar content as that of a poem, music, painting, sculpture, dance or drama? Can you appreciate all these arts as a part of your curriculum and then integrate their essence in your designs?

17... can you all contribute to better sharing, exchange of ideas and learning from different institutes of architectural learning, worldwide?

18... Can you sustain that 'spirit of discovery' in yourself ... that spirit which you all had as children?

19... how can you run an effective, ethical architectural practice after graduation?

... Now, with so many issues that need to be addressed, are we ready to completely overhaul our stereotype architectural education system in order to create better architects and better human beings for a better environment in a better society?

I genuinely think that each one of you has the potential to become a sensitive and humane architect with the capacity, integrity and zeal to create that *architecture of goodness*.

These are just a few issues that came to my mind. I am sure you can add on some more as you are directly a part of this architectural education scene. I shall be glad to get your response as to how **you** feel about the above issues and how **you** could include some of them in your daily architectural education.

Best wishes from your fellow traveler on this journey in life and architecture,

Ar. Shirish Beri
shirish.beri@gmail.com
www.shirishberi.com

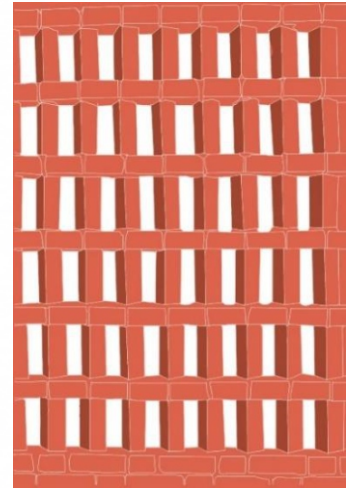
New Building materials & Construction Techniques

Architectural practice: as a spiritual remuneration

Quest for answers

"The problem is the solution" – Permaculture – A designer's manual

The bustling sound of vehicles and the never-ending chaos of construction work is what Bangalore is identified as now. I was of the same belief where I found peace in the countryside rather than any city centre, I always wondered how is it possible to have a peaceful life in such a chaotic place? Is it ever possible to find calm in the chaos? All these questions of mine came to be answered during my architectural internship training. My Guru as I would address him, Ar. Varun Thautam is a man of many words of wisdom and many deeds that attest to his wisdom. He finds a spiritual connection in his architectural practice, which was very fresh to me, a whole different dimension that was brought into the vision of the architectural practice. Believing in working with awakened senses, he stresses on hands-on skill building. A practice where the client is not just a customer and you are not just a service renderer, instead both parties are fully immersed in building a place called 'home', both the client and team is very much involved hands-on, bonding over bricks and mortar. Along these lines, I found how calm in the chaos is found by being spiritually awakened and involved in the process, for a service renderer spiritual involvement gives a strong purpose while for the client strong bondage. This spiritual connection also asserts emotional sustainability while his practice already deals with environmental, social, economic, and cultural sustainability.



Game of intuition

"The hands want to see, the eyes want to caress"

– Johann Wolfgang Van Goethe

One more episode to recall is the hands-on Mexican dome building workshop, that I was a part of. Being fully involved in the construction process, from the selection of good bricks to mixing mortar with bare hands, to climbing the scaffolding to lay the courses with sole intuition, it has been one enriching experience, where I came to understand that how architectural practice is not just about a physical output but along with it comes to a spiritual remuneration to the doer. It was one beautiful progression where I was an observer of two dome construction processes and finally, I was allowed to be a part of building one. In crude words the Mexican dome can replace the concrete slab, brick and lime surkhi mortar is used with an intention to make the structure monolithic over time. As told by my Guru, observation comes first, observe carefully and analyze the patterns, the answer to your problems lies there also do not forget to trust your intuitions, where strong intuitions are built by mistakes and experiential learning. Involving permaculture and vernacular knowledge in his architectural practice has made his practice provide a holistic approach to sustainability. A first-hand experience of the game of intuition is described in the following lines –



CONSTRUCTION TECHNIQUE LEARNING - MEXICAN DOME

(hands on learning). Site Location: Thalli, TamilNadu

Intent: -Hands on learning of Mexican dome construction for a room of 11' x 11'

Building team:

Ar. Hadeez, Akash, Sarthak, Iniyan, Praharshitha, Preksha

Skills used

-Intuition

The entire process of building this dome was a 5-day hands on learning to understand and build using pure intuition. Working with intuition is more reliable and as a skill it is enriched by experience and mistakes. This was the first Mexican dome that I was part of in terms of building, where I was bestowed with an opportunity to lay courses of bricks.

As I reached Denkanikottai, the dome had already progressed to its 5th course, and I got to stay till the completion of dome. Placing of the Center brick was altogether an exhilarating experience. Mixing the mortar with hands, testing the mortar, sorting bricks, shifting of bricks on to the scaffolding and finally getting on the scaffolding to build was an intuitive progression of my body and mind into building this Mexican dome.

Mortar:

- Red soil from the pit, clayey soil, M-sand, water
- Mixed using an intuitive based method, where mortar proportions and consistency vary due to on site conditions and requirements of the brick course

Mortar test:

- Glisten on mortar indicates too much water, on squishing if flowy the mortar is lean, Invert the mortar in your palm if there is enough drag then the mortar is good to go.
- Stacked Brick mortar test includes making a stack of two, three, four, five bricks with the mortar and leaving it for drying for a while. Then lift the stack if defied the gravity, its apt to be used. Initially this test is done to decide on the strength and workability of appropriate mortar. Further, the selected mortar is intuitively duplicated as per need.

Brick Selection:

- Good bricks need to be sorted and shifted on to the scaffolding
 - Good bricks refer to ones with no cracks
 - The non-uniformity in bricks is an added advantage in creating better defined arches.
- Stone chips/Brick

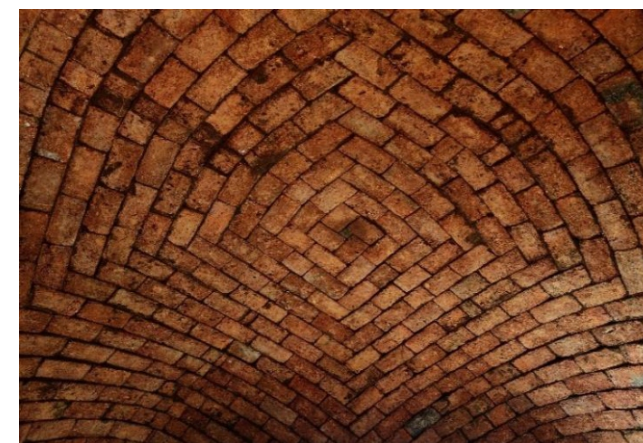
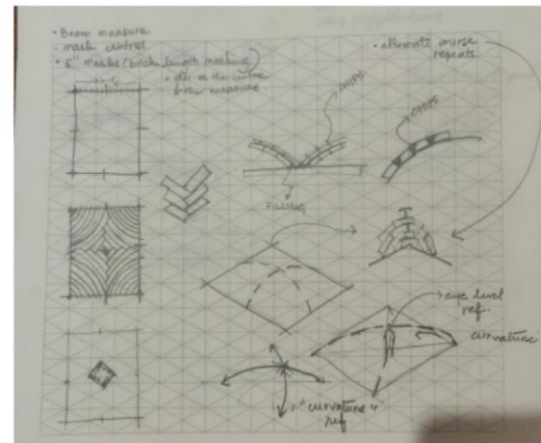
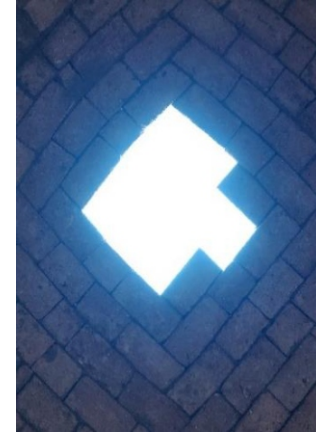
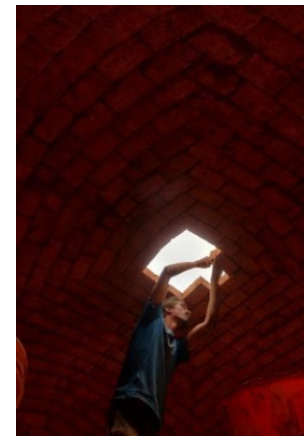
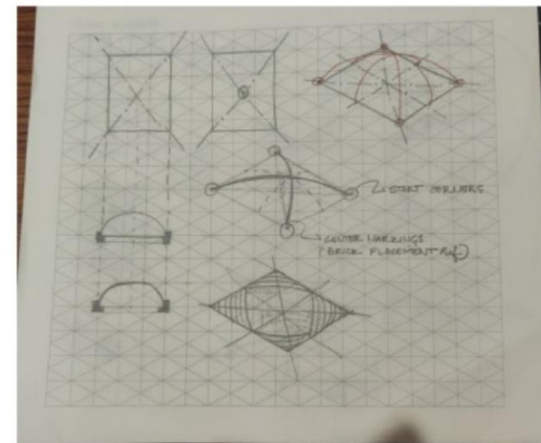
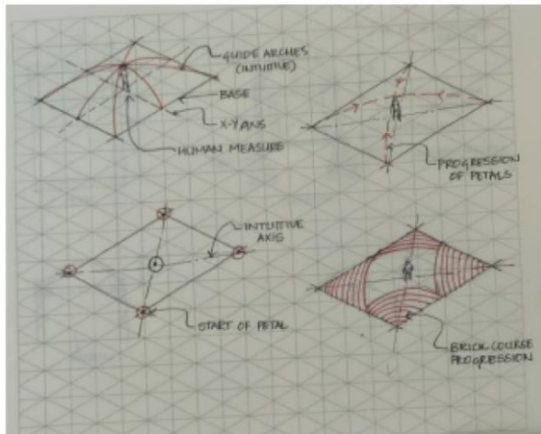
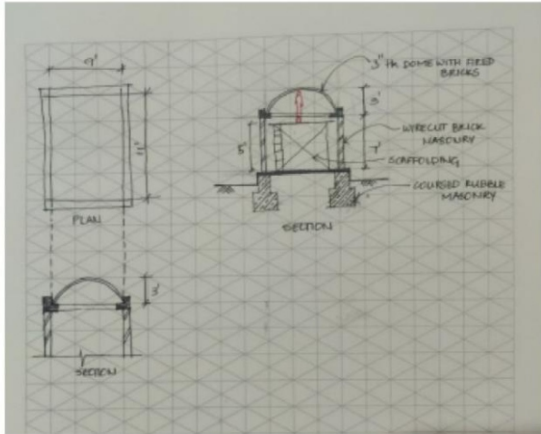
chips:

- Chips of varying sizes are used to lock the courses in the dome

Scaffolding:

- Needs to be adjusted in height as the dome is being built

As your hands are sore from lifting the bricks and weaving them in magical ways, ways in which they stitch together to form a whole roof, you will find yourself going the old school way to document the process. For me the whole co-ordination of hand, mid and body was achieved starting from scribbles on paper as shown below. A lot more mathematics, geometry and understanding of structures leads to what we simply call scribbles. Game of intuition is no lay man's job, in fact is a work of art from the skilled.





In totality, I came to be known of the beauty of building with bare hands and a soul that is connected to the act of building and all thanks to the 'game of intuition'.

Perma - tecture

"Work with nature, rather than against it" - Permaculture – A designer's manual

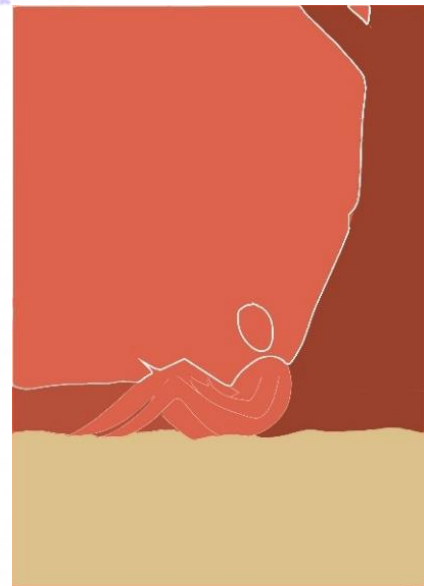
Perma-tecture, a flavourful combination of permaculture, architecture, and vernacular knowledge. A practice where it is believed as said by Masanobu Fukuoka that "If we throw nature out the window, she comes back in the door with a pitchfork". Here the design revolves around the core concept of nature and one's relationship with nature.

The whole session of a 5-month intensive internship practice has made me a lot more sensorially awake and attentive. It has brought me closer to the answers to the numerous questions that bother me now and then.



Preksha Udupa, R16AR061, Sem 09, B.Arch, Reva University

Note: Source of images and illustration: Preksha Udupa



Dhruval Rudani

Best Outgoing Student, K.S.S.A - Bangalore.



Dhruval Rudani of the 2017 Batch received the best outgoing student award for his academic and extracurricular achievements. He has maintained consistency throughout his course, earning a cumulative CGPA of 8.43, ranking in the top 3% of his class, and being named University Topper for the 5th and 6th semesters. His active participation in many competitions and internship programmes enabled him to obtain a great deal of proficiency while still in graduate school, making him even stronger and much more equipped with the knowledge of architecture.

Apart from his college life he has also been a part of a Rapid Transit Blogging Media known as "Metro Rail Blogs" which has units in various cities around the country, that provides useful information about the rapid transits. Despite being the youngest in the team, Dhruval has been an active member in the project and is the Team Head for the country's southern region.

One of his semester's projects was a proposal for mixed-use development for the Yeshvanthpur Railway Station site in Bengaluru, where it was a challenge to provide the locality with missing infrastructure, such as public and semi-public spaces, while keeping in mind the busy existing passenger corridor between two modes of transportation, namely the railway station and the metro station.

His design presented a solution by creating spaces inspired from the concepts of 'MOVE, REST, and STAY', where 'MOVE' was the platform that provided continuous connectivity across numerous transit systems, so resolving the issue of passenger and vehicular collision.

The first of its type in the city, 'REST' contained 'Elevated Gardens,' which gave room for visitors who desired to spend more time at the site. And the 'STAY' was the component where migrant workers and students were housed in residential units. The project was also named one of the Top Seven projects in the Archipedia Student Work Fest, and it received acknowledgment on the official website.



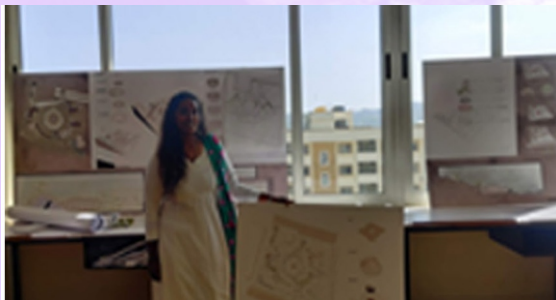
Greeshma S

Best Alumni Student, K.S.S.A - Bangalore.

Greeshma is a student of Architecture, passed out of K S School of Architecture, Bangalore. She is currently doing her post graduation at Cept University, Ahmedabad. Her interests are around the social dimension of understanding tradition in communities and she believes in bringing the same into current times through the light of scientific reasoning. She is also motivated towards exploring the psychological and metaphysical aspects of densely built spaces around which her thesis was also framed. Greeshma is currently studying Master's in Urban management at Cept University and aspires to explore more in the built environment sector and dive deeper into the roots of the persisting problems in the mental ecosystems.



Greeshma interned at Meinhardt EPCM, Bangalore which is a corporate firm providing end-to-end engineering procurement and construction management solutions internationally. Her role in the company was focussed on making design presentations for clients. She has also interned with Hamari Pahchan, Delhi which is a NGO working towards child welfare and has chalked out many graphics for programs conducted by the organisation. As part of her final year internship Greeshma worked with Espeegee Architects which is a Architecture and Urban Design firm in Raichur. Here she worked on the first urban development project of Raichur. She is currently freelancing at The Hive, Ahmedabad which is a art and culture Hub known for its new-age events and workshops.



Greeshma along with her team mates exhibited their eighth semester Urban Design work as part of IUDI (Institute of Urban Designers) Karnataka Chapter at the BIC (Bangalore International Centre) and represented their college. Greeshma has also attended the workshop on bamboo processing and arch construction in the Laurie Baker Centre. Auroville Earth Practices offers a week long course in CSEB (compressed stabilized earth blocks) processing and making which

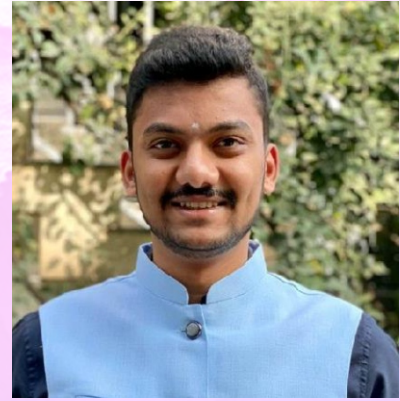
she has also been a part of. She was engaged with Hunershala in understanding the construction elements which are made of natural elements.



She holds the title of Camous Ambassador by Mango Architecture, which is a online community hosting Design competitions with internationally renowned panel of architects. She has published an e-book on Lifestyles in Urban Cities as part of the Guide Series. This has been hosted by a platform called Archi Voice with a community of over 101k followers on Instagram, including designers, architects and allied fields.

Prakruth Yadalam

Best Outgoing Student, D.S.C.A - Bangalore.



Prakruth is an alumnus of DSCA, and he graduated as an architect in 2021. His time at DSCA was fruitful both academically and otherwise.

Being an architecture student, free time was always a luxury but his passion and interest to serve society motivated him to take the time and put in extra hours to complete his academic work on schedule, so that he could get involved in other social interest activities.

Even as an 18-year-old, he had a lot of interest in exploring various opportunities in volunteering and the social sector. His first stint with volunteering began during his college days with Red Cross. In 2018, he was selected to be a part of a training program and upon training being deployed as a part of the team to study the after effects of the Coorg floods.

In the second half of 2018, there was a national program in the name of Swachh Bharat Summer Internship, where students had to form groups of a maximum of 10 and select a village where they had to volunteer for 100 hours to conduct projects of their choice and document the social impact. Being an amateur in the social space, he was skeptical of pulling off this project successfully. In hindsight, he was successful in getting together a team of 6, and spending close to 150 hours (3 weeks) in the village, and successfully conducting the project which included refurbishing the government school, tree plantation drive, medical camp, awareness drives, and many more.

This project gave him the confidence and belief to initiate and start the N.S.S wing in DSCA. Along with his team, he has successfully conducted 2 blood donation camps in which close to 200 units of blood were collectively donated.

In parallel he was also running an organization called Youth Conclave of India, where he would conduct weekend volunteering sessions in orphanages every Sunday. The kids were taught basic English, given exposure to storytelling, value education, sports, tutored with academics, and more. The experience gained in those 5 years and the impact created motivated Prakruth to register an NGO in 2021 in the name "Dheerya Foundation" with over 200 volunteers who have impacted close to 500 + underprivileged in various ways.

He was also fortunate to have gained an opportunity to present his Architecture design thesis - "Asmakam - modular learning centers for the underprivileged" to the B.B.M.P (local municipal corporation), and to implement a part concept of the same for the 'School on wheels' project of the BBMP, where we designed 10 old public buses into mobile schools. The project is presently underway in Bengaluru city.

For his internship, he worked on a research project under an architect and policymaker to explore the crossroads of public policy and architecture; exploring holistic policy and architecture solutions to rejuvenate the waters in a river study project in Bengaluru.

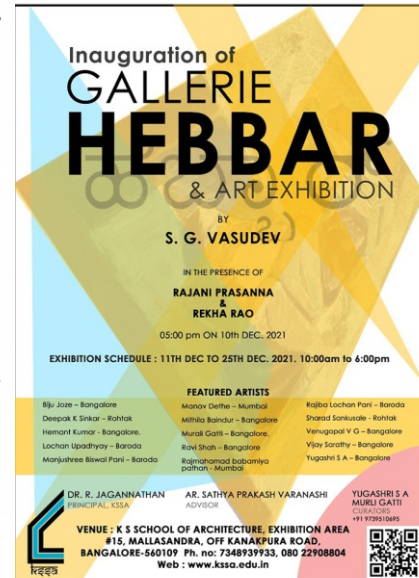
All of these out-of-class learnings added a lot of value to the academic knowledge and helped him channelize his thoughts better. As he says, one of his biggest learning in these 5 years is that "If you truly seek for something, you will get it provided you work for it with the purest of intentions". At the end of 5 years, Prakruth has graduated as a **Socially aware Architect and a compassionate Leader**.

Inauguration of Gallerie Hebbar at K.S. School of Architecture

- Adya Ray

It is not often that an architecture college conceives a distinct niche for appreciation of fine art. K. S School of Architecture attempts to build recognition for fine arts as it believes it plays an important and integral part in enriching architectural design. Hence on 10th December 2021 KSSA held the inauguration of 'Gallerie Hebbar' an art gallery in the name of the renowned artist Kattingeri Krishna Hebbar along with an art exhibition accommodating work from artists across the country.

K.K. Hebbar is known for his depiction of Indian heritage in his art. He has been awarded Padma Shri and Padma Bhushan among many other accolades for his contribution to the field, the inauguration hosted Rajani Prasanna and Rekha Rao, the daughters of K.K. Hebbar, Krishna Shetty and S.G. Vasudev as chief guests among other individuals from the management.



The inauguration event commenced with a brief introduction of the chief guests by the principal of KSSA Dr. R. Jagannathan which preceded the lamp lighting and unfolding of the plaque. "I was not expecting this when I left my house" said one of the chief guests while "we are extremely happy and grateful that art is being recognized" said another. The evening continued as students, teachers and other guests ambled around the gallery with curious eyes fixated on the artwork displayed, filling the air with vital conversation, accompanied with warm samosas, jalebis and tea.

The duration of the exhibit was a fortnight and in this time span KSSA hosted several seminars by various artists some of whose paintings were on display. V.G. Venugopal spoke about the different forms in which art exists and is expressed around the world. Pradeep Kambathalli gave a talk on his own journey as an artist and the how he uses art as a way to delineate various philosophical topics. These artists ardently explained the principles of their artwork and some elucidated on the various fields within fine art itself most of which was very unknown to the audience.



A BRIEF NOTE ON THE IIA MEDAL FOR BEST OUT GOING STUDENT

The Indian Institute of Architects (IIA), to facilitate the involvement of students of architecture in its activities affiliates Institutions of Architecture all over the country and also encourages student membership. The number of affiliated Institutions today stands at 88.

Towards this overall objective the Indian Institute of Architects announced in November 2021 the Institution of an Annual Award- **IIA MEDAL**- to recognize the **Best Outgoing Student of the Year** from each Architectural Institution affiliated to IIA. This award was instituted not only to recognize student achievers but also to give more visibility to the architectural profession among students through IIA. This is one of the many initiatives undertaken by the IIA through the Institutional Affiliation and Students Affairs (IASA) Committee.

The IIA Medal is to be awarded based on a selection process done by the respective Head of Institution based on criteria set by IIA which will enable the identification of an Outstanding Student in the graduating class every year. Hence, the selection process is to be based not only on the grades obtained by the student throughout the five years of study and his/her performance in Architectural Design Thesis but also on the other accomplishments such as participation in co- curricular and extracurricular activities including competitions and other awards, leadership roles, etc. A total number of 26 institutions have sent in their nominations for the year 2021 and the IIA Medal will be presented at the Graduation / Annual Day Function of the Institutions in the presence of IIA officials.

Nomination for Best Outgoing Student Award

Sr. No.	NAME OF THE INSTIUTE / COLLEGE	PLACE	STUDENT NAME
1	CHANDIGARH COLLEGE OF ARCHITECTURE	CHANDIGARH	 DRISTI KEJRIWAL
2	BMS COLLEGE OF ARCHITECTURE	BENGALURU, KARNATAKA	 DINESH PRASAD
3	NITTE SCHOOL OF ARCHITECTURE	BENGALURU, KARNATAKA	 PRERANA N T
4	SCHOOL OF ARCHITECTURE, REVA UNIVERSITY	BENGALURU, KARNATAKA	 GINELLE GABRIELLA LOPES
5	SCMS SCHOOL OF ARCHITECTURE	COCHIN, KERALA	 AFRIN MUSTAFA
6	G. S. MANDAL'S MARATHWADA INSTITUTE OF TECHNOLOGY	AURANGABAD, MAHARASHTRA	 RAJAT PATLE G S
7	IES COLLEGE OF ARCHITECTURE	MUMBAI , MAHARASHTRA	 NIHARIKA PARKAR

Nomination for Best Outgoing Student Award

Sr. No.	NAME OF THE INSTIUTE / COLLEGE	PLACE	STUDENT NAME
8	SCHOOL OF ENVIRONMENT & ARCHITECTURE	MUMBAI, MAHARASHTRA	 DEVARSH SHETH
9	NATIONAL INSTITUTE OF TECHNOLOGY	ROURKELA, ODISHA	 PURUSSOTTAM NANDA
10	PILOO-MODY COLLEGE OF ARCHITECTURE	CUTTACK, ODISHA	 ABHISHEK RAO
11	SCHOOL O F ARCHITECTURE & DESIGN, MANIPAL UNIVERSITY	JAIPUR, RAJASTHAN	 MAHEK AGARWAL
12	SCHOOL OF ARCHITECTURE & PLANNING, ANNA UNIVERSITY	CHENNAI, TAMIL NADU	 SAI SUDHARSHAN.R
13	WOMEN'S EDUCATION SOCIETY'S SMT. MANORAMABAI MUNDLE, COLLEGE OF ARCHITECTURE	NAGPUR, MAHARASHTRA	 RASHI AGRAWAL
14	VIDAYAMADNIR COLLGE OF ARCHITECTURE FOR WOMEN	SURAT, GUJARAT	 MANALI BELADIYA

Nomination for Best Outgoing Student Award

Sr. No.	NAME OF THE INSTIUTE / COLLEGE	PLACE	STUDENT NAME
15	SCHOOL OF ENVIRONMENT ARCHITECTURE AND DESIGN	CHENNAI TAMIL NADU	 J. MOHANA PRIYA
16	SCHOOL OF ARCHITECTURE & INTERIOR DESIGN, SRM UNIVERSITY	KANCHEEPURAM TAMIL NADU	 SHREYA PRABHU
17	RVS PADMAVATHY SCHOOL OF ARCHITECTURE	THIRUVALLUVAR, TAMIL NADU	 YAAMINI R
18	SJB SCHOOL OF ARCHITECTURE & PLANNING	BENGALURU, KARNATAKA	 NEHAL NAGARJUN
19	MEASI ACADEMY OF ARCHITECTURE	CHENNAI, TAMIL NADU	 SANTHOSH NARAYANAN S
20	MANIPAL SCHOOL OF ARCHITECTURE & PLANNING, MANIPAL UNIVERSITY	MANIPAL, KARNATAKA	 SHALOM AUREOLE BRITTO
21	ACHARYA'S NRV SCHOOL OF ARCHITECTURE	BENGALURU, KARNATAKA	 SHUBHAM LAD

Nomination for Best Outgoing Student Award

Sr. No.	NAME OF THE INSTIUTE / COLLEGE	PLACE	STUDENT NAME
22	SCHOOL OF ARCHITECTURE AND PLANNING, KIIT UNIVERSITY.	BHUBANESHWAR , ODISHA	 SNEHA PRADHAN
23	AMITY SCHOOL OF ARCHITECTURE & PLANNING, AMITY UNIVERSITY	RAIPUR, CHHATTISGARH	 NAMAN GOLCHHA
24	SHANTABEN MANUBHAI PATEL SCHOOL OF STUDIES & RESEARCH IN ARCHITECTURE & INTERIOR DESIGN	ANAND, GUJARAT	 MIT PANDYA
25	AMITY SCHOOL OF ARCHITECTURE & PLANNING	JAIPUR, RAJASTHAN	 VEDANT NAGAR
26	NEHRU SCHOOL OF ARCHITECTURE	COIMBATORE, TAMIL NADU	 VINITHA. H
27	JADAVPUR UNIVERSITY KOLKATA	WEST BENGAL	 SAGRIKA DAS
28	DAYANANDA SAGAR COLLEGE OF ARCHITECTURE	BANGALORE	 PRAKRUTH YADALAM

List of Institutions Affiliated with IIA

1	Chandigarh College of Architecture	Chandigarh
2	Amity School of Architecture & Planning, Amity University	Chhattisgarh (Raipur)
3	Shantaben Manubhai Patel School of Studies & Research In Architecture & Interior Design	Gujarat (Anand)
4	Institute of Architecture, Ganpat University	Gujarat – Kherva Mehsana
5	Centre of Environmental Planning & Technology University (CEPT University)	Gujarat (Ahmedabad)
6	Institute of Architecture, Hemchandracharya North Gujarat Univ	Gujarat (Patan)
7	Vyavasay Vidya Pratishthan's Indubhai Parekh SoA	Gujarat (Rajkot)
8	M.S. University of Baroda	Gujarat (Vadodara)
9	D.C. Patel School of Architecture, Sardar Patel University,	Gujarat (Vallabh Vidhyanagar)
10	College of Architecture, Sardar Vallabhbhai Patel Institute of Tech.	Gujarat (Vasad)
11	Vidya Mandir Collge of Architecture for Women	Gujarat (Surat)
12	State Institute of Urban Planning & Arch., Pandit Lakhmi Chand State University	Haryana (Rohtak)
13	School of Architecture, Rajiv Gandhi Government Engg.College	Himachal Pradesh(Kangra)
14	BLDE Association's V.P. Dr. P. G. Halakatti College of Engg. & Tech.	Karnataka (Belgaum)
15	Karnatak Law Society's Gogte Institute of Technology	Karnataka (Belgaum)
16	School of Architecture, Univ. Visvesvaraya College of Engineering	Karnataka (Bangalore)
17	SJB School of Architecture & Planning	Karnataka (Bengaluru)
18	BMS College of Architecture, BMSCE Campus	Karnataka (Bengaluru)

19	Nitte School of Architecture, V.T.U. Belgaum	Karnataka (Bengaluru)
20	Nitte Institute of Architecture (Nitte University)	Karnataka (Mangalore)
21	REVA UNIVERSITY, BENGALURU	Karnataka (Bengaluru)
22	Acharya's NRV School of Architecture	Karnataka (Bengaluru)
23	K. S. School of Architecture	Karnataka (Bengaluru)
24	Dayananda Sagar College of Architecture, Bangalore	Karnataka (Bengaluru)
25	R R School of Architecture	Karnataka (Bengaluru)
26	Manipal School of Architecture and Planning	Karnataka (Manipal)
27	School of Planning & Architecture	Karnataka (Mysore)
28	School of Architecture, Siddaganga Institute of Technology	Karnataka (Tumakuru)
29	Holy Crescent College of Architecture	Kerala
30	A.P. Abdul Kalam Educational and Charitable Trust,	Kerala (Muvattupuzha)
31	SCMS School of Architecture	Kerala (Cochin)
32	Mangalam School of Architecture and Planning at Mangalam	Kerala (Kottayam)
33	Devaki Amma's Guruvayurappan College of Architecture	Kerala (Kozhikode)
34	Al Salama Institute of Architecture	Kerala (Kozhikode)
35	School of Architecture, College of Engineering	Kerala (Thiruvananthapuram)
36	Maulana Azad National Institute of Tech., M.A.N.I.T. Deemed Univ.	Madhya Pradesh (Bhopal)
37	I.P.S. Academy's School of Architecture	Madhya Pradesh (Bhopal)
38	SDPS Women's College	Madhya Pradesh (Bhopal)

39	G. S. Mandal's Marathwada Institute of Technology	Maharashtra (Aurangabad)
40	Jawahar Lal Nehru Engineering College	Maharashtra (Aurangabad)
41	Sanjay Ghodawat University	Maharashtra (Kolhapur)
42	Dayanand College of Architecture	Maharashtra (Latur)
43	Balwant Sheth School of Architecture	Maharashtra (Mumbai)
44	Sir. J. J. College of Architecture	Maharashtra (Mumbai)
45	L. S. Raheja School of Architecture	Maharashtra (Mumbai)
46	Academy of Architecture	Maharashtra (Mumbai)
47	Kamla Raheja Vidyanidhi Institute for Architecture & Environmental Studies	Maharashtra (Mumbai)
48	Rizvi College of Architecture	Maharashtra (Mumbai)
49	IES College	Maharashtra (Mumbai)
50	Vivekanand Education Society's College of Architecture	Maharashtra (Mumbai)
51	School of Environment & Architecture	Maharashtra (Mumbai)
52	Bharati Vidyapeeth College of Architecture	Maharashtra (Navi Mumbai)
53	Visvesvaraya National Institute of Technology	Maharashtra (Nagpur)
54	Women's Education Society's Smt. Manoramabai Mundle, College of Architecture, L.A.D. College	Maharashtra (Nagpur)
55	Shri Datta Meghe College of Architecture	Maharashtra (Nagpur)
56	Jhulelal Institute of Architecture	Maharashtra (Nagpur)
57	BKPS College of Architecture	Maharashtra (Pune)

58	Dr. D.Y. Patil School of Architecture	Maharashtra (Pune)
59	Pune District Education Association's College of Architecture	Maharashtra (Pune)
60	Marathwada Mitra Mandal's College of Architecture	Maharashtra (Pune)
61	Vidya Vikas Education Trust's Universal College of Architecture	Maharashtra (Palghar)
62	YSPM's Yashoda College of Architecture	Maharashtra (Satara)
63	School of Technology, North-Eastern Hill University University	Meghalaya (Shillong)
64	School of Planning & Architecture, Deemed University	New Delhi
65	School of Architecture and Planning	Odisha (Bhubaneswar)
66	Faculty of Architecture, Sri Sri University	Odisha (Cuttack)
67	National Institute of Technology	Odisha (Rourkela)
68	Piloo-Mody College of Architecture, Ajay – Binay Institute of Tech.	Odisha (Cuttack)
69	RIMT College of Architecture	Punjab (Bathinda)
70	Amity School of Architecture & Planning	Rajasthan (Jaipur)
71	School of Planning & Architecture	Rajasthan (Jaipur)
72	School of Architecture & Design, Manipal Univ	Rajasthan (Jaipur)
73	Vivekananda Global University	Rajasthan (Jaipur)

74	College of Architecture & Design, Mody University of Science and Tech.	Rajasthan (Sikar)
75	School of Architecture & Planning, Anna University	Tamil Nadu (Chennai)
76	MEASI Academy of Architecture	Tamil Nadu (Chennai)
77	Crescent School of Architecture	Tamil Nadu (Chennai)
78	School of Environment Architecture and Design SRM University	Tamil Nadu (Chennai)
79	Nehru School of Architecture	Tamil Nadu (Coimbatore)
80	Karpagam Academy of Higher Education	Tamil Nadu (Coimbatore)
81	SoA, Adhiyamaan College of Engineering	Tamil Nadu (Hosur)
82	School of Architecture & Interior Design, SRM University	Tamil Nadu (Kattankullathur)
83	Thiagarajar College of Engineering	Tamil Nadu (Madurai)
84	School of Architecture, Vellore Institute of Technology	Tamil Nadu (Vellore)
85	RVS Padmavathy School of Architecture	Tamil Nadu (Chennai)
86	Sigma College of Architecture	Tamil Nadu (Kanyakumari)
87	School of Planning & Architecture, JNA & FAU	Telangana (Hyderabad)
88	School of Architecture and Regional Planning	Uttar Pradesh (GautamBudhNagar)
89	Department of Architecture and Planning, I.I.T. Roorkee	Uttarakhand (Roorkee)
90	Indian Institute of Engineering Science and Technology Shibpur	West Bengal (Howrah)
91	Faculty of Architecture & Regional Planning, I.I.T. Kharagpur	West Bengal (Kharagpur)
92	Department of Architecture, Jadavpur University	West Bengal (Kolkata)

How to Explore, Observe, and Improve Urban Space. | **Charles Wolfe**

Book Review by Prof. Manoj Parmar | Director | KRVIA



There are several literature articulating the need to improve quality of life within the city by improving its public realm and urban spaces, however this literature attempts to re-define the same objective but able to demonstrate the way forward in advocacy terms. It brings about the discourse of capacity building in documentation in terms of what we like and dislike about our surroundings. As an urban dweller, we see, observe, react emotionally or intellectually, but these reactions has least to do way forward with such observation or improving quality of urban spaces or with making policy structure. The art of documenting visual and perceptual observation are as much important assets as any physical or cartographic documentations. Such data sets are unique and can make contribution to understanding the urban environment itself, interrelationship of society, built environment.

The book opens up with the quote from Jonathan Raban (Soft City), “That living in cities is an art, and we need the vocabulary of art, of style, to describe the peculiar relationship between man and material that exist in the continual creative play of urban living”.

The book brings to light the importance of inter-disciplinary aspects of human experience as a valuable resource to making the city. The visual and experiential attributes can make a contribution to understanding the urban environment and its relationship with the society and its people. In that sense, the book attempts to set an approach towards fresher ways of seeing the city. The built environment has competing interest and it presents complex and often contradictory visions. These are often in a dynamic state and they do not allow for singular experiences to set in. The ways of seeing the city goes beyond the design domain and planning processes and it requires a distinct visual sense.

The introduction chapter takes the basic argument about "Why Urban Observation Matters?". The organized two-dimensional controls or regulatory approaches do not allow for a complete communication of the reality or of the day-to-day experiences of the city. The argument was further augmented with classical readings from Kevin Lynch, Malcom Rivkin, who wrote about the urban perception as an important aspect of unfolding the urban experience. This is evident in the excerpt as quoted by the author "*Inspirational oral histories, myths and creation stories were rich with imagery and often tried to particular location and landmarks*". The author also writes about the role of human perception in a data-driven world, and how human observation is also seen as a data that are unique to place.

The Chapter One on "How to See City Basics and Universal Patterns" attempts to articulate, what comes naturally, what could be readily observable, indigenous facets of urban settlements (Jan Gehl & Birgitte Svarre). The process of sensing the city or place decoding requires fundamental questions and processes of documentation. The author advocates, better cities are a result of learning how to sense the city first, within which he propagates the tools (Urban Diary) for documentation. The Urban Diary model could perhaps be central to place decoding and locating indigenous roots of dynamic urban reality.

The Chapter Two argues on "Observational Rules" learning about how to recognize the pattern of the city life. The author gives a rich account of literature, reinforcing the identification of unique patterns of the city. Tony Hiss assembled the book on "Simultaneous Perception" and "Experience of Place" or "Psycho-geography" (probably by Simon Sadler, the Situationist City) or John Montgomery "Happy City", where attempts have been made to discern, how we look at and feel about urban spaces around us. The modern writers like Lewis Mumford and J.B. Jackson often described human-urban relationships as richly engraved into the urban history. The framework of

seeing the city, as he suggested are firstly, unconscious search of order and familiarity, secondly, experience of critical elements, worthy of ongoing look and finally, discerning a syntax, or a language of form as code.

The Chapter Three on “Seeing the City through Urban Diaries” brings about the importance of representation within the vast disciplines of architecture, planning, geography and anthropology. The chapter summarizes the traditional approaches along with the Urban Diary which would adopt the method of LENS (Look, Explore, Narrate and Summaries). The author cites several important excerpts from the Urban Diary, describing cities to exemplify the connection to place with various types of documentations and inter-disciplinary arguments. It also deals with how the Urban Diary can decode the change in everyday life.

Chapter Four on “Documenting our Personal Cities” articulates ways of thinking about ‘urban observation’ through a personal observation approach. This includes ways of documentation of visual characteristics of urban spaces through various influencing factors as navigational hints, which brings about naturalness, blending of open and defined spaces, historical significance and order (coherence, congruity, legibility, clarity).

Chapter Five takes the Urban Dairy’s agenda forward to policies, plans and politics. The authors states that the city is undeniably a human creation, full of our emotions, impressions, and experiences, while policies and regulatory processes are purely empirical based. Accordingly, the need of the day is to know how to re-infuse processes with the all-important attention of human experience and to be accounted for in the planning policies. The subjective ideas, emotional or associative understanding require tools to induce them into the planning processes. The probable way forward is to wed the subjectivity of the city with the urban spaces and its public realm.

Seeing The Better City provides important insights into the world of human experiences from multiple perspectives and most importantly deals with the human relationship to cities. This book is a must read for students of architecture, while working on their architectural thesis research pertaining to urban questions and for post graduate students of urban studies either in urban design or urban planning or landscape architecture. The book attempt to help the urban scholars, writers and researchers to articulate what they see, observe various facets of urban life.



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