

CONCEPTUAL REALISATION IN DESIGN STUDIO

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Introduction

Architecture Education is the sub domain of main education field. Although understanding of the process of learning has been one of the main issues of educational research for the last decade, design education has rarely been the interest of these studies. However in recent times there have been diverse researches on Architecture Pedagogy however there is quite a void when it comes to addressing queries related to transmission and transaction of Conceptual Design Realisation – related awareness and knowledge at the studio level. Architecture education involves application of a theory of knowledge – what is known and how it is to be known. Nothing is taught unless it is learnt; (Bono) (1).

Architects tend to generalize the approach towards realisation of built form in architecture as the spatial imprinting of human behavior in a way that persist as a form while allowing for further and more developed interactions (2). This statement to an extent could create a broad view but divergent approaches by various postmodern architects have only lead to creating a state of complexity in terms of conveying a general way of approach when it comes to design in studios at schools.

The things that we human beings build or evolve are the result of our endeavors in two directions; on the one end we proclaim accomplishment of a purpose – a built environment to accommodate certain activities and on the other to nurture an expression that could communicate desired response based on the context. Such approaches have led to tangible outputs but does our student community actually realize the proper interpretation of the same? Conceptualization of the performative dimensions of architecture, while taking into account the linkages between theory and practice is quite a complex situation.

Architecture Pedagogy

Architecture pedagogy has been a complex process since initiation of formal education modes. Philosophical, theoretical and practical issues have played a pivotal role in determining the right process to be implemented in a particular context and the same updated with time by the introduction of various new domains of bodies of knowledge into the architectural pretext.

Various parameters which would make up the basis for embryonic development and a critical understanding of Conceptual Realization could be classified as follows;

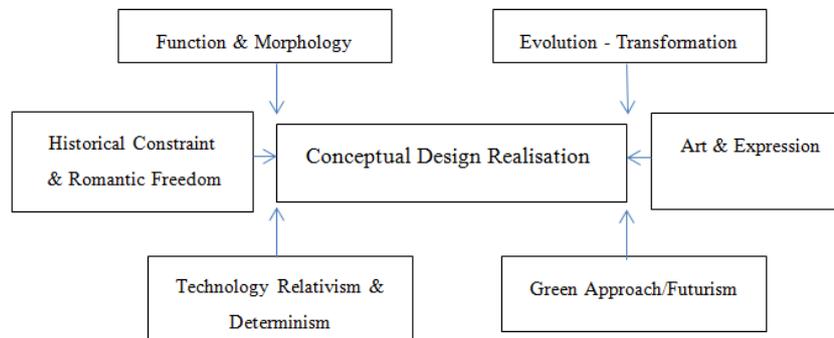


Fig. 1 Critical Domains – Conceptual Design

The objective of architectural design education could be thought of as educating architecture students to produce meaningful architecture. Design education can be regarded as the manifestation of the ability to conceptualize, develop and execute ideas. Differences in approach towards emphasizing architecture education are observed since introduction of formal architecture education in India up to date. Understanding philosophy/ educational technology impacts would help in modulating the change as per present/future requirement.

The paradox of the issue is the lack of understanding of the levels of transition in maturity levels of the learner during the stages/duration of the architectural study programme and the psychological and emotional impacts on the process of incorporation of knowledge and reflection of the same with respect to conceptual realisation in design studio.

Critical appraisals further opens the realms of the various domains which form the body of knowledge of architecture education (3), would have to be considered and a critical awareness of the fusion of the contents of these domains with the teaching/learning modes should be generated in detail to reach a critical conclusion on the whole issue.

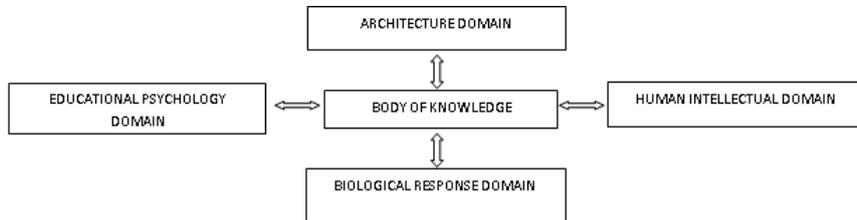


Fig. 2 Critical Domains – Bodyof Knowledge

In architecture, design activity begins by generating an abstract idea and continues by transforming it into concrete spatial formations. Whatever it is called as “image” (Alexander, 1964), “Primary Generator” (Drake, 1964), “Conjecture” (Hillier, et al, 1984), “Organizing Principle” (Rowe, 1987) or “concept” (Lawson, 2003) all refers to the same: the idea that makes an architectural design unique or different from all others. The initial process of generating or arriving at an abstract idea and its justification is quite complex. Certain aspects like individual relativity and identification plays a pivotal role in such context.

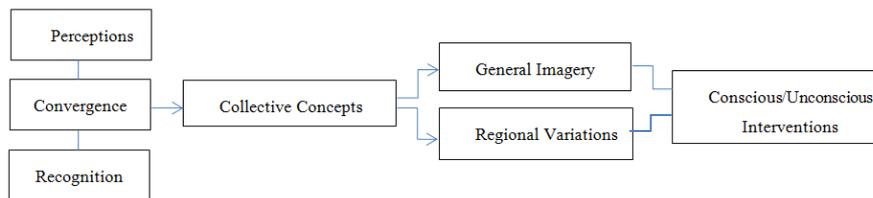


Fig. 3 Critical Domains – Conception

Concluding Remarks

The realization of the need for remarkable paradigm Shift from the established conventional modes of transmission and transaction to a refined mode necessitates rethinking the architectural education process. The proper understanding of the various domains of (conceptual design/body of knowledge) would pave way for better conceptual realizations.

A process to study and reflect on the diverse approaches being adopted by various schools and credible professional practice firms with respect to conceptual realisation is quite eminent parameter. While the understanding and reflection of the same by students during various stages of academic as well post course scenario is quite important.

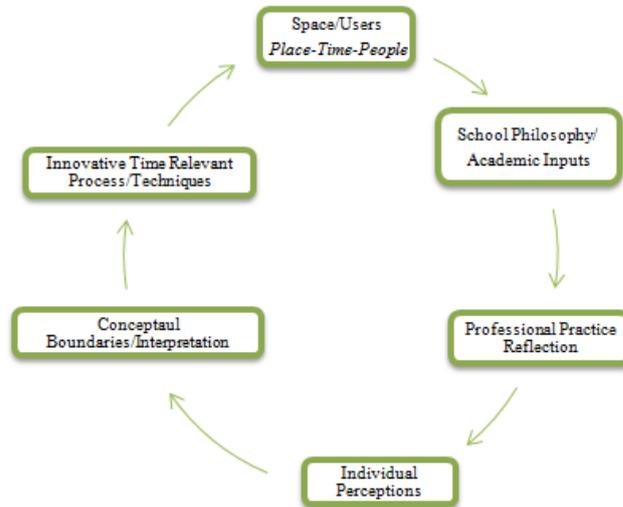


Fig. 4 Process Linkage

To engage with a specific design task, a systematic probe into the design resources that enable and limit any design effort is required.

- ✓ The main agenda of activity should be for development of tools and techniques to incorporate the parameters (conceptual design/body of knowledge) in the design studio at different stages and if possible testing of the same and generate response at a broader scale.
- ✓ Transition has brought about drastic changes in functional requirements, structural possibilities etc – architecture has proliferated far beyond the limits of contemporary approaches. The spatiality's and related approaches have to be properly understood/communicated to the young generation.

The architectural teaching fraternity must start on a new journey toward self realization and to mold budding minds in the most appropriate manner.

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