ARCHITECTURAL ASPIRATIONS

A professional course that stimulates appropriate consistent transition of oneself to a successful individual in the society, capable of contributing positively in national as well as global context would be an ideal insight for a young person to choose an architecture course for academic pursual.

Studio: Participatory Approach at Urban level

"Architecture is the reaching out for the truth." Louis I Kahn

Architecture profession bestows an individual with creative liberty and procedural cognition to cast ones logical minds' eye and concerns into tangible rational realities. Balanced multi disciplinary curriculum with experiential learning environments stimulates growth of the individual, beyond aspirations. As a professional discipline, architecture education spans across various domains of knowledge. The architecture design studio in the institution becomes a cohesive whole in integrating/exploring various learning simulations models available. Creative, innovative, professional and passionate pedagogical approaches lead to framing the: I (Intelligence) Factor > Coherent Identity Dynamics.

A prospective candidate has to clear the NATA examination which evaluates the candidate's basic awareness in arts, science and general IQ. The online examination also tries to probes aptitude in visual communication skills as well creative artistic acumen. A successive candidate goes through tedious yet interesting program of study spanning over 5 years. Evolving elevated levels of aptitude and attitude for critical thought and action. The key components of the architecture education are interlinked to the basic attribute of conception and realisation of built environment. The critical clarity with which an institution approaches to deliver the cohesive whole in design education, dictates the philosophy of the institution.

The academic program takes the candidates through an expedition were learning is not limited to the institutional environment or borders of a continent. The students explore micro/macro level parameters relating to habitat design and planning of cities and towns. They explore the built environments in detail comprehending the logic behind various naturally evolved human settlements, relating it to planned cities as well as trying to understand the stature of urban agglomeration and associated chaos of unplanned growth – the bench mark being the relevance of Time, Space & People. Such studio assignments also arouse in the students the novel personality of a researcher.

Experiential Learning Habitat Design

Formal exchange programs with international universities – professional internships sessions within the academic tenure, travel, industrial exposure, workshops, interactive sessions with professionals and various off campus activities play a vital role in architecture education. This unique approach adopted paves way for shaping socially responsible, ethical & gifted world citizens. This also contributes towards the realisation of a strong foundation for lifelong learning and realisation of the need for cognition of universal learning.

"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any."

Mohandas K. Gandhi

Ability to deliver ideal propositions relating to habitat design with reference to 21st century globalisation issues has become the core concern of the studio centered academic programs taught at various schools of Architecture. The faculties play the role of a facilitator as well as a guide, monitoring the phases of transition in the learner. Directly evaluating the critical design thoughts being developed in the students, who would contribute to nation building with realistic blend of regionalist character while profoundly embracing the advancements in material and technology in future. A graduate in architecture can also explore various domains of specialisation once basic course is successfully completed.