

# REPORT

On

## Faculty Development Program

On

*“Transformative Pedagogy as response to  
Contemporary Challenges of Architecture  
Education and Practice”*

(20<sup>th</sup> Feb 2023 to 24<sup>th</sup> Feb 2023)



K.R. MANGALAM UNIVERSITY, GURUGRAM

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## REPORT ON FACULTY DEVELOPMENT PROGRAMME ON “Transformative Pedagogy as response to Contemporary Challenges of Architecture Education and Practice”

### 1. Introduction

The *Five days* Faculty development was organised by K R Mangalam University with Collaboration with COA -TRC Pune. The FDP aims to give the academicians a platform to understand the challenges of pedagogy tools in Architectural Educations in practical terms.

The objectives were:

- Participants will be able to explore and interpret Pedagogy through Outcome Based Education (OBE) and how criterion-based assessment is interpreted in Design studio models and teaching subjects like Architectural Design, Building Construction, Building Services, and Structures etc.

There were *14* external participants from different colleges and institutes and around *35 participants* from PAN University.

The sessions of the FDP were planned to meet the desired objectives. Schedule of the FDP has been enclosed

### 2. Day-wise Report of the Sessions Conducted

#### Day 1, Session I

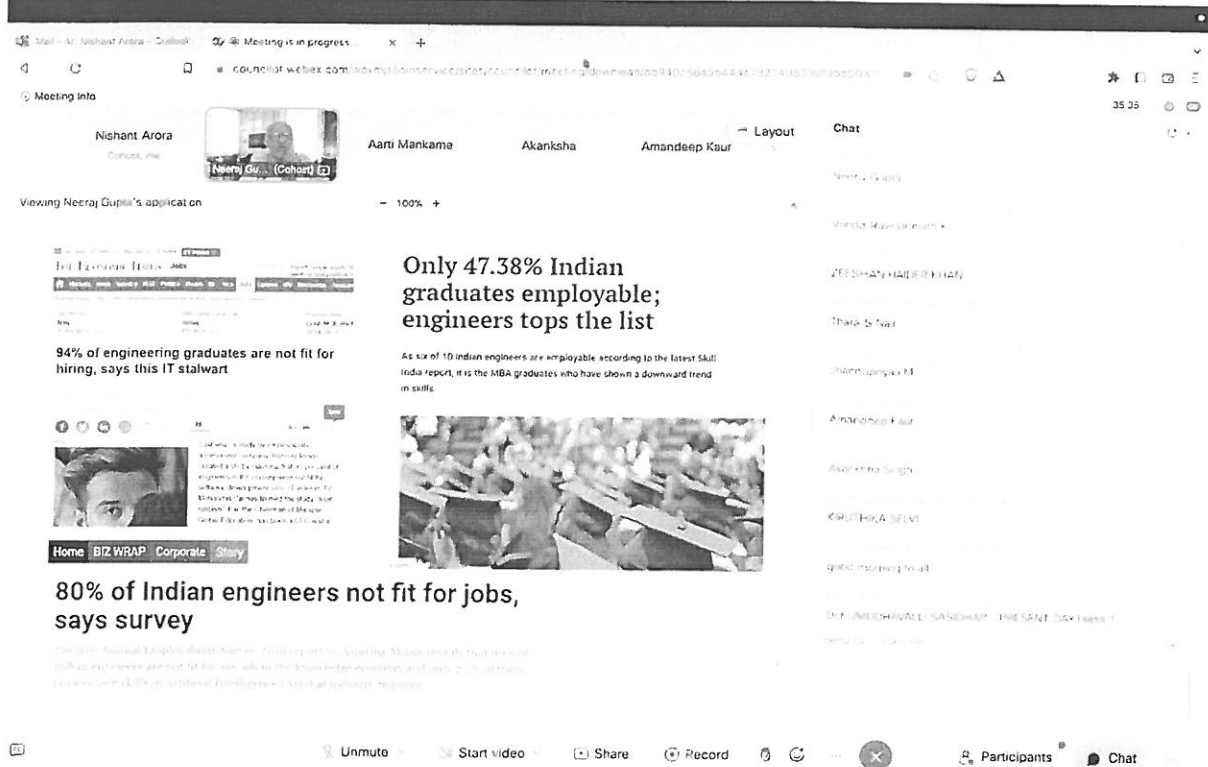
#### Outcome Based Education and articulating Learning Outcomes

Speaker: Neeraj Gupta, HOD Department of Architecture, Central University of Rajasthan. Ajmer, Rajasthan

#### Summary of Session 1:-

It is often alleged that with redundant course curricula and top-driven education, many degree holders remain unemployed or underemployed. To produce an industry-ready workforce with adequate competence and capability, we must rethink how we deliver education and assess the students. The Outcome-Based Education (OBE) session delves into nuances of curriculum design and the teaching-learning process with a well-defined endpoint. Simply put, OBE asks what the student would be able to do on completion of the programme. Everything a teacher does in the classroom should ultimately lead the student toward the outcomes of the course. Understanding OBE and learning outcomes will help teachers to be more effective. This session is expected to help teachers plan their teaching and assessment with the endpoint in mind. Teachers can enhance their skills to design and deliver sessions that ultimately lead students to achieve the learning outcomes. The session will also help teachers write learning outcomes using appropriate action verbs for the revised Bloom's Taxonomy levels.

Figure 1: Session 1: Outcome Based Education and articulating Learning Outcomes by Prof. Neeraj Gupta



## Day 1, Session II

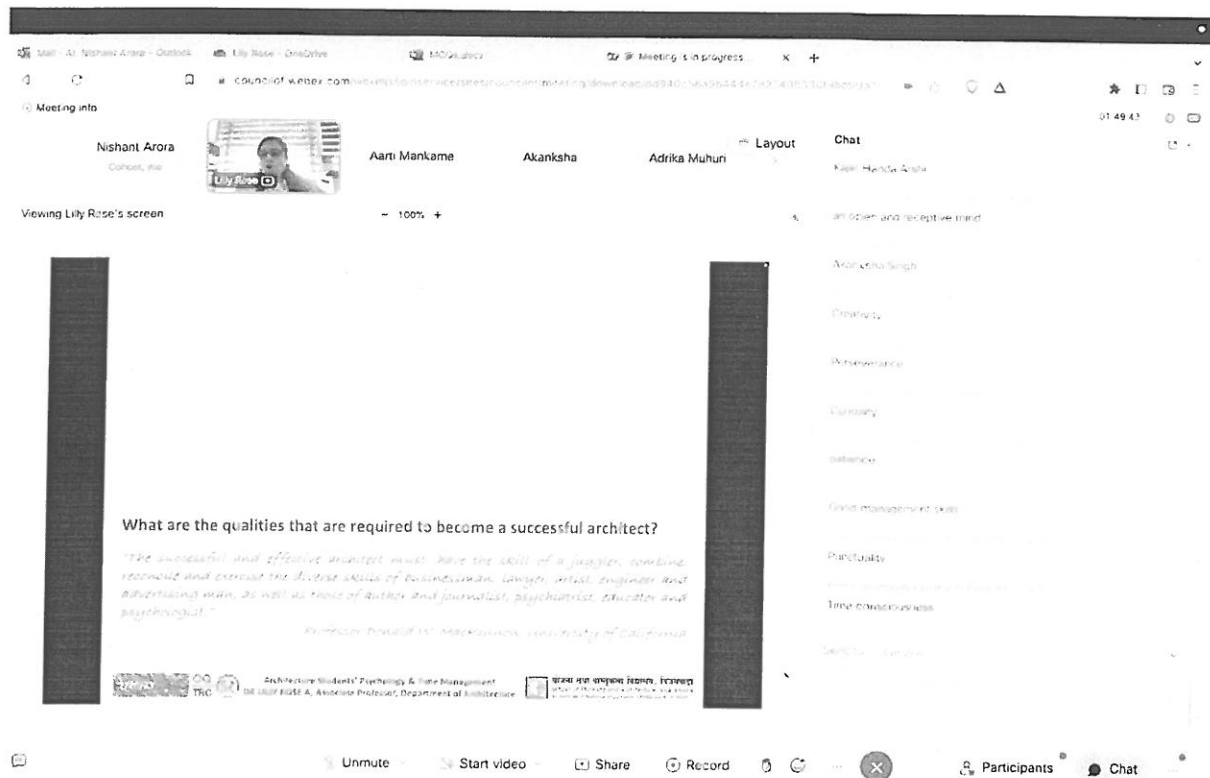
### Architecture Students' Psychology, Time management, Health management

Speaker: Prof. Dr. Lilly Rose a, School of Architecture & Planning (SPA) Vijayawada, AP

#### *Summary of Session 2:-*

The presentation on Architecture Students Psychology and Time management discussed on the qualities of a successful architect, personality correlates of creative architecture student and psychological problems encountered by architecture students in particular with examples and responses from 151 architecture students. Further, it also discussed on the common psychological problems encountered during the course of study such as perfectionists, schizoid personalities and psychopathic tendencies. The various aspects of architecture education that remains as sources of stress in students, the resultant effects of stress and strategies for coping stress were highlighted. Also, the importance of the knowledge of architecture students' psychology, stress experiences and coping strategies in architectural education were discussed. The lecture concluded by highlighting the importance of time management through stone pebble analogy and Eisenhower's decision matrix.

Figure 2: Session 2: Architecture Students' Psychology, Time management, Health manage by Dr. Lilly Rose.



### Day 1, Session III

#### NEP 2020: The future of Teaching and Learning Architecture

Speaker: Dr. Prof. Ila Gupta, Director Architecture & Planning Amity University Haryana.

#### Summary of Session 3:-

The National Education Policy 2020 lays out India's new educational system's vision. In order to ensure ongoing learning, NEP 2020 focuses on five pillars: affordability, accessibility, quality, equity, and accountability. It has been designed to meet the needs of the citizens because of the need for knowledge in both the economy and society, which necessitated the regular acquisition of new skills. Providing everyone with access to high-quality education and chances for lifelong learning will ultimately result in full and productive employment as well as respectable job. In order to equip the next generation to flourish and compete in the new digital age, the NEP 2020 calls for significant reforms in higher education. Thus, there is much emphasis upon multidisciplinary, digital literacy, written communication, problem-solving, logical reasoning, and vocational exposure in the document. The lecture addresses in the detail, the important aspects of architecture education viz. multidisciplinary education, innovation, internationalization, environment education and technological revolution.

Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. Multi-

To promote internationalization of higher education and make India a top study destination, NEP 2020 calls for several actions, including, facilitating faculty/student exchanges, research and teaching partnerships, and the signing of pertinent, mutually beneficial MOUs with foreign nations. The possible impact and collaborations of architecture schools need more deliberations.

Meeting Info

Nishant Arora  
Co-host, HD

Ila Gupta

Akanksha

Aarti Mankame

Chat

03:21:08

Viewing Ila Gupta's application

100%

**ADVANTAGES**

- Improved academic quality
- Internationally oriented students, staff
- National, international citizenship for students
- Potential for increased international student enrollment
- Revenue generation, brain gain

Participants

Chat



## Day 2, Session I

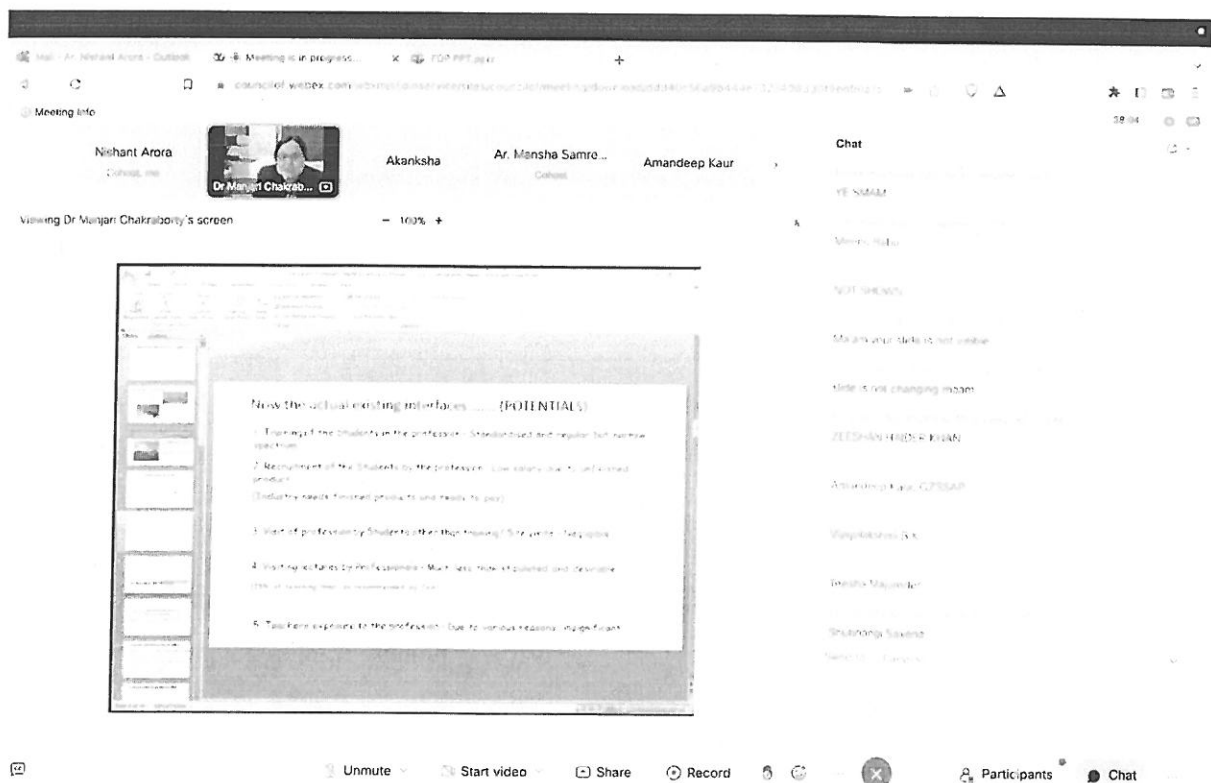
### Education - Profession Interface

Speaker: Dr. Manjari Chakraborty Professor, Architecture and Planning BIT, Mesra, Ranchi

#### *Summary of Session 1:-*

The Education-Profession interface in Architecture should expand ideally to interaction, interrelation, and interdependence between the two domains and should embrace the building construction industry also, from the architectural perspective. Currently, in general, there is a palpable gap between the ways of the academy and the realities of the profession and industry. The academy teaches the subjects well at the theoretical level while the actual practical requirements of the profession and the ground realities of the building design and construction industry are not really in full synchronization with that and have certain different expectations. To make the profession and industry and the academy truly complementary to each other, the academy should simulate the best practices and actual needs of the profession and the industry and enhance interaction with the profession and industry and revise the syllabus more often, in the process always keeping abreast of the ground practices. The industry should continually get back to the institute for giving practical knowledge and taking latest knowledge in architectural science, technology, engineering, design and construction. This integration would chart a much better course for architecture.

Figure 4: Session on Education - Profession Interface by Dr. Manjari Chakraborty



## Day 2, Session II

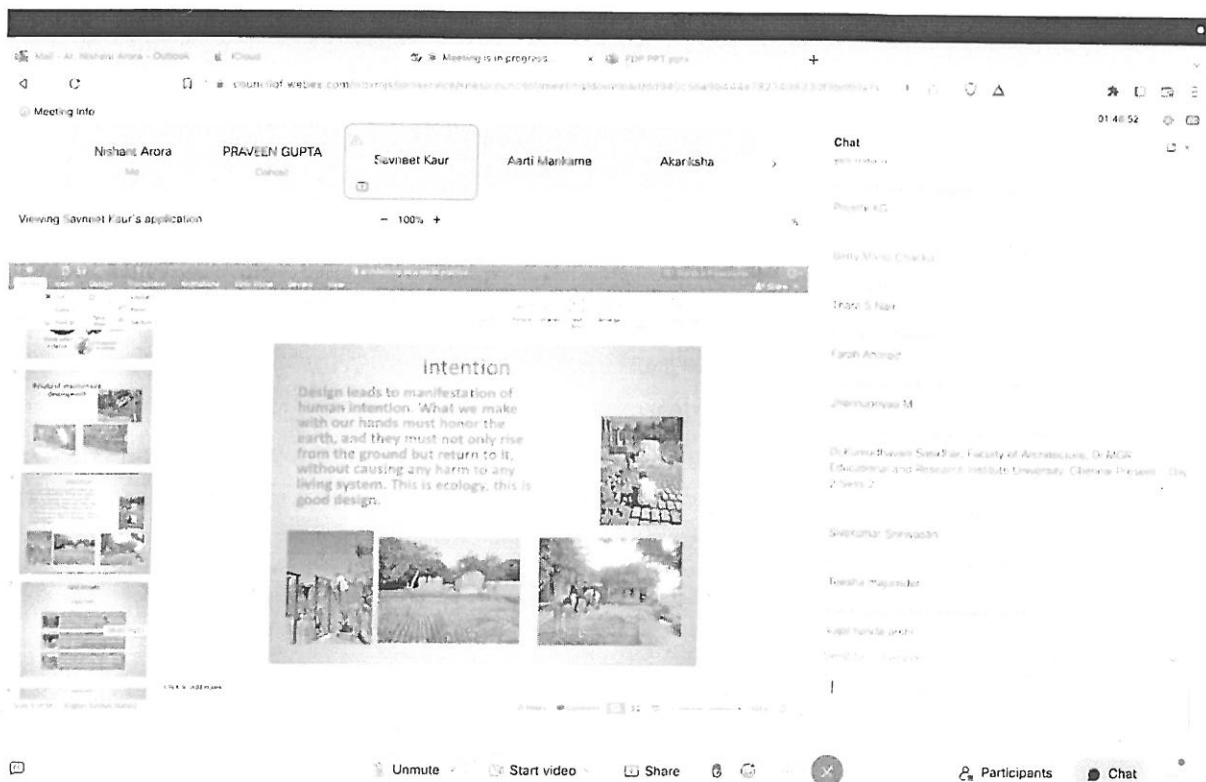
### Education - Architecture as relevant social Practice.

Speaker: Savneet Kaur, Principal Architect, Imarat Studio, Chandigarh

#### Summary of Session 2:-

As a degree and profession involves a lot more than merely designing and building structures for habitat. Based on a sensitive approach to serving human needs, it incorporates the knowledge and pattern of human social interaction and endeavors, in addition to factors like sustainability and human health. The presentation shall showcase the premise of “architecture as a social practice” and its implementation. Projects by our firm, Imarat architects, will be analyzed and presented; depicting the various ways in which it has altered and improved the social practices in the region. Natural building vocabulary and its roots from the vernacular have been incorporated, thereby influencing the social, cultural, and ecological aspects.

Figure 5: Session on Education - Architecture as relevant social Practice by Ar. Savneet Kaur





## **Day 2, Session III**

### **Education - Empowering Design Education through Entrepreneurial Mindset.**

Speaker: Prof. Hemani Singh, Dean School of Architecture and Design K R Mangalam University, Gurugram

#### ***Summary of Session 3:-***

Higher education is confronted with dynamic challenges like changing technology, economy, environment, and the needs of people. It is important for higher education to address these challenges to ensure that the graduates are better prepared for the transition from education to work.

Design Education addresses some of these challenges by inducing creativity, adaptability, and lateral thinking among graduates. However, there are still some gaps. It has been researched that Design graduates are unable to link creativity with business to ensure professional success. Consequently, they rely on intuition rather than a conscious awareness of market forces and business understanding to navigate their professional path (Ball, 2002).

Studies indicate that the career prospects of design graduates include self-employment, short term employment contracts, freelance or part time work rather than a linear career path. A number of studies also show that creative professionals are more likely to become self-employed. Since Design graduates operate mostly outside formal employment structures, there needs to be greater emphasis on opportunities, business awareness and entrepreneurship.

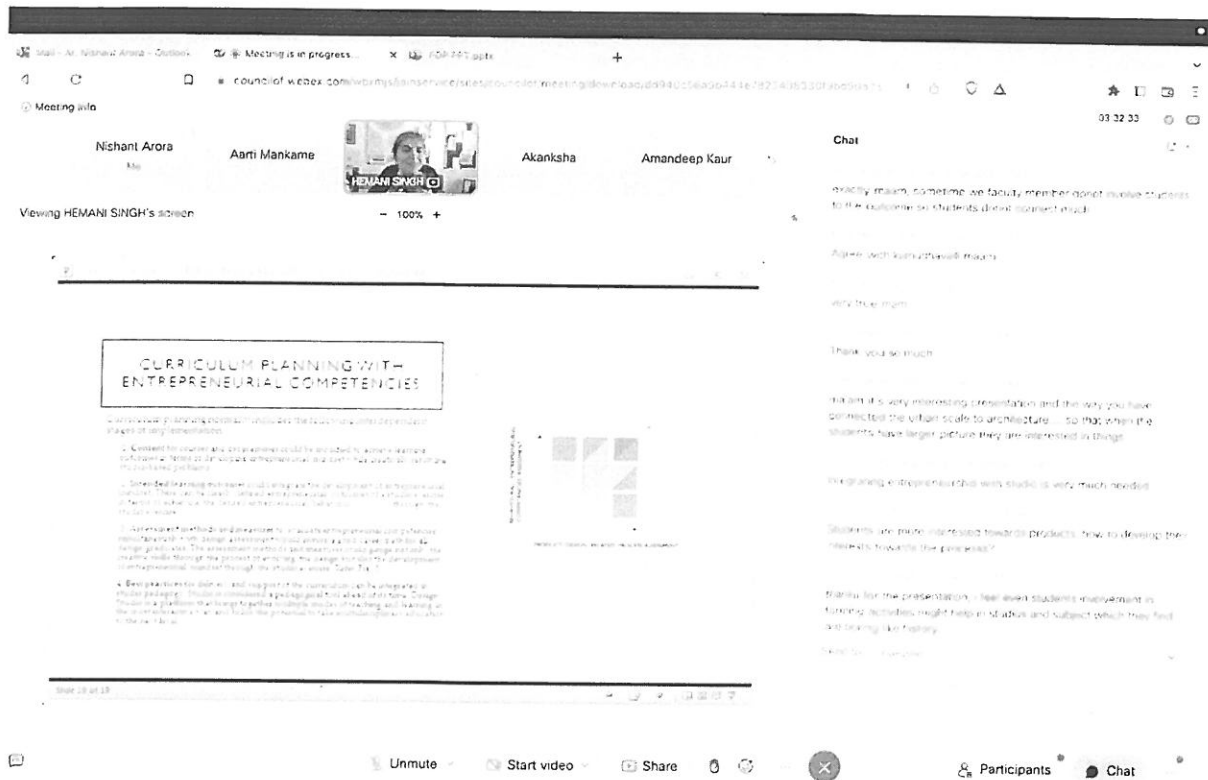
Since Design education is firmly rooted in the intensive studio exercises that develop creativity and tools for the design process, innovation and entrepreneurial education need to be very carefully woven into the Design curriculum and pedagogy keeping creativity as the core (Pollard, 2014).

Entrepreneurial mindset is a competency that needs research in being understood and integrated into Design education. This indicates developing appropriate attitudes, behaviors and capacities to create new jobs in future and to steer economic growth through creativity and innovation.

The aim of this presentation is to help educators understand the importance of developing an entrepreneurial mindset and integrating it with Design education through the methodology of Studio pedagogy.

As an emerging area of a paradigm shift in Design Education, there is a need to understand the entrepreneurial mindset as a competency, the diverse approaches applied in education to promote entrepreneurial attitude, and the broad outline for integrating these approaches into the studio pedagogy.

Figure 6: Session on Education - Empowering Design Education through Entrepreneurial Mindset by Prof. Hemani Singh



## Day 3, Session I

### Education - Role of New Pedagogy tools in Architecture.

Speaker: Dr. Prof. Qamar Irshad Professor & Head Faculty of Architecture and Ekistics, Jamia Millia Islamia New Delhi

#### *Summary of Session 1:-*

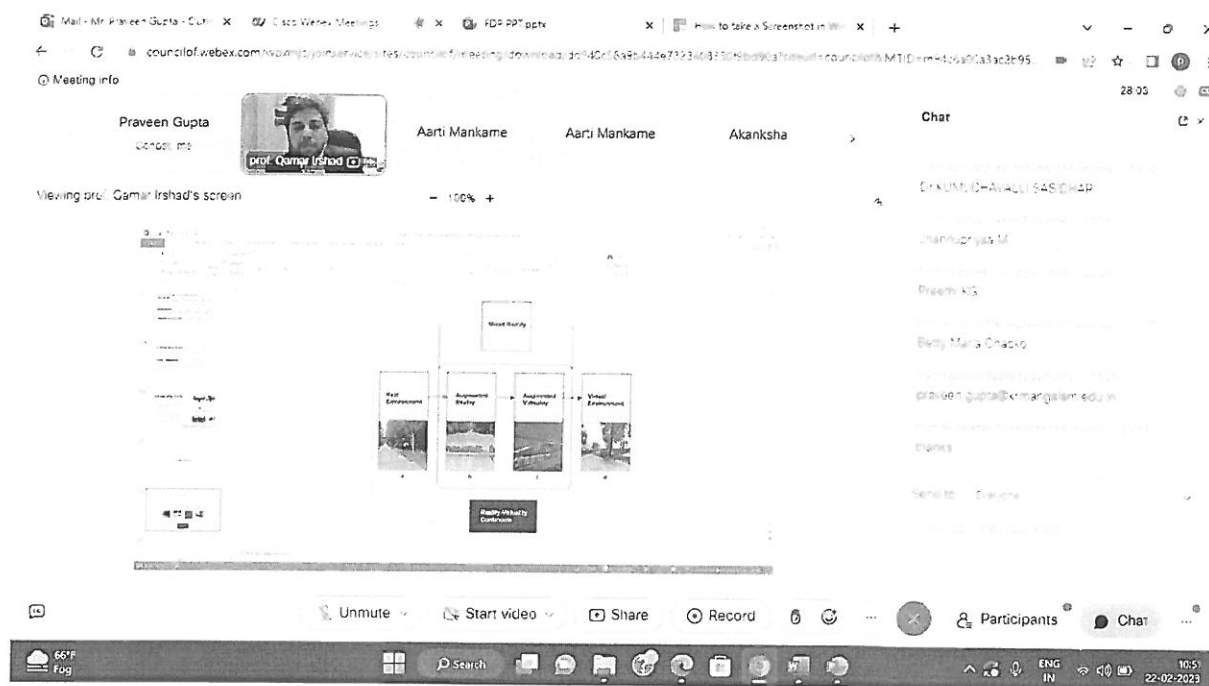
The presentation highlights the importance of new teaching tools in architectural education and explores four different tools: virtual reality (VR), building information modeling (BIM), gamification, and augmented reality (AR).

VR allows students to experience simulations of buildings and site visits, providing them with an immersive learning experience that helps them to understand complex designs. BIM enables collaboration between architects, engineers, and contractors, making it easier for students to grasp the interrelationships between different building systems. Gamification uses game-based elements to engage students and promote learning, while AR overlays digital information onto the real world, helping students to visualize designs in context.

Overall, the presentation concludes that these new teaching tools are changing the way architectural education is delivered, making it more interactive, engaging, and immersive. By

using these tools, students are able to explore and experiment with designs in a more meaningful way, ultimately leading to better outcomes and a deeper understanding of the profession.

Figure 7: Session on Education - Role of New Pedagogy tools in Architecture by Prof. Qamar Irshad



## Day 3, Session II

### Bridges between theories and practices.

Speaker: Ar. Girish Sharma, Architect Urban Planner, (B. Arch M. Plan-School of Planning & Architecture, New Delhi,) Director -Lavanya Architects, Jaipur, Rajasthan

### Summary of Session 2:-

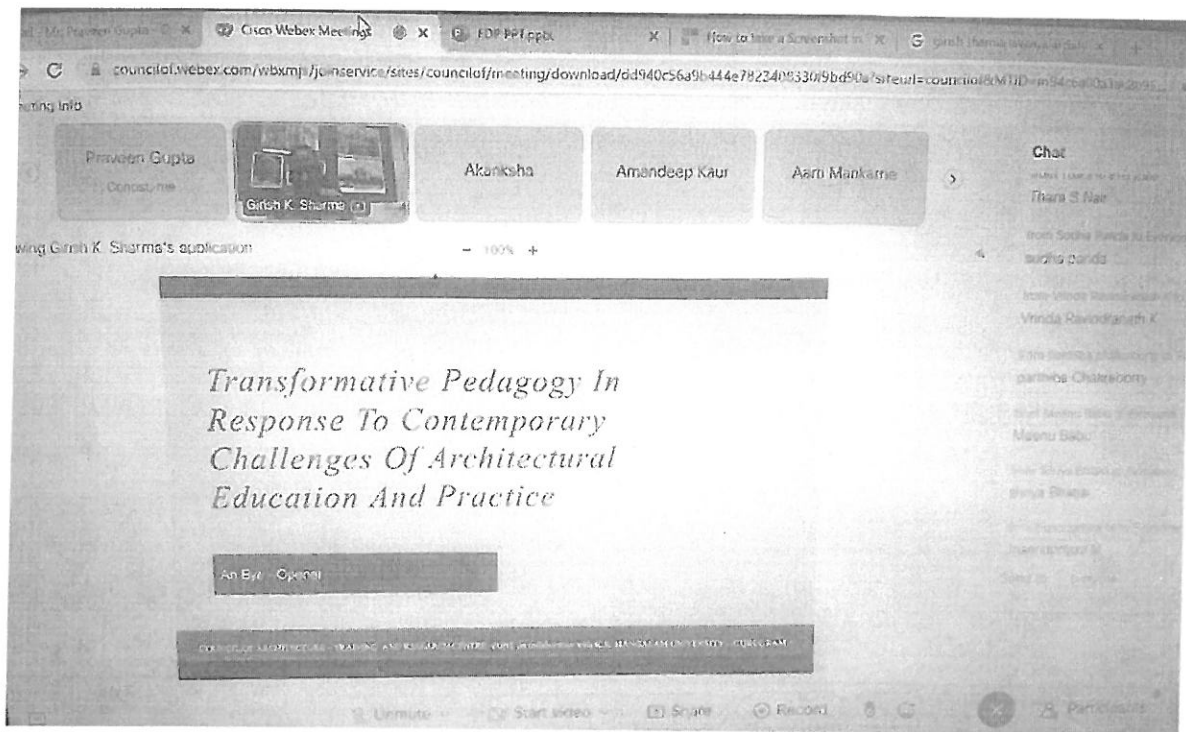
The World is witnessing an unprecedented speed of urban development now a days. It is more pronounced now as compared to the previous decades. The speed is most likely going to further accelerate in the coming decades. Every profession will have a gigantic task to keep itself in sync with the changes that will happen across the globe & our architectural profession is will also be impacted. Today our profession is at crossroads. The technological innovations have opened vast possibilities in front of us. The people are having wide ranging aspirations which are becoming a huge task to fulfill.

Architectural curriculum must respond to these challenging times. It is a well-known fact that our present curriculum is not correctly aligned with the requirements of our profession. The course correction is to be done at the earliest to benefit all of us who are connected to the profession. This can be achieved with a subject wise review of complete curriculum to prune

unnecessary topics and include the topics which train the students to be industry ready as soon as they enter the professional field.

The presentation highlights some of the issues which the profession is facing and suggests some modifications as a step in the direction of phase wise reforms in the curriculum.

Figure 8: Session on Bridges between theories and practices by Ar. Girish Sharma



### Day 3, Session III

#### Design Juries & Perceptions.

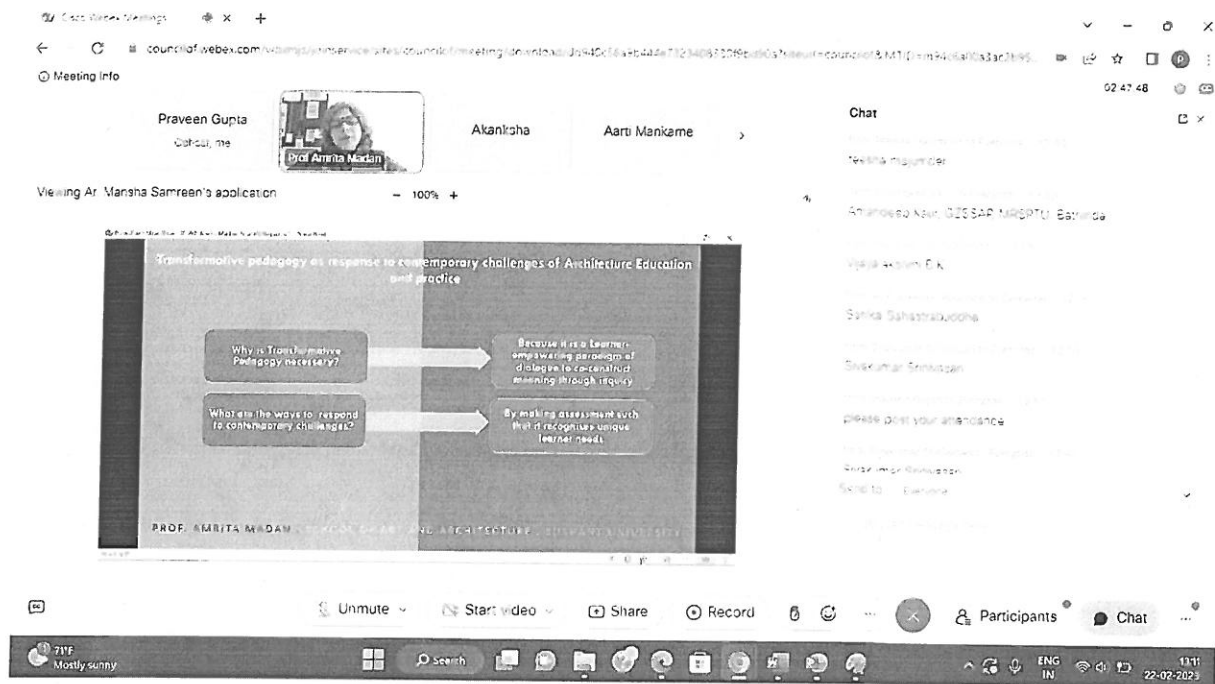
Speaker: Prof. Amrita Madan, Associate Dean and Professor, School of Art and Architecture, Sushant University, Gurugram; Partner, Atelier Anonyme Design; and PhD Scholar, School of Planning and Architecture, New Delhi

#### Summary of Session 3:-

Design Juries are considered sacrosanct in Architectural Education as methods of assessment at the end of the semester. Considered as imperatives for assessment, they are usually conducted by members of the larger architectural fraternity - either academics from other schools or professionals involved in practice. However, even though Design Juries are meant to be teaching tools by the faculty, there is considerable debate world-wide whether they are learning moments for the students. The current talk will focus on how to make Design Juries more constructive, instructional and collaborative. It will bring out various methods and tools

of assessment that can be used within the jury to make it a learning experience for the students.

Figure 9: Session on Design Juries & Perceptions. by Prof. Amrita Madan



## Day 4, Session I

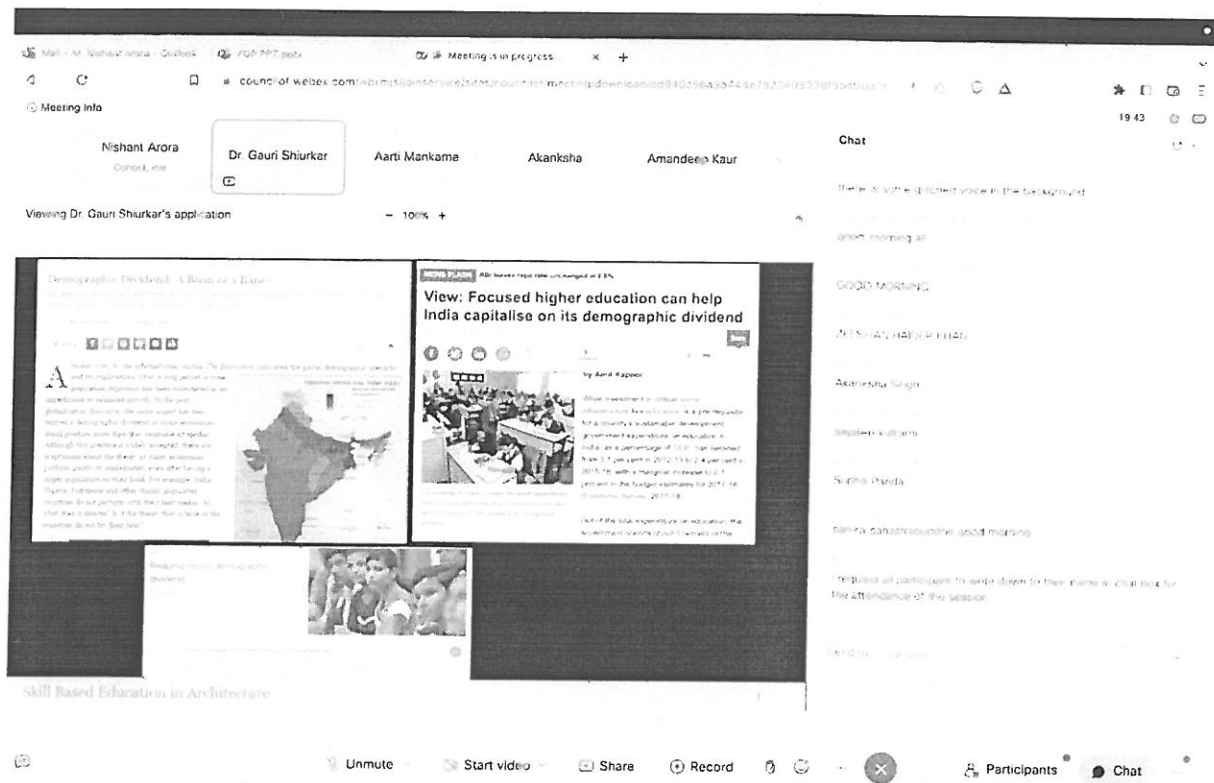
### Skill Based Education

Speaker: Dr. Gauri N. Shiurkar, Conservation Architect, Vice Chancellor (In Charge); Director, School of Architecture, Urban Development and Planning; President, Institution Innovation Council at Symbiosis Skills & Professional University, Pune Maharashtra

#### *Summary of Session 1:-*

Skill-based education is a type of education that focuses on improving students' practical skills and talents in order to better prepare them for the job. Instead of just delivering academic information, this methodology emphasizes occupational training and experience learning. Skill-based education strives to provide students with the information, abilities, and attitudes required to succeed in their chosen professions. This form of education is extremely crucial in today's swiftly changing job market, as companies are increasingly looking for distinct, practical abilities rather than merely academic certificates. This abstract delves into the notion of skill-based education, its benefits, drawbacks, and possible influence on students' employment success.

Figure 10: Session on Skill Based Education by Dr. Gauri N Shiurkar



## Day 4, Session II & III

### Technology enabled Pedagogy.

Speaker: Dr. Mohammad Saquib Associate Professor, Faculty of Architecture & Ekistics  
Jamia Millia Islamia University [A Central University] New Delhi.

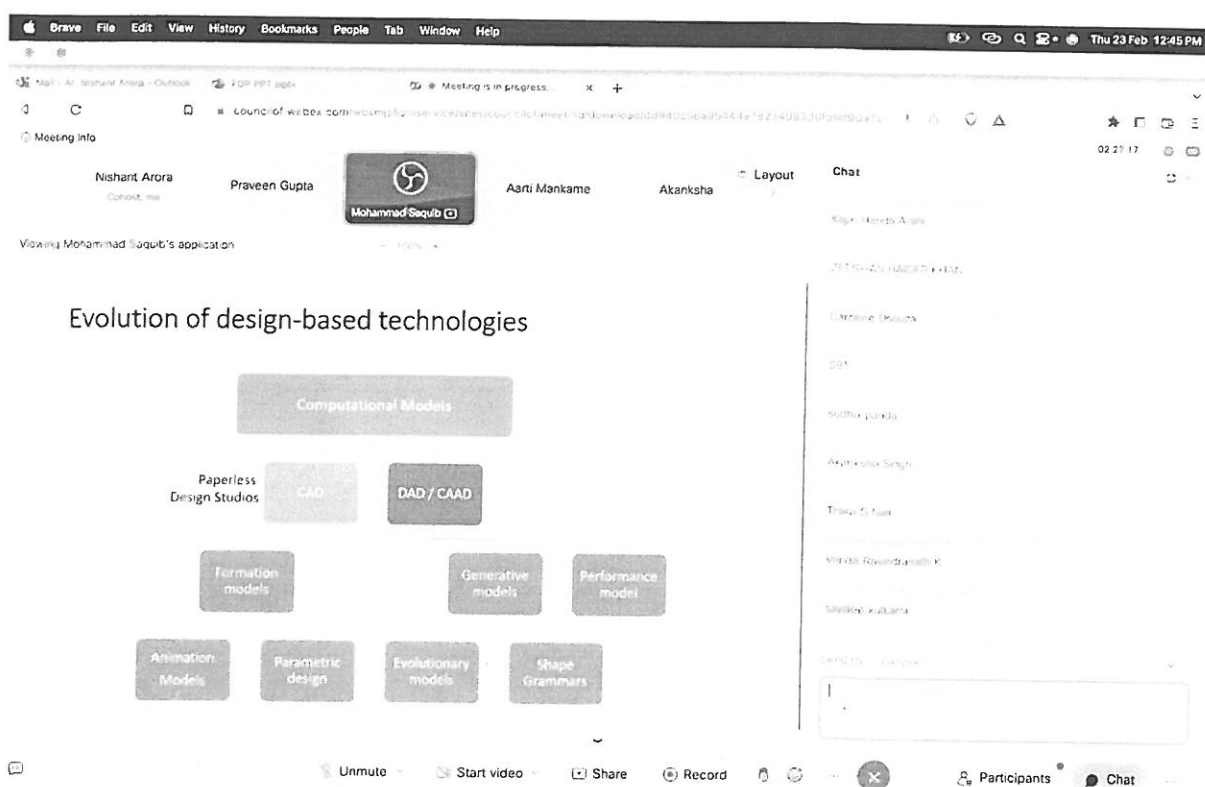
### Summary of Session 2&3:-

Learning in architecture involves acquiring the knowledge, skills, and competencies necessary for designing and building structures that meet functional and aesthetic requirements. Learning for the 21st century skills make the use of technology imperative, not only as a tool for designing in architecture but also as a learning aid. Technology-enabled pedagogy is an educational approach that aims to effectively incorporate technology in architecture education.

The presentation will explore the advancements and incorporation of emerging technologies in architecture pedagogy. It will further discuss advantages of technology in architecture pedagogy, the challenges associated with this approach, case studies of best practices in technology-enabled pedagogy, and the future of technology in architecture and its pedagogy.



Figure 11: Session on Technology enabled Pedagogy. by Dr. Mohd Saquib



## Day 5, Session I

### Implementing NEP 2020 & Role of COA: Role of Faculty Members in Higher Education

Speaker: Dr. (Ar.) Prabhjot Kaur,

Professor emeritus (Research) Chitkara University, Mohali Punjab, Former Director, IKG PTU Mohali Campus-II.

#### *Summary of Session 1:-*

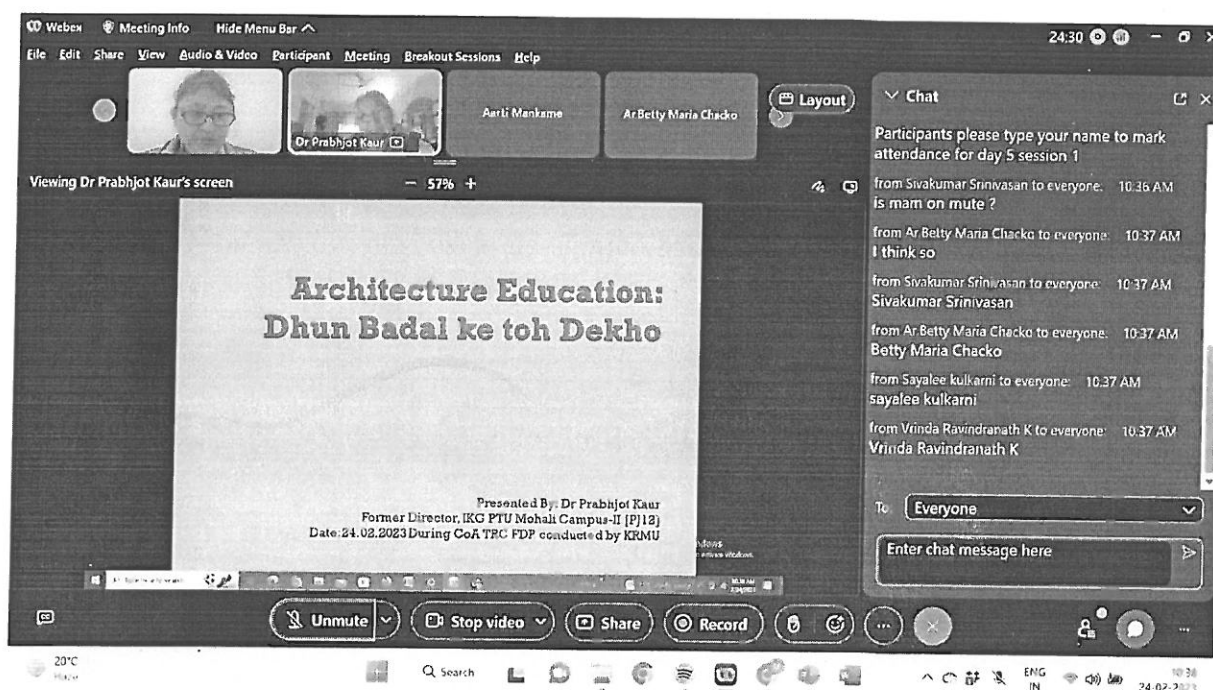
The presentation discusses the current state of Architectural education in India, including the NEP 2020 and the role of COA, UGC, AICTE, and CBSE in promoting it. The speaker believes that the Council of Architecture should have the responsibility and authority to regulate both education and profession, instead of splitting it with different bodies. The idea of an institute with architecture at its core and sustaining total enrolment of 3000 is considered unrealistic and needs further discussion on how to achieve it without diluting the core.

Although the National Educational Policy has been approved by the central cabinet, it still must go through the process of being presented as bills in the parliament and receiving approval from both houses before it can be implemented. The session encourages the faculty

members undertaking the FDP to remain informed and be prepared for the changes that will be brought about by the new policy. However, the speaker also cautions that similar efforts by earlier governments in the past were aborted halfway through, and we must be aware of this possibility as well.

The presentation emphasizes the need to change the current approach towards Built Environment education and lays out a roadmap for the way ahead.

Figure 12: Session on Implementing NEP 2020 & Role of COA: Role of Faculty Members in Higher Education by Dr. Prabjot Kaur



## Day 5, Session II

**Approach to teaching subjects: Architectural Design, Building Construction, Building Services, and Structures etc.**

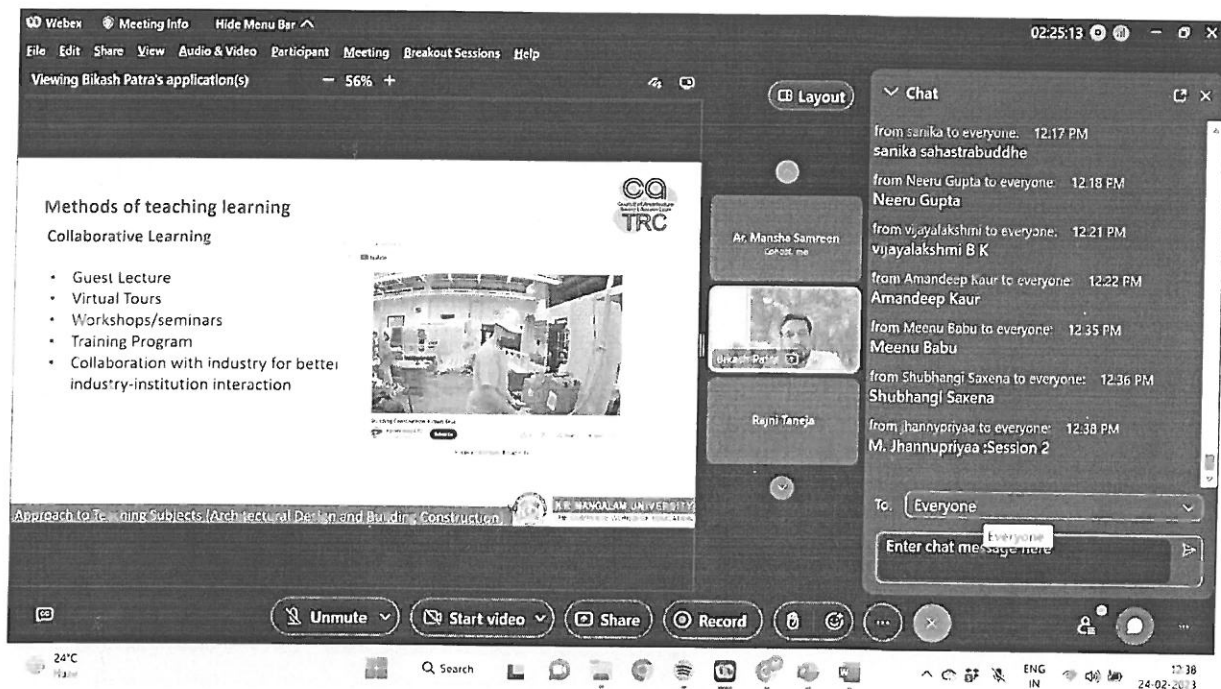
**Speaker: Ar. Bikash Patra, Associate Professor (Ph. D pursuing, Sushant University), School of Architecture GITAM Deemed to be University, Visakhapatnam, AP**

### *Summary of Session 2:-*

The total amount of credits in India's Undergraduate Architecture degree is relatively high compared to many other streams, with design and construction disciplines carrying the most credits. As a result, Architecture courses must be developed with extreme caution to avoid imposing academic demands on students. Some of the significant concerns in Architectural Education in India are a lack of practical exposure, a lack of internship opportunities, an

increase in the number of colleges, a lack of availability of practicing architects as subject faculty, a lack of integration between theory and sessional subjects, and a gap between teaching style and professional work. To overcome these disadvantages, a proper approach to teaching subjects will be beneficial. The phases of the design process, aspects of the design process, design communication methods, design teaching and learning methods, design studio management strategies, decision-making techniques for architectural design, and the process of design evolution can be helpful as a part of the teaching approach in teaching Architectural Design, Building Construction, and other subjects in architecture.

Figure 13: Session on Approach to teaching subjects: Architectural Design, Building Construction, Building Services, and Structures etc. by Ar. Bikash Patra



## Day 5, Session III

### Gender sensitization in Architecture Education.

Speaker: Ar. Prof. Rajni Taneja Visiting Faculty & Practicing Architect - Town Planner, Department of Architecture and Planning, IGDTUW, Delhi.

### Summary of Session 3:-

In this presentation Ar. Rajni Taneja tries to draw attention and awareness to the existing gender gaps in society. Architecture and the built environment are generally considered to be gender neutral and gender issues have largely been ignored. Looking at how the built environment can enhance or serve to mitigate gender gaps, what measures can be taken to make the built environment more gender sensitive and eventually building a more equitable

society at large. A possible framework for gender sensitization in the curriculum is also discussed

Figure 14: Session on Gender sensitization in Architecture Education. by Ar. Rajni Taneja

The screenshot shows a Webex meeting window. The main presentation slide is titled "GENDER AND DEVELOPMENT (GAD)" and contains the following text:

- Gender and Development (GAD), a framework developed by Caroline Moser in 1980s in her book Gender Planning and Development, for the first time focused on the social construction of gender relations, rather than considering women in isolation.
- Focusing on the gendered division of labor and the balance of productive and reproductive work, the GAD movement highlighted the role of men as key actors in advancing more equitable gender norms.
- In insisting that women cannot be viewed in isolation, it emphasizes a focus on gender relations, when designing measures to 'help' women in the development process

To the right of the text is a graphic with the letters "GAD" and a female symbol. Below the presentation, there is a chat window with the following messages:

- from Vinida Ravindranath K to everyone: 1:12 PM equity considers strength and vulnerability
- from Aarti Mankame to everyone: 1:12 PM different
- from Ar.Betty Mana Chacke to everyone: 1:12 PM equality measures everyone the same
- from Caroline Dsouza to everyone: 1:13 PM equity takes into many factors which are different for all
- from Thara to everyone: 1:14 PM Thara S Nair
- from Sayalee kulkarni to everyone: 1:15 PM sayalee kulkarni

The bottom of the screen shows the Webex toolbar with buttons for Unmute, Start video, Share, Record, and other controls. The system tray at the very bottom shows the date and time as 24-02-2023, 12:16.

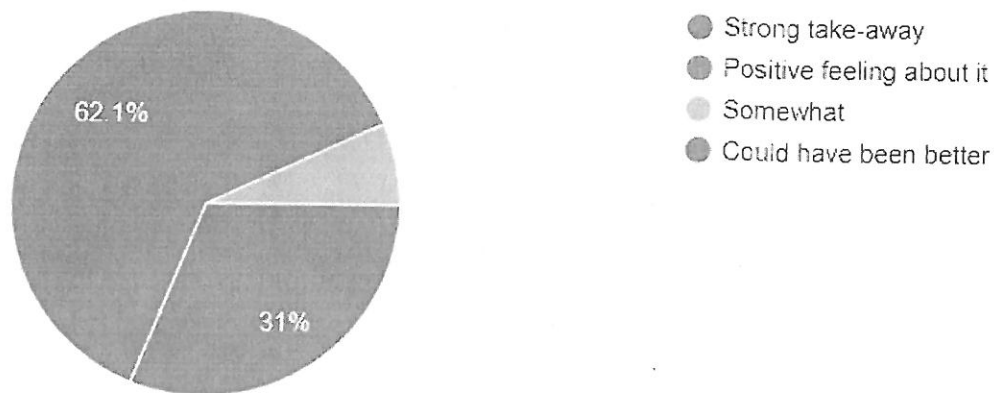
Report prepared by	Ar. Nishant Arora
Report verified by Event Coordinator	Ar. Praveen Gupta
Report Seen by Dean	Prof. Hemani Singh
Report Seen by IQAC	Dr. Shikha Dutt Sharma

## FACULTY FEEDBACK:

**Participants** - A total of 30 faculty/ Scholars from different Govt./ Pvt. Institution. 30 faculty/ scholar participated in the survey conducted during the valedictory session.

**How you feel about the FDP on "Transformative pedagogy as response to contemporary challenges of Architecture Education and Practice?"**

*Unanimously all faculty members found this FDP to be Positive.*



# ANNEXURE – I

## INFORMATION LEAFLET



**COUNCIL OF ARCHITECTURE  
TRAINING & RESEARCH CENTER, PUNE**

in collaboration with

**K. R. MANGALAM UNIVERSITY**

Badshahpur Sohna Road highway, Sohna Rural, Haryana, 122103



### **NATIONAL ONLINE FACULTY DEVELOPMENT PROGRAM**

***Transformative Pedagogy as response to Contemporary Challenges of Architecture***

***Education and Practice***

20<sup>th</sup> February 2023 to 24<sup>th</sup> February 2023

From 10:30 AM to 1:50 PM

#### **PREAMBLE**

As the world continues to change and new challenges emerge, the field of architecture and design must adapt and innovate to address these. In response to these contemporary challenges, a transformative pedagogy must be introduced that not only emphasises experimentation and collaboration but also a deep understanding of the social and cultural contexts in which we live.

By embracing a transformative pedagogy, we can inculcate creativity, critical thinking, and problem-solving skills needed to tackle the complex challenges of the 21st century. The National Education Policy (NEP) 2020 has opened several avenues encouraging holistic multidisciplinary education that will benefit the education system in many ways. The role of Council of Architecture (COA) in implementation of NEP is crucial.

#### **KEY TAKE AWAY**

The FDP aims to give the academicians a platform to understand the challenges of pedagogy tools in Architectural Educations in practical terms.

Participants will be able to explore and interpret Pedagogy through Outcome Based Education (OBE) and how criterion-based assessment is interpreted in Design studio models and teaching subjects like Architectural Design, Building Construction, Building Services, Structures etc.

#### **REGISTRATION DETAILS**

Registration Deadline:- 18<sup>th</sup> February 2023

Registration Fees (both Academician & Professionals) –  
Rs.1,500/- (Rupees One Thousand Five Hundred Rupees Only)

Time:- 10:30 am to 1:50 pm

Link to register

<https://forms.gle/Ao4XS2JH9E7PZRseA>

Link for online payment

<https://eazypay.icicibank.com/eazypayLink?P1=KOOKQYJNFb8LZHkyuUDx6Q==>

Link for Nomination form under CTP 2022-2023

[https://drive.google.com/file/d/1zWCfKsLqbGAXc7OVgOTzuFz4M9lWJlac/view?usp=share\\_link](https://drive.google.com/file/d/1zWCfKsLqbGAXc7OVgOTzuFz4M9lWJlac/view?usp=share_link)

- Teachers/ architects who wish to register for the training program either under Collaborative Training.
- Program (CTP2022-23) or as independent individuals may do so by filling up the Google form available on the given link.
- To confirm registration, kindly upload proof of payment towards the registration fees/nomination form on college letterhead before submitting the registration.
- The link to join the program will be shared one day prior to the program.
- This program is not for students.
- E-Certificate of said training program shall be sent via email to the registered email id of participants, after successful completion of the training program by participant i.e. attending all sessions and submitting all assignments, EOPT and feedback form of training program.

#### **SPEAKERS**



**Prof. Neeraj Gupta**  
Outcome Based Education



**Dr. Lilly Rose**  
Architecture Students Psychology



**Dr. Ila Gupta**  
NEP 2020: The Future of Teaching



**Dr. Manjari**  
Education - Profession Interface



**Ar. Savneet Kaur**  
Architecture as Social Practice



**Prof. Hemant Singh**  
Evaluation in Design Studio



**Dr. Qamar Ishaq**  
Role of new Pedagogy in Architecture



**Ar. Girish Sharma**  
Theories Vs Practices



**Prof. Amrita Madan**  
Design Juries & Perceptions



**Dr. Gauri Shukla**  
Skill Based Education



**Dr. Mohd. Saquib**  
Technology Enabled Pedagogy



**Dr. Prabhjot Kaur**  
Implementing NEP 2020 & Role of COA



**Ar. Bikash Patra**  
Approach to Teaching Subjects



**Ar. Rajni Tanuja**  
Gender Sensitisation in Architecture

#### **CONVENOR**

**Prof. Jayashree Deshpande**  
Director, COA-TRC, Pune

#### **COORDINATED BY**

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ANNEXURE – II

LIST OF RESOURCE PERSONS and ORGANIZERS

Day & Date	Sr No	Name of presenter	Institute / Personal Address	Email Id	Contact No.	Topic
Day 1	1.	Neeraj Gupta, HOD Department of Architecture, Central University of Rajasthan. Ajmer, Rajasthan	Director, Central University of Rajasthan, Ajmer, Rajasthan	ng@curaj.ac.in	09414073909	Outcome Based Education and articulating Learning Outcomes.
	2.	Prof. Dr. Lilly Rose A, School of Architecture & Planning(SP A) Vijaywada, AP,	Prof. School of Planning and Architecture, Vijaywada	lillyrose@spav.ac.in	09444450468	Architecture Students' Psychology, Time management, Health management
	3.	Dr. Prof. Ila Gupta, Director Architecture & Planning Amity University Haryana.	Director and HoD at Amity School of Architecture and Planning, Amity University Gurugram, India	ilagupta123@gmail.com	09899075605	NEP 2020: The future of Teaching and Learning Architecture
Day 2	1.	Dr. Manjari Chakraborty Professor, Architecture and Planning BIT, Mesra, Ranchi	Head, Dept of Architecture & Planning, Birla Institute of Technology,	dr_manjari@bitmersa.ac.in	9431175057, 7004775101	Education - Profession Interface

			Mersa.			
	2.	Ar. Savneet Kaur, Principal Architect, Imarat Studio, Chandigarh	Principal Architect, Imarat Studio, Chandigarh	savneet_imarat@yahoo.com	7027000730	Architecture as relevant social Practice
	3.	Prof. Hemani Singh Dean School of Architecture and Design K R Mangalam University, Gurugram	Prof. Hemani Singh Dean School of Architecture and Design K R Mangalam University, Gurugram	dean.soap@krmangalam.edu.in	8130966222	Empowering Design Education through Entrepreneurial Mindset.
Day 3	1.	Dr. Prof. Qamar Irshad Professor & Head Faculty of Architecture and Ekistics, Jamia Millia Islamia New Delhi	Head, D/o Architecture, F/o Architecture & Ekistics, Jamia Millia Islamia University, New Delhi	qirshad@jmi.ac.in	+919990409231, +919718083113	Role of New Pedagogy tools in Architecture
	2.	Ar. Girish Sharma, Architect Urban Planner, (B. Arch M. Plan-School of Planning & Architecture, New Delhi,) Director - Lavanya Architects,	Principal Architect & Director, LAVANYA Architects Urban planning Architecture Interiors Jaipur, (Raj.)	girish_sharma68@yahoo.com	9829178329	Bridges between theories and practices

		Jaipur, Rajasthan				
	3.	Prof. Amrita Madan, Associate Dean and Professor, School of Art and Architecture, Sushant University, Gurugram; Partner, Atelier Anonyme Design; and PhD Scholar, School of Planning and Architecture, New Delhi	Professor and Associate Dean, School of Art and Architecture (SAA), Sushant University (SU), Gurgaon, India	amritamadan@gmail.com,	9810045191	Design Juries & Perceptions
Day 4	1.	Dr. Gauri N. Shiurkar, Conservation Architect, Vice Chancellor (In Charge); Director, School of Architecture, Urban Development and Planning; President, Institution Innovation Council at Symbiosis Skills & Professional University, Pune Maharashtra	Vice Chancellor (Incharge) Symbiosis school of Planning and Architecture, Pune	vice-chancellor@sspu.ac.in	8007983158	Skill Based Education
	2.	Mohammad Saquib	Associate Professor,	msaquib@jmi.ac.in, arsaquib@gmail.com	9911792911	Technology enabled

		Associate Professor Faculty of Architecture & Ekistics Jamia Millia Islamia University [A Central University] New Delhi, INDIA	Department of Architecture. Faculty of Architecture and Ekistics. Jamia Millia Islamia University, New Delhi			Pedagogy
	3.	Mohammad Saquib Associate Professor Faculty of Architecture & Ekistics Jamia Millia Islamia University [A Central University] New Delhi, INDIA	Associate Professor, Department of Architecture. Faculty of Architecture and Ekistics. Jamia Millia Islamia University, New Delhi	msaquib@jmi.ac.in, arsaquib@gmail.com		Technology enabled Pedagogy
<b>DA Y 5</b>	1.	Dr. (Ar.) Prabhjot Kaur, Professor emeritus (Research) Chitkara University, Mohali Punjab, Former Director, IKG PTU Mohali Campus-II.	Professor Emeritus (Research), Chitkara University Mohali, Punjab	pkaurdap@gmail.com	9780811342	"Implementing NEP 2020 & Role of COA: Role of Faculty Members in Higher Education
	2.	Ar. Bikash Patra, Associate Professor (Ph. D	Associate Professor, School of Architecture,	bikashpatra5536@gmail.com	9861253330	Approach to teaching subjects: Architectura

		pursuing, Sushant University), School of Architecture GITAM Deemed to be University, Visakhapatnam, AP	GITAM, AP			1 Design, Building Construction, Building Services, and Structures etc
	3.	Prof. Rajni Taneja Visiting Faculty & Practicing Architect - Town Planner, Department of Architecture and Planning. IGDTUW, Delhi.	Principal Architect, Works of Art	rajnitaneja72@gmail.com	9899871813	Gender sensitisation in Architecture Education

ANNEXURE – III

MINUTE-TO-MINUTE FDP SCHEDULE

Day & Date	Monday 20.02.2023	Tuesday 21.02.2023	Wednesday 22.02.2023	Thursday 23.02.2023	Friday 24.02.2023
Session I 10:30 am - 11:30 am	Outcome Based Education and articulating Learning Outcomes.	Education Profession Interface	Role of New Pedagogy tools in Architecture	Skill Based Education	Implementing NEP 2020 & Role of COA: Role of Faculty Members in Higher Education
	Prof. Neeraj Gupta	Dr. Manjari Chakraborty	Dr. Prof. Qamar Irshad	Dr. Gauri N. Shiurkar	Dr. (Ar.) Prabhjot Kaur,
Break 10 minutes					
Session II 11.40 am - 12.40 pm	Architecture Students' Psychology, Time management, Health management	Architecture as relevant social Practice	Bridges between theories and practices	Technology enabled Pedagogy	Approach to teaching subjects: Architectural Design, Building Construction, Building Services, and Structures etc.
	Ar. Savneet Kaur	Ar. Savneet Kaur	Ar. Girish Sharma	Dr. Mohammad Saquib	Ar. Bikash Patra, Associate
Break 10 minutes					
Session III 12.50 pm - 1.50 pm	NEP 2020: The future of Teaching and Learning Architecture	Empowering Design Education through Entrepreneurial Mindset.	Design Juries & Perceptions	Technology enabled Pedagogy	Gender sensitization in Architecture Education
	Dr. Prof. Ila Gupta	Prof. Hemani Singh	Prof. Amrita Madan	Dr. Mohammad Saquib	Prof. Rajni Taneja



## ANNEXURE – IV

### REGISTRATION FORM

3/24/23, 10:26 AM

Registration Form for COA Online Training Program

## Registration Form for COA Online Training Program

Teachers/ architects who wish to register for the training program either under Collaborative Training Program (CTP) or as independent individuals may do so by filling up this Google form.

**Registration Fees : Rs.1,500/- (Rupees one thousand five hundred only).**

**Link for Nomination form under 2022-2023:**

[https://drive.google.com/file/d/1zWCfKsl\\_qbGAXc7OVgOTzuFx4M9lwJla/view?usp=share\\_link](https://drive.google.com/file/d/1zWCfKsl_qbGAXc7OVgOTzuFx4M9lwJla/view?usp=share_link)

Prospective participants who wish to register under CTP are required to download the form and print it on college letterhead. Then fill up the appropriate details, take the signature of the Principal/HOD and stamp of the college and upload the scanned image of the completed form while registering for the program on the following link.

Those participants who wish to pay and register should first pay the registration fees of Rs.1500/- online using the following link:

**Link for online payment:**

<https://eazypay.icicibank.com/eazypayLink?P1=K00kQYjNFb8LZHkyuUDx6Q==>

These participants should upload the image of proof of transaction while registering for the program.

Kindly upload the scanned images of proof of payment / nomination form on college letterhead before submitting this form to confirm registration.

[mansha.krmu@gmail.com](mailto:mansha.krmu@gmail.com) Switch accounts



The name and photo associated with your Google Account will be recorded when you upload files and submit this form. Only the email address you enter is part of your response.

\*Required

Email \*

Your email address