

**Editor**

Ar. Vijay Garg  
Acting President, Council of Architecture, India

**Publisher**

Raj Kumar Oberoi  
Registrar  
Council of Architecture  
India Habitat Centre, Core 6-A, 1st Floor  
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Tel: 011-24648415

**Executive Publisher**

Mukesh Murthy  
Lifestyle Media  
A-202, Kaveri Apartments, Sector - 6  
Plot 4, Dwarka, New Delhi-110075  
Tel: 9810233447  
E-mail: [architecture.tsp@gmail.com](mailto:architecture.tsp@gmail.com)  
[editor.atsp@gmail.com](mailto:editor.atsp@gmail.com)

**Asst. Editor**

Liji Narayan

**Graphic Designer**

Vijay Rana

**Accounts & MIS**

Nitin Agarwal

**Advertising**

Usha M. Murthy  
Mobile: 9910233447

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## From the Editor



Here we are, yet again, with a 'cool' edition of ATSP to beat the heat!

Most urban areas and cities in the country have no dearth of banquet halls, but how many of these halls are climate responsive and designed for sustainability? Take a look at the design of an Event Hall in Panipat that assures users of a cool and green environment all year round, along with a sustainable footprint.

A look at the Garage Inc. will convince you that it is not impossible to refurbish an existing heritage site into a café with American vibes and unique Indian architectural elements.

If building are naturally ventilated, does that make them fireproof too? Raja Singh and Tadepalli Srinivas try to answer this question through their study of fire spread and safety in naturally-ventilated buildings, using computer simulation.

Ganesh Babu tells you how students can be taught in ways that can be fun, meaningful and impactful.

Anirudha S Adivarekar presents facts pertaining to the proposed Arabian Sea Oceanarium project, which he so rightly describes as a biomimicry plan, truly inspired by nature. The author makes us realize that the only true model that has worked and managed to sustain over long periods of time is the natural world.

Happy Reading...

Jai Hind!

(Ar. Vijay Garg)

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Email us at : [architecture.tsp@gmail.com](mailto:architecture.tsp@gmail.com)

# INNOVATIVE TEACHING METHODOLOGY

It is not difficult to make learning fun, meaningful and impactful

— Ganesh Babu & Sana Khan

**T**eaching is an art and the art of teaching is a challenge. Professional practice is a subject, which complements the academic process that a student of architecture has experienced in the first six semesters, over the practical training which they will be undertaking in their 9th semester. The subject is appropri-

ately placed in the seventh and eighth semesters like a sandwich and grilled.

Having taken the subject repeatedly for two consecutive years, my approach to teaching a specific module on 'Types of Architectural Firms' changed. I have experimented and come up with the following method, which received a positive feedback from the students,

not immediately but on the eve of their practical training when they started hunting for firms.

## METHODOLOGY

Considering that one module requires about two sessions of three hours each, that is, six hours in total, the module was delivered as follows:

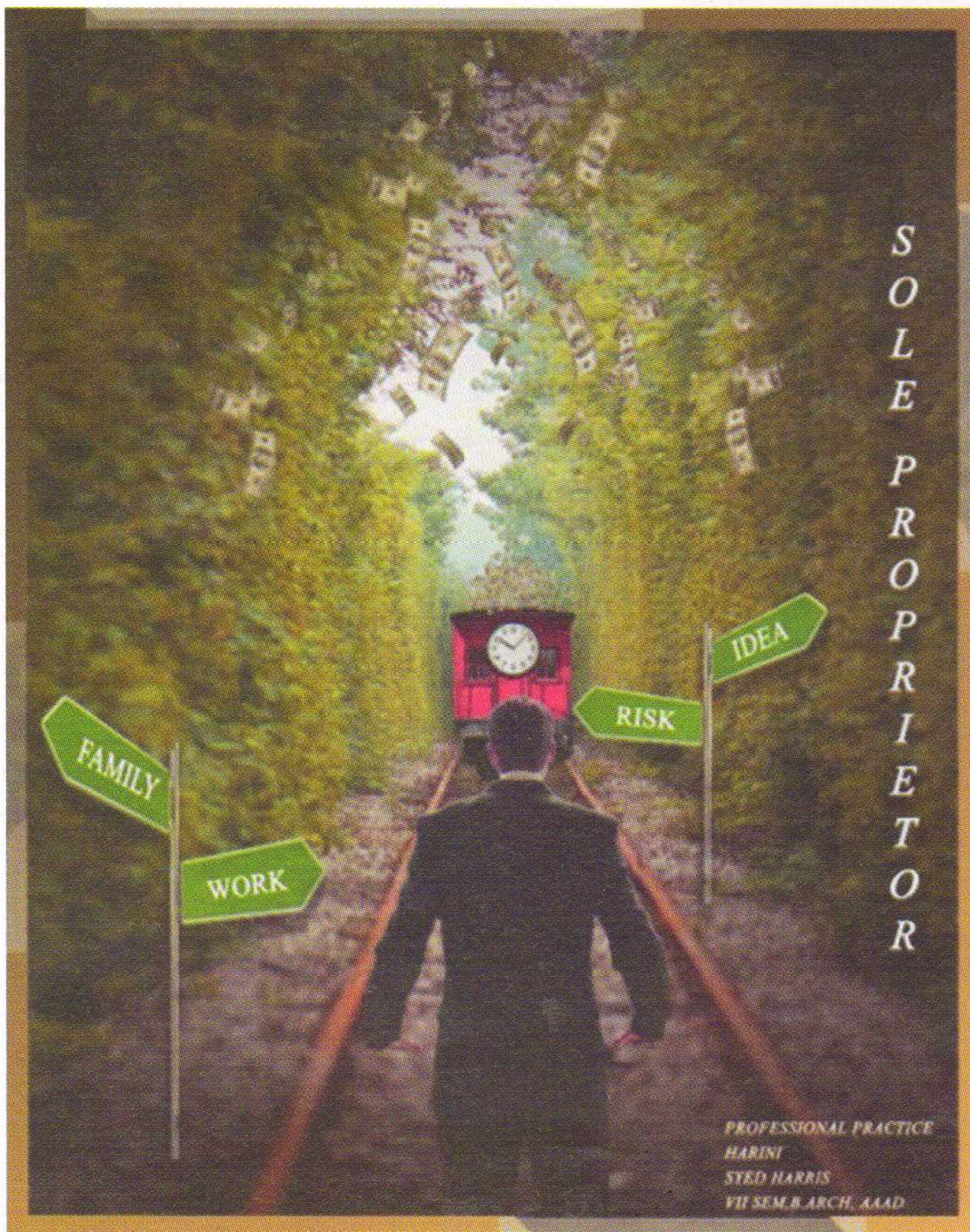
## SESSION – 01

Students were formed into 10 groups of three or four each. Each group was given a situation portraying them as a particular type of practitioner... one group as a partnership firm with related real-time situational experience. (Two groups were given the same situation to footprint in session-02).

The group members performed role plays amongst themselves and filled in the missing data on their overview of the situation. A two-hour long animated discussion ensued, made interesting by the expressions and body language of the participants.

Their 'Fill in the blanks' were reviewed by us to prepare them for the

second session. The idea was to sow the seed of thought on a particular type of practice in the first session. This was also enhanced by way of poster making and analysing live situations of practising firms. This was an indirect case study and an opportunity for them to get to know the firms for their practical training.



Posters



Session-01



Role play of video clip

## SESSION – 02

Two groups with similar situations were called, and one was given to speak FOR and another AGAINST. Therefore, there were a total of five pairs speaking for and against, each on one type of practice (proprietorship, partnership, MNC, Limited Co. and freelancer).

The debate session was organised for over three hours in the presence of judges who finally became arbitrators as each group started exchanging fired arguments and justifications. Ultimately, the debate conveyed all the advantages and disadvantages, as well as the pros and cons of various types of practice, which

otherwise would have been another lecture class with tabular columns.

To break the session, a video was played on a building, which collapsed due to various reasons and a set of students had to role play the characters, obviously involving the media interrogating the client, architect, structural consultant, and so on. That was fun learning.

## OUTCOME

The method was tried twice and also video documented. Students have actually come up with statements such as, “Oh, I did not know where to go

but now I know that I can’t work under two heads”.

This kind of clarity is a positive outcome.

I thank the judges Ar. Arunachal Hombali and Ar. Anupadma for their mentoring. □

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The methodology was designed by Dr (Ar) K N Ganesh Babu, and was experimented first in 2016 at RIT and 2018 in AAAD. The project was assisted by Ar. Sana Khan, Assistant Professor, AAAD.

Photographs: Courtesy Authors.

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