

PEDAGOGICAL APPROACH TOWARDS VERNACULAR ARCHITECTURE EDUCATION IN INDIA

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Abstract - Traditional vernacular architecture cannot simply sustain in modern world without some addition and alterations. Only theoretical knowledge is not enough to deal with problems related to future vernacular architecture so practical approaches is required which to be taught in architectural institutions for over all development of vernacular architecture. This thesis will formulate some guidelines which can be incorporated in pedagogical approach while teaching students and professionals of architecture for overall sustainable development. This research will propose some principles that can be used in a pedagogical approach when teaching architecture students and professionals about overall sustainable development Modern architecture appears to have forgotten about vernacular architecture, the most basic form of meeting human needs. There is still much to be learnt from traditional vernacular construction knowledge in this age of fast technical innovation and urbanization. If there is one thing to be learned from vernacular architecture, it is that it serves as a fundamental link between humans and their surroundings. The aim is to formulate a guideline for pedagogical approach in Architecture education in India to increase the scope of vernacular architecture in current education system. Building designers are embracing regionalism and the knowledge of traditional buildings as a result of the increased strain brought on by recent global environmental challenges, stating that these structures are energy efficient and extremely sustainable.

Key Words: vernacular architecture, Traditional vernacular architecture, modern vernacular architecture

1. INTRODUCTION

It is a term used to categorize construction methods that use locally accessible instruments and customs to meet local needs. Vernacular architecture tends to evolve over time to reflect the natural, cultural, and historical context in which it exists. It has often been dismissed as raw and unrefined, but in the modern form, it also has proponents who highlight its merit. Vernacular architecture is architecture characterized by the use of local materials and skills, usually without the supervision of qualified architects.

Vernacular buildings of the past contained houses and places belonging to residents. Traditionally, these houses were made available and used vernacular skills by the owner and building contractors with related environmental

consequences and facilities. All vernacular architecture styles have established cultures, populations and ways of life with values that conform to them (PAUL, 1983)

2. LITERATURE REVIEW

A. COMPREHENDING VERNACULAR ARCHITECTURE IN THE ARCHITECTURAL EDUCATIONAL SYSTEM IN IRAN

The authors proposed an educational model for vernacular architecture in order to concentrate particular emphasis on vernacular architectural design as well as educational approaches focused on conventional and contemporary values.

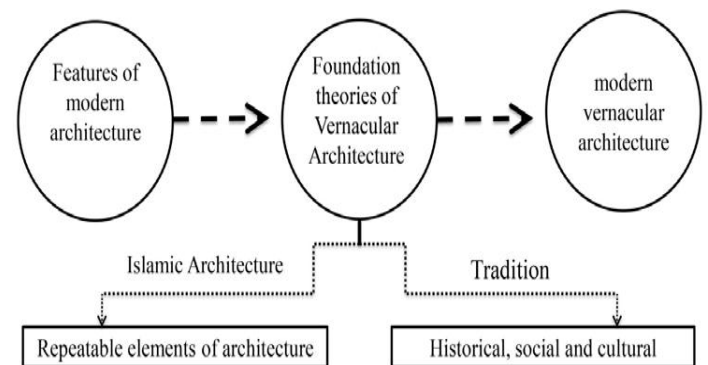


Fig -1: Describing the Vernacular Modern Architecture

In this study, the author performs a study for a study In this study, a questionnaire was given to Msc students and architects to use an acceptable research orientation. There were 7 questions in the questionnaire, including 3 primary questions and 4 substitute questions. The survey consisted of 53 subjects irrespective of ethnicity, including 32 engineers and 21 MSc students.

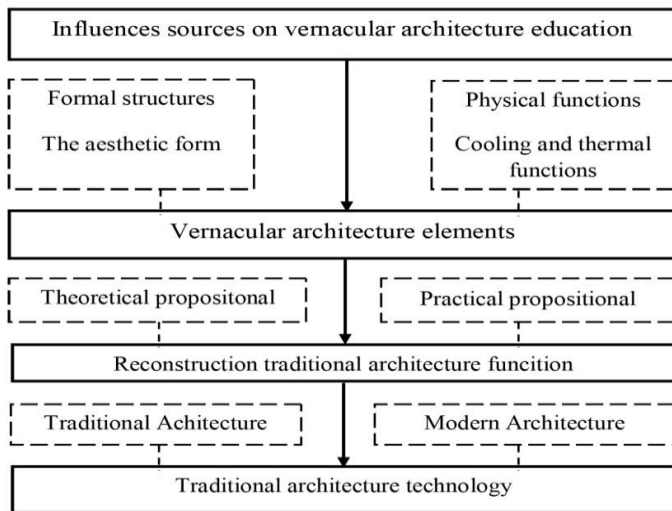


Fig -2: Training of Vernacular modern architecture

In contemporary architecture methods, the research and use of experience and skills. For vernacular architecture compliant with the future architecture, three techniques and the simple trends can be considered.

The proper description and interpretation of the roles of vernacular and conventional architecture.

Definition of concepts and success of typical elements of architecture.

Restoration of and convergence of traditional architectural technologies for future architecture

Architecture should be investigated as a cultural practice and the ongoing continuity of human beliefs in order to resolve vernacular architecture, so that planners can become acquainted with the dramatic developments in contemporary culture.

B. THE ROLE OF THE 'HANDS-ON' TEACHING APPROACH IN VERNACULAR ARCHITECTURE EDUCATION: A CASE STUDY OF UNIVERSITY OF JOS, NIGERIA

Research of pedagogical methods used at the University of Jos, Nigeria, for the teaching of vernacular architecture modules. The extent of student interest in vernacular architecture was influenced by the improvements made to the teaching of the modules.

This research uses secondary evidence to follow a longitudinal approach covering a total of 20 years. The data contains reports of dissertations from students received from five academic sessions between 1985/86-2005/06. In its program, only the architectural school at Ahmadu Bello University, Zaria in Nigeria, which was one of the eight, had as many as four courses of socio-cultural content. With a broad socio-cultural content, six courses.

1st Year – History of Arts (2 Credit units)

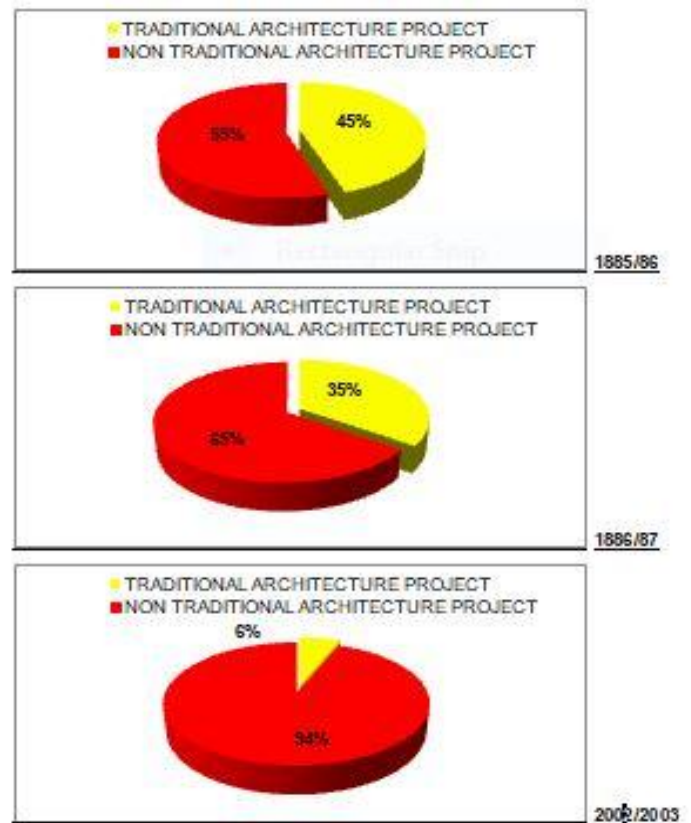
2nd Year – Introduction to Traditional Architecture and Techniques (2 Credit units)

3rd Year – Traditional Architecture and Techniques (3 Credit units)

4th Year – Modern Trends in Traditional Architecture (3 Credit units)



Fig -3: Traditional huts built by students for the 3rd and 4th year group projects in 1997 and 1998 sessions



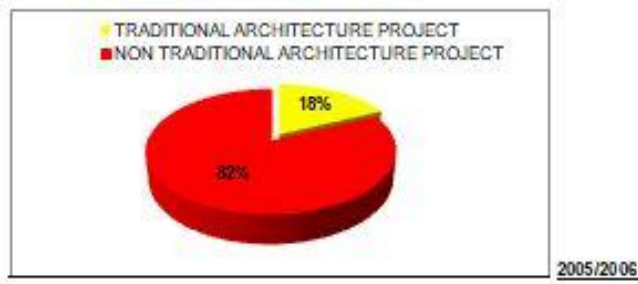
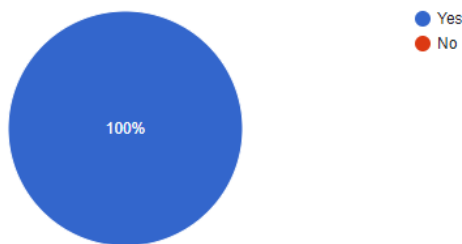


Fig -4: Change in Teaching Techniques in b.sc students projects

The philosophy of the University of Jos Architecture School focuses on fostering nature and culture through design and this is expressed in the number of courses in the curriculum that have socio-cultural content. From the 1999/2000 session, less emphasis was placed on fieldwork and live-build projects, and in the conventional design module, the pedagogy of making was prominently eliminated as a teaching methodology and replaced with analytical work. Daily evaluations on the efficacy or improvements made to pedagogical methods are implemented and The impacts on student cognitive standards of new course inclusions or removals are not checked out by the school authorities. Students' participation in traditional architecture classes, as shown in their ability to pursue traditional architecture related projects for their BSc dissertations, was diminished.

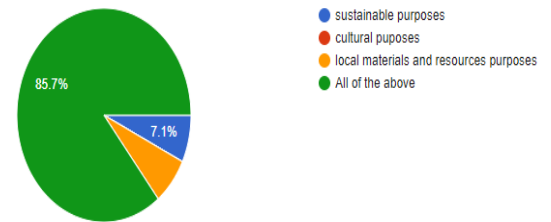
3. PRIMARY DATA

1. Do you think that vernacular architecture is an important subject?
24 responses



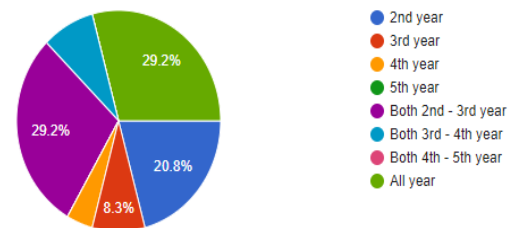
100% result inclined towards yes, all faculty thing that vernacular architecture is an important subject

2. If yes, so what is the importance of vernacular architecture?
14 responses



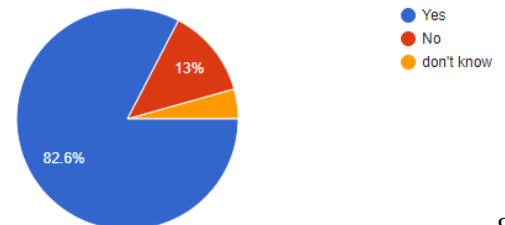
Importance of vernacular architecture More inclination towards sustainable,cultural,local material and resource s purpose

3. As per your importance, it should be introduce in which year?
24 responses



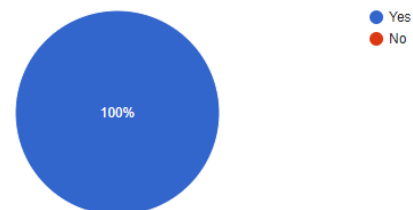
Both 29.2% faculty thing that vernacular is introduce in both 2nd and 3rd year or all year.

4. Do you think it is required some changes?
23 responses



2.6% faculty thing that vernacular architecture need some changes in their curriculum

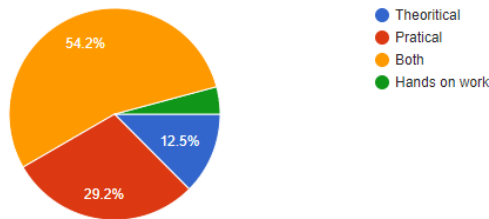
5. Do you agree to incorporate vernacular architecture with both traditional and contemporary way of vernacular architecture ?
24 responses



Incorporation of both traditional and contemporary way in vernacular architecture prefer by the faculty

6. If yes, so what is the feasible way to teach vernacular architecture?

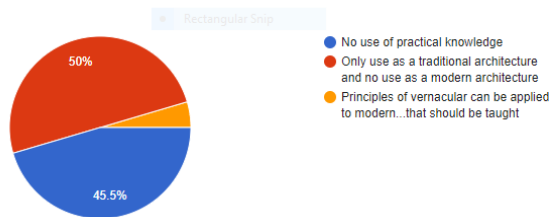
24 responses



Most of the faculty wants that vernacular architecture should be teach with both practical and theoretical

7. Acc. to you what is the problem of current context of vernacular architecture?

22 responses



Most of the issue of current context of vernacular architecture is that there is no use of practical knowledge in the course and no use of contemporary architecture in the syllabus only traditional architecture use is there

8. Suggest some new methodology through which vernacular architecture should be taught in the B.Arch. to improve the importance and future of vernacular architecture?

8 responses

- [1] To incorporate them in design studio so that students can design and learn .
- [2] Vernacular architecture should be taught in every b.Arch course so that student can explore old construction techniques.
- [3] There should be proper knowledge of modern and traditional technique and also some practical work should be introduce in this subject instead of theory only.
- [4] Engagement of students with rural crafts ,artisans and local building materials and techniques by allowing them to stay in a particular place for some time , identifying the issues and propose something new or apply the principles to design something in the modern context. Not only building but furniture, crafts, etc with a live project would be great learning for students
- [5] Since the recent time calls for sustainable built environment , starting with vernacular arch. Will be of great value to the environment .

- [6] Urban Vernacular should be dwelt upon! Vernacular is still associated with the wider 'Rural'. However this is not the case.
- [7] Engaged students with practical work for their better understanding of vernacular architecture
- [8] Follow both practical and theoretical method for vernacular education

4. DEVELOPMENT OF FRAMEWORK

- [1] It should not be included as an elective course. It deals with nature, which is why it should be included in the basic curriculum. Because it is a vital subject, it should be taught alongside the core subjects.
- [2] Some courses require longer study time, and vernacular architecture is one of them. It should be taught more systematically.
- [3] Examine how climate, behavior, culture, and locally available resources influence and modify vernacular architecture.
- [4] It should also explore the connections between buildings and the fabric of a place, as well as the human-environment and human-society relationships.
- [5] Understanding vernacular architecture entails more than evaluating a structure or a collection of buildings just on the basis of their aesthetic features. Students must be informed with the country's history and/or philosophy in order to understand the architecture.
- [6] The study of vernacular architecture should be combined with the architectural design studio in order to eliminate the additional cost of field work.
- [7] Students also require fieldwork that exposes them to vernacular architecture in its natural environment. Only fieldwork will offer the student with firsthand knowledge of the various components of vernacular architectural space, as well as sociological, economic, and cultural phenomena that are manifested in the organization of human institutions and contribute to the creation of a vernacular style.
- [8] In this, the function of the instructor is also crucial. Teachers should choose a vernacular architectural example based on their knowledge for classroom study and field visits, and instructors should participate in fieldwork and building recording with their students.
- [9] It is equally critical that architecture students comprehend the role of vernacular architecture in

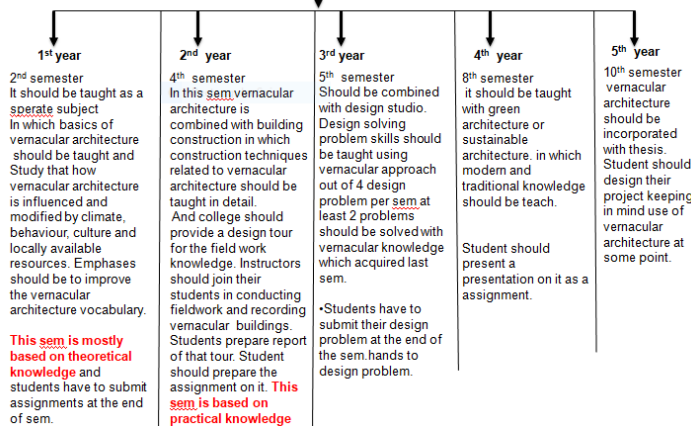
society from the perspective of cultural anthropology (Hershberger, 1988).

- [10] The practice of vernacular architecture as a cultural phenomena must be investigated. Students would be able to incorporate their culture into the educational system and express themselves using a vocabulary that they are comfortable with if they used this approach to studying vernacular architecture. It is also intended that students would be able to build their own conceptual approach to solving design challenges based on this foundation.
- [11] To address vernacular architecture, researchers should look into it as a cultural phenomena, as well as the continuous stability of human values, so that designers can keep up with modern society's rapid changes. Architectural education programmes must give pupils with a thorough understanding of the society's history and culture.

understanding of vernacular architecture. If we look at the global trend in vernacular architecture education, we can see that the vernacular architecture that is taught at various architectural institutions places a strong emphasis on theoretical knowledge as well as practical techniques.

- [3] With future globalization in mind, vernacular architecture knowledge cannot be adopted as is without certain additions and adjustments. Some alterations to vernacular architecture are required in order for it to be used for sustainable development in the future, and it should be taught to architectural professionals and students with a balanced practical and theoretical knowledge.
- [4] After reviewing the literature and conducting a case study, I discovered that certain colleges do not adequately teach vernacular architecture, thus it should not be an elective course. It is an important subject that should be taught in the same manner as core subjects.

MODEL FRAMEWORK



- [5] Without some additions and adjustments, traditional vernacular architecture cannot simply survive in the modern world. Only theoretical knowledge will not suffice to address issues relating to future vernacular architecture; practical techniques, which will be taught in architectural schools, will be required for overall vernacular architecture development. The study of vernacular architecture should be combined with the architectural design studio to reduce the cost of field work.

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5. CONCLUSION

- [1] Modern architecture appears to have forgotten about vernacular architecture, which is the most basic form of meeting human needs. There is still much to be learnt from traditional vernacular construction knowledge in this age of fast technical innovation and urbanization. If there is one thing to be learned from vernacular architecture, it is that it serves as a fundamental link between humans and their surroundings. Building designers are embracing regionalism and the knowledge of traditional buildings as a result of the increased strain brought on by recent global environmental challenges, stating that these structures are energy efficient and extremely sustainable.
- [2] For overall sustainable development, architects and architecture students must have a strong

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