

RE-CONCEPTUALIZING ARCHITECTURAL DESIGN EDUCATION WITH REFERENCE TO GENDER SENSITIVE BUILT ENVIRONMENT

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ABSTRACT

Gender consideration in Architectural practice is a recent development in the field of architectural planning as well as in the greater context of urban planning. Built and un-built spaces were attempted to be designed for women as specific user group. Feminist movements in architecture have a very short history of about 35 years. Incorporating gender studies in architecture is relevantly still a younger movement. The paper aims to identify importance of emphasis to be given to bringing about gender sensitivity into architectural education. It explores courses of 'gender and architecture' in various universities worldwide and also acknowledges the influence of concept of gender inclusive planning in various parts of the world. This paper identifies dilemmas of traditional architectural education in which many important issues are not adequately addressed gender sensitivity is one of them. Aiming at suggesting methods of bringing about gender sensitization in students of architecture, the paper attempts to provide guidelines for architectural design syllabus and pedagogy. It is to prepare architects and planners for the challenges which might involve the identification of the specificity of the domain of architectural planning and design in a more dynamic way so that the core does not become redundant every decade, approaching architectural design as an ethical inquiry.

Keywords: pedagogy, architectural education, gender sensitivity, gender concerns, gender inclusive design

1.0 INTRODUCTION

Architectural education is aimed to impart knowledge about the design of complex systems or environments for living, working, playing, and learning. This includes the traditional concerns of systems engineering, architecture, and urban planning or the functional analysis of the parts of complex wholes and their subsequent integration in hierarchies. As per Peter Buchanan current architectural educations is not adequately addressing critical realities and remain largely disconnected from epochal change. Character of architectural education is changed to certain extent across the globe and it has become more "systematic" rather than "mechanistic" from pedagogical point of view (Salama). With due consideration to unprecedented urban growth and need for a sensitive and humanistic architecture it has become imperative to impart education which has professional as well as social implications. Mezirow has developed "transformative pedagogy concept" which stress on harmonization of the creation of idea and solutions as well as address social and environmental concerns. It calls for a re-conceptualization of architectural design education and establishment of a learning theory which is defined as "a set of principles that explains and relate certain learning phenomenon" (Mezirow, Summer 1997), (Salama). Architecture is an art which