

Built-Environment Teaching Method for the 21st Century

By

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Abstract:

There is a paradigm shift in the built-environment design education and teaching focus from Best-input / Best output concept to Outcome Based teaching concept. Built-environment design Course curriculums as developed in our country are of multidisciplinary nature however focusing more on technical subjects. This arrangement in the curriculum also is made to ensure continuous feed-back from the practical field and society. International charter for Built-environment education emphasized that the education should have the focus on the professional aspects and must encompass specific objectives of ‘social, cultural, political contexts’; ‘professional, technological, industrial contexts’; the ‘World: local, global, ecological contexts and academic contexts including science and knowledge in general. The curriculum has the emphasis on learning by doing. Output/product/delivery is emphasised over knowledge/technique/advisory. Through this process students are expected to become aware about the ground reality and can continually learn the importance of socio-cultural needs, which helps them in understanding contextuality and thus devising sustainability.

Built-environment design teaching under various professional discipline of knowledge endeavours to have a proper balance between theory, research and practice, thus producing humane and not robotic professional. Here the focus is on need based and performance based product involving the expertise of many relevant fields of built-environment, however, without sacrificing its fundamental nature of a collective art-form. The Disciplines promotes imagination, inquiry and experimentation through rigorous and interdisciplinary approach for a truly professional degree.

Built-environment programs in the country are well established and are being offered ritualistically and now striving to go beyond ie into research and development and collaboration with others. Keeping the basic philosophy intact the built-environment design education and teaching in the 21st century has taken a new shape focusing on setting a vision for the students as well as the tutors and eventually realizing those. Knowledge knows no boundaries; therefore the endeavour is on Cross-cultural, cross-discipline, cross-national collaborative approach to generate new knowledge. Collaboration and outcome at various levels and scales are therefore the two key words for the built-environment design education and teaching for the 21st century.

Keywords: *Teaching Method; Built-Environment; Multidisciplinary; Product; Deliverable.*