iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 11 **Issue:** VII **Month of publication:** July 2023

DOI: https://doi.org/10.22214/ijraset.2023.54910

www.ijraset.com

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International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 11 Issue VII Jul 2023- Available at www.ijraset.com

Inclusive Teaching in Architecture

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Abstract: An inclusive environment for the differently abled should ideally create a wholistic climate for development. This necessitates the Society to provide for equal opportunity in education, career, growth and social integration for the said group. In Society, Architects shoulder the responsibility of creating inclusive spaces by creating appropriate learning spaces, individual spaces and public spaces for the differently abled. Although there is a rising sensitivity towards design development as universal Design for the same but the area of concern raised in this paper is that 'Is the architectural fraternity inclusive in itself?' Imparting Architectural education becomes a crucial step towards opening the field of architectural practice to the said group. The paper attempts at understanding how inclusive is the architectural education system.

The findings depict firstly, considerable discrepancies between the understanding and guidelines for Persons with Disability set out by the Government of India and the various other bodies influencing Architectural Education. Secondly, the lack of implementation of the guidelines in full vigour by the Educational Institutes; case being established by study of top five institutes of Architecture. This study is of immense value as it highlights the gaps between guidelines and implementation of the strategies for the effective inclusive teaching in the field of Architectural Education for Persons with Disability. This in turn shall deepen ones understanding of the varied complex needs of the Persons with Disabilities and further research can be taken up to develop strategies exclusively for each Disability.

Keywords: Persons with Disability, Architectural Education, Inclusive Teaching
Paper Type: Technical

Abbreviations

PwD:	Persons with Disability	Ph:	Physically Handicapped
AICTE:	All India Council for Technical Education	CoA:	Council of Architecture
NIRF:	National Institutional Ranking Framework Ministry of Human Resource Development Government of India	RPwD:	The Rights of Persons with Disabilities Act, 2016 by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India

I. INTRODUCTION

An inclusive environment for the differently abled should ideally create a wholistic climate for development. Encouragement in all quarters to boost the self esteem of such individuals should be the goal of any strategies undertaken for their sake. This necessitates the Society to provide for equal opportunity in education, career, growth and social integration for the said group.

In Society, Architects shoulder the responsibility of creating inclusive spaces by creating appropriate learning spaces, individual spaces and public spaces for the differently abled. Although there is a rising sensitivity towards design development as universal Design for the same but the area of concern raised in this paper is that 'Is the architectural fraternity inclusive in itself?' Imparting Architectural education becomes a crucial step towards opening the field of architectural practice to the said group. The paper attempts at understanding how inclusive is the architectural education system.

II. RESEARCH METHODOLOGY

An inclusive environment for Architectural Education of Differently abled is influenced by varied physical and metaphysical factors. The paper attempts to study and analyse five such important factors outlined by Global Summits focusing on the concerns of Persons with Disabilities and the Government of India. These five crucial factors comprise of Defining the Disabilities to be considered, strength of induction of PwD into Architectural education courses, facilitation for PwD at academic institutes, capacity building and sensitization of teaching and non-teaching staff towards the need of PwD and lastly easy access to relevant Information pertaining to PwD on websites and brochures of these educational Institutes.

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The author in the study probes to find out two aspects firstly the discrepancies between the guidelines set by the Act and the guidelines and incentives laid out by the carious Councils and bodies influencing architectural education system i.e CoA, NIRF, ACITE. Secondly, the effectiveness of implementation of the respective guidelines for the above factors by the Academic Institutes. Data for top five Institutes of Architectural Education as per the NIRF ranking, 2020 were studied, compared and analysed against the guidelines.

III. REVIEW OF SYSTEMS AND FINDINGS

A. Defining Disability

The following Disabilities have been considered under The Rights of Persons with Disabilities (RPwD) Act, 2016 by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India (Department of Empowerment of Persons with Disabilities M. o.):

1. Physical Disability
   a. Locomotor Disability
      i. Leprosy Cured Person
      ii. Cerebral Palsy
      iii. Dwarfism
      iv. Muscular Dystrophy
      v. Acid Attack Victims
   b. Visual Impairment
      i. Blindness
      ii. Low Vision
   c. Hearing Impairment
      i. Deaf
      ii. Hard of Hearing
   d. Speech and Language Disability

2. Intellectual Disability
   a. Specific Learning Disabilities
   b. Autism Spectrum Disorder

3.Mental Behaviour (Mental Illness)

4.Disability caused due to-
   a. Chronic Neurological Conditions such as-
      i. Multiple Sclerosis
      ii. Parkinson's Disease
   b. Blood Disorder-
      i. Haemophilia
      ii. Thalassemia
      iii. Sickle Cell Disease

5. Multiple Disabilities

This dynamic and evolving understanding of the varied nature of the disabilities unfortunately does not percolate into the bodies influencing Architectural Education. NIRF in its scoring system for ranking of institutes has set rewards for provision of access to areas of learning for students with Physical disability alone. COA still accepts the category distinction for reservation of seats for Physically Handicapped persons as against Persons with Disability although, it states that the institutes should consider the regulations set by state and central government regulations for the same.

Findings: The Rights of Persons with Disabilities (RPwD) Act, 2016 aptly specifies that Disability has been defined based on an evolving and dynamic concept and acknowledges and give due significance of various types of disabilities other than mere Physical Disability but the same definition is not carried forward in other crucial bodies influencing Architectural education system like NIRF, CoA and AICTE.

B. Induction of Persons with Disability into Bachelor of Architecture Course

The Rights of Persons with Disabilities (RPwD) Act, 2016 specifies 5% reservation in seats in Government and Government aided higher educational institutions for persons with benchmark disabilities (Department of Empowerment of Persons with Disabilities). According to Section 2(r) of the Rights of Persons with Disabilities Act, 2016, a "person with benchmark disability" means a person with not less than forty percent of a specified disability, as certified by the certifying authority.

There is a clear indication of the intentions of the Government to encourage the said group to attain higher education in every possible field and thereby become capable confident professionals actively part taking in the future building of the Nation. Architecture being one of such fields of higher education, holds immense potential to give opportunity for development to the Persons with Disabilities.

Adhering to the RPwD Act, 2016 All India Council for Technical Education (AICTE) specifies that in order to develop awareness in the higher education system and also to provide necessary guidance and counselling to differently-abled persons, it is expected that the Institutes Facilitate admission of differently-abled persons in various courses.

The paper thus investigates as to whether 5% reservation of seats is being followed in the Institutes and if so then what is the actual representation of the Persons with Disability inducted in Bachelors of Architecture across India.

Students admitted into Bachelor of Architecture under Physically Handicap Quota, 2008-9 : 2014-15

Sr. no	Name of Student	Batch	CoA Registration	Sr. no	Name of Student	Batch	CoA Registration
1	Dodhiawala Jesmi Bharat	2008	COA- 000379	22	Ms. Malti	2010	COA- 058683
2	Suparna Dasgupta	2008	COA- 000474	23	Sonu Kumar Chaurasia	2010	COA- 058611
3	Irafan Malik	2008	COA- 003591	24	Pradeep Kumar	2010	COA- 044903
4	Alok Kumar Ojha	2008	COA- 031313	25	Ameesh Kumar Pandey	2010	COA- 051995
5	Ahmad Furkan	2008	COA- 034242	26	Dhananjay Singh	2010	COA- 044904
6	Beeravelli Chetan	2008	COA- 034316	27	Arun Kuamr	2010	COA- 044905
7	Ankit Kumar Varshney	2009	COA- 031353	28	Atul Kumar Verma	2010	COA- 055904
8	Ashok Kumar Maurya	2009	COA- 031359	29	Vijay Bhuriya	2010	COA- 055911
9	Dharm Singh Yadav	2009	COA- 031363	30	Vishal R	2011	COA- 013851
10	Sumit	2009	COA- 036797	31	Prayank Maru	2011	COA- 016243
11	Ashish Lodha	2009	COA- 037831	32	Sumit Kumar	2011	COA- 031497
12	Mohd. Aneesh	2009	COA- 037849	33	Mohd Shuaib	2011	COA- 035026
13	Umesh R. Ishwarkar	2009	COA- 037868	34	Mr.Amit Kumar Bajpai	2011	COA- 058727
14	Trilok Dange	2009	COA- 039575	35	Hatkar Aishwarya Vivek	2012	COA- 030228
15	Hemant Kumar Hemu	2009	COA- 044206	36	Mehta Charul	2012	COA- 023635
16	Anukrati Srivastava	2009	COA- 044207	37	Hiremath Aniket Savita	2013	COA- 042518
17	Aditya Kumar Agnihotri	2009	COA- 047890	38	Vora Harsh Chhaya	2013	COA- 042560
18	Siddarth Tandur	2009	COA- 058552	39	MD Ishteyaque	2013	COA- 042757
19	Hasan Abbas	2010	COA- 031416	40	Bhimani Kush	2013	COA- 052300
20	Komal Jaiswal	2010	COA- 031418	41	Muhammed Sheikh Maaz	2013	COA- 052301
21	Dhawan Sunny Sanjay	2010	COA- 013754	42	Bais Roshni B	2013	COA- 058263

Source: Data retrieved from Consolidated list of issued enrolment numbers, Council of Architecture.
https://www.coa.gov.in/index1.php?layout=&lang=1&level=1&sublinkid=314&lid=274

Findings: List of enrolment numbers issued to students admitted in 1st year B.Arch. Course for the six batches of 2008-09 to 2014-15 by the COA as on 02.12.2015 reflects the extremely poor induction of 0.07% (43no. of Students belonging to Ph category as against 58847no of total students admitted) Persons with Disabilities into the Course as against 5% seats reserved for them.

National Institutional Ranking Framework (NIRF), Ministry of Human Resource Development Government of India outlines a methodology to rank institutions across the country in each field of study, in this case the study is referring to NIRF ranking for Institutions imparting Architectural Education. The methodology draws from the overall recommendations broad understanding arrived at by a Core Committee set up by MHRD, to identify the broad parameters for ranking various universities and institutions. The parameters broadly cover “Teaching, Learning and Resources,” “Research and Professional Practices,” “Graduation Outcomes,” “Outreach and Inclusivity,” and “Perception”.

Name of Institute	Score	Rank
Indian Institute of Technology Kharagpur	80.46	1
Indian Institute of Technology Roorkee	79.75	2
National Institute of Technology Calicut	69.24	3
Centre for Environmental Planning and Technology University	66.68	4
School of Planning and Architecture	65.63	5

Source: Data retrieved from India Rankings 2020, Architecture, NIRF
https://www.nirfindia.org/2020/ArchitectureRanking.html

As per the above Rankings, the top two colleges of Architecture are studies and analysed to check their strength of induction for Persons with Disabilities (Technology)

IIT Kharagpur

Academic Year	As On	Gender-Wise Male | Female | Other	Category-Wise GEN | SC | ST | OBC | OTHER	Physically Handicapped	Foreign Nationals	Total Students	Uploaded on
2020-2021	15th Jan	11123 | 2775 | 0	7206 | 2002 | 800 | 3660 | 11	219	10	13898	2021-01-15
	15th Aug	8218 | 1989 | 9	5410 | 1457 | 601 | 2580 | 9	150	3	10216	2020-08-25
2019-2020	15th Jan	10485 | 2390 | 0	6814 | 1822 | 735 | 3307 | 9	188	6	12875	2020-01-15
	15th Aug	10428 | 2341 | 0	6738 | 1815 | 736 | 3283 | 197	188	6	12769	2019-09-23
2018-2019	15th Jan	10032 | 2113 | 0	6529 | 1699 | 683 | 3038 | 0	196	4	12145	2019-01-16
	15th Aug	10085 | 2105 | 0	6625 | 1724 | 712 | 3129 | 0	202	14	12190	2018-09-07
2017-2018	15th Jan	9912 | 1954 | 0	6391 | 1668 | 707 | 2892 | 1	207	9	11866	2018-07-30
	15th Aug	9964 | 1955 | 0	6399 | 1702 | 715 | 2892 | 0	210	6	11919	2017-11-06
2016-2017	15th Jan	9670 | 1905 | 0	6426 | 1639 | 684 | 2826 | 0	175	6	11575	2017-04-25
	15th Aug	9639 | 1853 | 0	6362 | 1623 | 684 | 2823 | 0	178	6	11492	2017-04-25
2015-2016	15th Jan	9241 | 1756 | 0	6127 | 1519 | 622 | 2566 | 1	162	6	10997	2016-08-19
	15th Aug	9418 | 1760 | 0	6232 | 1556 | 643 | 2583 | 2	162	8	11178	2015-09-24

Source: Students Statistics, IIT Kharagpur, Council of Indian Institute of Technology
https://www.iitsystem.ac.in/?q=studentstatistics/userview&campus_id=1

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IIT Roorkee

Academic Year	As On	Gender-Wise Male | Female | Other	Category-Wise GEN | SC | ST | OBC | OTHER	Physically Handicapped	Foreign Nationals	Total Students	Uploaded on
	15th Jan	6946 | 1728 | 0	4387 | 1184 | 467 | 2273 | 52	93	218	8674	2021-01-18
2020-2021	15th Aug	6956 | 1732 | 0	4395 | 1188 | 467 | 2275 | 52	93	218	8688	2020-12-21
	15th Jan	6473 | 1473 | 0	3917 | 1074 | 436 | 2060 | 154	106	199	7946	2020-01-30
2019-2020	15th Aug	6470 | 1489 | 0	3908 | 1100 | 435 | 2064 | 146	107	199	7959	2019-09-09
	15th Jan	6417 | 1362 | 0	3979 | 1085 | 427 | 1998 |	102	188	7779	2019-01-16
2018-2019	15th Aug	6617 | 1437 | 0	4145 | 1114 | 430 | 2071 | 0	103	191	8054	2018-08-29
	15th Jan	6335 | 1285 | 0	3857 | 1077 | 389 | 1954 | 127	85	131	7620	2018-01-31
2017-2018	15th Aug	6287 | 1274 | 0	3952 | 1076 | 389 | 1919 | 0	95	130	7561	2017-12-14
	15th Jan	6492 | 1291 | 0	4060 | 1129 | 405 | 1963 | 0	108	118	7783	2017-05-25
2016-2017	15th Aug	6491 | 1264 | 0	4090 | 1107 | 415 | 1929 |	102	112	7755	2017-05-25
	15th Jan	6750 | 1330 | 0	4246 | 1161 | 418 | 2046 |	110	99	8080	2017-05-25
2015-2016	15th Aug	6772 | 1299 | 0	4216 | 1170 | 425 | 2048 |	111	101	8071	2017-05-25

Source: Students Statistics, IIT Kharagpur, Council of Indian Institute of Technology
https://www.iitsystem.ac.in/?q=studentstatistics/userview&campus_id=7

The above table of the student's statistics for two of the top universities for Bachelor of Architecture Course as per NIRF Ranking, IIT Kharagpur and IIT Roorkee showcase a promising number of Persons with Disability being admitted in the University. IIT Kharagpur boosts an approximate average of 1.5% to 2% intake while IIT Roorkee trails along with an approximate average of 1% to 1.2%, though not close to the desired 5% intake, these figures are still promising as compared to the dismal picture showcased by other Institutes. Seeing the trend of these colleges for the past six years one can safely assume that the same ratio of intake might have been prevailing for the earlier batches as well, also one might also expect that a considerable number of students might have been admitted into the Bachelor of Architecture Course belonging to the PD category. Unfortunately, the COA list of students admitted into Bachelor of Architecture in IIT Kharagpur for the batches of 2008-09 and 2009 -10 reflect that NO student belonging to PD category was admitted (Architecture).

Findings: This indicates that though PwD are getting admitted in higher technical education for professional courses in the Government and Government aided Universities but they are getting absorbed into the Bachelors course of Architecture in negligible counts.

C. Facilitation for Persons with Disability

1) Government Guidelines for facilitation for Persons with Disability

Stress has been given in The Rights of Persons with Disabilities (RPwD) Act, 2016 to ensure accessibility in public buildings (both Government and private) in a prescribed time-frame.

Likewise, the principal areas of intervention under The National Policy for Persons with Disabilities, 2006 are: Prevention, Early-detection and Intervention; Programmes of Rehabilitation; Human Resource Development; Education of Persons with Disabilities; Employment; Barrier free-environment; Social Protection; Research; Sports, Recreation and Cultural Activities.

The Incheon ((ESCAP)) Strategy "To make the Right Real" for Persons with Disabilities in Asia and Pacific, 2013 sets out 10 goals amongst which one of the aspects of consideration is to 'Enhance access to the physical environment, public transportation, knowledge, information and communication'.

The Parallel Report of India on the Convention on the Rights of Persons with Disabilities, 2019 insists that the disability component should be well integrated into the curriculum of the bachelor's/master's degree/diploma/certificate courses in education so that all teachers become aware and are given the capacity to teach children with disabilities. It also states that Concerted work should be undertaken by the MHRD for providing flexible curricula and modifying such curricula to suit children with different abilities right from the primary level till the vocational level (Disabilities, 2019)

2) Guidelines of Various Councils pertaining to Architectural Education

All India Council of Technical Education (AICTE) has laid special emphasis on Providing Access to Differently-abled persons, as per their guidelines differently-abled persons need special arrangements in the environment for their mobility and independent functioning. They insist that the colleges are expected to address accessibility related issues as per the stipulations of the Persons with Disabilities Act 1995, and ensure that all existing structures as well as future construction projects in their campuses are made disabled friendly. Further elaborating on the same they specify that the institutes should create special facilities such as ramps, rails and special toilets, and make other necessary changes to suit the special needs of differently-abled persons also, the construction plans should clearly address the accessibility issues pertaining to disability Guidelines on accessibility laid out by the office of the Chief Commissioner of Disabilities.

AICTE, in its mandate has clarified that in addition to the procurement of assistive devices through various schemes of the Ministry of Social Justice and Empowerment, the higher education institute may also need special learning and assessment devices to help differently-abled students enrolled for higher education. In addition, visually challenged students need Readers. Availability of devices such as computers with screen reading software, low-vision aids, scanners, mobility devices, etc., in the institutes would enrich the educational experiences of differently-abled persons (Education). Note that all the above assistance is primarily for Persons with Physical Disability in terms of Physical Accessibility and support devices but physical and metaphysical facilities required for the Person with Learning and Mental Disability is not spelled out clearly.

National Institutional Ranking Framework (NIRF) parameters (Framework, 2020)for ranking specifies dedicated points for Outreach and Inclusivity attained by Institutions but is very restrictive in its approach in incentivising development of facilities for Physically Challenged Students alone while Persons with other Disabilities are not catered to.

PCS Facilities: Facilities of physically challenged students

Parameters	Rank 1: IIT Kharagpur	Rank 2: IIT Roorkee	Rank 3: NIT Calicut	Rank 4: CEPT Ahmedabad	Rank 5: SPA Delhi
1. Do your institution buildings have Lifts/Ramps?	Yes, more than 80% of the buildings	Yes, more than 80% of the buildings	Yes, more than 80% of the buildings	Yes, more than 80% of the buildings	Yes, more than 80% of the buildings
2. Do your institution have provision for walking aids, including wheelchairs and transportation from one building to another for handicapped students?	Yes	Yes	Yes	Yes	Yes
3. Do your institution buildings have specially designed toilets for handicapped students?	Yes, more than 80% of the buildings	Yes, more than 80% of the buildings	Yes, more than 80% of the buildings	Yes, more than 80% of the buildings	Yes, more than 80% of the buildings

Source: Data retrieved from India Rankings 2020, Architecture, NIRF
https://www.nirfindia.org/2020/ArchitectureRanking.html

3) Council of Architecture

(Architecture, Minimum Standards for Architectural Education Regulations, 2020) specifies that the regulations and curriculum of the University or Institution shall Provide flexibility in the teaching or learning system but does not specify to suit what ends or is rather silent on the provisions of flexibility for the Persons with Disabilities. The suggestive teaching and Learning Methods also do not take into consideration any special aspect for PwD. In the requirements for teaching and Non-teaching staff the requirement for a special educator is not indicated as well. In the requirements for Space and infrastructure strangely the Council does not specify the requirement for Universal Access neither any special provisions for recreation for the PwD as desired by the Guidelines of the Ministry of Social Justice and Empowerment is taken into cognizance.

Findings: Although The Rights of Persons with Disabilities (RPwD) Act, 2016, The National Policy for Persons with Disabilities, 2006, The Incheon report 2013 and the Parallel Report all include provisions for Research and Development of assistive technology and product development devices along with emphasis on curriculum restructuring but the various Council (AICTE, NIRF, COA etc) norms and thereby the Institutes lay focus on physical accessibility to spaces of learning for the Differently Abled pertaining to the needs of the Physically Handicapped persons while the metaphysical needs in terms of tailored curriculum, pedagogy, assistive devices and techniques for the Persons with Learning and mental disabilities is not been facilitated.

4) Capacity building of Teaching and non-teaching Staff to cater to needs of PwD

The Council of Architecture Research and training Centre, Pune and the Research and Training Centre, Bhopal successfully keeps conducting training programs for capacity building of the faculty of Architecture. The various fields covered for training include Building Energy, History, Conservation, Vernacular and cultural Heritage, Design aspects, Practice of Profession, Construction and Technological advancement, Management issues and Architectural Pedagogy. In the past five years COA has conducted the following training programmes for enhancement of Architectural Pedagogy amongst Faculty:

Source: CoA training and Research Centre, Pune and Bhopal.

https://www.coa.gov.in/index1.php?lang=1&level=0&linkid=59&lid=412

a) National Online Teacher Training Program (TTP) from 15th to 19th Feb, 2021, in association with the Department of Architecture and Planning, MANIT, Bhopal.

b) Council of Architecture - Training and Research Centre, Bhopal & Priyadarshini Institute of Architecture & Design Studies, Nagpur, jointly organizing National Level Online Training Program on Applications of GIS & Re Remote Sensing in Architectural Pedagogy (Level1

c) “Conscious Induction of Skills in Architectural Pedagogy: The Need of Time” to be conducted ONLINE on 15th, 16th 17th 20th 21st July 2020

d) 'Teaching Indian Architectural History' scheduled to be conducted from 11th

e) May 2020 to 15th May 2020.

f) Teaching Indian Architectural History at COA-TRC, Pune from 16th to 20th March, 2020**.**

g) Teaching Architecture - Innovative Approaches at SCMS School of Architecture, Ernakulam, from 27th to 31st January 2020.

h) Design Pedagogy, at Gopalan School of Architecture and Planning, Bangalore, from 17th to 21st February2020

i) Integrative Approach towards Pedagogy of the Design Studio, at School of Architecture, MS Ramaiah Institute of Technology, Bangalore, Karnataka, from 06th to 10th January 2020.

j) Integrating Effective & Innovative Methods for Technical Subjects in Architectural Curriculum, at Kolhapur from 02nd to 06th December 2019.

k) Education of Design Professional an Ekistics Approach at Mumbai, Maharashtra from 09th to 13th December 2019

l) Architectural Design Pedagogy at Bangalore, Karnataka from 16th to 20th September 2019.

m) Communication Skills for Effective Teaching -Discourse at Pune, from 23rd to 27th September 2019.

n) Learning to Teach and Teaching to Learn at COA-TRC, Pune, Maharashtra from 26th to 30th August, 2019.

o) Design Pedagogy Explorations - from Basic Design to Design Thesis at Secunderabad, Telangana from 01st to 05th July, 2019.

p) Behavioural Skills for Teachers in Architecture at COA-TRC, Pune, Maharashtra from 24th to 28th June2019

q) Constructive Crit: Revisiting pedagogical objective of a Design Jury at Pune, Maharashtra from 11th to 15thFebruary, 2019

r) Innovative Teaching Methods for Technical Subjects in Architecture Curriculum , at Loni Kalbhor, Pune, from 3rd to 07th September 2018

s) Dialogues – The Communication Skills workshop for Effective Teaching at J.B.R.Architecture College, Hyderabad , Telengana from 05th to 09th March 2018
t) Integrative Approach to Design Pedagogy at Nashik, Maharashtra, from 18th to22nd December, 2017
u) Integrative Approach to Design Pedagogy at Nashik, Maharashtra, from 18th to22nd December, 2017
v) The Teaching – Learning Process in Architectural Design from Basic Design to Thesis Project at Kollam, Kerala from 21st August to 25th August, 2017

Findings: The Parallel report of India signifies the mandate that compulsory training should be imparted to all existing teachers in the area of inclusive education. Council of Architecture though actively organizes training sessions for a wide range of fields in Architecture and Architectural pedagogy for capacity building of Faculty members, has failed to conduct any special training towards sensitizing Faculty towards the varied and complex needs of the Students with Disability as is evident from the past five-year records of the training programs conducted by CoA. The lack of emphasis on such training programs by CoA, it being the regulating body for Architectural Education Standards of Institutes reflects the poor initiative towards the said area.

5) Access to Easy Online Information

The parallel Report of India indicates that all colleges and universities must have a Disability Cell to provide the needed support to students with disabilities. They should clearly state the accessible services offered on their websites/college prospectus.

A visit on the Websites of the top five Universities and institutes of Architecture as per NIRF ranking brings forth that most of these institutes have dedicated student's cell, Anti ragging cell, Women's cell but Disability Cell though might have been formulated as I would like to presume is not projected upfront in their Websites or Brochures. Likewise, any information pertaining to the Students with Disability is not readily and clearly demarcated as a separate quick link on their websites.

Findings: The top five Universities and Institutes as per NIRF ranking have failed to provide easily accessible information pertaining to concerns of Students with Disability on their websites and brochures. They might have constituted the desired Disability cell as per the recommendations of the Parallel Report of India, Incheon Report, The Act and Policy for Persons with Disability but the information of the same is not readily available on their website.

IV. CONCLUSIONS

An inclusive environment for the differently abled should ideally create a wholistic climate for development rather than just a physically appropriate infrastructure in the Academic Institutes imparting Architectural Education. The findings of the study and the corresponding suggestions to implement Inclusive teaching in Architecture are as follows:

Findings: The Rights of Persons with Disabilities (RPwD) Act, 2016 aptly specifies that Disability has been defined based on an evolving and dynamic concept and acknowledges and give due significance of various types of disabilities other than mere Physical Disability but the same definition is not carried forward in other crucial bodies influencing Architectural education system like NIRF, CoA and AICTE.

Suggestions: Co-ordination between various bodies influencing the Standards of Architectural Education and the Ministry of Social Justice and Empowerment, Government of India should be brought about. A dynamic nature of the changing concepts of Disability should be taken into account into Architectural Education thereby giving due significance to the needs of the varied Types of Disabilities of students rather than catering to needs of mere Students with Physical Disability. A broad all-inclusive spectrum of understanding of Disabilities should be developed and respected in Architectural Education.

Findings: List of enrolment numbers issued to students admitted in 1st year B.Arch. Course for the six batches of 2008-09 to 2014-15 by the COA as on 02.12.2015 reflects the extremely poor induction of 0.07% (43no. of Students belonging to Ph category as against 58847no of total students admitted) Persons with Disabilities into the Course as against 5% seats reserved for them.

The findings indicate that though PwD are getting admitted in higher technical education for professional courses in the Government and Government aided Universities but they are getting absorbed into the Bachelors course of Architecture in negligible counts

Suggestions: Appropriate Counselling of Persons with Disability should be encouraged at schools, Career Counselling Centre and Institutes of Higher Education to help them understand their potential and challenges in regard to various higher education and career options available to them. Institutes of Architectural Education have a key role to play in advocating and promoting Architecture as highly potential field of study and career for PwD. A detailed in-depth research of various disabilities to understand their scope and potential for the field of Architectural education should be taken up.

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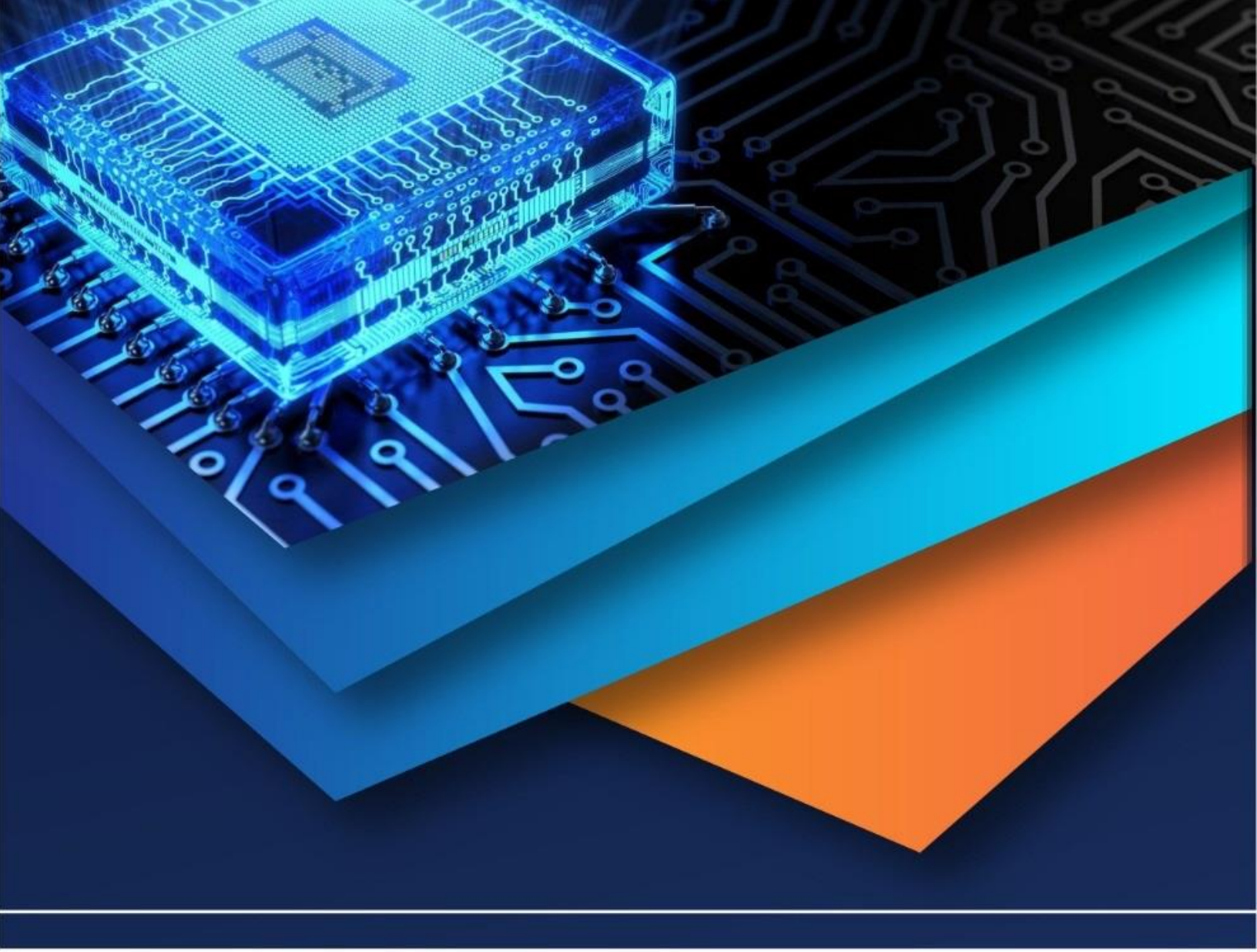
Findings: Although The Rights of Persons with Disabilities (RPwD) Act, 2016, The National Policy for Persons with Disabilities, 2006, The Incheon report 2013 and the Parallel Report all include provisions for Research and Development of assistive technology and product development devices along with emphasis on curriculum restructuring but the various Council (AICTE, NIRF, COA etc) norms and thereby the Institutes lay focus on physical accessibility of spaces of learning for the Differently Abled pertaining to the needs of the Physically Handicapped persons while the metaphysical needs in terms of tailored curriculum, pedagogy, assistive devices and techniques for the Persons with Learning and mental disabilities is not been facilitated.
Suggestions: Along with provisions of physical accessibility to spaces of learning for the Differently Abled addressing the needs of the Physically Handicapped persons, the metaphysical needs in terms of tailored curriculum, pedagogy, assistive devices and techniques for the Persons with Varied Disabilities including Learning and mental disabilities should be facilitated. Research to develop the above should be promoted by Government and concerned institutes of Architectural Education.

Findings: The Parallel report of India signifies the mandate that compulsory training should be imparted to all existing teachers in the area of inclusive education. Council of Architecture though actively organizes training sessions for a wide range of fields in Architecture and Architectural pedagogy for capacity building of Faculty members, has failed to conduct any special training towards sensitizing Faculty towards the varied and complex needs of the Students with Disability as is evident from the past five-year records of the training programs conducted by CoA. The lack of emphasis on such training programs by CoA, it being the regulating body for Architectural Education Standards of Institutes reflects the poor initiative towards the said area.
Suggestions: Capacity building and sensitization of Teaching and Non-Teaching Staff towards the varied and complex needs of the Students with Disabilities in Architectural education should be promoted and incentivised by CoA, NIRF, AICTE and institutes of Architectural Education.

Findings: The top five Universities and Institutes as per NIRF ranking have failed to provide easily accessible information pertaining to concerns of Students with Disability on their websites and brochures. They might have constituted the desired Disability cell as per the recommendations of the Parallel Report of India, Incheon Report, The Act and Policy for Persons with Disability but the information of the same is not readily available on their website.
Suggestions: Disability cell should be formulated in all Institutes of Education. A quick link should be generated on the Websites of all academic Institutes providing easy access to information pertaining to various aspects and needs of Students with Disabilities. The brochure of Architectural courses of these Institutes should clearly specify all relevant information and should promote engagement of PwD into Architectural Education.

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