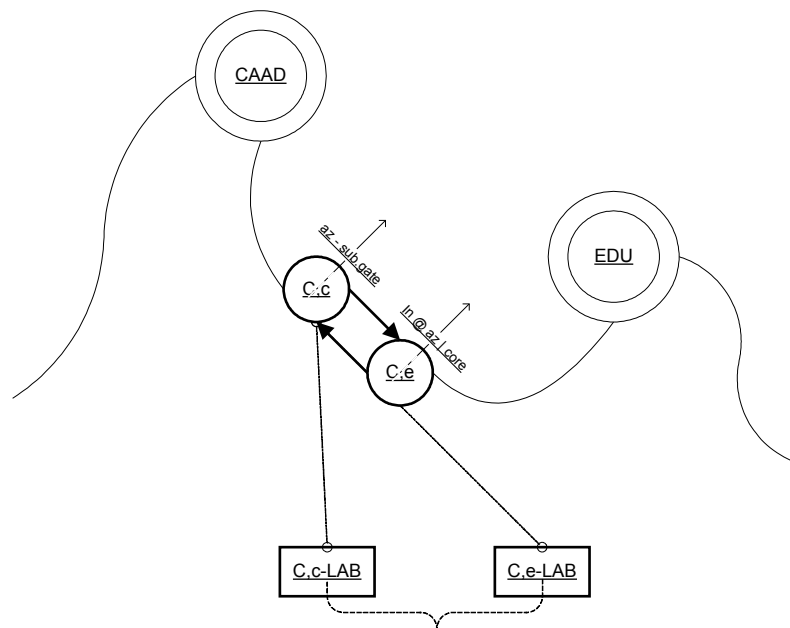


ABA-NET | Architexturez Imprints.

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Two of the anticipated four laboratories tasks; i.e., roles C,c and C,e are occupied already in relationship with institutions of a known performance record, and individuals at CEPT University.¹ with proved research and academic abilities. Two *near-identical* projects concerning with Knowledge Structures in Architectural Studies and Production, are proposed at (C,e) level, this is done so as to maximize technology re-use, and so as to reduce the semantic distance between C,c and C,e Laboratories. Either of the proposed organisation can substitute the other.



Structure of Knowledge-Acquisition processes, roles C,c and C,e – though unique – can substitute for one-another

P-1: (Structures) and the History in Indian Architecture; with emphasis on history of ideas and the history of mentalities, sub-projects such as...

- *P-1a_the history of architectural education* in India illustrated by extensive case-studies of landmark institutions and organizations of labor in architectural education;
- *P-1b_the history of modernized architectural practices* in India since 1857; with emphasis on the structure of architectural practices as they have evolved in time;

P-2: Representing the Structure(s) of CAAD Research as represented in CAAD research Documentation Repositories [See Outline of Research; Appendix – 1.], sub-projects such as...

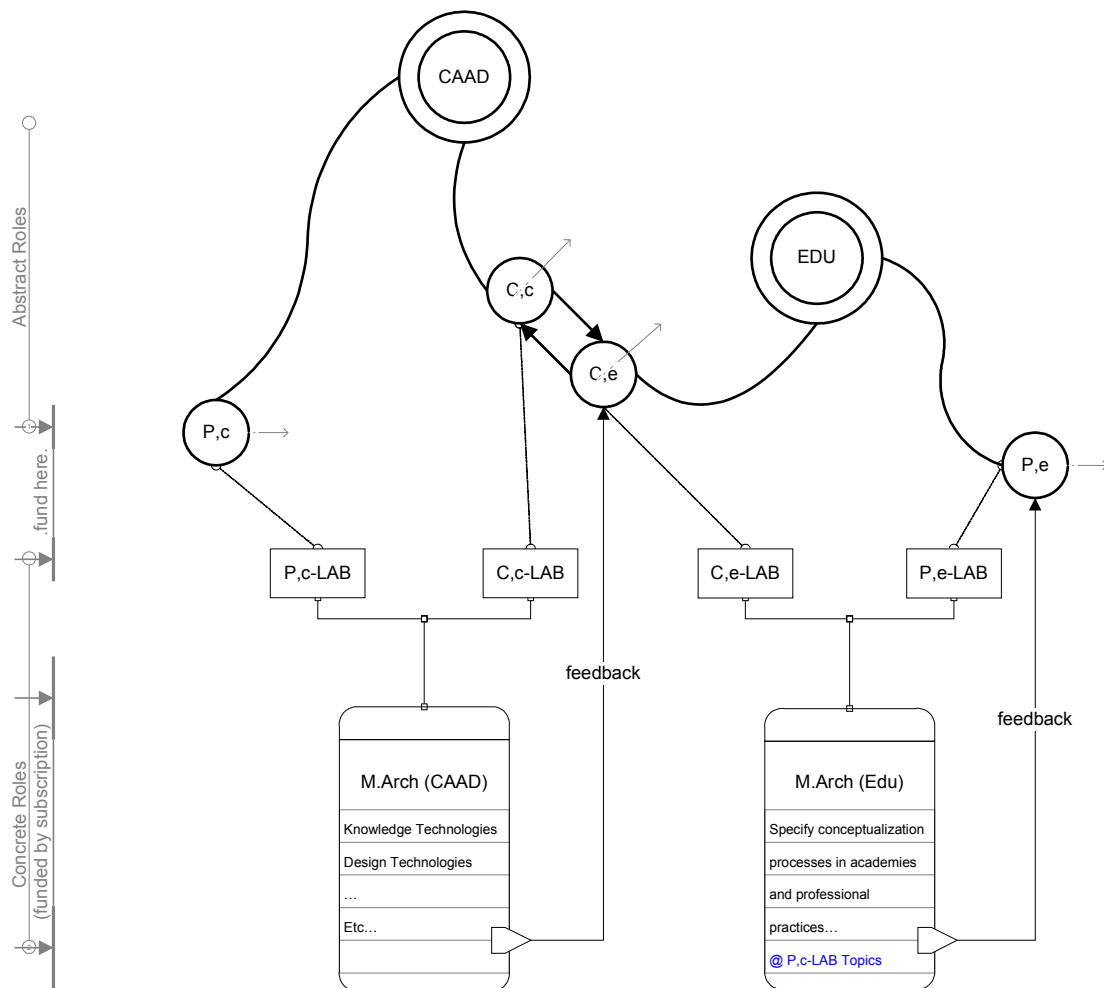
- *P-2a_w.r.t. the Techniques of Representing CAAD Research* using Conceptual Graphs.
- *P-2c_the representation of architectural types* as repositories of architectural knowledge.²

The project defined above revolves around a doubling, or a strategic redundancy, where the processes C,e and C,c; while mutually exclusive and unique, can in practice substitute for one-another. The two processes, also, work towards the same objective: *the characterization of knowledge as it is formed in a multitude of architectural practices.*

A corresponding outwards (publishing / dissemination) aspect of the processes is visualized through Architexturez Network, which is an inter-network existent amongst the various Indian institutions working with architecture and physical space.

~ * ~

The matrix of projects thus constructed is expressed in the following diagramme, which has three types of roles, i.e., Abstract roles, Concrete roles and Masters courses...



Drawing 1: Legend: P, C (Productions, Conceptualizations); c, e (CAAD, Education), LAB (Laboratory).

- ①. **Abstract roles are procedures, they are not populated:** Concrete roles are substantial roles, they are populated and have structuration, where bridges P,C → P,C-LAB combine virtual and concrete roles.

- a. parts P,c & P,e: **Engineering and Practice:** As to how Information Technologies intervene in Architectural Processes...
- b. parts C,c & C,e: **Education and Conceptualization:** As to how Architectural Processes constitute Knowledge...

②. **Concrete Roles are populated with Laboratories of a three year duration maximum:**

- a. Two corresponding structures, P,c and P,e are left vacant for the moment. Having to do with the realization of knowledges acquired in C,c and C,e processes; They will be operationalized in winter 2006.
- b. As the planned laboratories are of a three year duration, it is also desirable from a practical point of view to do so.
- c. The concrete roles find outward expression in two of the Architecturez Network interfaces in the following manner:
 - process C,c → az: sub.gate, Architecturez Subject Gateway, semantic web;
 - process C,e → in @ az | core, az: South Asia (home) Document Repositories;
- d. Two M.Arch courses are attached to laboratories and the main curriculum changes in the M.Arch courses are affected through redesign of laboratories. M.Arch courses feedback (self-evaluation) loops create an echelon effect, with the CAAD courses responding to Education activities in the form of Research systems and infrastructures.

③. **Courses:** Masters' and associated studies (degree courses) which are a part of the research systems.

- a. The M.Arch (CAAD) course is suggested in response to felt needs in the profession at large to exploit competence South Asians enjoy in information technology in deploying newer technologies of design, understood as potential engines of modernization.
- b. The M.Arch (Edu) course will provide Indian schools of architecture and architectural practices with persons trained in Architectural Education and Research, with skills in the specification of conceptualization processes required in formulating applications of architecture as a field of study, and a profession.

④. The Production, or “P” roles, i.e., P(c) (e) are conducted in consultation with practice. I propose CEPT create a series of research collaborations with architectural practices in India and elsewhere as feasible, such that CEPT Outreach Offices are attached with architectural practices of a peer-reviewed or industry accepted standard of practice.³

- 1 Individuals identified are: Prof. R J Vasavada, Ahmedabad; Prof. Miki Desai, Prof. Kirit Patel, Prof Anand Bhatt, CEPT University; Prof. Bharat Dave, University of Melbourne; Prof. Thomas Kvan; Sydney Univeristy; Prof. Bob Martens, Vienna Technical University.
- 2 By architectural types we mean corporeal types (buildings, urban fragments, etc;) and media types (cartographic, anagraphic, etc:)
- 3 Offices identified are practices with an exemplary record in design competences (such as Mathew and Ghosh Architects), practices with a wide-scale deployment in mechanised design processes (such as Alacrity) and practices conducted by primarily academic concerns (such as Abhimanyu Dalal). Architectural practices active in Generation VI and VII circumstances (such as Subhrajeet Das) are also interesting as well as practices in CEPT proximity, (such as Matharoo Associates or Surya Kakani Associates)