

Detailed Bio-data

Academic Biodata

Name: Dr. Nakul Dhagat

Designation: Professor

Department: Architecture and Planning

Institute: Maulana Azad National Institute of Technology (MANIT), Bhopal

Professional Profile

I am a Professor in the Department of Architecture and Planning at Maulana Azad National Institute of Technology (MANIT), Bhopal. My academic work is primarily focused on developing and refining teaching pedagogy in architecture, with an emphasis on process-oriented, experiential, and reflective learning. I strongly believe that architectural education should prioritize clarity of process and gradual intellectual and creative maturation of students rather than an early pursuit of extraordinary or superficial outcomes.

Teaching and Pedagogical Contributions

Architectural Design

In architectural design studios, I emphasize understanding design as a *process*. I guide students to explore multiple design options, critically evaluate alternatives, and gradually develop their proposals. At this stage of their academic life, I do not expect students to produce exceptional or unconventional outcomes; instead, my focus is on ensuring that they understand how design evolves. Through this approach, students slowly mature and can develop more functional, contextual, and aesthetically refined design solutions over time.

Building Material and Construction

In the subject of Building Construction, my approach is rooted in the architect's perspective rather than that of a structural engineer. I take students through the logical and sequential processes of construction, helping them understand how construction methods, materials, and on-site practices influence architectural decisions and creativity. I emphasize that a sound understanding of construction processes can open greater possibilities for architectural creativity and informed design.

Working Drawing

I consider Working Drawing to be one of the most important subjects in architectural education and professional practice. In my teaching, I focus on training students to produce accurate, detailed, and professionally relevant drawings. Students are taught how to prepare drawings, develop details, ensure correctness, and follow the proper sequence of drawings. This prepares them to meet professional expectations and function effectively as working drawing resources in architectural offices.

Communication Skills and Experiential Learning

A significant part of my academic engagement involves enhancing students' communication skills. I have introduced live and experiential projects where students are video recorded and later analysed for posture, body language, eye contact, voice modulation, and overall presence. Through structured feedback sessions, I help students develop self-awareness and improve their personal and professional communication abilities.

To further strengthen expressive skills, I assign creative exercises such as making short films. These assignments encourage students to explore storytelling, dramatization, voice control, and emotional expression, helping them build confidence and step out of their comfort zones.

Dissertation and Research Guidance

I have also taught Dissertation Writing as a formal subject, where my approach is to guide students through the complete process of researching a topic. I treat research as a vehicle for understanding academic rigor and structured thinking rather than merely as a final written output. Students are trained to systematically formulate aims, objectives, scope, and limitations of research, and to understand the interrelationship between these components.

Special emphasis is placed on research methodology, which I present as the roadmap of the research process. Students are encouraged to comprehend how methodology governs direction, sequencing, and decision-making in research, and how it helps in identifying and managing interdependencies within a research study. This process-oriented approach enables students to develop clarity, logical thinking, and academic discipline in research-based work.

Academic Philosophy

I firmly believe that strong foundations in design thinking, construction processes, communication, and professional documentation are essential for the development of competent architects. By guiding students through structured processes and reflective learning, I aim to help them evolve into confident professionals capable of producing functional, aesthetic, and contextually responsive architectural solutions.

This biodata reflects my academic contributions, teaching approach, and philosophy in architectural education.