Shruti Nath

Qualifications

2017 – 2023	Ph.D. in Architecture School of Architecture & Design, University of Tasmania, Hobart, Australia
2010 – 2012	Master of Architecture in Habitat Design School of Architecture, B.M.S College of Engineering, Bangalore, India
2000 – 2005	Bachelor of Architecture Department of Architecture, Birla Institute of Technology (Mesra), Ranchi, India

Bio

Shruti has completed her PhD in Architecture from the University of Tasmania, Australia. Her research funded by the Tasmanian state government, focussed on condensation risk and mould growth analysis of typical Australian residential wall systems. As an Architectural Science researcher, she explored if the commonly constructed contemporary code-compliant wall systems were promoting condensation and mould in various Australian climate zones. Her study addressed an important gap in knowledge about the relationship between the energy efficiency requirements in the Australian national building regulations and the occurrence of condensation and mould in the code-compliant contemporary housing. This research provided evidence to argue for greater regulatory change in the 2022 Australian building regulations.

Some of her published works are:

- Atmosphere | Free Full-Text | Mould Growth Risks for a Clay Masonry Veneer External Wall System in a Temperate Climate (mdpi.com)
- Has a singular focus of building regulations created unhealthy homes? (tandfonline.com)
- ASA2022 Book of Abstract (archscience.org)
- 1-A-bio-hygrothermal-mould-growth-analysis-of-typical-Australian-residential-wall-systems.pdf (archscience.org)
- 39-The-use-of-an-innovative-hygrothermal-simulation-method-to-develop-built-fabric-recommendations-for-southern-Australia.pdf (archscience.org)
- https://anzasca.net/wp-content/uploads/2019/01/09-Is-new-housing-a-health-hazard.pdf

She has many years of teaching experience in the Architectural colleges in India. She has been awarded the Associate Fellowship of the Higher Education Academy (AFHEA) by the UK Professional Standards Framework (UKPSF), in recognition of professional practice for supporting teaching and learning in Higher education.