MArch

Architecture Education

01

Introduction to the Program

The M. Arch. Program in Architecture Education is aimed at architects with a professional degree to develop core competency in the methods and processes of educational pedagogy, to become more relevant as teachers to students of architecture. The program also is aimed at graduates of allied disciplines like Art, Design and Structural Engineering to develop competency in integrated learning methods in architecture. This program addresses therefore a long-standing lacuna expressed by teachers of architecture.

The program also upgrades the knowledge and discourses in architecture to contemporary times, acknowledging the diversity of architectural practices and approaches to the built form and material fabric. It gives the graduate student the tools to be flexible and adaptable in the current scenario of fast change and environmental challenges. It inculcates the values of research-based pedagogy by providing relevant training in research. The program accepts inclusivity and pluralism as its base from which a variety of transformative practices may emerge. In order to maintain a contextual relevance, the curriculum shall address a potential teacher's appreciation of architecture in the Global South, beyond the conventional Eurocentric focus.

The Graduate of this program shall be competent to create courses, curate future curricula, integrate changing technologies of design and representation, be appraised of changes in context and ecological variations while maintaining a critical stance towards all these narratives.

Most significantly, the Graduate will develop the tools for effective expression and communication, and become an influencer of best practices, whether by the various modes of representation, the written or the spoken word.

The Graduates of this program will have an opportunity for three-fold self-development: As a 'Teacher' with abilities to gather knowledge, build ideas and concepts, communicate knowledge; as a 'Pedagogue' with capacity for instituting systems and methods of knowledge sharing; and as an 'Intellectual' with calibre for broadening the scope of the field/ profession and deepening its academic discourse.

01

Programme Outcomes

Graduates of this program will have the capacity to approach teaching of architecture and allied subjects in a granular and textured manner.

Due to the essentially student-driven nature of the program, the student can chart their own areas of interest, develop specific expertise, and direct the course of their individualself-development.

The program does not limit itself to the training of teachers of architecture, but broad-bases the knowledge, appreciation and critical stance of the student to be able to contribute usefully to several field beyond the classroom, such as architectural practice, research, writing, journalism and curating.

02

Eligibility for Admission

Students with the following undergraduate degrees (or their equivalent) are encouraged to apply:

1. Bachelor of Architecture (B. Arch)
2. Bachelor of Design (B. Des)
3. Bachelors of Fine Arts (BFA) [Fine Arts or Applied Arts]
4. Bachelor of Engineering in Civil Engineering (BE Civil)

It is preferred that the students are familiar with using architectural drawing, rendering, BIM and image processing software

Admission to this program is subject to the aspirant successfully clearing

1. A Common Entrance Test
2. Interview (with portfolio)

03

Career Outcomes

Graduates of the Program can now become valuable contributing members in the following ways:

1. As future contributors to architectural pedagogy in roles of a teacher, the head of an architecture program, a developer of curricula, or a communicator of contemporary architecture and its relevance in society.
2. Become curators of architectural change, both tangible and intangible that contribute to itsmaterial and cultural development.
3. Contribute to the academic and popular discourses of the discipline through architectural writing, journalism and critique.
4. Use this degree as the jumping ground for more focused doctoral research in the pedagogy of architecture or indeed in any other area of their choosing.
5. Become changemakers for positive transformation, either as social entrepreneurs or leaders of urban organisations.

04

Course Structure

1. The courses are envisaged in five themes:
    c. Education Theory, technology and management
    d. Contemporary architecture thinking
    e. Advanced courses in architecture
    f. Domain pedagogy in architecture
    g. Research in architecture and architecture pedagogy
2. All Core Courses are compulsory to all students within the program.
3. In every semester, each student shall choose prescribed number of choice-based courses within the program as well as outside the program, within the university.
4. Sem I course on 'Academic Writing and Ethics' will be taken in the Department of Humanities. Sem II course on 'Research Methods in Architecture' will be based within the School of Architecture.
5. The studio modules will deal with specific areas of architecture pedagogy. Core domain of teaching Design and architectural representation is specifically addressed. Developing competency in one of the supplementary domains – Building science, Building technology, History and Theory will be based on individual choice.
6. Sem III course – 'Minor Research Project' – shall be in the form of a seminar where student driven research will be presented as academic papers. The program will culminate with a major research project in sem IV, produced as a dissertation.

05

Semester 1 Course Structure

Sr. No.	Type	Course code	Course	Lecture credits	Tutorial credits	Studio credits	Total credits	Total Hours
1.1	Core	ARCH 627	Learning theories	2	1	0	3	60
1.2	Core	ARCH 629	Architecture, Society & contemporary practice	3	0	0	3	45
1.3	Core	HUM 601	Academic Writing and Ethics	1	1	0	2	45
1.4	Studio	ARCH 633	Pedagogy of Design and Representation	3	0	3	6	135
			Choose any 2 out of 4					
1.5	Choice based (Within course)	ARCH 637	Post-independence Architecture in India	2	0	0	2	30
1.6	Choice based (Within course)	ARCH 639	History of buildings: A technological and environmental lens	2	0	0	2	30
1.7	Choice based (Within course)	ARCH 641	Digital Technologies in Architecture	2	0	0	2	30
1.8	Choice based (Within course)	ARCH 643	Visual Ethnography	2	0	0	2	30
	Choice based (Outside course)		Choose any 1 from pool				2	
			Total Semester 1				20	

1.1 Learning Theories

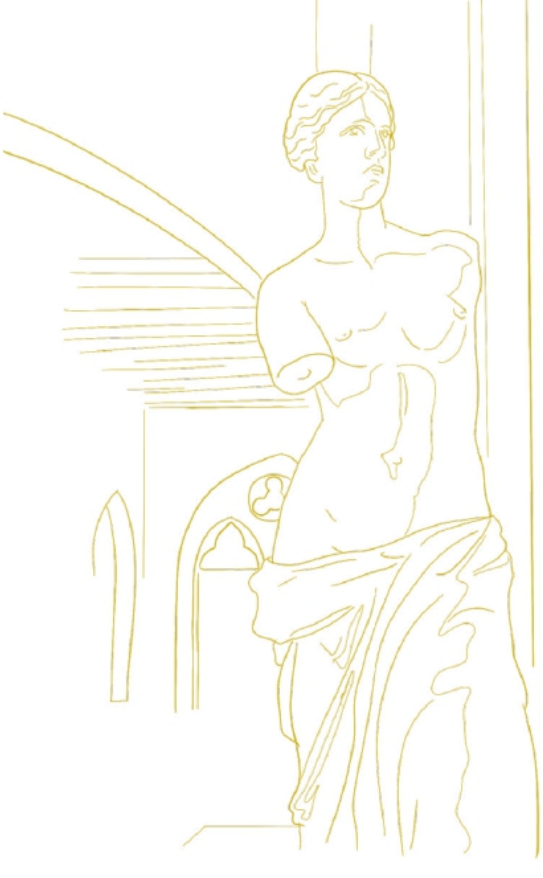
	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	1	0	3	Yes	Yes	No
Hours	30	30	0	60			

Course Objectives:

1. To introduce the student to the theories of learning and cognition.
2. To equip the future teacher with an understanding of pedagogical processes by which learning may take place.

Course Content:

1. Contemporary learning theories, fun theory, psychology of learning, the role of cognition
2. Bloom's Taxonomy
3. Constructivist and Situated theories of learning
4. Learning styles and factors affecting learning
   g. student centric learning
   h. project-based learning
   i. productive failure
   j. experiential learning – learning by making/building/creating
5. Learning Creativity
6. Spaces for learning for creative fields



1.2 Architecture, Society & Contemporary Practice

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	3	0	0	3	Yes	Yes	No
Hours	45	0	0	45			

Course Objectives:

1. To understand the role of architecture in society, and the architects' role in creating that architecture
2. To chart out various modes of contemporary architectural practices in India and the Global South
3. To understand the fundamentals of Cultural Studies and Discourse analysis

Course Content:

1. Social Role of Architecture in contemporary Indian society
2. Architecture as fulfilling cultural and social needs
3. Concepts of Cultural studies, Discourse analysis.
    a. Architecture as cultural practice
    b. Architecture as cultural and political discourse – case studies
4. Pluralism:
    a. Diverse modes of architecture practice ideas and influences --
    b. Contemporary architecture practice in the global south: learnings for Indian practices
5. Criticality:
    a. The changing nature of contemporary architecture profession and architects' role in India and the Global South
    b. Critical evaluation of dominant narratives

1.3 Academic Writing & Ethics

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	1	1	0	2	No	Yes	No
Hours	15	30	0	45			

Course Objectives:

Architectural Design studio forms a major part of undergraduate programme in architecture. Mastering the language of architectural representation becomes critical for undergraduate students to communicate their designs. Design studios are team-taught and there is a collective dynamic at play within which individual personalities of students as well as teachers flourish.

This studio will prepare the student for the primary tasks in pedagogy of architectural design.

Course Content:

The studio course will be conducted as a set of workshops of varying durations, each consisting of reviewing a set of readings assigned by the instructors, group discussions, writing response essays, speculative design briefs etc. One of the components of the coursework will involve apprenticeship in the undergraduate programme of the school to gain practical experience.

1. Workshop 1:

   Understanding the unique nature of studio-based design pedagogy and its inherent opportunities and challenges, roles and responsibilities of a design teacher, communication of values, development of curiosity and ability to ask questions, aspects of team-teaching and group learning, creative collaboration and conflict resolution.

2. Workshop 2:

   Preparing Studio Briefs: Different modes of design inquiries, institutional philosophy: paradigmatic and syntagmatic integration with the overall teaching-learning scheme, framing values, setting objectives, problem selection, pre-design studies, design process, setting time-bound goals, techniques of writing briefs etc.

3. Workshop 3:

   Review of various modes of architectural representations

4. Workshop 4:

   Rethinking Design Studio: critical reforms in teaching design, questioning the hegemony of design studio

   Questions of authorship, autonomy, and freedom

5. Workshop 5:

   Apprenticeship in the design studio of the B.Arch. programme

1.4 Post-independence Architecture in India

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	3	0	3	6	No	Yes	No
Hours	45	0	90	135			

Course Objectives:

1. To review the trajectory of post-independence architecture in India to gain an understanding of different strands.
2. To review the trajectory of architecture practice concomitant with the post-colonial historical and social developments in India

Course Content:

1. 20th century Indian architecture before and after independence
    a. Pre-independence roots of modernism
    b. Architecture in the first decade after independence, the middle decades
2. Shaping of Indian modernism
    a. Pre-independence roots of modernism
    b. Architecture in the first decade after independence, the middle decades
3. Architectural shifts
    a. The era of economic liberalisation, changing patronage
    b. Effects of globalisation
    c. Alternative Practices
    d. Emerging Architecture in the new millennium

1.5 History of Buildings: Technological & Environmental View

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	0	2	No	Yes	No
Hours	30	0	0	30			

Course Objectives:

1. To review history of architecture from lenses other than theoretical, formal or stylistic.
2. To gain fresh insights into history of buildings from the technological and environmental standpoints..

Course Content:

1. Changing relationship of architecture with technology and energy
2. How humanity's access to energy has shaped the world's buildings through history.
3. Meeting the challenges of natural environment while improving human lives
4. Discussion of examples, case studies
    a. From prehistory to industrial and post-industrial times, particularly from the global south.

1.6 Digital Technologies in Architecture

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	0	2	No	Yes	No
Hours	30	0	0	30			

Course Objectives:

1. To provide an overview of digital tools and technologies prevalent in architectural production
2. To gain an understanding of transforming of design thinking due to the use of digital technologies
3. To appreciate how architecture learning takes place in the era of digital technologies
4. To provide hands on experience in using digital technologies

Course Content:

1. Digital Tools for Design and Fabrication
    a. Computer Aided Design and 3-D modelling softwares: new ways of architectural form generation
    b. Parametricism in architecture
    c. Digital fabrication: CNC-milling machines, laser cutters, 3-D printers
    d. Digitisation, metaverse and future of architecture
2. Digital Tools for Design Management
    a. Building information modelling (BIM) software
3. Machine Learning, Artificial Intelligence, Augmented Reality
    a. Implications of machine learning and artificial intelligence for architects
    b. Tools for augmenting user experience of the built environment through AR
4. Issues of social responsibilities and ethics in the era of digital technologies

1.7 Visual Ethnography

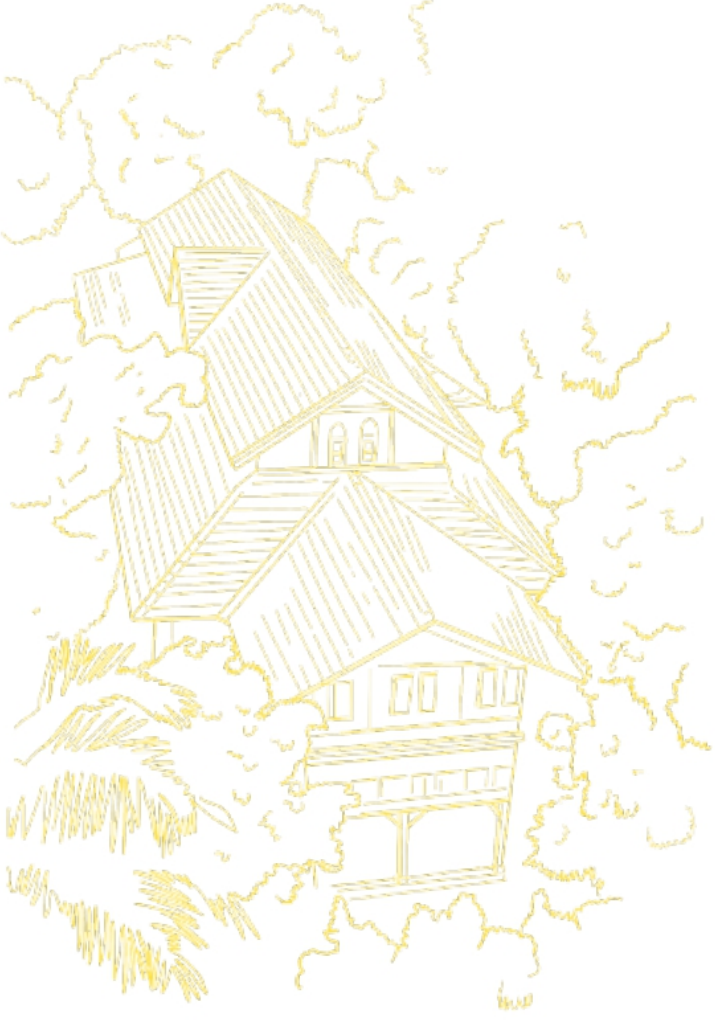
	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	0	2	No	Yes	No
Hours	30	0	0	30			

Course Objectives:

1. To introduce students to principles and methods of visual ethnography for design and research.
2. To equip students to carry out immersive observations of subject groups
3. To enable students to judge the worth of subjective and objective positions as researchers

Course Content:

1. Ethnographic Methods
    a. Relevance of ethnographic methods for better understanding of design context
    b. Use of visual methods like photography, video, sketching to gather data and express reality of a group of people – their activities in their natural setting or habitat.
2. Methods and Process of visual ethnography for design research
    a. Subjective and Objective positions as a researcher
    b. Immersive observation and analysis
    c. Data Analysis and representation
3. Case studies of ethnographic approach



Semester 2 Course Structure

Sr. No.	Type	Course code	Course	Lecture credits	Tutorial credits	Studio credits	Total credits	Total Hours
2.1	Core	ARCH 628	Instructional Systems Design	3	0	0	3	45
2.2	Core	ARCH 630	ICT Integrated Education	1	0	2	3	75
2.3	Core	ARCH 606	Research Methods in Architecture	2	0	0	2	30
2.4	Studio	ARCH 634	Pedagogy of Supplementary Domains in Architecture	3	0	3	6	135
			Choose any 2 out of 4					
2.5	Choice based (Within course)	ARCH 638	Building Physics and Evaluating Sustainability	2	0	0	2	30
2.6	Choice based (Within course)	ARCH 640	Key Texts in Architecture history and theory	2	0	0	2	30
2.7	Choice based (Within course)	ARCH 642	Archiving and curatorial practices	2	0	0	2	30
2.8	Choice based (Within course)	ARCH 644	Environment-Behaviour Studies	2	0	0	2	30
	Choice based (Outside course)		Choose any 1 from pool				2	
			Total Semester 2				20	

2.1 Instructional Systems Design

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	3	0	0	3	No	Yes	No
Hours	45	0	0	45			

Course Objectives:

1. To introduce students to the theories and methods of Instructional Design and evaluation systems.
2. To make students aware of the processes involved in planning and delivering innovative and effective course content for student centric learning.
3. To enable students to design their own coursework for specific courses in art/architecture/design education

Course Content:

1. Instructional Systems Design
   a. Basic processes of instructional design
   b. Instructional Design models, ADDIE model
   c. Learner Analysis, Goal analysis
   d. Need assessment, Learning objectives,
   e. Taxonomies of cognitive levels
   f. Objectivity and Ethics

2. Effective teaching-learning strategies
   a. Technology-enhanced learning environments
   b. E-Learning and Blended Learning
   c. Evaluation of instructional systems

3. Types of Assessment
   a. Diagnostic, Formative, Summative
   b. Specific problems of evaluating design projects
   c. Learning outcomes and measuring them

2.2 ICT Integrated Education

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	1	0	2	3	No	Yes	No
Hours	15	0	60	75			

Course Objectives:

1. To introduce ICT in teaching-learning process
2. To gain proficiency in use of various tools and techniques of ICT for creating and delivering content.
3. To train students to incorporate technology enhanced learning in their own classrooms/studios

Course Content:

1. Technology Lab
    a. Various tools and technologies related to the use of ICT to be practiced for hand-on exercises in a technology lab.
2. Technologies for creating new pedagogical resources
    a. Video, Multimedia, Animations and Simulations
    b. Web 2.0/3.0.
3. Technologies for content delivery
    a. Learning Management Systems (e.g., Moodle)
    b. Classroom management systems (e.g., Jhoomla)
    c. Open Education Resources, intelligent tutoring systems
    d. Online course development such as NPTEL
    e. Educational game design, developing educational apps

2.3 Research Methods in Architecture

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	0	2	Yes	Yes	No
Hours	30	0	0	30			

Course Objectives:

1. To understand basic research issues and concepts.
2. To familiarize oneself with the various forms of architectural research.
3. To be able to make informed choices about research methods – qualitative or quantitative.
4. To be able to document architectural situations through drawings and writing.

Course Content:

1. The Research Process
    a. Objectives of Research
    b. Concepts and Issues
    c. Taking forward learnings from HUM 601 in terms of Research Writing
2. Types of Architectural Research
    a. Historical
    b. Qualitative
    c. Experimental
    d. Correlational
    e. Simulation
    f. Logical Inference
    g. Case Study Observations
3. Methods of Data Collection and Analysis
    a. Qualitative and Quantitative methods
    b. Observation and Recording
    c. Interviews, surveys, oral histories-- Structured and Unstructured
    d. Open ended and Close ended questioning
    e. Sampling
    f. New Applications for Research Data Management – Zotero, Notion etc.
4. Documentation
    a. Mapping, Diagramming as research
    b. Presenting Research through drawings and maps
5. Evaluating Sources
    a. Putting together the research for publication

2.4 Pedagogy of Supplementary Domains in Architecture

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	3	0	3	6	No	Yes	Yes
Hours	45	0	90	135			

Course Objectives:

1. To provide the students a brief overview of various domains within architecture curriculum and enable them to specialise in teaching any one of them.
2. To discuss ways of integration of supplementary domains with the core design courses in architecture pedagogy.
3. To bring the students' knowledge up to date with the current best practices in one of the supplementary domains of architecture education as per their choice.
4. To hone the skills for researching the field, designing instructional material, and delivering it.

Course Content:

This course will review the pedagogy of a few principal domains that supplement architecture pedagogy. The course will begin with lectures outlining the scope of each of the domains and their brief overview in architecture curriculum to create a holistic perspective.

The course will then split into individual supplementary domains. The students will have freedom to select any one of the domains for further exploration and develop specialised skills for teaching the same.

This will consist of review of current knowledge and practices of a specific domain, gathering study material, carrying out instructional designs and creating teaching material. Special emphasis will be given to develop innovative teaching strategies and interesting coursework for the respective domain. The learnings of courses – ISD and ICT Integrated Education – will be simultaneously put to use by the students in this studio.

The studio course will be conducted like a workshop (or a set of workshops) in which short instructions will be followed by carrying out hands-on exercises by the students. The break-down of the workshop into multiple modules will be left to course instructors of each domain.

Relevant site visits will be a vital part of the learning. A creative workshop for hands-on experiential learning with materials/ technologies will be mandatory in the coursework. This may be offered as an off-campus opportunity by experts.

One of the components of the coursework will involve apprenticeship in the B.Arch. programme of the school to gain practical experience.

Suggested Supplementary Domains

1. Building Technology

This domain will emphasise architecture as a technological artifact, where a building's form and aesthetics is a result of how it is put together and held together. The scope of the course will consist of reviewing the range of building construction systems, material technologies, traditional building practices, local and global practices in materials and construction technologies, debates on use of appropriate technology, etc. This will be done through a review of literature, case studies, site visits, group discussions and expert lectures.

2. Building Science

This domain will emphasise architecture as subject to the laws of nature, where a building is a bio-climatic entity which interacts with the physical environment, consumes energy and other resources, and produces waste – requiring a network of systems to service it for a comfortable occupation by people inhabiting it. The scope will consist of reviewing the range of environmental sciences and building services. The topics discussed will be – climatology, science of heat and sound as related to buildings and human comfort conditions, energy efficiency, rating systems, environmental building codes, safety codes, recent advances in environmental services in a building, building services for large-scale projects etc. This will be done through a review of literature, case studies, site visits, group discussions and expert lectures.

3. History and Theory

This domain will emphasise architecture as an artistic, cultural and social discipline and elaborate its disciplinary discourse. The scope will consist of reviewing the range of topics in architecture history and theory. modes of historiography, parallel timelines, architecture as cultural and social history, importance of local histories, sub-altern histories, narration of story of architecture from different perspectives, current debates in the discipline of architecture etc. This will be done through a review of literature, case studies, site visits, group discussions and expert lectures.

2.5 Building Physics and Evaluating Sustainability

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	0	2	No	Yes	No
Hours	30	0	0	30			

Course Objectives:

1. To understand fundamental principles of building physics for functional efficiency in the built environments.
2. To grasp advanced topics in climatology
3. To familiarise with tools and systems of measuring and rating environmental performance of building

Course Content:

1. **Principles of Building Physics**
   a. Thermal Comfort in Buildings
   b. Thermal Performance of Building Envelope
   c. Energy Efficiency and simulation
   d. Building Acoustics and acoustic quality indicators
   e. Architectural Design considerations
2. **Sustainability Rating Systems for Built environment**
   a. Global rating systems: BREEAM, LEED, CASBEE, GREEN STAR and HK-BEAM.
   b. Green Rating Frameworks in India: GRIHA, IGBC, BEE
   c. Features of Energy Conservation Building Code (ECBC)
   d. Sustainability in the global south: local paradigms, social and economic sustainability, politics of Green

2.6 Key Texts in Architecture History and Theory

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	0	2	No	Yes	No
Hours	30	0	0	30			

Course Objectives:

1. To chart an overview of key writings in architecture and theory from the Classical ages to the present day
2. To critically assess the milestone texts and their influence on architecture and change
3. To critically assess the value of milestone texts in architecture education today
4. To understand the influence of Theory from other fields (like philosophy, cultural studies and linguistics) on architecture

Course Content:

1. Key writings in architecture
    a. Prescriptive, ideological, dogmatic and critical readings from the classical age to current times
    b. Classicism, Modernism, postmodernism, structuralism, post structuralism, deconstruction and beyond
2. Milestones of influence
    a. Texts that transformed architectural thinking
    b. A critical stance to the continuing relevance of canonical texts in architectural education today
    c. How texts allow an architect to build a world view
4. What is Theory
    a. The influence of theory on architecture thinking
    b. Theories from within the architectural discipline- concerning technology, aesthetic and design
    c. Theories from outside the architectural discipline- concerning philosophy, cultural, studies, linguistics, etc.
5. Architecture as literature, Architecture as philosophy

2.7 Archiving and Curatorial Practices

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	0	2	No	Yes	No
Hours	30	0	0	30			

Course Objectives:

1. To realise the importance of archiving academic work production in an institution
2. To explore the scope of archiving the works of architectural practices in India
3. To gain an understanding of archival and curatorial processes

Course Content:

1. Archiving in Architecture
    a. What is an archive, Importance of archiving, use of archives for teaching and research
    b. Institutional Archives, Private Archives, and their functions
    c. Role of an archivist
2. Archiving Practices
    a. Contemporary developments in curatorial thinking and practice
    b. Techniques of developing and managing of archives
    c. Digitisation, preservation, cataloguing, use of digital technologies
    d. Knowledge production using drawings, models, objects, images, and diverse forms of documentation.
3. Curatorial Practices
    a. Role of exhibitions in discourse of architecture
    b. Basics of curating exhibitions and archives of architectural and allied material
    c. Experimental approaches
    d. Conceptualising an exhibition

2.8 Environment-Behaviour Studies

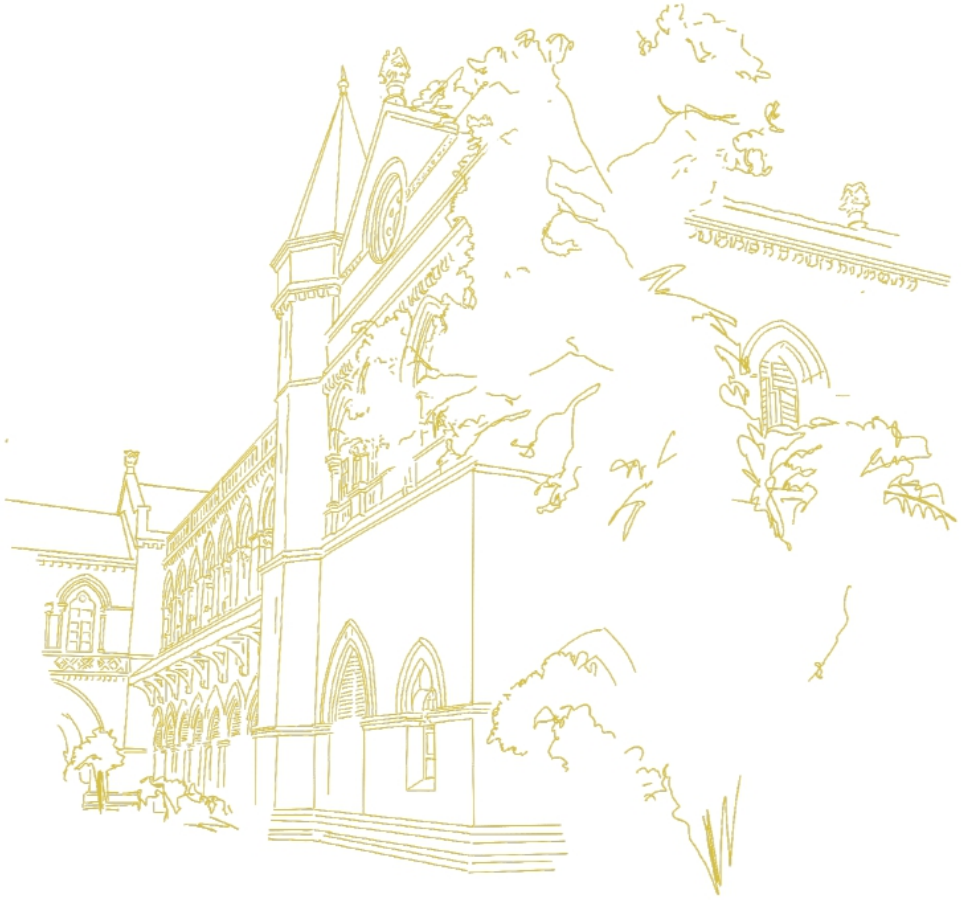
	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	0	2 C	No	Yes	No
Hours	30	0	0	30			

Course Objectives:

1. To develop an appreciation of how psychology can contribute to shaping urban environments, preserve natural environments, and deal with the challenges of environmental and climate change.
2. To provide an overview of the theory, methods, contemporary academic research
3. To chart out practical applications in environmental interventions from field of environmental psychology.

Course Content:

1. Role of physical environment in shaping human behaviour
2. Key theories in Environmental Psychology
   Theories regarding urban and built environments
3. Key theories of people-nature relationship
   In the field of environmental psychology
4. Evaluation of an environmental intervention
   Application of methods of environmental psychology to analyse architecture



Semester 3 Course Structure

Sr. No.	Type	Course code	Course	Lecture credits	Tutorial credits	Studio credits	Total credits	Total Hours
3.1	Core	ARCH 727	Collaboration and Communication for creative pedagogy	2	0	1	3	60
3.2	Core	ARCH 729	Creative Collaboration Workshop	1	0	2	3	75
3.3	Seminar	ARCH 733	Seminar (Minor Project)	0	0	8	8	240
			Choose any 2 out of 3					
3.4	Choice based (Within course)	ARCH 737	Critical Thinking and Architecture Criticism	2	0	0	2	30
3.5	Choice based (Within course)	ARCH 739	Architecture in Visual and Narrative Arts	2	0	0	2	30
	Choice based (Outside course)		Choose any 2 from pool				4	
			Total Semester 3				20	

3.1 Collaboration & Communication for Creative Pedagogy

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	1	3	Yes	Yes	No
Hours	30	0	30	60			

Course Objectives:

1. To create synergies that enable Team-teaching and group-learning, characteristic features of design and art education
2. To equip students with knowledge and skills of techniques of collaboration and communication

Course Content:

1. Importance of collaboration and effective communication in the creative fields
2. Key concepts and frameworks for collaborative teaching-learning process
3. Team communication and inter-personal skills
   Methods and techniques for effective team-teaching
4. Cross-disciplinary collaboration
5. Effective management of negotiation and conflict
   Creating team-building exercises

3.2 Creative Collaboration Workshop

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	1	0	2	3	No	Yes	Yes
Hours	15	0	60	75			

Course Objectives:

1. To bring students of Education in all the three schools: Art, Design and Architecture together to harness their creative spirit and energies.
2. To foster inter-disciplinary teams for a creative endeavour in the campus.

Course Content:

The teams will be drawn from the education students of all three schools. They shall brainstorm to propose to create an endeavour/project/artefact that draws upon their individual creativity and skills. Faculty mentors will be also drawn from the three schools.

The outcome can be in any form of their choosing – art installation, space installation, short film, exhibition, social campaigns, creating artefacts etc.

3.3 Minor Research Project in Metropolitan Architecture

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	0	0	8	8	No	Yes	Yes
Hours	0	0	240	240			

Course Objectives:

1. To be able to write and present an academic paper
2. To aim to produce new knowledge that can help in the understanding of the changing Metropolis.
3. To explore possibilities of Major Project Research
4. To participate in seminar/conference/symposium environments
5. To adhere to the highest standards of academic integrity.

Course Content:

Students are expected to convert their learnings into academic research, in the form of a paper that stays within the present domain of metropolitan Architecture.

The work carried out here could represent the current interests and pursuits of the institution in terms of research. At the same time, the Seminar as a Minor Project ca be used by the student to explore their own research interests, that will culminate as a major project in Sem IV.

This paper may be a stand-alone research paper, or an exploration of themes that may form the major project, or be a chapter in the major project.

All the papers so published may be presented at an annual conference and compiled as a conference document.

3.4 Critical Thinking and Architecture Criticism

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	0	2	No	Yes	No
Hours	30	0	0	30			

Course Objectives:

1. To develop critical thinking skills in participating in a discourse on architecture.
2. To learn to discern various stances related to beliefs and ideologies.
3. To develop a worldview that does not fall prey to disbelief.

Course Content:

1. Critical thinking skills for an architect
   a. The importance of architectural criticism to develop discourse
2. Principles of art criticism
   a. Art criticism and adaptation to architectural discourse
3. Influential voices in architecture criticism
   a. Discourse building
   b. Debates in architecture
   c. Hegemonic, ideological discourse
4. Scepticism and binaries
   a. Developing a critical stance towards binaries
   b. Understanding the differences between equality, equity and justice
   c. Power differentials between binaries
   d. Speaking truth to power
5. Narrative building in the age of social media
   a. Diversity of voices
   b. Suppression of alternate viewpoints and its implications
6. The State of architectural criticism in India
   a. Architectural magazines, national dailies, journals
   b. Overview of architectural writing in India
7. Writing architecture- hands on exercises

3.5 Architecture in Visual and Narrative Arts

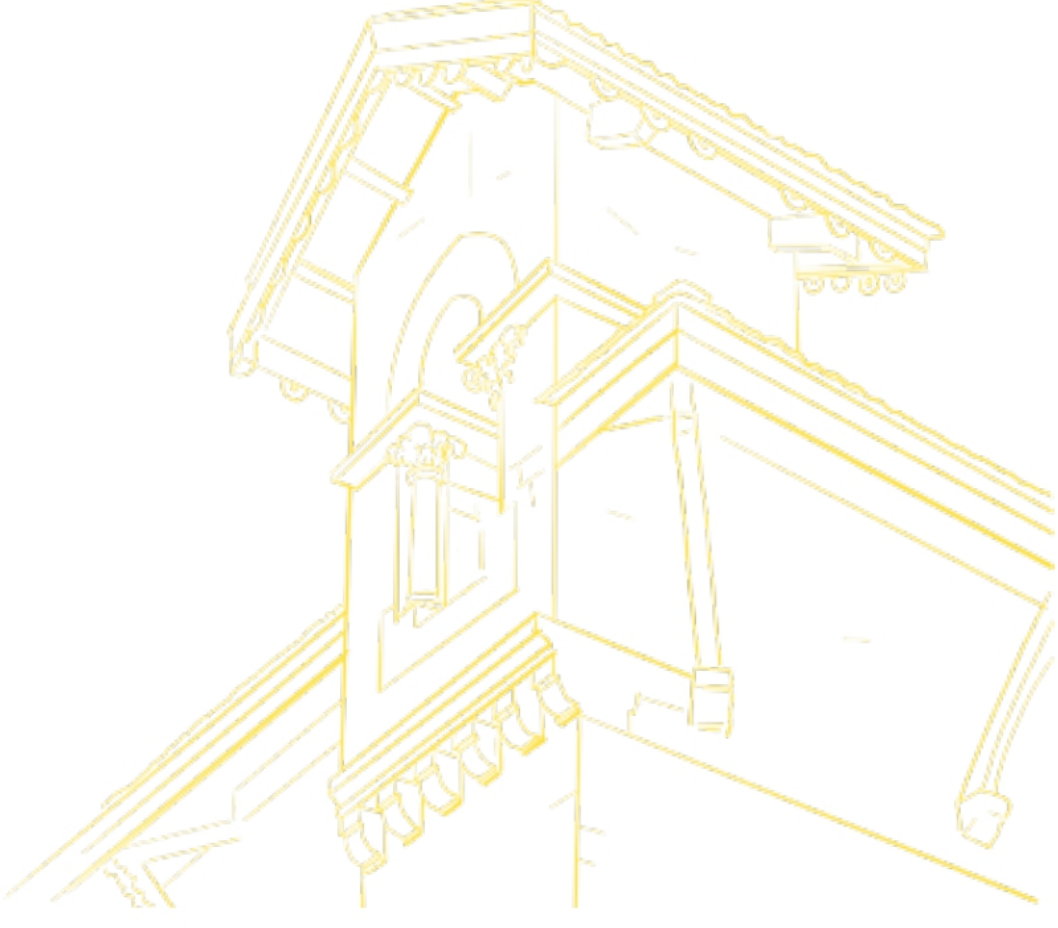
	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	0	2	No	Yes	No
Hours	30	0	0	30			

Course Objectives:

1. To explore relation of architecture with other art forms.
2. To appreciate architecture as a cultural production
3. To chart out its various representations in the visual and narrative arts
4. To glean fresh meanings, inferences and interpretations into architecture and its representation in other media
5. To gain an understanding of architectural form and space through its representation in visual and narrative arts

Course Content:

1. Architecture as a cultural production
    a. How the inhabitants talk about the spaces they inhabit
    b. Location in aspirations, belief systems and expressions of habitants
    c. What is the value of the city to its citizens beyond the functional
2. The representations of architecture
    a. How is architecture represented in Art
        i. Literature and poetry
        ii. Cinema and mass media
        iii. Social media
    b. What inferences can be derived about the built form and habitable space
3. Inhabitation and change
    a. What does it mean to live in architecture
    b. What changes in the surroundings cause the behaviour of its inhabitants to transform?
    c. Charting change in inclusivity, access, power differentials and imagery
    d. Based on examples from the representations above.
4. The Flaneur
    a. Experiencing architecture
    b. Observations and ethnography



Semester 4 Course Structure

Sr. No.	Type	Course code	Course	Lecture credits	Tutorial credits	Studio credits	Total credits	Total Hours
4.1	Core	ARCH 704	Education Policy and Governance	3	0	0	3	45
4.2	Dissertation	ARCH 710	Dissertation (Major Project)	0	0	15	15	450
	Choice based (Outside course)		Choose from Inter-program	0	0	0	2	
			Total Semester 4				20	

4.1 Education Policy and Governance

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	3	0	0	3	Yes	Yes	No
Hours	45	0	0	45			

Course Objectives:

1. To introduce the students to the prevailing policies in Education in art/ architecture/design.
2. To encourage them to critically engage with the policy documents to gain a broader perspective in which to situate the learning of respective domain, to engage with debates on educational reforms
3. To introduce the students to the regulatory mechanism that governs the imparting ofart/architecture/design education in India.
4. To introduce the students to the quality systems in education
5. To make the students aware of the academic and administrative structure of an higher educational institution (HEI): roles and responsibilities of a teacher.

Course Content:

1. Role of a teacher of art/architecture/design in nation building
    a. Shaping young minds towards critical thinking to influence the course of the profession in betterment of the society and urban environments.
    b. Ethics of a teacher and a mentor, institutional and individual values
2. Academic and administrative structures of art/architecture/design institutions
    a. Stand-alone or a departmental unit
    b. Roles of a teacher as an academic and an administrator
    c. Addressing student grievance, functioning of grievance cell in a university
    d. Addressing gender equality, functioning of a gender cell in a university
    e. Addressing diversity and inclusivity
    f. Fundamentals of curriculum design and implementation
3. Prevailing education policies
    a. National Education Policy
    b. University system in India
    c. Prescribed standards of education by respective professional councils, such as by the CoA
    d. Critical reassessments of Educational Policies for reforms in art/ architecture/ design education
4. Introduction to the statutory bodies and regulators
    a. Their mandates, and requirements for compliance and affiliation.
    b. Examples such as Council of Architecture (COA), All India Council for Technical
    c. Education (AICTE), University Grants Commission (UGC), Higher Education Council
    d. (HEC), and other agencies as they come into force in future.
5. Quality: Concepts and Systems
    a. Understanding and defining quality in art/architecture/design education
    b. Global and national Quality Indices
    c. Requirements of accreditation by bodies such as COA, NAAC or UGC
    d. Assurance and assessment of quality at the levels of a course, a programme, and an institution
    e. Role of Internal Quality Assurance Cell (IQAC), self-assessment of teachers and institutions

4.2 Dissertation (Major Project)

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	0	0	15	15	Yes	Yes	Yes
Hours	0	0	450	450			

Course Objectives:

1. To carry to fruition in-depth research into a theme of the students' choice from within the objectives and range of the program
2. To demonstrate the ability to bring together available information on a topic, summarise, review and derive inferences for the state of knowledge, and identify gaps, and compose research questions
3. To be able to devise research design to answer the research questions posed and to carry out the said research with diligence and integrity
4. To be able to analyse findings, and write/derive conclusions that can be contributed as new knowledge in the field

Course Content:

The student shall conduct a supervised major research project and write a dissertation in the final term of the program, on a theme of their choice from within the objectives and range of the program.