

01

Introduction to the Program

The Master of Art Education is a two-year master's degree programme that leads to a professional teaching qualification in the field of art education. As an art graduate, the master's programme will allow you to apply your practise in a professional teaching context. The student will have developed an integrated understanding and appreciation of the unique qualities of an art education by the end of the course. They will have demonstrated your ability to function as an educator in a variety of settings and contexts.

The application of their own art and design practises, insights, and modes of learning will be transformed to cater to teaching requirements. The course is designed to help the student grow personally, socially, intellectually, and practically to prepare them for a professional career as a teacher. It also aims to develop the necessary skills and dispositions of research, analysis, evaluation, and critique to enable them to become a reflective practitioner. To that end, they will gain a theoretical as well as a practical understanding of key teaching and learning processes. The School of Education operates on the premise that art teacher education is not primarily concerned with teaching art or teaching about art, but rather with teaching through art. Across the programme, there is a strong emphasis on exploring a variety of visual art processes and contemporary art practise through practical workshops in a studio setting.

In the two years, the student-teacher will be able to critically map their work as educators and artists to the current pedagogical shifts in postsecondary art education using influential teaching and learning practises that have been introduced.

02

Eligibility for Admission

Students with the following specializations are encouraged to apply.

- Bachelor's in Design (B. Des),
- Bachelor's in Architecture (B. Arch),
- Bachelors in Fine Arts (BFA) [Fine Arts or Applied Arts]
- Bachelor's in Engineering in Civil Engineering (BE)

Any student with a Bachelor's degree is eligible for admission.

The admission is subject to

- A Common Entrance Test
- Portfolio & Statement of Purpose
- Interview

It is preferred that the students are familiar with drawing, painting, rendering, basic graphic softwares like Photoshop, Illustrator, etc.

03

Program Outcomes

Students will:

1. Expand their practice and knowledge on contemporary art through workshops, lectures, film screenings, tutorials and group crits
2. Improve their presentation and discussion skills while presenting their work to RCA staff, visiting artists, and academics, in a professional and diverse environment
3. Receive feedback and practical advice from RCA staff and experts in contemporary art
4. Develop their work under the supervision of the course leader who is expert in that field
5. Get dedicated time for independent study in their own space
6. Benefit from professional online technical support to develop their practice
7. Immerse themselves in a multidisciplinary environment
8. Meet artists from all over the world

04

Career Outcomes

Students graduating from the course can look forward to employment as an Exhibition organiser, gallery manager in notable galleries. They can work in related fields such as:

1. Exhibition organiser
2. Gallery management
3. Print maker
4. Art Programm management
5. Art administration
6. Teaching , lecturing, research, Phd Study
7. Contemporary art practice independently



06

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	ART 631	Disability in Art	2	1	0	3	60
1.3	Core	HUM 601	Academic Writing & Ethics	1	1	0	2	45
1.4	Studio	ART 633	Method in Madness	3	0	3	6	135
			Choose any 2 out of 3					
1.5	Choice based (Within program)	ART 635	Art Equalizer	2	0	0	2	30
1.6	Choice based (Within program)	ART 637	Art as Therapy	2	0	0	2	30
1.7	Choice based (Within program)	ART 639	Artistic Barriers	2	0	0	2	30
	Choice based (Outside program)		Choose from Inter-Program 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
5. student centric learning
6. project-based learning
7. productive failure
8. experiential learning – learning by making/building/creating
9. Learning Creativity
10. Spaces for learning for creative fields

1.2

Disability in Art

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

● Introduction:

This course delves into an important but often overlooked aspect of the arts. It calls into question the very existence of some forms of art. An investigation into the accessibility of art. Use of technology to assist disabled artists in furthering their expression. The course also considers the search for gallery spaces for that disabled society. The course will include an essay or an interview with a practising disabled artist.

● Course Objectives:

1. Analyse works of art contextually in Visual Arts
2. Describe, analyse, and interpret created artwork
3. Recognize elements of design in works of art
4. Discuss disabled artists and the relevance of disability in Arts
5. Introduces students to artistic research and methodologies, through philosophical debates in art criticism and contemporary practices.

● Course Content:

1. Historical representation of Disability in Visual Arts
2. Accessibility of Art for the disabled
3. Physical Disability in the movies
4. Essay/interview of an artist with disability
5. Art for mood disorders
6. Art for developmental disorders
7. Disabled artists

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			

● Introduction:

Art is an age old visual communication which contains a lot of value for the one who can uncover this treasure of knowledge while rest remain ignorant. This course equips the students with diverse ways of efficiently convey their unique research and insights through academic writing.

(Compulsory Core Course to be taken in the Department of Humanities)

● Course Objectives:

1. To teach students vital reading and writing techniques for efficient research communication.
2. To familiarise students with the different forms, etiquette, and structures used in academic writing.
3. To educate pupils on the moral standards that should be followed when writing academically.
4. To educate pupils about plagiarism and the negative effects of engaging in plagiarism.
5. Introduces students to artistic research and methodologies, through philosophical debates in art criticism and contemporary practices.

● Course Content:

1. **Writing practices**
 - d. The importance of academic writing for knowledge creation
 - e. Developing critical reading skills and conducting literature review
 - f. Developing abilities to correctly precis long texts
2. **Academic writing basics**
 - e. Developing research questions, research proposals, abstracts for conferences
 - f. Evidence-based arguments and conventions of academic writing
 - g. 'Standing on the shoulders of giants': the necessity, conventions and styles of providing citations and attributions
 - h. Range of academic writing and their structures – essays, research papers, review papers, research proposals, dissertations, books etc.
3. **Attributes of Good Writing**
 - c. Writing to be read
 - d. Writing for popular media and importance of communicating with lay audiences.
4. **Editing**
 - a. First and subsequent drafts
 - b. Editing basics and concision skills
5. **Use of technology for effective writing**
6. **Open Educational Resources (OERs) for learning & Research**
7. **Ethics of academic writing**
 - a. Conventions and styles of providing citations and attributions
 - b. Avoiding plagiarism in various forms
 - c. Consequences of plagiaristic practices

1.4

Methods in Madness

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

● Introduction:

Creativity is defined as the production of something both new and valued. Madness is defined as self-destructive deviant behaviour. Every artist has a tinge of madness in their artwork. In this studio, students will study these artists and develop their own unique deviations.

● Course Objectives:

1. Study the Relationship between creativity and madness.
2. Understand the effects of psychiatry and clinical psychology on creativity.
3. Exercise and demonstrate use and mastery of the elements of design
4. Use materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramic, photography)
5. Handle materials effectively
6. Create original objects of art in a specific medium (see above)
7. Select appropriate media relative to concepts and forms of art

● Course Content:

1. Art History through the lens of madness
2. Artwork of “Mad” artists
3. Vincent Van Gogh (1853-1890)
4. Edgar Degas (1834-1917)
5. Edvard Munch (1863-1944)
6. Mark Rothko (1903-1970)
7. Georgia O’Keeffe (1887-1986)
8. Michelangelo Buonarroti (1475-1564)
9. Yayoi Kusama
10. Amedeo Modigliani
11. Henri de Toulouse-Lautrec
12. Implications for the creative process in education

1.5

Art Equalizer

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

● Introduction:

To develop into a great artist, one must be exposed to a wide range of creative forms, as well as be able to grasp concepts and blend them into a single work of art, or canvas. Art scholars will learn how to equalise the multi-talents of art students into a symphony of great creative artworks

● Course Objectives:

1. To provide multiple pathways for discovery and a successful experience.
2. To build confidence and empathy.
3. Enhances motivation and engagement in the world around them.

● Course Content:

1. Basics of Drawing
2. Colour Theory
3. Basics of Using Digital Tools



1.6

Art as Therapy

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

● Introduction:

Art as an expression has found many uses. It not only is a medium to reach masses and heal societal wounds but also a useful therapy tool. Students will learn how different art techniques can help create and maintain a healthy mental well-being.

● Course Objectives:

Incorporates creative methods of expression through visual art media.
Explore one's creative expression can foster healing and mental well-being.
Find new ways to gain personal insight and develop new coping skills.
Discuss various psychological concepts.

● Course Content:

1. Client-Therapist Relationship.
2. Art Based Clinical Assessment
3. Working With Children
4. Group Counselling
5. Process and Theory
6. Methodologies
7. Group Dynamics
8. Using Art Therapy Exercises for Self

1.7

Artistic Barriers

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

● Introduction:

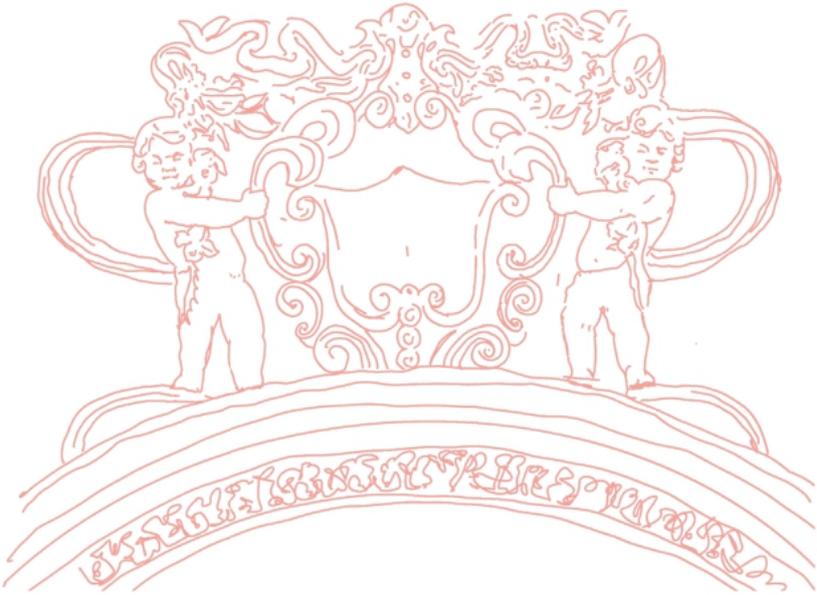
Artists though claim to be able to freely express their thought often face blockages which greatly hinders their creative journey which may sometimes lead to extreme measures. In this course students will be taught various techniques to deal with and overcome these blocks constructively.

● Course Objectives:

1. Understand the different types of blocks require different solutions.
2. Exploring mindfulness techniques.
3. Identifying emotional triggers.

● Course Content:

1. Mental Block
2. Emotional Barriers
3. Financial Difficulties
4. Work Habits
5. Overcoming Artistic Barriers
6. Conversations with Artists
7. Self-reflection



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	ART 632	Inclusive Art Education	2	0	0	2	30
2.4	Studio	ART 634	Rhythm & Movement	3	0	3	6	135
			Choose any 2 out of 3					
2.5	Choice based (Within program)	ART 636	Repurposed Art	2	0	0	2	30
2.6	Choice based (Within program)	ART 638	Art Advocacy	2	0	0	2	30
2.7	Choice based (Within program)	ART 640	Contemporary Drama	2	0	0	2	30
	Choice based (Outside program)		Choose from Inter-Program 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	Yes	Yes	No
Hours	45	0	0	45			

● Introduction:

This course introduces the students to the developments made in the field of art and various thought and philosophies behind them. Students will be encouraged to explore these philosophies and perceive the future developments in the field and its uses.

● 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			

● Introduction:

Art can be seen all around us whether it is a beautiful sculpture in the middle of a chaotic junction or the the ethnic murals you see on the walls of a railway station. Art is becoming accssecible to the genral public. Students will learn how art has been used in public spaces to create awareness and sensitivity about social issues by various artists.

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

2.3

Inclusive Art Education

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

● Introduction:

In this course scholars will learn different ways to enrich students at various levels of understanding. They will have the ability to create lesson plans and policies to help all-round development of young individuals.

● Course Objectives:

1. Introduce students to pedagogical approaches with reference to Inclusive Education policies and practices developed by NEP.
2. Understand differentiated learning and inclusivity in art teaching
3. Explore both theoretical perspectives and how these align with strategies.
4. Critically analyse subject specific approaches to teaching through reflective practice, analysis and evaluation of placement experiences
5. Reflect and evaluate theories in action.

● Course Content:

1. Multiple Intelligence Theory by Gardner
2. Common Learning Disabilities
3. Differentiated Instruction
4. Practicing Skills for Differentiated Instruction
5. Creating an Inclusive Classroom Environment
 - a. Diversity
 - b. Community building
 - c. Differing abilities
 - d. Growth Mindset
 - e. Student-centered approach
 - f. Shared space and time
 - g. Professional collaboration
 - h. Documenting student learning
 - i. Empathy
 - j. Families and Culture

2.4 Rhythm & Movement

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

● Introduction:

Rhythm and movement are major influences on artists. In this course scholars will learn how to explore themselves through various forms of rhythm and movements and how they impact art practices.

● Course Objectives:

1. Strengthen creative skills through the contemporary creative process.
2. Apply a variety of criteria, aesthetics, and approaches to the understanding and valuing of rhythm and movement.
3. Practice collaboration within the creative process.

● Course Content:

Performance Art

1. Using time, space, body, and presence of the artist, and the relation between the creator and the public
2. Rhythm in Art
3. Random Rhythm.
4. Regular Rhythm.
5. Alternating Rhythm.
6. Flowing Rhythm.
7. Progressive Rhythm.

2.5

Repurposed Art

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

- Introduction:

In this course students will learn to use diverse used materials to create experimental art. This will generate different ways to creativity and imagination by making connections and exploring concepts through various materials.

● Course Objectives:

1. Create in an open-ended setting that encourages imagination and creativity.
2. Connect in new ways with themselves, other people, and the world around them.
3. Experiment with arranging the materials to create different effects. The materials and tools will encourage to explore concepts.
4. Experiment and Reflect on the act gathering repurposed materials and collecting recycled materials to create new forms.

● Course Content:

1. Upcycling Art and Downcycling Art
2. Repurposing art as empowering
3. Understanding Different Materials and exploring possibilities
4. Experiment with different elements: shapes expression, creation, comparison.
5. Sustainability

2.6 Art Advocacy

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

● Introduction:

Art has played an important role in connecting and healing our collective trauma. While no one can deny the importance of these communal and accessible activities, the reality is that the average person does not recognise the profound and long-term value of arts education. Instead, promoting these activities as “arts promotion” contributes to the misinterpretation of authentic arts education. Art educators must emphasise the value of creative thinking practices, subject integration through a holistic educational approach, and the development of discipline and resilience through the arts.

● Course Objectives:

1. Understand the importance of the arts in society.
2. Foster Arts Education to allow the future students to express themselves
3. Gain an appreciation for the wider world, think outside the box, and communicate in new ways.
4. Build the art community through initiatives.
5. Promote Art for art's sake is important and needs to be promoted.
6. Advocate for art accessibility for all.

● Course Content:

1. Art and Interpretation
2. Art Education and Relevant to Social-Emotional Learning
3. Art Valuation
4. Community outreach and participation
5. Lobbying for public art grants
6. Creating galleries and events
7. Student Enrichment through collaboration in Education spaces.

2.7

Contemporary Drama

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

● Introduction:

This course is informed by a combination of contemporary performance methods, current scholarly thought, and historical theatrical traditions. The student will engage in both creative and critical thinking about a variety of topics such as acting, performing, directing, and theatre for social change, while being encouraged to develop your own artistic vision, personal interests, and aspirations.

● Course Objectives:

1. Learn how to study and understand a play.
2. Work in groups and make presentations on various aspects of a play.
3. Develop skills to critically analyse works of contemporary drama.

● Course Content:

1. Workshop on body awareness and vocal freedom
2. Discussion plays, playwrights, and historical context to understand how drama exists within society.
3. Styles prevalent in theatre, film, television, and web projects
4. Study Realistic and anti-realistic scripts.
5. Drama Therapy



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	90
3.3	Core	ART 731	Pixelated Canvas	2	0	6	8	120
			Choose any 1 out of 2					
3.4	Choice based (Within program)	ART 733	Hyper-realism	2	0	0	2	30
3.5	Choice based (Within program)	ART 735	Residency Management	2	0	0	2	30
	Choice based (Outside program)		Choose from Inter-Program Pool				2	
			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			

● Introduction:

Students will be taught how the emotional feel of an environment can be captured on various natural surfaces and the philosophy behind it.

● Course Objectives:

1. Create synergies that enable Team-teaching and group-learning, characteristic features of design and art education.
2. 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
4. Methods and techniques for effective team-teaching
5. Cross-disciplinary collaboration
6. Effective management of negotiation and conflict
7. Creating team-building exercises

3.2

Creative Collaboration Workshop

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

● Introduction:

Art needs encouragement. For art to be a movement it needs to be carefully curated. This course will instill this sensibility of flow in art and will also equip the students with all the technical and subjective knowledge needed to lead art movements in galleries.

● 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

Pixelated Canvas

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	2	0	6	8	No	Yes	Yes
Hours	30	0	90	120			

● Introduction:

This studio is a comprehensive course on digital computer painting techniques with a focus on animation backgrounds and 3D textures and surfaces. The skills acquired during this course can also be applied in areas other than animation including illustration and fine art.

● Course Objectives:

1. Summarize their understanding of design principles, concepts, styles and terminologies
2. Demonstrate skill in tools and techniques of Digital Painting
3. Apply design principles and theories to design problems
4. Create concept pieces that show ease and familiarity with the use of the software and hardware
5. Select supporting examples of work as inspiration to design work
6. Critically analyse their own creative work and the work of others

● Course Content:

Exploring at least 2-3 Digital Software

1. Brush Creation and Customization
2. Vector Tools
3. Basic Digital Painting and Blending Techniques
4. Concept Art
5. Light and Shadow
6. Overview of the Mixer Brushes
7. Mixer Brush Blending Techniques
8. Perspective
9. Simple to Complex Approach to Image Creation

3.4 Hyper-realism

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

● Introduction:

In this course students will explore the art of hyperrealism as an aesthetic and socio-cultural detail. This will help them to understand perception of illusion as a reality.

● Course Objectives:

1. Hyperrealism is an art genre that resembles reality in an extraordinary context.
2. This category of artworks is used to create both decorative aesthetics and moralistic purposes with acute emphasis on the social and cultural details of everyday life.
3. To focus on cultural icons with a unique touch, embedding alternative realities into contemporary life. An attempt to decipher the human condition in the modern world.

● Course Content:

1. The nature of the genre
2. Aesthetic techniques and principles
3. Popular Artists
4. Study of hyperrealism in portraits, figurative art, still life, landscapes, cityscapes and narrative scenes.

3.5

Residency Management

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

● Introduction:

Artist-in-residence programmes give artists the opportunity to live and work outside of their usual environments. During their residency, they contribute to programmes housed within larger institutions like museums, universities, and galleries. These programmes allow artists to reflect, research, or create work. They bring new knowledge, ideas, and products to the institution. A programme manager is thus someone who can clearly articulate the program's strategy. The course is designed to nurture program managers who can create such entrepreneurial opportunities.

● Course Objectives:

1. Understand how to develop and implement an Artist-in-Residence program.
2. Understand the relevance of artist in residence program and creating interactive art projects for students and public.

● Course Content:

1. Why an Artist in Residence?
2. How to Locate Artists
3. How to Choose a Artist
4. Planning a Teaching Artist's Visit Funding
5. Execution
6. Common Barriers & Hurdles
7. Cultural Exchange



Semester 4 Course Structure

Sr. No.	Type	Course code	Course	Lecture credits	Tutorial credits	Studio credits	Total Credits	Total Hours
4.1	Core	ARCH 728	Education Policy and Governance	3	0	0	3	45
4.2	Dissertation	ART 728	Dissertation (Major Project)	0	0	15	15	450
	Choice based (Outside program)		Choose from Inter-Program Pool				15	
			Total Semester 4				20	

4.1

Education Policy & Governance

	Course				Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	3	0	0	3	No	Yes	Yes
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 of art/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 Education (AICTE), University Grants Commission (UGC), Higher Education Council (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	No	Yes	Yes
Hours	0	0	450	450			

● Introduction:

The Dissertation is the culmination of the research track. Each semester students have built in various skills and analytical techniques to be able to develop and present an original work of research under the guidance of a mentor.

● Course Objectives:

1. Define and outline a research area by asking a specific question
2. Identifying the most important issues
3. Organize and present the results of their research work critically, convincingly, and articulately, while adhering to standardized guidelines for their essay

● Project Format:

The goal of the project is to put students' independent research and academic writing skills to the test. The written research project and a defence in front of a review panel will be used to help determine their final grade. The research project will contain the standard 5 chapters of a typical dissertation, which includes:

1. Introduction
2. Literature Review
3. Methodology
4. Data Analysis
5. Conclusion