MDes

Design
Education

01

Introduction to the Program in Design Education

This M. Des. in Design Education is aimed at Designers with a professional degree to develop core competency in the methods and processes of educational pedagogy, to become more relevant to students of design. The program addresses therefore long-standing visible change in design educators and also in design fraternity in general.

The program also upgrades the knowledge and discourses in contemporary Design Education. Acknowledging the unique ethos and diversity of Design practices and approaches to built form and material fabric. It gives the graduate student the tools to be flexible and adaptable in the current scenario of rapid change and environmental challenges. It inculcates the values of research-based pedagogy by providing relevant training.

This program adopts inclusivity and pluralism as its base from which a variety of transformative practices may emerge. In order to maintain a contextual relevance, the curriculum addresses a potential teacher's appreciation of Design Education in the global south, beyond the conventional Eurocentric focus.

The Graduate of this program shall be competent to design and create new courses, integrate changing technologies of design and representation, be appraised of changes in context and eco-logical 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, and spoken word, Audio - visual interpretation.

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.

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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 Business Administration (BBA),
- Bachelor's in Media Management (BMM)
- Bachelor's in 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/acquired skillset of latest design and image processing softwares, thinking, drawing, and rendering techniques.

03

Career Outcomes

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

1. As future contributors to Design pedagogy in the role of a teacher, the head of a Design program, a developer of curricula, or a communicator of contemporary Design practice and its relevance in society.

2. Become a contemporary design change with sociocultural ethos, both tangible and intangible that contributes to the development of the society.

3. Contribute to the discourses of the discipline through design discourse, journalism and its practices.

4. Use this degree as the jumping ground for more focused doctoral research in the pedagogy of Design or indeed in any other area of their choosing.

5. Become Influencers and Changemakers for positive transformation, either as activists or leaders of urban organisations.

04

Program Outcomes

Graduates of this program will have the capacity to approach teaching Design and allied subjects in a granular and textured manner.
 Due to 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 individual self- development.
The program does not limit itself to the training of teachers of design, 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 Design Practitioner, Design consultant, Researcher, Writer, Journalist.

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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	DES 631	Evolution of Design	1	2	0	3	45
1.3	Core	HUM 601	Academic Writing & Ethics	1	1	0	2	45
1.4	Studio	DES 633	Classroom as Theatre	3	0	3	6	135
			Choose any 2 out of 3					
1.5	Choice based (Within program)	DES 635	Critical Thinking in Design Education	2	0	0	2	30
1.6	Choice based (Within program)	DES 637	Design Strategy	2	0	0	2	30
1.7	Choice based (Within program)	DES 639	Teachers as Leaders	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			

● Learning 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 Evolution of Design

Course					Assessment		
	Theory	Tutorial	Practical	Total	Exam	Internal	External
Credits	1	2	0	3			
					Yes	Yes	No
Hours	15	30	0	45			

● Introduction:

Evolution of design consist, study of images and objects, in context of history and its associating styles. It also includes socio-cultural, economic, political, technical and aesthetic aspects of study.

● Learning Objectives:

At the end of the course, students will be able to:

1. To understand the importance of evolution in design discipline to understand the design fundamentals.

2. To study the role models designers and design schools and their impact on the society in general.

3. To chart out various modes of contemporary design practices in India and the Global South.

● Course Content:

1. Evolution study of design disciplines, Designers and Design Schools.

2. Social and cultural Design Impact.

3. Concepts of contemporary design practices, Discourse analysis.

4. Diverse modes of design practices.

5. Learnings for Indian design practices.

6. The changing nature of design education and practice in India and study of Global South

7. Ideas and influences.

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:

Academic writing is an important skill for students to learn in preparation for assignments in the coming semesters. The course also aims to help students hone their original, academic voice before writing their dissertation in the final year. Students will engage with readings critically in this course by evaluating the various contexts of various types of research texts and understanding the stylistic conventions of academic writing.

● 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
   l. The importance of academic writing for knowledge creation
   m. Developing critical reading skills and conducting literature review
   n. Developing abilities to correctly precis long texts
2. Academic writing basics
   k. Developing research questions, research proposals, abstracts for conferences
   l. Evidence-based arguments and conventions of academic writing
   m. 'Standing on the shoulders of giants': the necessity, conventions and styles of providing citations and attributions
   n. Range of academic writing and their structures – essays, research papers, review papers, research proposals, dissertations, books etc.
3. Attributes of Good Writing
   k. Writing to be read
   l. 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 Classroom as Theatre

Course	Theory	Tutorial	Practical	Total
Credits	3	0	3	6
Hours	45	0	90	135

Assessment	Exam	Internal	External
	No	Yes	Yes

● Introduction:

Converting classroom into theatre performance is the most innovative way to communicate and circulate Data, Information, Knowledge, and Wisdom. Involvement and engagement with the topic, appropriate use of space kinetics, execution style/s of treatment, and material and technology Management for execution, are the key ingredients of multi-dimensional communication skills the educators must acquire. This activity also includes the study of drama and its application for educational development, in theory and practice.

Teachers and Learners Active participation and responses in this hybrid classroom will enrich design communication. It encompasses theatre, performance, fine art and Technology.

The studio course will be conducted as a series of workshops of varying durations, each consisting of a set of performances assigned by the mentors.

● Learning Objectives:

1. To convert class room into happening place.
2. To transform student's skill-based knowledge into Performance.
3. To Inculcate importance of Kinetics and Dynamics of Drama.
4. To teach community building.
5. To learn verbal and non-verbal communication skills.

● Course Content:

The studio course will be conducted as a series of workshops of varying durations, each consisting a set of performances assigned by the mentors. Workshops based on Theatre training...

1. Vocal Dynamics
2. Dynamics of Acting.
3. Direction.
4. Dynamics in Production Design.
5. Dynamics of Light & Sound.

● Workshop 1: Vocal Dynamics.

To Understand types of reading material and voice modulation techniques.

Why are you reading? - purpose of reading. (meaning, context and vocabulary)
What are you reading? - (News, Script, Poem, monolog, speech, conversation etc.)
Where are you reading? (Classroom, conference, Drama, recording studio, announcements)
How are you Reading? (Voice modulation techniques)

1. Reading Comprehensions – To understand the meaning of the content.
2. Vocabulary – To understand the meaning of the specific word.
3. Sequencing -To understand the aesthetics and re-formation of the text.
4. Phonics – To understand voice clarity, articulation, and projection in relation with the language.
5. Fluency – understanding the technique of reading with emphasis, accuracy, pace and rhythm.

● Workshop 2: Dynamics of Acting.

To understand types of Acting and Physical Body movement techniques.
1. Character study: to understand character type, behaviour, psychology, language and improvisation.
2. Memory and Concentration techniques – (careful attention, keeping focus, situational consciousness and fine-tuning attention)
3. Non - verbal communication techniques:
4. To acquire knowledge and its effective use through Body movement, Gestures, Sign language, to trace desired emotions through expressions action and reaction.
5. Character Enhancement: Costumes and Make up to gel with the environment.
6. Spatial relationship – kinesthetics responses. Props and Space awareness.
7. Timing and extempore Technique - Presence of mind to understanding the need of the situation handling.

● Workshop 3: Direction

Role of director and mentor is very similar. Both should carry leadership qualities. Role of director is divided in three main stages, namely, pre-production, production, post production.
Director has to select and modify script, conduct auditions, cast actors, overview and assemble the team of production, deliver design directions, conducting rehearsals, and management of production schedules and ensuring actualisation.

1. Understanding the Script.
2. Reading the script with performer.
3. Discussing the Script with performers and art Directors and at least two times. Blocking the scene.
4. Plotting movements.
5. Find suitable directional technique.
6. Rehears and practice ideas.
7. Communicate with production groups.
8. Actualize the performance.

● Workshop 4: Dynamics in Production

The Visual conceptualisation and dramatization of the performance is the re-sponsibility of Production designers. The style of working depends on the basis of discussion and inputs given by the directors. The script demands certain execution style and producers are having restricted budgetary provisions. The production designer must acquire skill of Time & budget management.

1. Understanding the written content.
2. Discussion with set of Directors.
3. Deciding Style of execution.
4. Research on Budget & Cost estimation.
5. Research and Implementation areas.
6. (location, graphics, lights, Camera, Costumes, Sound, props, materials to construct, skilled craftsman, legalities etc.)
7. Actualization.

● Workshop 5: Dynamics of Light & Sound.

Can you see music?
Can you hear light?

This studio practice will explore the possibilities and its Dynamic impact.
1. To understand type of lights
2. To understand the effects of Light
3. To understand types of sound.
4. To understand the impact of sound
5. To Understand types of light, sound, expression & their impact in general.

1.5 Critical Thinking in Design

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

● Introduction:

Design thinking process can be articulated in following steps or phases: empathize, define, ideate, prototype and test. Let's briefly explore each of these phases in relation to a practical design process. However critical thinking is Human-cantered. It encourages rigorous questioning to assumptions and ideas rather than accepting them blindly to avoid deeper and adverse impact. In this critical thinking process the design thinkers are trained to decode the information and findings to visualise Creative idea solutions which are based on user experience.

● Learning Objectives:

1. Organising Information.
2. Structured Reasoning.
3. Study of Evidences.
4. Identifying Assumptions.
5. Evaluating Arguments.
6. Communicate Final Conclusion.

● Course Content:

1. Problem identification
2. Collecting relevant Data and information
3. Redefine and rethinking of the problem
4. Ideation process based on assumptions
5. Finding Creative viable design solution
6. Producing a design solution
7. Testing of design solution
8. Production
9. Getting feedback

1.6 Design Strategy

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

● Introduction:

Life is a story. When designing a life story creatively, it requires emotional and visual quotient. The people should decipher clear narratives and expected result. So, the challenges for strategy planning is to make them more human centric. Principals of design and methods are used effectively, to solve systematic business challenges for Social Innovation and CSR activities.   Framing problems and opportunities, developing probable solutions to improve performance of non-profit organizations.
Strategy is building a thought process which deep rooted and tangible. It must go through several experimental stages and smooth out streamline errors to evolve a new product, which is functional and aesthetically viable.

● Learning Objectives:

Design Factors.

Aesthetics Ergonomics.

Materials Manufacture.

Modularity Sustainability.

Protection Packaging & Assembly.

● Course Content:

To Learn design strategy, and design discipline, to produce Culture centric multidimensional design.

1. Product design.
2. Branding design.
3. Website design.
4. Print design.
5. Publishing design.
6. Environmental design.
7. Animation design.
8. Type Design.

1.7 Teachers as Leaders

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

● Introduction:

Teachers is a challenging profession. They perform leadership tasks all day, both inside and outside the classroom environment. They are respected for leadership qualities like honesty, devotion, punctuality, empathy, compassion, courage, enthusiasm, open-mindedness and learning orientation. This course is a training ground to develop these qualities with a focus on skill-building. It also aims to empower teachers to nurture leadership qualities in their students and create a thriving learning environment.

● **Learning Objectives:**

Team building activities

1. To conduct communication skill building activities
2. To conduct problem solving and decision-making activities
3. To conduct adaptability and planning activities
4. To conduct team building activities
5. To conduct trust-building activities

● **Course Content:**

1. Goal setting and strategic planning.
2. Improving Student Achievement
3. Team building activities
4. Conflict resolution.
5. Reflective inquiry and practice.
6. Professional development and continuous learning
7. Networking Collaborating for School Improvement

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	DES 632	Research Pathways in Education	2	0	0	2	30
2.4	Studio	DES 634	Narrative Art in Education	3	0	3	6	135
			Choose any 2 out of 3					
2.5	Choice based (Within program)	DES 636	Designing Learning Spaces	2	0	0	2	30
2.6	Choice based (Within program)	DES 638	Teaching For Social Charge	2	0	0	2	30
2.7	Choice based (Within program)	DES 640	Legalities in Education	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				

● Learning 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			

● Learning 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 Pathways in Design Education

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

● Learning Objectives:

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

● Course Content:

1. Scope of Research in Design Education
2. Documentation
3. Diagramming as research
4. Presenting Research through drawings
5. Evaluating Sources
6. Putting together the research for publication

2.4 Narrative Art in Education

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

● Introduction:

The art of story-telling is so crucial for a teacher. The representation of these narratives helps the audience to relate, and some-times visualize, imagine the situation with the adoption of relevant styles and technique (metaphor, Hyperbole, alliteration, personification, imagery) the language of communication is based on the type of story selection. This studio course will teach the key ingredients of Good Narration, the types of Narrative and demonstrate their understanding in context of their field.

● **Learning Objectives:**

1. To understand elements of a narrative structure.
2. To differentiate between different narrative styles.
3. To explore different kinds of storytelling in different fields
4. To tell a story using different mediums

● **Course Content:**

1. Narrative Structure

    Plot, Characters, Point of view, Setting, Theme, Conflict, and Style of rendering. Understanding how these fundamentals helps us for better analyse of narratives to govern meanings.

2. Types of Narratives

    a. Linear Narrative.

    b. Non-linear Narrative.

    c. Quest Narrative.

    d. Viewpoint Narrative.

    e. Historical narrative.

    f. Descriptive narrative.

3. Critical Reading of Stories and Storytelling in different fields. Narration of stories in the fields of Science, Sports, Music, Events, Literature, History, Religion, Myths and Tales.

4. Medium of Story Telling

    a. Script writing.

    b. Story Boarding.

    c. Sign languages.

    d. Animation.

    e. Live action.

2.5 Designing Learning Spaces

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

● Introduction:

Designing learning spaces has a huge impact on study of pedagogy and learning theories. The formal learning spaces are designed and built according to the specific type of teaching and learning theories. Creating informal learning spaces is need of today's learning environment. It can change the mindset and relationship of learner's and teachers. This will help to improve visual, verbal, auditory, tactile, kinesthetic, interactive, direct and indirect experiences. Converting the conventional teaching into unconventional organic learning places is the prime focus of this module.

● **Learning Objectives:**

1. To bring flexibility in teaching and learning environment
2. To reflect on how changing the place and position of teaching apparatus.
3. To plan using space layout in mind
4. To improve multi-dimensional multi-sensory thinking.
5. To develop their style and method of teaching.

● **Course Content:**

1. Exploring how space can be rethought by posing these questions:
2. Whom to teach? What to teach? When to teach? Where to teach? How to teach?
3. Seating Arrangements and teacher outlook
4. Flexibility in the Classroom v. Conventional Classrooms
5. Planning out Spaces for Learning
6. Multi-sensory teaching and Space.
7. Possibilities of Learning in Common Areas
8. Possibilities of Learning in Nature

2.6 Teaching for Social Change

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

● Introduction:

The actions and the attitude are reflections of values that we carry. Every action and its countered by reaction, and it's an inherent part of ethics. Evaluation of these actions and reaction is showcased by the values. These are the core factors of human nature and behaviour. Motivation is reflected through values, but morals or ethics are based on obligations.

● Learning Objectives:

1. To introduce morals ethics and values in education.
   (Justice, self-sufficiency, Kindness, non-maleficence, truth-telling, promise-keeping.)
2. Finding similarities and differences of moral ethics and values.
3. To maintain learning atmosphere discrimination free, peaceful and harmonious.
4. To inject these morals ethics and values to learners for the social change.
5. To makes learners independent and torch bearer of social change.

● Course Content:

1. Three Types of Values: Character, Work, Personal
2. Rethinking Knowledge and Society
3. Critical Dialogue in Classroom V. Teacher Talk
4. Importance of a multicultural classroom
5. Democratic Authority and Resistance
6. Empowering Students

2.7 Legalities in Education

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

● Introduction:

Education is the most powerful tool which brings changes in society. A country's future depends on its education policy a lot. equal education opportunity, gender or racial discrimination, school finances, and special education are important rights in education systems. The Department of Higher Education, Ministry of education, and its responsibility for the overall development of the basic infrastructure of the Higher Education sector, in terms of policy and planning.

● Learning Objectives:

Understanding the relevance of law and its enforcement and its implementation processes related to following topics.

1. To understand governance and law and order act and its process.

2. To understand copyright act and its process.

3. To understand Registration act and its process.

4. To understand cyber protection act and its process

5. To understand the IPR (Intellectual property rights) act and its process

6. To Understand Patent act and its process

● Course Content:

1. Constitutional Rights for Students in India
2. Freedom of Speech
   a. Right to information
   b. Right to equality
   c. Right to education
3. Education policies of India
4. International Education Policies
5. Professional Ethics
6. Constitutional Law
7. Constitutional acts of the UGC Act, 1956, Central Act, Provincial Act, or a State Act, etc.
8. Intellectual Property Rights
9. Copy Rights, Patents, Geographical Indication

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	DES 731	Multi-Sensory Teaching	3	0	3	6	135
			Choose any 2 out of 3					
3.5	Choice based (Within program)	DES 733	Youth Culture	2	0	0	2	30
3.6	Choice based (Within program)	DES 735	Social Entrepreneurship	2	0	0	2	30
3.7	Choice based (Within program)	DES 737	Curriculum Design	2	0	0	2	30
	Choice based (Outside program)		Choose any 2 from 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			

● **Learning 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
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	3		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.

● Learning 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 Multi-Sensory Teaching

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

● Introduction:

The integrated fabric of modern Teaching and Learning process is multi-sensory. It is learner centric. Learners are using more than one senses at time to gather new information. These visual auditory kinaesthetic and tactile senses are used to covert information into knowledge. This will help to improve learners learning ability and memory. Every learner is different and carrying their natural ability to receive knowledge. Some are visual inclined learners; some are auditory inclined learners. The purpose of designing this studio course is to understand multisensory techniques of teaching and learning and use of these techniques in the field of design education.

● **Learning Objectives:**

1. To introduce multi-sensory organs and their function.
2. To Find similarities and differences of each sensory.
3. To use complimentary senses for better learning.
4. To convert the multi-sensory experiences into teaching aids.

● **Course Content:**

1. Multisensory Learning and its Relevance
2. Designing Multisensory Environments
3. Designing Augmentative communication devices, podcast, computerized text readers, books on tape etc.

3.4 Youth Culture

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

● Introduction:

A new generation is rising in a highly technological environment and fast-moving world, which brings lots of pressure on them. Today's youth are facing various difficulties and are influenced by the Internet and social media. Today, youth culture is impossible without technology. Social media is the main influencing factor in shaping the modern youth culture of new generations as a platform for self-expression and learning.
The course is an effort to connect and motivate the youth, and understand their social milieu and address the mental health issues.

● **Learning Objectives:**

1. To understanding the demographic and psychographics of the next generation.
2. To influence of social media on youth.
3. To adopt and adapt to changing new media and teaching techniques in design education.

● **Course Content:**

1. Teenage Psychosocial Development
2. Different social media platforms as learning tools: blogs, posts, reels, and memes
3. Humour
4. Current trends
5. Teenage Activism Online

3.5 Social Entrepreneurship

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

● Introduction:

Running small scale to big scale business by an individual is called entrepreneur. Social entrepreneur is a business community which explores the opportunities of business with social cause and commitment and can have a positive impact on community, society and the world in general.

● Learning Objectives:

1. To understand the types of entrepreneur
2. To understand the concept of social entrepreneurship and its working.
3. (opportunity identification, value creation, risk management, resourcefulness, networking, sales and marketing, financial literacy)
4. To study known social entrepreneurs from India / Global south.

● Course Content:

Running small scale to big scale business by an individual is called entrepreneur. Social entrepreneur is a business community which explores the opportunities of business with social cause and commitment and can have a positive impact on community, society and the world in general.

Types of Social Entrepreneur:

1. Community of social Entrepreneur
2. Non-profit social Entrepreneur
3. Transformational social Entrepreneur
4. The global social Entrepreneur

3.6 Curriculum Design

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

● Introduction:

Curriculum design is blueprint of overall course structure is designed by experts in the relevant field. The intention of the course is to serve quality education and up-lifting educational standards with education community and stakeholders with an assessable plan

● **Learning Objectives:**

1. To understand the process of content mapping
2. To understand learning objectives from learners' point of view.
3. To understand subject analysis and its future scope
4. To understand course contents (design exercises, tutorials, studio practices etc.)
5. To understand the entire process of curriculum design

● **Course Content:**

1. Types of curricula
   a. Learner centred
   b. Subject centred
   c. Problem centred
2. Content Mapping
3. Analysis of Subject and Its Development
4. Building Course Outlines
5. Frame Learning Objectives and Assessment Strategies
6. Planning Interdisciplinary Activities

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	DES 732	Dissertation (Major Project)	0	0	15	15	450
	Choice based (Outside program)		Choose from Inter-program				2	
			Total Semester 4				20	

4.1 Education Policy & Governance

Course				
	Theory	Tutorial	Practical	Total
Credits	3	0	0	3
Hours	45	0	0	45

Assessment		
Exam	Internal	External
No	Yes	No

● Introduction:

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.

● Learning Objectives:

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 Major Research Project & Dissertation

	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.

● Learning Objectives:

1. At the end of the course, students will be able to:
2. Define and outline a research area by asking a specific question
3. Identifying the most important issues
4. 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 defense 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