Semester 2

Designing Coursework for Fostering Creativity in Architecture			
Course Code	**MAED201**	CIE Marks	100
Teaching Hours per week	03:09:00	SEE Marks	100
Total Hours of Pedagogy	12*16 = 192	Total Marks	200
Credits	12	Exam Hours	—-

Course Learning Objectives:
The course aims to

- Enable students to design course work for creative courses considering students ability, curriculum demands and context.
- Introduce students to elements of curriculum design - knowledge, skill and attitude that will aid them in designing coursework for creative courses.
- Create awareness about the assessments and teaching methods to be adopted while engaging in courses dealing with creativity.

Brief

The course aims at equipping the student in critically studying the syllabus for various institutions with respect to teaching creative courses like Architectural Design, Basic Design, Visual Arts etc. The student shall be made to focus on four different aspects of curriculum design in the process.

1. Critiquing the Undergraduate syllabus for Courses pertaining to Architectural Design/ Basic Design

   By observing, analysing and discussing syllabus pertaining to Architectural Design from different Universities/ Institutions students have to identify its strength, opportunities and scope. Students should be encouraged to study the subject through the lens of outcome based education system.

2. Re writing the syllabus based on analysing the strength and opportunities in each Syllabus.

   Students may be encouraged to propose revision to course opted for study. They have to revisit the structure of the syllabus with respect to learning goals, learning activities and Assessment methods. The process could aid them in designing a course of their choice.

3. Designing the Method of Delivery and structuring the exercises.

Studio Mentor may guide the student to structure the method for delivery of the content in the revised course. Student can hence populate their lesson plan considering the revisions made in the syllabus. Students can design the exercises responding to learning goals, learning outcome and assessment strategy.

4. Suggest the mode of assessment for tasks designed considering program outcome student abilities and context.

Instructional Strategies:

Teaching strategy should focus on developing reflective and active learning capacities in students.
Classroom instructions to familiarise with Learning, Instructional and Assessment strategies should be adopted. Studio environment should allow the students to engage in discussions with respect to discourses in architectural education.

Case Studies: Studio mentor can identify best practices in architecture education and generate discussions on the outcomes and competencies developed in such approaches.
Creative Exploration: Journaling, Writing briefs

Experiential Learning: With the help of role plays and engaging in teaching environments students should be encouraged to develop readings of different situations. The readings can be used by the student .

Deliverables:
A portfolio including the studies conducted in the semester. The final project may include the design of a Core Design course with respect to learning outcomes, teaching methodology and Assessment Techniques

Suggested Learning Resources:

1. Architectural Education Through Materiality: Pedagogies of 20th Century Design. Taylor & Francis Ltd. Elke Couchez (Editor), Rajesh Heynickx (Editor); 2021
2. Designing Better Architecture Education: Global Realities and Local Reforms. Copal Publishing Group. Manjari Chakraborty; 2014
3. Teaching architecture: from idea to work. Our Knowledge Publishing. Abdelhakim Hanafi; 2021
4. Elements of Architecture. Taschen. Rem Koolhaas, Irma Boom (Creator); 2018
5. The Manual of Section. Princeton Architectural Press. Lewis, Paul, Marc Tsurumaki, and David J. Lewis; 2016
6. Louis Kahn: The Importance of a Drawing Hardcover. Lars Muller Publishers. M. Merrill. (Editor); 2021
7. Architecture without Architects: A Short History of Non-Pedigreed Architecture. University of New Mexico Press. Bernard Rudofsky; 1987
8. Transformative Pedagogy in Architecture and Urbanism. Umbau-Verlag. Ashraf M. Salama; 2009

9. Emerging Practices in Architectural Pedagogy: Accommodating an Uncertain Future (Routledge Focus on Design Pedagogy). Taylor & Francis Ltd. Laura Sanderson (Editor) & Sally Stone (Editor); 2021
10. Spatial Design Education: New Directions for Pedagogy in Architecture and Beyond. Ashgate. Ashraf M. Salama; 2015
11. Exercises in Architecture: Learning to Think as an Architect. Routledge. Simon Unwin; 2012
12. Understanding by Design. Association for Supervision and Curriculum Development. Grant Wiggins & Jay McTighe; 2005

Course Outcome:
On completing the course students will be able to:

1. Design Exercises and program briefs to aid students in understanding creative courses.
2. Adopt Instructional strategies with respect to the demands of the course and student abilities.
3. Design courses considering learning outcome, assessment strategy and teaching methods.

Program Outcome:

On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.
2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	High	High	High	Medium	Medium
CO2	High	High	High	Medium	Medium
CO3	High	High	High	Medium	Medium

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Theory of Knowledge

Course Code	**MAED202**	CIE Marks	50
Teaching Hours	03:00:00	SEE Marks	50
Total Hours of Pedagogy	03*16 = 48	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives:

The course aims to develop:

- Critical Thinking Skill in students
- Awareness of the influence of Cultural and Philosophical Perspectives in Education.

Note: Assignments for each module should be designed with respect to competency development in Architecture education. It is recommended that the assignments involve the application of theories while the test or exams can evaluate the deeper understanding of the content itself.

Module 1

Introduction to Philosophies of Knowledge: Metaphysics, Ontology, Epistemology: Reality, Identity, Truth, Nature and Scepticism.

Plato: Justified true Belief, Aristotle and Empirical Knowledge. Islamic Philosophers: Al – Farabi, Avicenna.

Module 2

Introduction to Rationalism - Rene Descartes, Empiricism - David Hume, Synthesis - Immanuel Kant, Hegel and Dialectics and Absolute Knowledge.

Introduction to the works of William James and John Dewey.

Module 3

Introduction to the works of G E Moore, Bertrand Russel, Thomas Kuhn – The structure of Scientific Revolutions.

Logical Positivism and Vienna Circle: Verification Principle, Scienc and Meaning.

Types of knowledge; Personal vs Shared Knowledge, Procedural, Propositional and Experiential Knowledge.

Module 4

Indian systems for production of Knowledge: Nyaya, Mimamsa, Advaitha philosophy, Dvaitha Philosophy. Nalanda and Vikramashila Traditions.

Contemporary Thinkers: Mahatma Gandhi – Experiential and Collaborative Learning, Rabindranath Tagore – Student Centric Education, Swami Vivekananda – man Making Education. Jiddu Krishnamurthi – Education for Self Awareness, Sri Aurobindo – Integral Education.

Module 5:

Post Modern Theories: Relativism, Michel Foucault, Jean – Francois Lyotard – Death of Grand Narratives.

Feminist Theories – Sandra Harding – Stand point theory
Decolonial Theories.

Subaltern Perspectives- Bell Hooks, Paolo Freire.

Suggested Learning Resources:
Books:

1. Audi, R. (2010). *Epistemology: A contemporary introduction to the theory of knowledge* (3rd ed.). Routledge.
2. Aurobindo, S. (1956). *The human cycle: The ideal of human unity, war and self-determination*. Sri Aurobindo Ashram.
3. Foucault, M. (1972). *The archaeology of knowledge* (A. M. Sheridan Smith, Trans.). Pantheon Books. (Original work published 1969)
4. Fricker, M. (2007). *Epistemic injustice: Power and the ethics of knowing*. Oxford University Press.
5. Gandhi, M. K. (1953). *Basic education*. Navajivan Publishing House.
6. Kenny, A. (2012). *A new history of Western philosophy* (Vol. 3: *The rise of modern philosophy*). Oxford University Press.
7. Krishnamurti, J. (1953). *Education and the significance of life*. Harper & Brothers.
8. Kumar, K. (2005). *Political agenda of education: A study of colonialist and nationalist ideas* (2nd ed.). Sage Publications.
9. Popkin, R. H. (1999). *The history of skepticism: From Savonarola to Bayle* (Rev. ed.). Oxford University Press.
10. Tagore, R. (2001). *Towards universal man*. Rupa & Co.

Course Outcome [CO]:
On completing the Course Student will be able to:

1. Explain the foundations of educational schools of thoughts
2. Critically evaluate teaching and assessment models based on theories of knowledge production.
3. Compare Western and Indian Systems of Knowledge Production.

Program Outcome [PO]:

On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.
2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	Medium	High	Medium	High	Medium
CO2	High	High	High	High	High
CO3	Low	High	High	High	High

Educational Psychology

Course Code	**MAED203**	CIE Marks	50
Teaching Hours	03:00:00	SEE Marks	50
Total Hours of Pedagogy	03*16 = 48	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives:
The Course aims to develop:

- A reflective nature in the student to enhance the classroom learning environment.
- Awareness in the student about the characteristics of the learner when devicing learning and assessment strategies.

Note: Assignments for the course should be designed with respect to competency development in Architecture education. It is recommended that the assignments involve the application of theories while the test or exams can evaluate the deeper understanding of the content itself.

Module 1

Introduction to Educational Psychology: Nature Scope and Relevance of educational psychology.

Methods of Educational Psychology – Observation, Experiment and Case Studies.

Module 2

Stages of Development – Physical, Cognitive, Emotional and Social. Cognitive development – Jean Piaget, Lev Vygotsky. Psychosocial Development – Erik Erikson

Module 3

Learning Theories:
Behaviourist Theories – Ivan Pavlov, Cognitive Theories – Jerome Bruner, David Ausubel, Constructivist Theories – John Dewey, Lev Vygotsky.

Module 4

Theories of Motivation – Abraham Maslow, Fredrick Herzberg.
Intelligence Theories – Howard Gardner, Robert Sterberg

Module 5:

Assessment and Evaluation:
Psychological Principles of Assessment – Formative and Summative Assessment, standardised testing, Grading and Feedback.

Suggested Learning Resources:
Books:

1. Woolfolk, A. (2019). *Educational psychology* (14th ed.). Pearson.
2. Slavin, R. E. (2020). *Educational psychology: Theory and practice* (12th ed.). Pearson.
3. Ormrod, J. E. (2016). *Human learning* (7th ed.). Pearson.
4. Santrock, J. W. (2018). *Educational psychology* (6th ed.). McGraw-Hill Education.
5. Eggen, P., & Kauchak, D. (2015). *Educational psychology: Windows on classrooms* (10th ed.). Pearson.

Course Outcome [CO]:
On completing the Course Student will be able to:

1. Articulate learning techniques dealing with educational psychology.
2. Demonstrate awareness of the importance of the mental and emotional well being of the students.

Program Outcome [PO]:

On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.
2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	High	Medium	High	Medium	High
CO2	High	Medium	High	Medium	High

Educational Policies in India

Course Code	**MAED254**	CIE Marks	50
Teaching Hours per week	03:00:00	SEE Marks	50
Total Hours of Pedagogy	03*16 = 48	Total Marks	100
Credits	03	Exam Hours	—-

Course Learning Objectives:

The Course aims to develop in students :

- An awareness of educational policies of different epochs in India.
- An awareness to incorporate teaching methods in class that can aid in intrinsic and extrinsic learning.

Note: Assignments for the courses should be designed with respect to competency development in Architecture education. It is recommended that the assignments involve the application of theories while the test or exams can evaluate the deeper understanding of the content itself.

Module 1:

Introduction to Educational Policy: Definition, Scope and Significance. Role of State, Market and Civil Society.

Education in pre – independence India – Macaulay's Minute, Wood's Despatch, Hunter Commission.

Constitution of India – Fundamental Rights and Directive Principles. Right to Education.

Module 2:

University Education Commission, Secondary Education Commission.

Kothari Commission, National Policy on education, National Knowledge Commission, Yashpal Committee

Module 3:

Higher Education Bodies: UGC, AICTE, COA. Private Sector Education Policies, Ed Tech Companies. Budgeting and Financing of Education

Module 4:

Equity and Inclusion: Policies for marginalised communities. Special and inclusive education.
NEP 2020, UNESCO Competency Development, OECD Competency Development.

Module 5:

Policy Implementation Challenges: Infrastructure, Policies for Teacher and Institutional Structure, Drop Out.

Digital Age and Educational Policy – Rise of AI and Ed Tech Companies. Planning for future.

Suggested Learning Resources:

1. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
2. Tilak, J. B. G. (2003). *Education, Society and Development: National and International Perspectives*. APH Publishing.
3. Naik, J. P. (1975). *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*. Allied Publishers.
4. Agarwal, P. (2009). *Indian Higher Education: Envisioning the Future*. SAGE Publications India.
5. Council of Architecture (India). (2020). *Minimum Standards of Architectural Education Regulations, 2020*. https://www.coa.gov.in
6. Mehrotra, R. (2012). *Architecture in India: Since 1990*. Pictor.
7. Salama, A. M. (2015). *Spatial Design Education: New Directions for Pedagogy in Architecture and Beyond*. Ashgate.
8. Council of Architecture & Indian Institute of Architects. (2022). *Report on Reimagining Architectural Education in India*.

Course Outcome [CO]:
On completing the course, student will be able to:

1. Compare educational policies across different epochs.
2. Categorise and teach what is relevant as per curriculum demands and educational contexts.
3. Examine how educational policies govern Institutional Policies.

Program Outcome [PO]:
On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.
2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	0	High	High	High	Low
CO2	High	High	High	High	Medium
CO3	Low	Medium	High	Low	Medium

Architecture Research Methods

Course Code	**MAED255**	CIE Marks	100
Teaching Hours	00:00:04	SEE Marks	---
Total Hours of Pedagogy	04*16 = 64	Total Marks	100
Credits	02	Exam Hours	—

Course Learning Objectives:

The intent of the course is:

- To introduce students to diverse research methods relevant to architecture and architectural education.
- To explore the relationship between research methods and pedagogical strategies in architecture.
- To prepare students to contribute original research to architectural education and practice.

Module 1

Foundations of Architectural Research: Importance of research in architecture and education**.** Types of research: Qualitative, Quantitative, and Mixed Methods. Developing research questions and hypotheses. Ethics in architectural research**.** Overview of paradigms in research: Positivism, Constructivism, and Pragmatism.

Frameworks for research design and methodology selection

Module 2

Tools and Techniques of Architectural Research

Literature review: Identifying and analyzing sources. Data collection methods: Surveys, interviews, and observation. Visual methods: Mapping, diagramming, and photogrammetry. Analytical frameworks: Spatial analysis, typology, and precedent studies. Advanced methods: Ethnographic research, action research, and participatory design research

Module 3

Pedagogical Approaches to Architectural Research

Traditional pedagogy: Lecture-based and studio-centric models. Innovative teaching methods: Flipped classrooms, peer-led learning, and interdisciplinary collaboration.. Designing research-centric curriculum and assessments. Linking pedagogy with research methodologies: Experiential learning, case-based learning, and inquiry-based approaches.

Module 4:

Technology and Research:
Digital tools and online platforms. Designing research-centric curriculum and assessments. Linking pedagogy with research methodologies: Experiential learning, case-based learning, and inquiry-based approaches. Role of technology in research education: Digital tools and online platforms

Module 5

Applying Research in Architectural Practice and Education
Translating research findings into practice. Impact of research on architectural theory and design. Writing and publishing research papers.

Future directions in architectural research. Disseminating research: Conferences, journals, and online platforms

Suggested Learning Resources:

1. Groat, Linda, and David Wang. Architectural Research Methods. Wiley, 2013.
2. Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, 2017.
3. Zeisel, John. Inquiry by Design: Tools for Environment-Behavior Research. W.W. Norton, 2006.
4. Creswell, John W., and J. David Creswell. Qualitative Inquiry and Research Design. SAGE Publications, 2018.
5. Lawson, Bryan. How Designers Think: The Design Process Demystified. Routledge, 2006.
6. Buchanan, Richard, and Victor Margolin. Discovering Design: Explorations in Design Studies. University of Chicago Press, 1995.
7. Hershberger, Robert. Architectural Programming and Pre-Design manager; McGraw-Hill, New York; (1999)
8. Shah, Naresh. Introduction to Pre-Design. Council of Architecture, 2015
9. Hensel, Michael U. Design Innovation for the Built Environment: Research by Design. Routledge, 2010.
10. Fraser, Murray. Design Research in Architecture: An Overview. Ashgate, 2004.
11. Hensel, Michael U., and David Karle. Research/Design: Inquiry in the Visual Arts. Intellect Books, 2011.

Course Outcome [CO]:
On Completion of the Course the student will be able to:

1. Design research Studies.
2. Execute research studies to improve classroom learning
3. Incorporate research exercises while structuring classroom exercises.

Program Outcome [PO]:
On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.

2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	Medium	High	High	High	Medium
CO2	High	High	High	High	High
CO3	High	High	Medium	High	Low

Curriculum Design

[Professional Elective Course]

Course Code	**MAED256A**	CIE Marks	100
Teaching Hours	00:00:04	SEE Marks	---
Total Hours of Pedagogy	04*16 = 64	Total Marks	100
Credits	02	Exam Hours	—

Course Learning Objectives:

The aim of the course is to:

- Introduce students to theoretical foundations of curriculum design.
- Introduce agencies that enact in the design of a curriculum
- Introduce students to designing a curriculum.

Note: The exercises should be designed to apply the theoretical knowledge with respect to architecture education.

Module 1

Introduction to Curriculum: Definitions, Purpose and Scope. Philosophical Foundations of Curriculum, Curriculum Theories – Tyler, Dewy, Freire

Module 2

Subject oriented, learner oriented and problem oriented Curriculum design. National Curriculum Frameworks – NCF 2005, NEP 2020 etc.

Module 3

Factors Affecting Curriculum Design: Social Context, Institutional Structure, Learner's ability, Teacher's Competency. Integrating Policies.

Module 4

Structure of a Curriculum: Learning Outcomes, Competency Frameworks, Teaching Models. Content Selection and Sequencing, Designing Learning Activities.

Module 5

Designing Assessment Strategies, Evaluating Curriculum effectiveness,

Suggested Learning Resources:

1. Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
2. Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). ASCD.
3. Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. University of Chicago Press.
4. Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt Brace.

5. Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues* (4th ed.). Pearson.
6. Kelly, A. V. (2009). *The curriculum: Theory and practice* (6th ed.). SAGE.
7. NCERT. (2005). *National Curriculum Framework 2005*. NCERT.
8. Government of India. (2020). *National Education Policy 2020*. Ministry of Education

Course Outcome [CO]:

On completion of the course the student will be able to:

1. Analyse different models of curriculum development.
2. Demonstrate the importance of incorporating learner needs, policy contexts and assessment into curriculum planning.
3. Design a curriculum using the principles and tools.

Program Outcome [PO]:

On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.
2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	High	Low	High	High	Medium
CO2	High	High	High	High	Low
CO3	High	Low	High	High	Medium

Design Administration

[Professional Elective Course]

Course Code	**MAED256B**	CIE Marks	100
Teaching Hours	00:00:04	SEE Marks	---
Total Hours of Pedagogy	04* 16 = 64	Total Marks	100
Credits	02	Exam Hours	—

Course Learning Objectives:
The aim of the course is to:

- Introduce students to the organisational structure of an institution.
- Introduce students to techniques and methods to organise work in an institution.
- Develop awareness on the importance of Human Resource Management in an institution.

Module 1

Introduction to Design Administration: Scope and Definitions. Roles and Responsibilities in a design Institution – Organisational Charts, firm types, professional roles..

Module 2

Project Life Cycle in design and administrative roles. Strategic Planning and Design Thinking. Institutional Structure. Feedback loops.

Module 3

Legal Aspects of Institutional Design: Contracts, copyrights, Intellectual Property, Liability.
Financing and Budgeting in Institutional Design: Cost estimation, billing, profit margins.

Module 4

Human Resource Management: Hiring, Team Structuring, Leadership models.
Workflow management – Gantt charts, agile methods. Technology and Workflow management.

Module 5

Quality Control and Documentation: Code of conduct, certifications, Internal compliance committee. Technology aided documentation.

Suggested Learning Resources:

1. Best, K. (2015). *Design Management: Managing Design Strategy, Process and Implementation* (2nd ed.). AVA Publishing.
2. Cooper, R., Junginger, S., & Lockwood, T. (2009). *The Handbook of Design Management*. Bloomsbury.
3. Blaich, R., & Blaich, J. (1993). *Product Design and Corporate Strategy: Managing the Connection for Competitive Advantage*. McGraw-Hill.

4. Maisel, E. (2010). *Managing the Design Process: Concept Development*. Rockport Publishers.
5. Miller, P. (2019). *Business and Legal Forms for Graphic Designers*. Allworth Press.

Course Outcome [CO]:

On completion of the course the student will be able to:

1. Study and critique the effectiveness of an organisational structure.
2. Develop a structure to demonstrate effectiveness of work flow.
3. Illustrate the nature of activities undertaken in an institution and demonstrate its structural, legal and ethical relations.

Program Outcome [PO]:

On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.
2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	Medium	Low	Medium	High	Low
CO2	Medium	0	Low	High	Low
CO3	Low	0	Low	Low	Low

Teaching in Regional Context

[Professional Elective Course]

Course Code	**MAED256C**	CIE Marks	100
Teaching Hours	00:00:04	SEE Marks	--
Total Hours of Pedagogy	04*16 = 64	Total Marks	100
Credits	02	Exam Hours	--

Course Learning Objectives:
The objective of the course is to introduce students to a teaching environment that enables them to apply their learnings over the semesters. This can test the efficiency of their exercise design or course design.

Brief:

Students are encouraged to identify a local institution (government schools, NGOs etc) where they are provided with an opportunity to engage with learners. They should engage in a teaching activity which should accommodate the following:
Preparing Lesson Plan based on outcomes
Designing Exercises to test the outcome.
Assessment based on student understanding and desired of outcome.

Deliverable: Student should produce a portfolio containing the activities undertaken by during the semester. The portfolio should include samples of the learners work and mapping their workflow.

Course Outcome [CO]:
On completion of the course the student will be able to:

1. Test their learnings and illustrate the strength and weakness in planning exercise design.
2. Ideate and demonstrate steps taken to improve classroom learning environment.

Program Outcome [PO]:

On completion of the program the student will be able to:

1. Design course work considering curriculum demands, student abilities and educational contexts.
2. Contribute to the development of new knowledge and practices that shape architecture by actively participating in research activities.
3. Critique and interpret an architectural curriculum to maximize learning potential.
4. Address the changing educational needs of the architectural community and collaborate with academicians around the globe.
5. Develop inquisitiveness, reflection, determination and collaborative mentality to address changing educational needs of the architectural community.

	PO1	PO2	PO3	PO4	PO5
CO1	High	Low	Low	Low	Medium
CO2	High	Low	0	0	Medium