

II Semester

HABITAT DESIGN STUDIO-II			
Course Code	2MAHD201	CIE Marks	100
Teaching Hours/Week (L:T:S:P)	28:0:112:0	SEE Marks(Viva)	100
Total Hours of Pedagogy	10	Total Marks	200
Credits	10	Exam Hours	-
Course Learning objectives: The studio aims to introduce students to the principles, processes, and practice of planning and designing new urban developments. Through a comprehensive understanding of ecological systems, infrastructure, governance, stakeholder engagement, and spatial planning, students will develop the ability to prepare sustainable, resilient, and implementable master plans Habitat design proposals that respond to contemporary development challenges.			
Studio Outline The studio explores the planning and design of new urban developments, urban extensions, institutional townships, and other large-scale habitat projects through a research-informed and design-led approach. Students engage with the complete master planning process, progressing from contextual analysis and site appraisal to strategic visioning, spatial planning, urban design, and implementation. Working on a realistic planning scenario with an identified client (real or hypothetical), students develop integrated planning and design proposals that respond to contemporary environmental, social, economic, and governance challenges. Emphasis is placed on evidence-based decision-making, systems thinking, stakeholder engagement, sustainable development, and the translation of regional and city-scale planning objectives into coherent spatial strategies, master plans, and implementable urban design frameworks. The studio shall include: Site selection and appraisal based on regional context, growth dynamics, planning policy, development potential, and strategic relevance. Multi-scalar spatial analysis integrating regional, city, neighbourhood, and site-level investigations. Environmental and landscape assessment, including topography, geomorphology, hydrology, climate, ecology, biodiversity, blue-green systems, environmental sensitivity, carrying capacity, and resilience. Analysis of demographic, socio-economic, cultural, and spatial characteristics, including settlement structure, land ownership, mobility patterns, public facilities, heritage assets, and community networks. Stakeholder mapping, participatory planning, user engagement, and incorporation of community aspirations into the planning process. Development of a strategic vision, planning principles, urban development framework, and spatial structure for sustainable growth. Land suitability analysis and preparation of integrated land use strategies supporting housing, employment, education, recreation, commerce, public infrastructure, and mixed-use development. Planning and design of connected public realm systems, landscape infrastructure, ecological networks, public open spaces, and climate-responsive urban environments. Design of integrated mobility systems, including street hierarchy, complete streets, public transport integration, pedestrian and cycling networks, last-mile connectivity, and universal accessibility. Planning and coordination of urban infrastructure systems, including water supply, wastewater, stormwater management, solid waste management, energy systems, digital infrastructure, and smart urban services. Application of statutory planning frameworks, development regulations, urban policy, governance mechanisms, and development management tools. Preparation of implementation strategies incorporating phasing, financial feasibility, governance models, infrastructure investment, and monitoring frameworks. Preparation of a comprehensive master plan supported by analytical studies, spatial strategies, thematic maps, urban design frameworks, and planning documentation.			

Development of a selected neighbourhood, precinct, district, or strategic intervention area through detailed urban design proposals addressing built form, block structure, streets, public spaces, landscape, mobility, infrastructure integration, sustainability, place-making, and urban design guidelines.

Preparation of urban design codes, development guidelines, and implementation proposals that demonstrate design quality, environmental responsibility, social inclusion, economic viability, and long-term adaptability.

The studio culminates in an integrated urban planning and design proposal that demonstrates the synthesis of strategic planning, master planning, urban design, landscape systems, infrastructure planning, governance, and implementation. The outcome reflects international best practices in sustainable, resilient, inclusive, and place-responsive urban development while responding to local context and contemporary habitat challenges.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Continuous Internal Evaluation will be based on

- Seminars, Assignments, and Embedded studio assignments.
- Two Internal Reviews, two External Reviews and Final Portfolio Submission for Studio component.

Semester End Examination:

Viva-voce: The viva voce shall be conducted in two phases, firstly for the group work followed by individual interventions. Weightage ratio of 60:40.

Suggested Learning Resources:

Books

- Kevin Lynch, *Good City Form*, MIT Press, 1984.
- Kevin Lynch and Gary Hack, *Site Planning*, MIT Press, 3rd Edition, 1984.
- Ian L. McHarg, *Design with Nature*, John Wiley & Sons, 25th Anniversary Edition, 1995.
- Jonathan Barnett, *Urban Design: A Handbook of Techniques and Working Methods*, McGraw-Hill Education, 1982.
- Cliff Moughtin, *Urban Design: Street and Square*, Routledge, 3rd Edition, 2003.
- Peter Calthorpe, *The Next American Metropolis: Ecology, Community and the American Dream*, Princeton Architectural Press, 1993.
- Peter Hall, *Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880*, Wiley-Blackwell, 4th Edition, 2014.
- Jan Gehl, *Cities for People*, Island Press, 2010.
- Matthew Carmona, Tim Heath, Taner Oc and Steve Tiesdell, *Public Places, Urban Spaces: The Dimensions of Urban Design*, Routledge, 2nd Edition, 2010.
- Tridib Banerjee and Anastasia Loukaitou-Sideris (Eds.), *The Routledge Companion to Urban Design*, Routledge, 1st Edition, 2011.
- Frederick R. Steiner, *The Living Landscape: An Ecological Approach to Landscape Planning*, Island Press, 2nd Edition, 2008.
- Ministry of Housing and Urban Affairs, Government of India, *Urban and Regional Development Plans Formulation and Implementation (URDPFI) Guidelines*, 2nd Revised Edition, 2015.

Web links and Video Lectures (e-Resources):

- Ministry of Housing and Urban Affairs (MoHUA): <https://mohua.gov.in>
- Smart Cities Mission: <https://smartcities.gov.in>
- AMRUT Mission: <https://amrut.gov.in>
- National Institute of Urban Affairs (NIUA): <https://niua.in>
- Town and Country Planning Organisation (TCPO): <https://tcpo.gov.in>
- Bureau of Indian Standards (Planning Codes): <https://bis.gov.in>

Skill Development Activities Suggested

- Site Documentation and Spatial Analysis: Conduct site reconnaissance, field documentation, regional and site analysis using GIS, spatial mapping, and environmental assessment techniques.
- Master Planning and Urban Design: Prepare land suitability studies, planning concepts, master plans, precinct plans, and integrated urban design proposals incorporating mobility, infrastructure, landscape, and public realm.
- Stakeholder Engagement and Implementation: Undertake stakeholder consultations, analyse planning policies, and develop implementation strategies including phasing, governance, and infrastructure planning.
- Digital Visualization and Communication: Develop professional planning presentations, reports, drawings, and digital visualizations using CAD, GIS, SketchUp, Rhino, Lumion, or equivalent software.

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

Sl. No.	Description	Blooms Level
C01	To Assess Conditions to Site New Habitats & Augment Infrastructure	V
C02	Generate Masterplan and Development Guidelines for The New Habitat	V
C03	Develop Humane Habitats Through Sensitive Design Approaches	VI
C04	Devise Implementation Mechanism for Proposed New Development	VI
C05	Evaluate The Impact of Development	VI

Program Outcome of this course

Sl. No.	Description	POs
1	Ability to assess and augment extension of settlement fabric	2, 3, 4, 6, 7, 8
2	Evolve new habitat systems	2, 3, 4, 5, 6, 7, 8
3	Generate project implementation mechanism	3, 5, 9, 10
4	Ability to assess implication of new settlements	2, 3, 6, 7, 8

Mapping of COs and POs

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	2	3	3	2	-	-	2	2	3	2
C02	2	2	2	2	3	1	1	1	1	1
C03	2	3	2	3	3	2	2	2	1	1
C04	2	2	2	2	3	2	2	2	2	2
C05	1	3	1	2	3	2	3	3	2	2
Average	1.8	2.6	2.4	2.2	2.4	1.4	2	2.4	1.8	1.6

Graduate Attributes

Knowledge	Analytical Skills	Application of Research	Application of latest Technology/ Tools	Generate Designs/ Solutions	Ethics	Societal Concern	Environmental Concern	Collaborative aptitude	Opportunity for Continued Learning
P01	P02	P03	P04	P05	P06	P07	P08	P09	P010

Mapping Co-relation	Low	Medium	High	No
	1	2	3	-

II Semester

URBAN LAND USE STRUCTURE AND MORPHOLOGICAL SYSTEMS			
Course Code	2MAHD202	CIE Marks	50
Teaching Hours/Week (L:T: S:P)	42:0:0:0	SEE Marks	50
Total Hours of Pedagogy	3	Total Marks	100
Credits	3	Exam Hours	3
Course Learning Objectives: To understand the theoretical foundations of urban morphology, land use, and urban geography; analyse the historical evolution of urban form, settlement patterns, and influencing factors; study land use classification, zoning, density, and infrastructure relationships; apply morphological analysis methods such as figure-ground, town-plan analysis, and space syntax to real city case studies; and evaluate contemporary urban planning models and their sustainability implications.			
Module-1			
Foundations of Urban Morphology and Land Use Theory - Definitions: urban form, urban structure, urban morphology, land use - Historical evolution of urban form theories. - Elements of urban form: plots, streets, buildings, blocks - Land use as a driver of urban spatial structure			
Module-2			
Methods and Tools of Morphological Analysis - Renaissance and the reconfiguration of space. Industrial Revolution, Technologies, and the 19th-century transformation of worldviews. - Town plan analysis: streets, plots, buildings (Conzenian approach) - Figure-ground analysis and solid-void mapping - Density mapping (FAR, ground coverage, population density) as morphological indicators			
Module-3			
Land Use Classification, Zoning, and Regulatory Frameworks c) Land use classification systems (residential, commercial, industrial, mixed-use, institutional) d) Zoning regulations and development control rules e) Master plans, zonal plans, and local area plans — Indian planning framework (UDPF guidelines, Town and Country Planning Acts) f) Impact of zoning on urban form: sprawl vs. compact city.			
Module-4			
Reading the City through Sacred Geography and Rhythm - Structure as signification — reading the city through signs, symbols, and embedded meaning - Imagined cities — collage of time-space- across timelines, rituals and zones of time, space, and lived experience - Sacred geographies, sacred cities, precincts, and spatial enclosures - Sacred rivers, ghats, mounds, trees, and totems as embedded meaning-structures within urban space - Methods and approaches to mapping the sacred within the urban fabric			
Module-5			
Urban Growth Patterns and Morphological Transformation - Organic vs. planned urban growth patterns - Peri-urbanisation, urban sprawl, and land use change dynamics - Densification, infill development, and redevelopment morphologies - Informal settlements and their morphological characteristics - Transit-oriented development (TOD) and its impact on land use structure.			

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50%, and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 50% of the maximum marks. The minimum passing mark in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- Two Unit Tests each of 30 Marks.
- Two assignments each of 10 Marks or one Skill Development Activity of 20 marks to attain the COs and Pos.

The sum of two tests and two assignments/skill Development Activities will be scaled down to 50 marks. CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

- The SEE question paper will be set for 100 marks, and the marks scored will be proportionately reduced to 50.
- The question paper will have ten full questions carrying equal marks.
- Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.
- Each full question will have a sub-question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Suggested Learning Resources:**Books**

- Spiro Kostoff, "City shaped", Bulfinch, Reprint Edition, 1993.
- Sumita Ghosh, "Introduction to settlement geography", Orient Black Swan, 1998.
- Michael Pacione, "Urban Geography: A Global Perspective", Routledge; 1st Edition, 2009.
- Paul L Knox, "Urbanisation", Pearson, 2012.
- Diana L. Eck, "India: A Sacred Geography", Three Rivers Press, 2013
- M.R.G. Conzen town-plan analysis
- Bill Hillier, Space Syntax (spatial configuration)

Web links and Video Lectures (e-Resources):

and Transportation Planning — Prof. Debapratim Pandit, IIT Kharagpur (Dept. of Architecture & Regional Planning) — ant lectures: Urban Land Use Planning, Land Use–Transport Interaction, Theoretical Foundations (Parts 1 & 2), Urban Form Model Components.

Urban Morphology" — <https://www.youtube.com/watch?v=QsyElyTaKb4>

<https://www.youtube.com/watch?v=OuFetVuNhUs>

<https://www.youtube.com/watch?v=YtVXZzRQbSc>

Urban Design and Analysis — <https://www.youtube.com/watch?v=QsyElyTaKb4>
de/courses/parametric-urban-design-and-analysis-puda-24-2/lessons/lecture-urban-design

Skill Development Activities Suggested

- Students to distinguish between the perceptual and cognitive elements of city structure.
- Document tangible and intangible elements (streets, plots, buildings, totems, chowks, kattes, etc) of an old city core using Conzen's method (street pattern, plot pattern, building fabric, development fabric).
- Space Syntax/Axial Line Analysis — Use software (e.g., DepthmapX) to analyze street connectivity and integration in a selected urban precinct.

- GIS-based Land Use Change Study — Overlay historical maps/satellite imagery of a city over 2–3 time periods to visualize morphological transformation.
- Case Study Presentation & Seminar — Research and present a global/Indian case study on urban morphological transformation (e.g., Chandigarh, Jaipur, Delhi).
- Sketch/Photo Documentation Walk — Urban walkability/streetscape documentation exercise recording built-form, edge conditions, and public-private interface.

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Identify and recognise the land morphology and associated triggers and the growth factors.	I
CO2	Understand the spatial organisations and associated cognitive markers of the city system.	IV
CO3	Students will be able to mark-up factors and structures using the latest simplified techniques.	II
CO4	Students will be able to justify the associated land use and also designate the appropriate land uses.	V
CO5	Understand the Urban growth of the historic core.	III

Program Outcome of this course

Sl. No.	Description	Pos
1	Understand the cities as by-products of the historic events, political systems, and scientific evolution.	1,2
2	Analyse the rhythms of the city	2,3,8
3	Understand the metropolitan city growth and factors associated with it.	1,2,7,8

Mapping of COS and POs

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
CO1	3	2	1	–	–	–	2	2	–	–
CO2	2	3	2	1	–	–	2	2	–	1
CO3	2	3	3	3	1	–	–	1	2	2
CO4	2	3	2	2	3	2	3	2	1	2
CO5	3	2	2	–	–	1	3	3	–	2
Average	2.4	2.6	2.0	1.2	0.8	0.6	2.0	2.0	0.6	1.4

Graduate Attributes

Knowledge	Analytical Skills	Application of Research	Application of latest Technology/ Tools	Generate Designs/ Solutions	Ethics	Societal Concern	Environmental Concern	Collaborative aptitude	Opportunity for Continued Learning
P01	P02	P03	P04	P05	P06	P07	P08	P09	P010

Mapping Co- relation	Low	Medium	High	No
	1	2	3	-

II Semester

ENVIRONMENTAL GOVERNANCE AND SUSTAINABLE URBAN DEVELOPMENT			
Course Code	2MAHD203	CIE Marks	50
Teaching Hours/Week (L:T:S:P)	42:0:0:0	SEE Marks	50
Total Hours of Pedagogy	3	Total Marks	100
Credits	3	Exam Hours	3
Course Learning objectives: To familiarise students with the legal, institutional, and policy frameworks governing urban development and environmental conservation, with an emphasis on evaluating sustainability frameworks, understanding stakeholder roles and participatory governance, examining institutional and legal mechanisms, and developing policy literacy essential for professional practice in architecture, habitat design, urban design, and urban planning.			
Module-1			
Foundations of Environmental Governance: • Concepts of environmental governance actors, institutions, and scales (global, national, state, local/ULB) • Evolution of environmental policy in India; Ministry of Environment, Forest and Climate Change (MoEFCC) structure • Key legislations: Environment Protection Act 1986, Water Act, Air Act, Wildlife Protection Act • Role of Pollution Control Boards (CPCB/SPCB), municipal environmental cells • International frameworks: UN Agenda 21, Rio Declaration, Kyoto Protocol, Paris Agreement			
Module-2			
Sustainability Frameworks & Global Agendas • Triple bottom line of sustainability (environmental, social, economic) • UN Sustainable Development Goals (SDGs) • New Urban Agenda (Habitat III) • Circular economy principles in urban contexts • Ecological footprint, carbon footprint, life-cycle assessment (LCA) methods			
Module-3			
Urban Ecology, Climate Resilience & Green Infrastructure • Urban heat island effect, microclimate and green urbanism • Urban ecology: riparian corridors, wetlands, urban forests, biodiversity conservation • Climate change adaptation and mitigation strategies for cities • Resilient city frameworks (100 Resilient Cities, sponge cities) • Nature-based solutions and green-blue infrastructure planning			
Module-4			
Environmental Impact Assessment (EIA) & Regulatory Tools • EIA procedure — screening, scoping, baseline studies, impact prediction, mitigation • Environmental Clearance (EC) process in India; notification requirements • Coastal Regulation Zone (CRZ), wetlands and water body protection rules • Strategic Environmental Assessment (SEA) vs. project-level EIA • Case studies of EIA reports for urban/infrastructure projects.			
Module-5			
Governance Mechanisms, Institutions & Implementation • Public-private partnerships and community participation in environmental management • Waste management governance (solid waste, e-waste, water/sanitation) • Monitoring, compliance, and enforcement — challenges in Indian urban governance • Case studies: Indian and global best practices in environmental urban governance.			
Assessment Details (both CIE and SEE)			

The weightage of Continuous Internal Evaluation (CIE) is 50%, and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 50% of the maximum marks. The minimum passing mark in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- Two-Unit Tests each of 30 Marks.
- Two assignments each of 10 Marks or one Skill Development Activity of 20 marks to attain the COs and Pos.

The sum of two tests and two assignments/skill Development Activities will be scaled down to 50 marks. CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

- The SEE question paper will be set for 100 marks, and the marks scored will be proportionately reduced to 50.
- The question paper will have ten full questions carrying equal marks.
- Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.
- Each full question will have a sub-question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Suggested Learning Resources:**Books**

- U.B. Singh — Urban Local Government (Rawat Publications, Jaipur)
- K.C. Sivaramakrishnan & L. Green — Metropolitan Management: The Asian Experience (OUP, New Delhi)
- Douglas Farr — Sustainable Urbanism: Urban Design with Nature (Wiley, 2008)
- Timothy Beatley — Green Urbanism: Learning from European Cities
- Dominique Gauzin-Müller — Sustainable Architecture and Urbanism: Concepts, Technologies, Examples (Birkhäuser, 2002)
- MoEFCC's official EIA Notification, 2006 (and amendments) — primary regulatory reference document
- UN-Habitat's New Urban Agenda (2016)
- Government of India — National Environmental Policy, 2006

Web links and Video Lectures (e-Resources):

- "Environment and Development" — IIT Guwahati, Prof. Ngamjahao Kipgen
<https://nptel.ac.in/courses/109103186>
- UN-Habitat New Urban Agenda: <https://habitat3.org/the-new-urban-agenda/>
- UN SDG 11 – Sustainable Cities and Communities: <https://sdgs.un.org/goals/goal11>
- UN-Habitat New Urban Agenda (2016, full text): <https://habitat3.org/the-new-urban-agenda>
- 100 Resilient Cities archive/Resilient Cities Network: <https://resilientcitiesnetwork.org>

Skill Development Activities Suggested

- Preparation of a report for a sample EIA Form 1 / scoping document for a hypothetical urban development project
- PARIVESH Portal Case Study Analysis — Access real project clearance applications on the PARIVESH portal; analyse the screening, scoping, and public hearing stages of an actual case, and summarise findings in a report.
- Carbon & Ecological Footprint Calculation — Conduct a life-cycle assessment (LCA) exercise on a chosen building or neighbourhood, calculating embodied carbon and operational footprint using

simplified LCA tools/software.

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
C01	Prepare an EIA, SIA document for an urban project.	IV
C02	Interpret the Laws concerning the environment and other habitat-related projects.	I
C03	Equipped with legal tools to defend, mitigate, or ensure resilience of the project.	II
C04	Understand the trends related to ecology and the environment of the urban project.	III
C05	Know the best practices for environment and habitat conservation.	V

Program Outcome of this course

Sl. No.	Description	Pos
1	Identify the tools for the objective evaluation of planning implications.	2,3,4
2	Establish correlation with legal tools, techniques for development, mitigation and resilience.	3,5,6,7,8

Mapping of COS and POs

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	3	3	3	2	2	2	3	3	2	2
C02	2	2	2	–	–	3	2	2	–	1
C03	2	3	3	1	2	3	3	2	1	2
C04	3	2	2	1	–	2	3	3	–	2
C05	3	3	2	1	3	3	3	3	1	2
Average	2.6	2.6	2.4	1.0	1.4	2.6	2.8	2.6	0.8	1.8

Graduate Attributes

II Semester

RESEARCH SEMINAR			
Course Code	2MAHD204	CIE Marks	100
Teaching Hours/Week (L:T:S:P)	14:0:28:0	SEE Marks	-
Total Hours of Pedagogy	3	Total Marks	100
Credits	3	Exam Hours	-
Course Learning Objectives: This course intends to enable students to undertake an in-depth research exploration of an identified habitat theme or topic, culminating in the development of the Dissertation project.			
Teaching Learning Process The research project will be taken up by students individually. Students develop their research based on the outline: - Identifying the issue and formulating the research outline. - Raise research questions. - Formulate a methodology for research. - Review of the theoretical framework related to the identified theme/topic. - Review of Literature through Case studies related to the identified theme/topic. - Identifying the study site/area relevant to the theme selected. Two seminars to be given by each student. Seminar Presentations: Each student shall deliver two seminar presentations during the semester under different phases: Phase I: Presentation of the research theme, problem statement, literature review, research gap, and proposed methodology. Phase II: Presentation of the refined dissertation proposal incorporating study area selection, methodology, stakeholder profiles, preliminary findings, and the proposed research framework. Phase III: Students are expected to submit a research paper to a national/international conference or an institutional research symposium.			
Assessment Details (both CIE and SEE) for PCC The weightage of Continuous Internal Evaluation (CIE) is 100%. The minimum passing mark for the CIE is 50% of the maximum marks. Continuous Internal Evaluation: Continuous Internal Evaluation will be based on Reviews, Seminars, Report and paper presentation submission.			
Suggested Learning Resources: Books - Farthing, S. (2016). Research design in urban planning: A student's guide. SAGE Publications. - MacCallum, D., Babb, C., & Curtis, C. (2019). Doing research in urban and regional planning. Routledge. - Prominski, M., & von Seggern, H. (2019). Design research for urban landscapes: Theories and methods. Birkhäuser. - Groat, L. N., & Wang, D. (2013). Architectural research methods (2nd ed.). John Wiley & Sons. - American Planning Association. (2017). Planning and urban design standards (Student ed.). John Wiley & Sons. - Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed.). New Age International Publishers.			
Web links and Video Lectures (e-Resources): https://unhabitat.org/knowledge/research-and-publications https://www.researchgate.net/publication/371713646_Research_Methods_in_Urban_Design_A_Framework_for_Researching_the_Performance_and_Resilience_of_Places			

- <http://kth.diva-portal.org/smash/get/diva2:343485/FULLTEXT01.pdf>
- <https://papers.cumincad.org/data/works/att/eef2.content.pdf>

Skill Development Activities Suggested

- Formulation of research problems, objectives, methodology, and research framework.
- Conduct systematic literature reviews and identify research gaps using scholarly sources.
- Evaluation of research papers for methodology, findings, and relevance to the study.
- Apply human-centered design thinking to develop innovative research-based solutions.
- Preparation of research proposals, reports, and dissertations using academic writing and citation standards.
- Plan, schedule, and manage research activities to ensure timely dissertation completion.

Course outcome

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

Sl. No.	Description	Blooms Level
C01	Identify and define a contemporary research problem in habitat design through critical review of literature and contextual analysis.	IV
C02	Formulate research objectives, questions, scope, and an appropriate research methodology for investigating the selected topic.	IV
C03	Critically evaluate theoretical frameworks, case studies, and scholarly literature to establish a sound conceptual foundation for the research.	V
C04	Collect, analyse, and interpret qualitative and/or quantitative data using appropriate research methods, analytical tools, and digital technologies.	IV
C05	Develop and present a comprehensive dissertation proposal demonstrating research rigor, ethical practices, academic writing, and a clear framework for subsequent dissertation work.	VI

Mapping of COS and POs

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	3	3	2	-	-	-	2	1	-	1
C02	2	3	2	1	-	2	2	2	1	1
C03	2	3	3	3	2	1	2	2	1	1
C04	2	3	2	2	3	2	2	3	2	1
C05	2	2	2	3	3	2	2	3	2	3
Average	2.2	2.8	2.2	1.8	1.6	1.4	2	2.2	1.4	1.4

Graduate Attributes

Knowledge	Analytical Skills	Application of Research	Application of latest Technology/ Tools	Generate Designs/ Solutions	Ethics	Societal Concern	Environmental Concern	Collaborative aptitude	Opportunity for Continued Learning
P01	P02	P03	P04	P05	P06	P07	P08	P09	P010

Mapping Co- relation	Low	Medium	High	No
	1	2	3	-

II Semester

URBAN TRANSPORTATION PLANNING AND MANAGEMENT			
Course Code	2MAHD205	CIE Marks	50
Teaching Hours/Week (L:T:S:P)	14:0:14:0	SEE Marks (Viva)	50
Total Hours of Pedagogy	2	Total Marks	100
Credits	2	Exam Hours	-
Course Learning objectives: To understand the fundamentals, principles, and processes of urban transportation planning and their relationship with habitat systems; develop skills in conducting transport surveys and analysing travel patterns, mobility networks, accessibility, and their influence on the spatial structure of urban areas; and apply these insights to formulate sustainable, inclusive, and context-responsive transportation planning and management strategies.			
Syllabus Outline: The Transport Planning: Definitions and Concepts studio is conceived as a support studio to Habitat Design Studio II, enabling students to understand mobility as an integral component of habitat structure, spatial planning, and urban design. The studio bridges the fundamentals of transportation planning with the design of contemporary habitats, helping students examine how movement, accessibility, land use, infrastructure, and public space influence the functioning and quality of urban environments. Through field-based surveys, mapping, data collection, analysis, and spatial interpretation, students will study transportation systems within a selected habitat or study area. Rather than treating transportation as an independent technical system, the studio explores its relationship with land use, density, urban form, public spaces, social infrastructure, economic activity, environmental conditions, and everyday patterns of movement. The studio shall introduce students to: • Urban Transportation Systems and Concepts, including the classification of transportation systems, different modes of movement, their technological characteristics, and the relationship between transport demand and supply. • Land Use-Transport Integration, examining how land-use patterns, density, urban form, and development intensity influence mobility and travel behaviour, with an introduction to the stages of transport planning and the four-stage transportation model. • Modes of Commute and Mobility Patterns, including pedestrian movement, public transport, private motorised vehicles, intermediate public transport, cycling, and other non-motorised modes. • Transportation Surveys and Data Collection, including definition of the study area, zoning, origin-destination surveys, road inventory, classified traffic-volume counts, pedestrian surveys, parking surveys, travel behaviour surveys, and socio-economic surveys. • Mobility and Accessibility Analysis, examining connectivity, pedestrian accessibility, public transport access, last-mile connectivity, universal accessibility, modal integration, and barriers to movement. • Traffic and Public Realm, introducing traffic-calming measures, street hierarchy, pedestrian-priority areas, complete streets, safe crossings, parking management, and the relationship between movement and public-space design. • Transportation Data Analysis, developing skills to organise, analyse, map, and interpret primary and secondary transportation data to understand movement patterns and mobility challenges at the habitat scale. • Mobility Planning Frameworks, introducing Comprehensive Traffic and Transportation Studies (CTTS), Comprehensive Mobility Plans (CMP), and Low Carbon Mobility Plans (LCMP) and their relevance to habitat planning and urban development. • Transportation and Sustainable Habitats, examining the environmental, social, and spatial			

implications of mobility choices, including emissions, energy consumption, walkability, active mobility, public transport, and equitable access.

- **Mobility and Universal Accessibility**, understanding the needs of diverse users and developing inclusive mobility strategies for pedestrians, children, elderly persons, and persons with disabilities.
- **Area Mobility Planning**, translating survey findings and spatial analysis into a conceptual mobility framework for an identified habitat area

The studio shall progressively develop through the following sequence:

Understand the Mobility System → Define and Survey the Habitat → Map Movement and Accessibility → Analyse Transport Data → Interpret Mobility Patterns → Develop Mobility Strategies → Inform Habitat Design Studio II

Students will undertake transportation surveys and spatial documentation within the identified habitat area and analyse **movement patterns, modal share, road hierarchy, pedestrian networks, public transport accessibility, parking, traffic conditions, connectivity, and socio-economic characteristics**. The findings will be mapped and synthesised to identify mobility challenges, opportunities, gaps, conflicts, and potential areas of intervention.

The analysis will culminate in the preparation of an **Area Mobility Plan** for the selected habitat, incorporating conceptual mobility frameworks, street and movement hierarchies, pedestrian and cycling networks, public transport integration, last-mile connectivity, traffic-calming strategies, parking management, universal accessibility, and sustainable mobility interventions.

The studio culminates in a **mobility framework for the selected habitat**, demonstrating how transportation planning can inform the spatial structure, public realm, accessibility, and overall design of Habitat Design Studio II. The outcome shall establish a clear connection between **mobility systems and habitat design**, enabling students to translate transport data and analysis into context-responsive, inclusive, sustainable, and implementable spatial strategies.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Continuous Internal Evaluation will be based on

- Seminars, Assignments, and studio assignments.
- Two Internal Reviews, one External Reviews and Final Portfolio Submission for Studio component.

Semester End Examination:

Viva-voce: The viva voce shall be conducted in two phases, firstly for the group work followed by individual interventions. Weightage ratio of 60:40.

Suggested Learning Resources:

Books

1. Khanna and Justo, "Highway Engineering", Nem Chand & Bros, 10th edition, 2015.
2. Kadiyali L R., "Traffic Engineering and Transportation Planning", Khanna Publishers, 3rd Edition, 1987.
3. Dimitriou H.T, "Urban Transport Planning and Developmental Approach", Routledge, 1st Edition, 2012.
4. Michael J Bruton, "An Introduction to Transportation Planning", Hutchinson, 2nd Edition, 1970.
5. John Black, "Urban Transport Planning and Design", The Johns Hopkins University Press, 1981.
6. Vukan R. Vuchic, "Urban Transit: Operations, Planning, and Economics", Wiley, 1st Edition, 2005.
7. Vukan R. Vuchic, "Urban Transit Systems and Technology", Wiley, 1st Edition, 2007.

Web links and Video Lectures (e-Resources):

1. <https://www.itdp.in/wp-content/uploads/2016/07/Urban-street-design-guidelines.pdf>
2. <https://islandpress.org/blog/forewordfriday-global-street-design-guide-edition>
3. <https://globaldesigningcities.org/publication/global-street-design-guide/defining-streets/what-is-a-street/>
4. <https://shaktifoundation.in/wp-content/uploads/2014/02/Universal-accessibility-guidelines.pdf>
5. <https://wriroscities.org/sites/default/files/India-Integrated-Transport-Indicators-EMBARQ.pdf>
6. <https://www.jtlu.org/index.php/jtlu/article/view/425>

Skill Development Activities Suggested

- Generating formats for traffic surveys — Qualitative and Quantitative aspects.
- Conducting field surveys and site visits to gather firsthand information and validate secondary data.
- Developing conceptual models and frameworks to understand the spatial structure and dynamics of urban transportation systems within habitats.
- Analysis of the development of an integrated land use/transport strategy for a delineated habitat area.
- Proposing design and planning solutions to address identified problems and improve urban transportation networks in habitat systems.

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

Sl. No.	Description	Blooms Level
C01	Students are equipped with the fundamentals of urban transport planning and transport modelling.	I, II
C02	Understanding different modes of commute and the application of transportation surveys and data analysis techniques for habitat-scale transport studies.	I, II
C03	Students are equipped with theoretical knowledge and practical applications of urban mobility concepts, traffic calming techniques, universal accessibility, and mobility planning frameworks within habitat contexts.	II, III
C04	Students will learn the methods of designing, conducting, and administering transportation surveys, and interpreting survey findings to provide the required data for habitat transport planning.	III, IV
C05	Generating strategies and proposing a mobility plan for identified inner-city habitat districts.	V, VI

Program Outcome of this course

Sl. No.	Description	Pos
1	Apply knowledge of urban transportation systems, land use–transport integration, mobility concepts, and planning frameworks to understand transportation challenges within habitat contexts.	1, 2, 3, 7, 10
2	Conduct transportation surveys, collect and analyse mobility data, and interpret findings to identify and evaluate transport-related issues in habitat areas.	2, 3, 5, 7, 8
3	Develop conceptual frameworks and propose context-sensitive, sustainable, and inclusive mobility plans for identified habitat districts.	2, 3, 4, 5, 6
4	Incorporate principles of universal accessibility, traffic calming, low-carbon mobility, and sustainable transportation practices in the planning and management of urban habitats.	1, 3, 7, 8, 10

Mapping of COS and POs

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	3	1	2	1	-	-	2	-	-	2
C02	2	3	3	2	1	-	2	1	1	1
C03	2	2	3	2	1	2	3	2	-	2
C04	1	3	3	3	2	-	2	1	2	1
C05	2	2	3	2	3	1	3	2	1	2
Average	2	2.2	2.8	2	1.4	0.6	2.4	1.2	0.8	1.6

Graduate Attributes

Knowledge	Analytical Skills	Application of Research	Application of latest Technology/ Tools	Generate Designs/ Solutions	Ethics	Societal Concern	Environmental Concern	Collaborative aptitude	Opportunity for Continued Learning
P01	P02	P03	P04	P05	P06	P07	P08	P09	P010

Mapping Co- relation	Low	Medium	High	No
	1	2	3	-

II Semester

PUBLIC HEALTH AND URBAN WELL-BEING			
Course Code	2MAHD206A	CIE Marks	100
Teaching Hours/Week (L:T:S:P)	14:0:28:0	SEE Marks	-
Total Hours of Pedagogy	3	Total Marks	100
Credits	3	Exam Hours	-
Course Learning objectives: To understand the historical and contemporary relationship between spatial planning and public health; examine environmental health systems including air, water, sanitation, and waste management; explore the influence of social determinants, equity, and access to essential services on health and well-being; and develop skills in GIS-based health mapping, spatial analysis, and walkability assessment to inform healthier and more inclusive habitat planning and design.			
Syllabus Outline: Foundations of Public Health & Built Environment. • Link between spatial planning and health- examples from history to the present planning • Habitat health and changes in planning approaches. • Urban form and its influence on community wellbeing. Case studies linking urban design decisions to health outcomes. Environmental Health Systems • Air quality, water, sanitation, waste management in urban context- sources, impacts, and planning responses. • Urban heat island effect- effect: causes, impacts, and mitigation through design. • Exposure mapping- tools and techniques to assess environmental health risks in urban areas. Infectious Diseases & Urban Form • Density vs overcrowding- understanding the distinction and planning implications. • Ventilation, light, hygiene standards in building and neighbourhood design. • Pandemic and translated urban spaces and forms- lessons from historical and contemporary events (e.g., COVID-19). • Policy and planning frameworks for disease prevention in cities. Social Determinants of Health & Equity • Inequality and health outcomes and socioeconomic factors shaping community health. • Access to services (hospitals, parks, recreational spaces, and healthy food environments). • Gender, age, and vulnerability- planning for inclusive and health-supportive environments. Community participation in health-informed planning. Tools, Data & Health Mapping • GIS-based health mapping- principles, data sources, and applications in urban planning. • Walkability index • Reading maps and their translation into urban spaces and planning decisions.			
Assessment Details (Continuous Internal Evaluation – CIE) The course shall be assessed entirely through Continuous Internal Evaluation (CIE) carrying 100 marks . The minimum passing mark is 50% of the maximum marks (50 out of 100) . Continuous Internal Evaluation (CIE) The assessment shall comprise the following components: • Two Assignments – 25 marks each (Total: 50 marks) • One Skill Development Activity (SDA) – 50 marks			

- The total CIE shall be evaluated out of 100 marks.

Assessment methods shall be designed to evaluate the attainment of Course Outcomes (COs) and Programme Outcomes (POs) across different levels of Bloom's Taxonomy through assignments, presentations, case studies, reports, and practical exercises, as appropriate to the course.

Suggested Learning Resources

Books

- Barton, H. (Ed.). (2000). *Sustainable communities: The potential for eco-neighbourhoods*. Earthscan.
- Corburn, J. (2009). *Toward the healthy city: People, places, and the politics of urban planning*. MIT Press.
- Frumkin, H., Frank, L., & Jackson, R. (2004). *Urban sprawl and public health: Designing, planning, and building for healthy communities*. Island Press.
- Galea, S., & Vlahov, D. (Eds.). (2005). *Handbook of urban health: Populations, methods, and practice*. Springer.
- World Health Organization, & United Nations Human Settlements Programme. (2010). *Hidden cities: Unmasking and overcoming health inequities in urban settings*. World Health Organization.

Web links and Video Lectures (e-Resources):

- WHO Urban Health: <https://www.who.int/health-topics/urban-health>
- NPTEL: Urban Governance and Development Management — <https://onlinecourses.nptel.ac.in>
- Coursera: Greening the Economy — Sustainable Cities — <https://www.coursera.org/learn/gte-sustainable-cities>
- CDC Healthy Places: <https://www.cdc.gov/healthyplaces>
- NIUA Urban Health Resources: <https://niua.in>

Skill Development Activities Suggested

- Health Mapping Exercise: Use GIS tools to map health facilities, parks, and pollution sources in a chosen neighbourhood and analyse spatial patterns.
- Walkability Audit: Conduct a walkability assessment of a local area using established indices and suggest planning improvements.
- Case Study Analysis: Review a pandemic-affected city (e.g., Mumbai during COVID-19) and evaluate how urban form influenced disease spread and response.
- Environmental Health Survey: Identify and map environmental health hazards (noise, air pollution, water quality) in a study area.
- Policy Review: Analyse national or municipal health-in-planning policies and present recommendations for improvement.

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

Sl. No.	Description	Blooms Level
CO1	To understand the historical and contemporary linkages between public health and spatial/habitat planning.	II
CO2	To analyse environmental health systems and their spatial implications in urban areas.	IV
CO3	To evaluate the relationship between urban form, density, ventilation, and infectious disease spread.	V
CO4	To assess social determinants of health and design equitable, health-supportive urban environments.	V
CO5	To apply GIS-based tools and health mapping techniques to urban planning contexts.	III

Program Outcome of this course

Sl. No.	Description	Pos
1	To equip students with knowledge of public health principles and their integration into urban and habitat planning.	1, 2, 3, 7, 9
2	To sensitize students on health equity, social determinants, and inclusive design in urban environments.	1, 2, 4, 7, 8
3	To establish the connection between environmental health, infectious disease, and urban form through analytical and spatial tools.	1, 3, 4, 9, 10
4	To strengthen students' proficiency in health mapping, walkability analysis, and data-driven urban planning.	1, 2, 3, 4, 6, 9, 10

Mapping of COS and POs

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	3	2	2	-	-	-	3	2	-	-
C02	3	2	2	2	-	-	2	3	2	2
C03	2	3	2	-	-	2	3	2	2	2
C04	-	3	-	3	-	2	3	3	2	2
C05	2	2	3	-	-	3	2	1	3	3
Average	2.0	2.4	1.8	1.0	0	1.4	2.6	2.2	1.8	1.8

Graduate Attributes

Knowledge	Analytical Skills	Application of Research	Application of latest Technology/ Tools	Generate Designs/ Solutions	Ethics	Societal Concern	Environmental Concern	Collaborative aptitude	Opportunity for Continued Learning
P01	P02	P03	P04	P05	P06	P07	P08	P09	P010

Mapping Co- relation	Low	Medium	High	No
	1	2	3	-

II Semester

URBAN LENS: MAPPING URBAN DIMENSIONS			
Course Code	2MAHD206B	CIE Marks	100
Teaching Hours/Week (L:T:S:P)	1:0:2:0	SEE Marks	-
Total Hours of Pedagogy	03	Total Marks	100
Type of Examination (SEE)	-	Exam Hours	-
		Credits	03
Course Learning Objectives: To develop an understanding of the physical, social, cultural, and temporal character of cities, settlements, streets, and special urban areas through photographic and audio-visual documentation; develop skills in visual observation, mapping, storytelling, and digital media production to capture and communicate urban narratives; and critically interpret documented urban environments to understand place identity, spatial character, community life, and changing urban dynamics.			
Course Outline Cities are dynamic and continuously evolving, often transforming physically, socially, and culturally over time. As urban environments change, many tangible and intangible aspects of their history, identity, and everyday life are forgotten. Audio-visual documentation provides an effective medium for capturing these changing urban landscapes, preserving their character, and communicating the stories of places and communities. This course introduces students to the fundamentals of documenting urban environments through short films and video narratives. Students will explore the relationship between people, places, activities, and culture while developing skills in visual storytelling and digital media production.			
Understanding Cities through Visual Documentation • Cities as living and evolving systems • Importance of documenting urban transformations • Tangible and intangible urban heritage • Visual documentation as a research and communication tool • Introduction to documentary films and urban storytelling • Types of urban documentaries and case studies			
Observation, Research and Story Development • Reading and interpreting urban spaces • Identifying themes and stories within cities • Site selection and preliminary documentation • Story concepts and narrative structures • Script writing and storyboarding • Planning interviews and permissions			
Fundamentals of Videography and Audio Recording • Basics of digital cameras and mobile filmmaking • Camera settings and shot composition • Camera movements and framing techniques • Lighting principles for outdoor and indoor filming • Audio recording techniques • Interview methods • Field documentation practices • Capturing activities, people, and urban ambience			

Editing and Visual Storytelling

- Principles of film editing
- Introduction to video editing software
- Sequencing and continuity
- Integrating interviews, ambient sounds, and narration
- Sound design, Color correction, and visual enhancement
- Titles, captions, and subtitles
- Preparing a final documentary film

Ethics, Presentation and Final Documentary

- Ethics in visual documentation
- Consent, privacy, and representation
- Copyright and fair use
- Documentary critique and peer review
- Film presentation techniques
- Public screening and discussion
- Reflection on learning
- Documentation portfolio submission

Teaching Learning Process

Each student (or student group) shall select an urban setting such as a city precinct, neighbourhood, street, public space, market area, heritage district, waterfront, settlement, transit corridor, or public institution for documentation. The selection shall be justified based on its historical, cultural, architectural, social, environmental, or economic significance, or its relevance to contemporary urban issues such as mobility, inclusivity, climate resilience, urban transformation, or public space. The documentation may focus on themes including neighbourhoods and communities, heritage and urban memory, streets and public life, markets, festivals, traditional occupations, urban ecology, mobility, public spaces, and other emerging urban challenges, culminating in a critical visual and narrative representation of the selected place.

Assessment Details (both CIE and SEE) for PCC

The weightage of Continuous Internal Evaluation (CIE) is 100%. The minimum passing mark for the CIE is 50% of the maximum marks.

Continuous Internal Evaluation: Continuous Internal Evaluation will be based on Reviews, Seminars, Short films and portfolio submission.

Continuous Internal Evaluation (CIE)

The assessment shall comprise the following components:

- Two Assignments – 25 marks each (Total: 50 marks)
- One Skill Development Activity (SDA) – 50 marks
- The total CIE shall be evaluated out of 100 marks.

Assessment methods shall be designed to evaluate the attainment of Course Outcomes (COs) and Programme Outcomes (POs) across different levels of Bloom's Taxonomy through assignments, presentations, case studies, reports, and practical exercises, as appropriate to the course.

Suggested Learning Resources:**Books**

3. Lynch, K. (1960). *The image of the city*. MIT Press.
4. Mumford, L. (1937). *What is a city?* *Architectural Record*, 82(5), 59–62.
5. Jacobs, J. (1961). *The death and life of great American cities*. Random House.
6. Rabiger, M., & Hurbis-Cherrier, M. (2020). *Directing: Film techniques and aesthetics* (6th ed.). Routledge.
7. Thompson, R., & Bowen, C. J. (2018). *Grammar of the shot* (4th ed.). Routledge.
8. Brown, B. (2021). *Cinematography: Theory and practice* (4th ed.). Routledge.

- London – Patrick Keiller (Film, 1994) <https://www.bfi.org.uk/films-tv-people/4ce2b7b6d62c6>
- Manek Chowk – Plurality in Spaces – Narendra Mangwani https://www.youtube.com/results?search_query=Manek+Chowk+Plurality+in+Spaces+Narendra+Mangwani
- The Social Life of Small Urban Spaces – William H. Whyte, <https://www.pps.org/article/wwhyte>
- The Social Life of Small Urban Spaces (Documentary Film) https://www.youtube.com/results?search_query=The+Social+Life+of+Small+Urban+Spaces+William+Whyte
- TED Talk: The Walkable City – Jeff Speck, https://www.ted.com/talks/jeff_speck_the_walkable_city
- The Social Life of Indian Public Spaces: Understanding the Chai and Paan Vendors in Ahmedabad <https://www.researchgate.net/search?q=The%20Social%20Life%20of%20Indian%20Public%20Spaces%20Understanding%20the%20Chai%20and%20Paan%20vendors%20in%20Ahmedabad>
- Project for Public Spaces (PPS), <https://www.pps.org>
- MIT OpenCourseWare – Urban Studies & Planning, <https://ocw.mit.edu>
- Streetfilms – Urban Mobility and Public Space Documentaries, <https://www.streetfilms.org>

Skill Development Activities Suggested

- Documentary filmmaking techniques
- Basics of photography and composition
- Camera handling and framing
- Lighting and sound recording
- Interview techniques
- Storyboarding and scripting
- Video editing using contemporary digital software
- Title design, subtitles, narration, and background audio
- Ethical considerations in documenting people and public spaces

Course outcome

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

Sl. No.	Description	Blooms Level
C01	Understand the dynamic nature of urban environments and their continuous transformation.	II
C02	Identify and document the unique physical, social, cultural, and historical characteristics of urban places.	III
C03	Learn the fundamentals of photography, videography, sound recording, digital video editing, and develop visual storytelling skills through short films and documentary videos.	V
C04	Apply creative and analytical approaches to effectively communicate urban narratives through audio-visual media.	VI

Program Outcome of this course

Sl. No.	Description	POs
1	To develop students' ability to observe, interpret, and document the physical, social, cultural, and historical characteristics of urban environments using visual research methods.	1, 2, 3, 4, 9

2	To equip students with technical skills in photography, videography, audio recording, digital editing, and documentary filmmaking for effective visual communication.	2, 3, 4, 5, 6, 9
3	To enable students to analyze urban transformations and communicate place identity, community narratives, and spatial experiences through creative visual storytelling.	1, 2, 3, 4, 6, 8, 9
4	To foster ethical, collaborative, and professional practices in documenting urban environments while producing high-quality audio-visual outputs for research, advocacy, and public engagement.	3, 5, 6, 7, 8, 9, 10

Mapping of COS and POs

COS / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	3	2	1	2	–	–	–	2	–	–
C02	2	3	2	3	2	1	2	2	–	–
C03	1	2	3	2	3	3	1	–	2	2
C04	2	2	3	3	2	3	2	1	2	2
Average	2	2.3	2.3	2.5	1.8	1.8	1.3	1.3	1	1

Graduate Attributes

Knowledge	Analytical Skills	Application of Research	Application of latest Technology/ Tools	Generate Designs/ Solutions	Ethics	Societal Concern	Environmental Concern	Collaborative aptitude	Opportunity for Continued Learning
PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10

Mapping Co- relation	Low	Medium	High	No
	1	2	3	-

II Semester

PRACTICE, POLICY AND LEADERSHIP			
Course Code	2MAHD206C	CIE Marks	100
Teaching Hours/Week (L:T:S:P)	14:0:28:0	SEE Marks	-
Total Hours of Pedagogy	3	Total Marks	100
Credits	3	Exam Hours	-
Course Learning Objectives: To develop leadership, communication, and teamwork skills essential for professional practice in urban and habitat design. To strengthen ethical decision-making, strategic thinking, and project management capabilities for leading multidisciplinary projects and foster innovation, entrepreneurship, and socially responsible leadership for sustainable habitat development.			
Course Overview Foundations of Leadership Leadership versus management, Personal leadership development Learning from Best Practices at the global level. Strategic Leadership and Decision-Making Strategic thinking and vision building Critical thinking and problem-solving Decision-making under uncertainty Innovation and change management Collaborative Leadership and Stakeholder Engagement Interdisciplinary teamwork Stakeholder identification and analysis Community participation and participatory planning Negotiation and conflict resolution Communication and public engagement Professional Ethics and Governance Professional ethics Accountability and transparency Equity, diversity, and inclusion Urban governance and institutional frameworks Project Leadership and Management Project planning and execution Team building and resource management Risk management Monitoring and evaluation Leadership in large-scale urban and infrastructure projects Entrepreneurship and Professional Practice Entrepreneurship in urban practice, Formulation of urban-related projects Design consultancy and business development Financial management and project economics Innovation ecosystems and start-ups Professional networking and career leadership Teaching Learning Process The course adopts an interactive and experiential teaching-learning approach that combines lectures, case studies, group discussions, workshops, role-playing, simulations, reflective learning, and collaborative exercises. Students explore leadership principles, communication, teamwork, professional ethics,			

stakeholder engagement, negotiation, strategic planning, and decision-making through real-world examples from urban-scale projects. Learning is reinforced through leadership self-assessments, personal leadership profiles, mock client meetings, public consultations, community negotiation exercises, project simulations, presentations, and collaborative assignments, enabling students to develop practical leadership, managerial, and professional competencies required for contemporary habitat design practice.

Assessment Details (both CIE and SEE) for PCC

The weightage of Continuous Internal Evaluation (CIE) is 100%. The minimum passing mark for the CIE is 50% of the maximum marks.

Continuous Internal Evaluation: Continuous Internal Evaluation will be based on Reviews, Seminars, Short films and portfolio submission.

Continuous Internal Evaluation (CIE)

The assessment shall comprise the following components:

Two Assignments – 25 marks each (Total: 50 marks)

One Skill Development Activity (SDA) – 50 marks

The total CIE shall be evaluated out of 100 marks.

Assessment methods shall be designed to evaluate the attainment of Course Outcomes (COs) and Programme Outcomes (POs) across different levels of Bloom's Taxonomy through assignments, presentations, case studies, reports, and practical exercises, as appropriate to the course.

Suggested Learning Resources:

Books

Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications.

Mumford, L. (1937). What is a city? *Architectural Record*, 82(5), 59–62.

Brown, T. (2009). *Change by design: How design thinking creates new alternatives for business and society*. Harper Business.

Web links and Video Lectures (e-Resources):

[Project Management Institute \(PMI\)](#) – Project management standards and leadership resources.

edX – Professional courses in leadership, project management, and sustainability.

The Social Life of Small Urban Spaces – William H. Whyte

[IDEO Design Thinking](#) – Design thinking methods, leadership, and innovation.

Skill Development Activities Suggested

Public speaking and professional presentation skills.

Project scheduling and resource management using digital tools.

Community engagement and participatory planning activities.

Course outcome

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

CO	Course Outcome	Bloom's Level
CO1	Understand entrepreneurial and innovative approaches for professional practice in habitat design.	II
CO2	Develop strategic management approaches for planning and executing habitat design projects.	VI
CO3	Apply ethical leadership principles in professional practice, decision-making, and public engagement.	III
CO4	Demonstrate effective communication, collaboration, and conflict resolution in multidisciplinary teams.	III

Program Outcome of this course

Sl. No.	Description	Mapped POs
1	Demonstrate entrepreneurial thinking and innovation to enhance professional practice and create sustainable opportunities in habitat design.	1, 5, 10
2	Develop strategic planning and management approaches for effective execution of habitat design and urban development projects.	2, 5, 9, 10
3	Apply ethical leadership, professional responsibility, and accountability in decision-making and public engagement.	6, 7, 2009
4	Communicate effectively and collaborate with multidisciplinary teams and stakeholders to achieve integrated project outcomes.	6, 7, 9, 10

Mapping of COS and POs

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	2	–	–	–	3	–	–	–	–	2
C02	2	2	–	–	3	–	–	–	2	2
C03	–	–	–	–	–	3	3	–	2	–
C04	–	–	–	–	–	2	2	–	3	2
Average	1	0.5	0	0	1.5	1.3	1.3	0	1.8	1.5

Graduate Attributes

Knowledge	Analytical Skills	Application of Research	Application of latest Technology/ Tools	Generate Designs/ Solutions	Ethics	Societal Concern	Environmental Concern	Collaborative aptitude	Opportunity for Continued Learning
P01	P02	P03	P04	P05	P06	P07	P08	P09	P010

Mapping Co- relation	Low	Medium	High	No
	1	2	3	-

SEMESTER - III