

Master of Planning (Town & Country Planning)

Semester- IV

DISSERTATION PHASE 2			
Course Code	2MTCP401	CIE Marks	100
Teaching Hours/Week (L:S:SDA)	14 hrs (6:8:6)	SEE Marks	100
Total Hours of Pedagogy	224	Total Marks	200
Credits	12	Exam Hours	30 mins per student

Course Learning objectives:

Students can –

- Develop and apply advanced theoretical knowledge and methodologies to address real-world planning challenges.
- Integrate diverse planning theories, practices, and data into comprehensive strategies for resolving complex urban and regional issues.
- Conduction of rigorous research, including data collection, analysis, and synthesis, to formulate evidence-based solutions and policy recommendations.
- Learn to effectively communicate research findings and proposals through professional reports and presentations, incorporating visual aids and interactive discussions.

INTRODUCTION TO DISSERTATION

Objective:

- To develop on the dissertation topic identified, approved, and reviewed in the III Semester. The research may focus on institution mechanism, users, land use and accessibility, use of forecasting and modelling, interaction with Planning and implementation agencies that concern the dissertation topic.
- The dissertation shall be the platform for the student to synthesize the knowledge and skills acquired through the learning of various theories and practices during the course and apply it for strategy formulation for a live planning challenge.
- The dissertation shall be monitored continuously and periodically through internal marked review to check the consistency of work, the relevance of the analysis concerning the data collected and project scope, and the progress towards logical proposals.

Research Process:

- Students must put their result proposals identified in the III Semester to test using a variety of methodologies, including questionnaire surveys and case studies. Students must provide an original perspective on the issues at hand.
- Field study planning; Survey data collection, Analysis, and Result presentation; Conceptual and Empirical framework: compilation and inference drawing; Research study validation through case studies, Field application, and Simulation models; Discussion of research findings; Study conclusion and Recommendation formulations are all part of the dissertation work.
- The progress of the dissertation work is presented and debated by the student on a regular basis in the classroom environment, and progress is regularly monitored. This practice will help students improve their comprehension and presentation skills. The allocated Guides/co-Guides will advise students on how to channel their thoughts.
- The students are to maintain regular meetings with the Guides (in person/Online) to update on their progress and imbibe the Guide's suggestions into their research. The students have to mandatorily maintain the Guide meeting log in the prescribed format by the department.

Presentation: The Dissertation Project shall be submitted in the form of detailed report & presentation for jury members in the prescribed format by the department. The Project Report must include maps, visuals, drawings, models, etc. Relevant details/codes, schematic charts, reports and photographs are mandatory while presenting.		
Teaching-Learning Process	<i>Blended learning:</i> Power point presentation and webinars. <i>Collaborative and Cooperative learning:</i> Students should work as a group and present the compilation of work starting with introduction, Creating Master Plan report and Land Use Map.	
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Examination (SEE) i.e., Viva voce is 50%. The minimum passing mark for the CIE is 50% of the maximum marks. Minimum passing marks in Viva 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 (Viva-voce) taken together. Continuous Internal Evaluation: CIE marks shall be awarded by a committee composed of the Dissertation Coordinator/Special Officer/HoD and Guide/Co-guide. The CIE marks awarded for the Dissertation shall be based on the evaluation of Periodic reviews of Dissertation Progress including report writing in the prescribed format of the department. Semester End Examination (Viva voce): - SEE (Viva-voce) shall be based on Dissertation Presentation skill and performance in Viva in the ratio/percentage of 50:25:25, at the end of IV semester. - Dissertation work evaluation and Viva-Voce examination, after satisfying the plagiarism check, shall be as per the University norms. - The viva-voce shall be conducted by a panel of Two external examiners and One Internal Examiner/Guide as appointed by the University		
Skill Development Activities Suggested: - Guest Lecture from expert. - Case Studies : - Site Visits to Govt Agencies, Offices for understanding the roles and collecting information pertaining to the studio activities.		
Course outcome (Course Skill Set) At the end of the course the student will be able to:		
Sl. No.	Description	Blooms Level
CO1	Perform data collection pertaining to the chosen topic	L5
CO2	Analyse the data collected using statistical models and tools	L4
CO3	Create Visual interpretation models for the study area	L6
CO4	Prepare a comprehensive thesis report outlining the work achieved	L6

Program Outcome of M. Plan (TCP) program:

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of Urban Planning.	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams and stakeholders.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations, use of GIS software, and Policy decisions.	PO3
4	Acquire outstanding knowledge & software skills for redesigning, monitoring, and improving Cities and Regions' functioning.	PO4
5	Understanding the diverse needs of values and systems of society and providing Smart, Sustainable, and data-centric solutions.	PO5
6	Demonstrate design and policy solutions that integrate contextual, social, economic, cultural, ethical, and environmental concerns.	PO6
7	Ability to undertake independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member/stakeholder.	PO8
9	Acquire outstanding knowledge and understanding of the current trends in Urban Planning.	PO9

Mapping of COs and POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	✓	✓					✓		✓
CO2	✓				✓	✓	✓	✓	✓
CO3		✓	✓		✓		✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ -High Impact

HOUSING FOR SPECIAL AREAS			
Course Code	2MTCP402	CIE Marks	50
Teaching Hours/Week (L:S:SDA)	2 hrs (2:0:0)	SEE Marks	50
Total Hours of Pedagogy	28	Total Marks	100
Credits	2	Exam Hours	03
Course Learning objectives: By taking this course Students will be able to: • Characteristics of fringe areas and development process. • Settlement & shelter characteristics. • Characteristics of aging population, profile & growth of elderly persons.			
Module-1			
Inner city Housing – Evolution & Historical Background, community, spatial Characteristics, housing transformation of core city, impact of transformation, Problems of inner cities, policies and programmes Fringes / Peri-urban / Sub-urban Housing Rural urban linkages , characteristics of fringe areas, development process, various modes of land Supply in fringe areas, case study with special emphasis on housing.			
Teaching-Learning Process	<i>Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concepts</i> <i>Blended learning: Power point presentation to elaborate more on key topics.</i>		
Module-2			
Arid / Coastal / Hilly Region Housing Settlement & shelter characteristics, Materials & technology, design standards, climatic factors, danger of hazards, Settlement planning, development policies and programmes.			
Teaching-Learning Process	<i>Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concepts</i> <i>Blended learning: Power point presentation to elaborate more on key topics.</i>		
Module-3			
Housing for Aged/Physically Challenged Concept & definition of old age characteristics of aging population, profile & growth of elderly persons, classification of elderly population, problems of elderly planning and design considerations for elderly, case study with special reference to housing.			
Teaching-Learning Process	<i>Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concepts</i> <i>Blended learning: Power point presentation to elaborate more on key topics.</i>		
Module-4			
Housing for Women/Children Importance of gender in housing, housing planning & design considerations with women perspective – hierarchy of spaces at macro and micro level, shelter for low-income women, design considerations for urban and rural women, housing options for different categories for single women, government schemes, case study with special reference to housing.			

Teaching-Learning Process	Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concepts Blended learning: Power point presentation to elaborate more on key topics.
Module-5	
Housing for Refugees/Outsees Concept of refuges, types of refugees, norms for treatment of refugees, refugees law, refugees and housing, problems of refugees, planning considerations for the refugees, case study areas with reference to housing. Shelter less - Shelter less in the context of urban poor, psychological & social implications of poverty on homeless, homeless in metropolis, problems of homelessness, various interventions, night shelters, case studies. Tribal Housing – Socio cultural & economic profile, settlement characteristics, housing typology, housing schemes, policies & programmes, for tribal upliftment, case study area.	
Teaching-Learning Process	Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concepts Blended learning: Power point presentation to elaborate more on key topics.
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% (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: The Internal Marking shall be done for 100 which will be scaled down to 50, the faculty in charge of the particular course can decide on any change in the structure of the internal examination which is to be conducted on 5th, 10th, and 15th weeks of the academic calendar preferably. The Internals shall be from a choice of written examinations/ Assignments/ Presentations allotted to students. 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. • Some subjects can choose to have a compulsory question under any one 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 1. Patricia A. Crist, 2014, <i>Does Quality of Life Vary with Different Types of Housing Among Older Persons? A Pilot Study</i>, Aging in Place , Taylor and Francis eBooks 2. Amitabh Kundu, 2024, <i>Commentary on Housing India: Programmes, Policies and Governance</i>, Housing India , Taylor and Francis eBooks 3. T R Venkatesh, <i>Housing Sector and the Economy : Global Experience</i>	
Web links and Video Lectures (e-Resources): https://onlinecourses.nptel.ac.in/noc20_ar14/preview https://archive.nptel.ac.in/courses/124/107/124107007/	

Skill Development Activities Suggested

- Case studies
- Guest Lectures

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Analyse the evolution, transformation, and problems of inner-city housing, including policies and programs	L4
CO2	Evaluate housing development processes, land supply modes, and rural-urban linkages in fringe and peri-urban areas.	L5
CO3	Design housing solutions for arid, coastal, and hilly regions considering settlement characteristics, materials, and climatic factors.	L6
CO4	Assess the planning and design considerations for housing the elderly, including their unique problems and needs	L5
CO5	Plan housing solutions that address the specific needs of women and children, considering gender perspectives and government schemes.	L6
CO6	Develop comprehensive housing plans for refugees, considering legal norms, planning considerations, and specific problems faced by refugees	L6

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CO5	✓		✓	✓	✓	✓			
CO6	✓		✓	✓	✓	✓			

✓ -High Impact

