**AMBEDKAR UNIVERSITY DELHI**
**(AUD)**


**School of Design**
**(SDes)**


**MDes (Social Design)**
**Rules & Regulations**
**2019-21 Cohort**

**Rules of Attendance, Assessment & Promotion**

**Attendance:**

i. The nature of the programme demands your presence, engagement and active participation in all courses delivered as taught, seminar, studio, workshop and field trip modules. Therefore, attendance of 80 per cent in each course is mandatory; without which students will not be allowed to appear for the semester-end Cumulative Performance Evaluation. Attendance will be taken in the first ten minutes of each class.

ii. Absence in courses which are delivered in a concentrated block, such as seminars / workshops / field trips – Rural studies will require the students to undertake the same course as and when it is offered again, in order to fulfil the requirements of completing a semester/ academic year.

iii. Cases of students who fail to fulfil the attendance requirement due to extraordinary circumstances will be forwarded to the Student Faculty Committee (SFC) of the School and if required, to the Standing Committee, Student Affairs of the University.

iv. Any support in the form of fee waiver, scholarships, travel grants or financial support from the students welfare fund and any other participation in special events, are linked to the stipulated requirements of attendance as one of the core criteria.

**Assessment:**

i. Evaluation is based on the 11-point grading system prescribed by the University. The minimum passing grade in each course is C+ (or 4 grade points out of 10). If the student fails to obtain the necessary grade in a course, s/he will be given a second opportunity to be reassessed within 2 weeks of the commencement of the next semester.

ii. Continuous assessment will be generally based on a minimum of 2 and maximum 3 assessment/ assignments. However, individual course faculty may decide to have more assessments. Every course will have its own assessment criteria such as, class participation – arriving on time & engaging in classroom activities; field work, achieving various benchmarks stipulated in projects, on time submission of group and individual assignments, written assignments – reports and projects.

iii. No single assessment for any particular course will carry more than 40% weightage. In 2 credit courses, the weightage for each evaluation will be 50%. This is in line with the policy of continuous assessment of the University.

iv. There is an additional semester-end Cumulative Performance Evaluation (CPE), wherein students make a presentation of the entire semester's work to a jury whose members comprise faculty members from other Schools and Centres of AUD and relevant experts from fields of design, entrepreneurship, NGOs, and others. The purpose is to give students an opportunity to receive feedback on their work from external experts. The CPE grade will be reflected separately in the transcript and 20% of the the CPE grade will be included in core courses.

v. In Social Studio, other Core courses of the programme and School Electives, 20% weightage will be reserved for the grade of the Cumulative Progress Evaluation.

vi. In University electives offered by the School of Design, this 20% weightage for CPE grade will not be included as these courses are open to all students of the university.

**Promotion Policy**

The promotion of a student to the next semester will be based on the following criteria:
The core focus of the programme is predominantly based in practice and is reflected in its content, structure, transactional design and nature of engagement during its entire duration. This is also characterised by the nature of the discipline of Design wherein the learning is demonstrated through applied and real life validation in form of assignments, projects and field engagement.
Social Studio forms the core of synthesising various courses in form of theory, concepts, tools, methods and projects. All studios are building blocks and define the very efficacy of the learning outcome. All assignments and projects are located in real life situations requiring extensive fieldwork through research, contextual insights and ideas for interventions, validation and practical alternatives.
It is not realistically feasible to carry forward failure in Social Studio in any semester to the next semester as the very purpose of its dynamics of design challenges cannot be achieved without the same intensity and time engagement. Any student failing in Social Studio will not be promoted to the next semester and will have to repeat the same when it is offered in the next academic year.

With reference to the above, the following are the criteria for promotion to the next semester:

i.     Failure in any Social Studio course even after reassessment of resubmission/completion of required tasks/assignments/projects will be considered failure in the semester in which it is offered. In such an event, the student will have to repeat the semester when it is offered.

ii.    Clearing of credit equivalent of 14 out of 20 credits in each semester offered during the first year of the programme is mandatory to be promoted to the second year of the programme, failing which, will require the student to repeat the first year of the programme.

iii.   Similarly, clearing of credit equivalent of 14 out of 20 credits in each semester of the programme is mandatory to be promoted to the subsequent semester of the programme, failing which, student will be required to repeat the semester when it is next offered.

iv.    Failing to clear any course/s as per credit requirements stated above, during any semester of the programme, will require the student to undertake additional work as stipulated by the faculty, during/after the end of the particular semester.

v.     Student will need to complete this work, by the second week of the next academic session. The pending work/assignments/submissions as the case may be, will require to be carried out in the break immediately following the semester in which the student has incomplete work/failure in any subject/s.

vi.    Work done during the break on all incomplete or failed courses will be reassessed by the faculty to successfully pass the same and failure (amounting to more than 6 credits in a semester) after re-evaluation will require the student to repeat the entire semester of the programme when it is offered.

vii.    Students will not be allowed to commence their final project (SocialStudioV-Thesis Project) in their final semester till they have successfully completed all the courses of Semester 1, 2, 3 & 4.

viii.    Acquiring of a minimum of C+ grade or 4 grade point out of 10, is essential to pass any course.

ix.    If a student fails to secure an overall passing grade of C+ in all the 5 semesters put together, she/ he will not be awarded the degree but issued a certificate for courses that have been successfully completed by the student.

**Span Period for the MDes Social Design Programme**

The UGC regulations in force at the moment stipulate that over and above the stipulated duration of a programme students could receive a further period of two years in order to complete the programme. The maximum time period (span period) available to a student for completing the MDes Social Design degree requirements of the programme shall be four years. Extensions beyond the stipulated period can be availed after consultations with course instructors and Dean upon the production of documentation explaining reasons for requesting extension.

**Upkeep, Safety and Care**

i.    Students will be responsible for all furniture, LCD screen, Projector, tools, equipment, computers and peripherals being used by them during the course of their study at the School. Students will need to issue such items on depositing their ID cards and be accountable for any loss, damage or improper use. In such an event, students will be liable to pay damages or replace the same item meeting same specifications within a stipulated time.

ii.    The iMac desktops are to be used on shared basis in the ratio of 1desktop:2 students.

iii.    All hand tools, materials, keypad, mouse, equipment etc will require to be issued by the students with a proper entry in the appropriate register.

iv.    While accessing the workshops and using any equipment or machinery, students will be required to take utmost care for their safety and ensure that faculty or technical support staff is available at all times for guidance.  No machinery or equipment shall be used unless explicitly allowed by the concerned staff.

**Issuing of Assets**

Students have to issue the materials, computer accessories, related to the programme, time to time and return to the school office after completion of the work.

A locker will be given to each student for the entire programme, to keep their valuable stuff and work related to the programme. Student has to return the locker key after the completion of the duration of the programme. In case if student has lost the key, Rs. 500/- will be charged as fine to replace the lock.

# AMBEDKAR UNIVERITY DELHI

## SCHOOL OF DESIGN

## COURSES TO BE OFFERED IN MONSOON SEMESTER 2020

| Semester | Course | Credits | Permanent Faculty | Visiting Faculty |
|---|---|---|---|---|
| **Semester 3: 2019 Batch** | | | | |
| **Core** | Social Design Studio III **SDe2SD314** | 8 | Venugopal Maddipati 4 credits | Anant Maringanti 4 credits |
| | Ecology, Environment & Development **SDe2SD411** | 4 | | Mrinal Mathur |
| **School Electives** | Media & Communication- **SDe2SD002** | 4 | | Devi Leena Bose |
| | Emerging Theories of Design- **SDe2SD102** | 4 | Suchitra Balasubrahmanyan | |
| **University Electives** | Reading the City- **SDe2SD010** | 4 | Divya Chopra | |
| | Materials and Processes- **SDe2SD001** | 4 | Khushbu Dublish | |

**Ambedkar University Delhi**

**Course Title**:                                             Social Studio- III-
**Credits**:                                                       8 Credits
**Course Code**                                          Sde2SD314
**Type of Course**:              Compulsory      yes                  Cohort
                                    Elective            no            Cohort

**For MDes only** (Mark an X for as many as appropriate):

1. Foundation (Compulsory)

2. Foundation (Elective)

3. Discipline  (Compulsory)          X

4. Discipline (Elective)

5. Elective

**Course Coordinator and Team**:  Dr. Venugopal Maddipati + Visiting faculty
**Email of course coordinator:      venugopal@aud.ac.in**

**Pre-requisites**:                      BA / BDes

**Aim** It is expected that understanding of systems and the discipline of systems thinking learned and practised in the medium of Social Studio would help the students to see how to envisage and transform various complex situations in a holistic manner, and to act more in tune with the natural processes of the natural and economic world. Specific objectives intended from the course are as follows:

To build an applied understanding and appreciation of systems thinking and how the same is contrastingly different from the traditional form of analysis and problem solving.
To develop an ability to use systems thinking towards solving problems in a more effective and creative manner.
To learn to use systems thinking in understanding social systems and situations.
To understand various concepts, tools and techniques that may enable the application of systems thinking in different contexts.
To be able to connect the ideas of systems thinking to the rest of the modules/ courses as part of the Social Design programme.

**Brief description of modules/ Main modules**:

What is a system?
Simple and Complex Systems.
Concept of Stability and Leverage.
Feedback loops as the essence of systems.
Drawing together the threads and practical application in form of assignments.

**Refererences**:
The Art of Systems Thinking, Joseph O' Connor & Ian McDermott.

The Fifth Discipline: The Art & Practice of The Learning Organization, Peter M. Senge

An Introduction to General Systems Thinking, Gerald M. Weinberg

The Systems View of the World: A Holistic Vision for Our Time, Ervin Laszlo

The Systems Thinking Playbook: Exercises to Stretch and Build Learning and Systems Thinking Capabilities, Linda B. Sweeney, Dennis Meadows

Tracing Connections: Voices of Systems Thinkers, Joy Richmond, Lees Stuntz, Kathy Richmond, Joanne Egner

Systems Thinking: Coping with 21st Century Problems, John Boardman, Brian Sauser

**Tentative Assessment schedule with details of weightage:**

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|------|------------|--------------------------------------------------|----------------|
| 1 | Assignment 1 | Mid September | 20 |
| 2 | Assignment 2 | Early October | 30 |
| 3 | Assignment 3 | End October | 30 |
| 4 | Jury | End November | 20 |

**Course Title**:                                   Ecology, Environment and Development
**Credits**:                                        4 Credits
**Course Code**                                     SDe2SD411
**Type of Course**:        Compulsory      yes             Cohort
                           Elective        no              Cohort


**For MDes only** (Mark an X for as many as appropriate):

1.  Foundation (Compulsory)

2.  Foundation (Elective)

3.  Discipline  (Compulsory)        X

4.  Discipline (Elective)

5.  Elective

**Course Coordinator and Team**:  Visiting Faculty
**Email of course coordinator:**

**Pre-requisites**:                   BA / BDes


**Aim**: In what ways does ecological thinking come into conversation with discourses of developmentalism? In response to this question, this course explores the evolution and refinement of economic, cultural, political and technical conceptions of a human-centered ecology.
Can ecology be seen as being independent of the human? Moreover, in what ways can one expand one's conception of the human? The course will not only explore how debates on economy, inequality, social change and technology deeply influence the manner in which the environment and ecologies are perceived and inhabited, it will also explore the ways in which economic  imperatives themselves constitute a richly contested terrain in the realm of both, humanism and environmental thinking.  In the wake of four decades of environmentalism, the course will not only ask such questions as for whom must development be pursued, and for whom must the environment and existing ecological systems be conserved, it will also engage with how environment, ecology and development are differently constituted and perceived in the imagination of different human constituencies.

Going further, the course will explore the peculiar ways in which environmental politics, governance, policies, laws and practices could be attuned to respond to the needs and ethical concerns of different human constituencies enmeshed together in a broader weave of developmentalism. Taking the insights from this approach further, the course will explore specific instances and ongoing conservation-centered projects in which one can begin to sharply delineate the practices and measures entailed in foregrounding environmental well-being. In this regard, the course will explore particular projects relating to themes such as urban ecology, global warming, pollution and biodiversity.

**Brief description of modules/ Main modules**

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**Ethics**

Jacques Derrida and David Wills, "The Animal That Therefore I Am (More to Follow) Critical Inquiry Vol. 28, No. 2 (Winter, 2002), pp. 369-418

.

**Agency**

Timothy Mitchell*, Rule of Experts: Egypt, Techno-Politics*, Modernity (Berkeley, CA: The University of California Press, 2002).

.

**Social Ecology**

Roy A. Rappoport, (1967) "Ritual Regulation of Environmental Relations among a New Guinea People," *Ethnology*, 6(1): 17-30

.

**Political Ecology and Development**

R.P Neumann, (1992) Political ecology of wildlife conservation in the Mt Meru area of Northeast Tanzania." *Land Degradation and Development,* 3(2), 85–9

.

 **Urban Ecology and Development**

C.E. Ramalho, Richard Hobbs, "Time for a change: Dynamic urban ecology,"   in *Trends in Ecology and Evolution*, Vol. 27, No. 3, 2012, p. 179 - 188.

**Community Management Projects.**

Dan Brockington. "Forests, community conservation, and local government performance: The village forest reserves of Tanzania', *Society and Natural Resources*, vol 20,

**Refererences**:
Martin Heidegger, "Letter on Humanism," trans. Frank A Capuzzi with J. Glenn Gray, in *Martin Heidegger: Basic Writings* (New York, 1977).

Philip McMichael (2007) Development and Social Change Pine Forge Press.

Williams, Glyn, Paula Meth and Katie Willis (2009). *Geographies of Developing Areas: The Global South in a changing world*. Routledge.

Benedict J. Tria Kerkvliet (2009). Everyday politics in peasant societies (and ours), *The Journal of Peasant Studies*, 36:1, 227-243.

Reinert, Eric (2008). How Rich Countries Got Rich . . . and Why Poor Countries Stay Poor. London, Constable and Robinson Ltd.

Norberg-Hodge, Helena (2009) Ancient Futures: Learning from Ladakh. California, Sierra Club Books.

Film: Guns, Germs and Steel. PBS documentary film, or the book by the same name

Film: Commanding Heights (episodes 1 to 4)

Rodrik, Dani. The Globalization Paradox: Democracy and the Future of the World Economy. W.W. Norton, New York and London, 2011.Chapter 3.

Jong-Il You. 2002. The Bretton Woods Institutions: Evolution, Reform and Change. Chapter 8 in Deepak Nayyar (ed.) "Governing Globalization". New Delhi, Oxford University Press.

**Tentative Assessment schedule with details of weightage:**

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|------|------------|------------------------------------------------|----------------|
| 1 | Assignment 1 | Mid September | 20 |
| 2 | Assignment 2 | Early October | 30 |
| 3 | Assignment 3 | End October | 30 |
| 4 | Jury | End November | 20 |

**Elective**

**Course Title**:                      **Media and Communication**

**Credits**:                           4 Credits

**Course Code**                    SDe2SD002

**Type of Course**:       Compulsory     no         Cohort

                           Elective        yes       Cohort

**For MDes only** (Mark an X for as many as appropriate):

1. Foundation (Compulsory)

2. Foundation (Elective)

3. Discipline  (Compulsory)

4. Discipline (Elective)                  X

5. Elective

**Course Coordinator and Team**:       Visiting Faculty

**Email of course coordinator:**

**Pre-requisites**:                 BA / BDes

**Aim**: This course will explore and develop a critical understanding of the role of media and in particular mass communication, its agency and impact.

**Brief description of modules/ Main modules**:

**Refererences**:
- Adorno, Theodore, &Horkheimer Max, *The Culture Industry, Enlightenment as Mass Deception*
- Balicki A, *Reconstructing Culture on Film, in Principles of Visual Anthropology*
- Benjamin, Walter, *The Work of Art in the Age of Mechanical Reproduction*
- BhabaHomi, *The Location of Culture*
- Chomsky Noam, *Manufacturing Consent*
- Devereaux, L & Hillman, R, *Fields of Vision: Essays in Film Studies, Visual Anthropology and Photography – Modernism and the Photographic Representation of War and Destruction*
- MacDougall D, *Transcultural Cinema*
- Case Study: Edward Said, *Covering Islam – how the media and the experts determine how we see the rest of the world*

**Tentative Assessment schedule with details of weightage:**

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|------|------------|-------------------------------------------------|----------------|
| 1 | Assignment 1 | Mid September | 20 |
| 2 | Assignment 2 | Early October | 30 |
| 3 | Assignment 3 | End October | 30 |
| 4 | Jury | End November | 20 |

# Ambedkar University Delhi

<u>**Elective**</u>

**Course Title**: Emerging Theories of Design

**Credits**: 4 Credits

**Course Code** **SDe2SD102**

**Type of Course**: Compulsory no Cohort

Elective yes Cohort

**For MDes only** (Mark an X for as many as appropriate):

6. Foundation (Compulsory)

7. Foundation (Elective)

8. Discipline (Compulsory)

9. Discipline (Elective) X

10. Elective

**Course Coordinator and Team**: Suchitra Balasubrahmanyan

**Email of course coordinator**: suchitra@aud.ac.in

**Pre-requisites**: BA / BDes

**Aim**: This course investigates theoretical frameworks which might illuminate the myriad contexts in which design and the design process intervenes in the social and cultural landscape through design methods and processes. In the process design and designers enter into a dynamic relationship with the manmade world and indeed human life itself. Becoming aware of these frameworks contributes to reflective practice and thus directly responds to AUD's vision of imparting knowledge with social relevance and responsibility.

**Brief description of modules/ Main modules**:

MODULE 1 – DESIGN AND THE SOCIAL
This module introduces the role of theory in design, within a programme which is explicitly practice based. It explores questions such as "what is theory", "how does design theory engage with society", and how these engage with conceptions of social well-being thrown up by practice.

MODULE 2 – MODES AND PARADIGMS OF DESIGNING
This module explores shifts and turns within design practice worldwide and discusses theoretical implications of these. This module also explores frameworks from social science theory as to their relevance in throwing light on the social impacts of design processes and methods.

MODULE 3 – DESIGN MANIFESTOS: PROFESSIONAL AND NATIONAL
The two preceding modules cover designers view of their own work and engagement with society and the theoretical frameworks through which social science views design. This module explores design manifestos articulated by design schools, professional collectives and nations, over the course of the 20th century to see the ways in which designers see their own relevance in society.

MODULE 4 - PROVOCATIONS
The final module is in the form of provocations to the ideas explored in the preceding modules. The

themes covered are the nature of professions in society, the possibilities and limits to design solving social problem and questions before utopian visions of design.

**Refererences**:
- Ken Friedman 'Theory Construction in Design Research'
- Paola Antonelli, Domus, Shape of Things: 'Social Design'
- Matt Kiem 'Designing the Social: The Politics of Participatory Design
- Rittel and Webber 'Dilemmas'
- Raff and Melles 'Design Without Designers'
- Lucy Kimbell 'Designing for Service'
- Simon Bowen 'Critical Theory and Participatory Design'
- Sanders and Stappers 'Co-Creation'
- 'FLUX' – Danish Design School Research papers on co-creation
- IDEO Toolkit
- Paola Antonelli, Domus, Shape of Things: 'Critical Design'
- Anthony Dunne and Fiona Raby 'Speculative Everything'
- Papanek 'Design for the Real World – Preface'
- Ken Garland et al, 'First Things First 1964 and 2000'
- Walter Gropius, Bauhaus Manifesto 'Programme of the Staatliche Bauhaus'
- 'Scandinavian Design Council Manifesto, 1990
- Charles and Ray Eames, India Report, 1958
- Dorrestijn and Verbeek 'Technology, Wellbeing and Freedom'
- Ivan Illich 'Disabling Professions'

**Tentative Assessment schedule with details of weightage:**

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|---|---|---|---|
| 1 | Assignment 1 | Mid September | 20 |
| 2 | Assignment 2 | Early October | 30 |
| 3 | Assignment 3 | End October | 30 |
| 4 | Jury | End November | 20 |

**Ambedkar University, Delhi**

<u>**Elective**</u>

**Course Title**:                                                    **Reading the City:** *A built environment perspective*

**Credits**:                                                          4 Credits

**Course Code**                                                  SDe2SD010

**Type of Course**:          Compulsory      no            Cohort        MDes (Social Design)

                                      Elective          yes           Cohort        MA (all schools)


**For MDes only** (Mark an X for as many as appropriate):

1.  Foundation (Compulsory)

2.  Foundation (Elective)

3.  Discipline  (Compulsory)

4.  Discipline (Elective)                    X

5.  Elective

**Course Coordinator and Team**:  Divya Chopra (CC)

**Email of course coordinator:**            divyachopra@aud.ac.in

**Pre-requisites**:                                  BA / BDes

**Aim**:This course will help students understand how built environment and spatial configurations connect with social processes and transformations as one engages with the everyday city. As an elective, this will provide an opportunity for students from diverse disciplinary backgrounds such as gender studies, development studies, visual art, performance studies etc. to understand these inter-linkages as a way of **reading our cities through urban design methods and tools.**

**Brief description of modules/ Main modules**:This course is primarily a **field-based engagement to map spatial and social transformations** towards unearthing alternative social narratives emerging within the current urban development paradigm. As students map these everyday nuances of urban space, it will help them understand how c ommunities contribute towards critical spatial imaginations and its physical manifestations. The course will be delivered along the following three modules:

**Module 1: Introduction to the Built environment of cities (3 weeks)**
This module will introduce the idea of built environment within an urban setting through its basic components of form, space and physical networks along with mapping techniques and representational methods. While engaging with contemporary urban discourse, the module will discuss production of urban form and space and its varied conceptual and physical manifestations. It will explore multiple scalar imaginations as constructed both within public as well as private realms. Situated within everyday urbanism, it will try to unearth varied dimensions of urban form and space while focusing on processes of production.

**Module 2: Space, Place and Placemaking (6 weeks)**
This module will explore the idea of 'Placemaking' and how it is formulated to negotiate differences among multiple actors with diverse agencies. Exposure to questions of space and place would be understood through a set of mapping tasks covering informal economies, marginal communities, gender and youth, gentrification etc. The module will discuss the idea of appropriation of space,

transformations of space from public to private, space as a contested domain towards addressing varied social issues and aspects of belonging, ownership, access, resistance and social justice.

**Module 3: Spatial Imaginations (3 weeks)**

The concluding module will familiarize students with multiple representations of space within varied creative mediums such as films, literature and (public) art. Whilst trying to engage with these narratives the module will try to explore multiple imaginations of space (spaces of modernity vs. post modernity) with respect to how they have been created in the past, how they are lived in the present and how they are envisioned for the future.

**Refererences**: (Readings and Audio Visual material will be provided along with each lecture / session)

- Ali Madanipour (2004), Selected reading, Public and Private Spaces of the City, Taylor & Francis
- David Harvey (2012), Right to the City, New Left Review (Sept Oct)
- Doreen Massey (1994), Selected readings, Space, Place and Gender, Polity Press
- Edward W. Soja (1980), The Socio-Spatial Dialectic, Association of American Geographers
- Italo Calvino (1972), Selected Readings Invisible Cities (Fiction), GiulioEinaudi
- Rahul Mehrotra (2008), Negotiating the Static and Kinetic Cities, from 'Other Cities, Other Worlds: Urban Imaginaries in a Globalizing Age', edited by Andreas Huyssen, Duke University Press
- Sharon Zukin (1996), Whose Culture? Whose City?, from The Cultures of Cities, Wiley

**Tentative Assessment schedule with details of weightage:**

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|------|------------|------------------------------------------------|----------------|
| 1 | Site Mapping 1 | Mid September | 30% |
| 2 | Site Mapping 2 | Early October | 30% |
| 3 | Final Paper Presentation | End November | 40% |

Grading of assignments will incorporate student attendance, class participation, critical thinking and inquisitiveness about the subject beyond the prescribed readings.

<u>**Elective**</u>

**Course Title**:                                    **Materials and Processes**

**Credits**:                                         4 Credits

**Course Code**                                     **SDe2SD001**

**Type of Course**:          Compulsory      no             Cohort

                             Elective         yes           Cohort

**For MDes only** (Mark an X for as many as appropriate):

11. Foundation (Compulsory)

12. Foundation (Elective)

13. Discipline  (Compulsory)

14. Discipline (Elective)                        X

15. Elective

**Course Coordinator and Team**:          Khushbu Dublish

**Email of course coordinator:**           Khushbu@aud.ac.in

**Pre-requisites**:                        BA /MA

**Aim**: This course will introduce, understand and explore the properties of various linear, planar and granular materials via hands-on working and developing a sense of aesthetics.

**Brief description of modules/ Main modules**:To acquaint student with a sound and hands-on understanding of materials, processes and techniques with simple hand tools. Faced with developing products or models, students should be able to make an appropriate choice of materials with a critical understanding of their properties.

**Content**

1. Lectures and study about various materials and their properties.
2. Learning to make, use and develop artifacts  with simple functionalities and expressive qualities.
3. Hands on development of skills and learning appropriate use of materials to build simple forms, products, structures and installations.
4. Visiting, identifying, studying and documenting social use of materials, processes and Techniques as these have been articulated and used in our built contexts.

**Expected Outcome**

1. An intelligent understanding of materials and their properties.
2. Developing an ability to make simple products with a good degree of precision.
3. Acapacitytocriticallyappreciateappropriateuseofmaterials,processes and techniques in social use contexts.
4. Adocumentoranatlassuggestingunderstandingofmaterialsandprocessesas accomplished in workshop, classrooms, studio and field visits.

**Refererences**:

- Manzini, Ezio, *Materials of invention*
- Rudofsky, Bernard, *Architecture with out architects*
- F.AshbyMichael,KaraJohnson,*MaterialsandDesign:TheArtandScienceof Material Selection in Product Design*
- PhilHowes, Zoe Laughlin *Material Matters :New Materials in Design*,
- JEGordon*TheNewScienceofStrongMaterials:OrWhyYouDon'tFallThroughthe Floor*,Penguin

**Tentative Assessment schedule with details of weightage:**

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|---|---|---|---|
| 1 | Assignment 1 | Mid September | 20 |
| 2 | Assignment 2 | Early October | 30 |
| 3 | Assignment 3 | End October | 30 |
| 4 | Jury | End November | 20 |