

A Two years Post –Graduate Course

M.Arch

In

**ARCHITECTURE
EDUCATION**

**COURSE PROSPECTUS
2021-22**



Women's Education Society's

Smt.Manoramabai Mundle College of Architecture
Seminary Hills, Nagpur, Maharashtra, India

Approved By

Council of Architecture

Affiliated to

Rashtrasant Tukdoji Maharaj Nagpur University

Contact

Dr. Lakshmi Rao

Course Co-ordinator, Masters in Architecture Education

Address

Women's Education Society's

Smt. Manoramabai Mundle College of Architecture

LAD College Campus, Seminary Hills

Nagpur 440006 (M.S), India

Website

www.smmca.edu.in

Contact : 0712-2510208/ 2512338

Email id: admin.info.ladarch@gmail.com

Designed and edited by

Ar. Renuka Chutke Chakradeo

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Introduction

The canvas of Architecture education today has expanded to incorporate more and more disciplines into its fold. Architecture education is one of the most distinctive branches of education and is primarily concerned with the teaching process in design.

The concerns of education in architecture led to a group of teachers and educationists work on formulating a course where the architecture inputs could be integrated with inputs from the field of education.

M. Arch in Architecture Education was started in the 2007 to train the future teachers of architecture.

The Smt. Manoramabai Mundle College of Architecture Nagpur run by the Women's Education Society offers a two year (four semesters) program leading to the degree of M. Arch in Architecture Education.

The objective of the course is to offer a professional course to architects who wish to be associated with teaching.

Vision

The vision limits to the present situation or at best for the near future. We should mention that we equip students to venture into the future. Our vision is to reach global standards by deliberate modernization without losing the essential characteristics of our tradition. Being a women's college, we find it most pertinent to imbibe both these qualities very consciously in our girl students.

Mission

To create an educational environment in which students are prepared to meet the challenges of a fast developing and changing world.

Goals

- To develop its students architectural academics and all round competency.
- To create an educational environment to equip the students with
 - Up to date knowledge
 - Analytical and practical skills
 - Creative approach
 - Appropriate attitude
- To strengthen their links with profession and R&D
- To hone skills of living in a technologically, globally and ecologically aware environment
- To develop among students commitment towards society
- To promote lifelong learning and foster values based on creativity and critical learning.

Core Values

- Integrity
- Creativity
- Innovation
- Discovery
- Collaboration
- Respect
- Discipline
- Excellence
- Diversity

Faculty Profile



Dr. Ujwala Chakradeo
Vice- Chancellor , SNTD Women's University,
Mumbai
Our Chief Mentor,
Founder of the Course



Prof. Sanjivani Mohgaonkar,
Professor

Prof. Sanjivani, is a Architect with specialisation in Architecture Education. She has a vast experience of 40 Years in the field of practice. She is also actively involved with the design cell of the college. Ar. Sanjivani has several research papers to her credit.



Dr. Lakshmi Rao,
Associate Professor

Dr. Rao , has a Doctoral degree in education with masters in chemistry and journalism along with a graduate degree in psychology She is the Core faculty for the post graduate course in Architecture Education at SMMCA. She has a Expertise in the area of constructivist teaching and development of Higher Order Thinking Skills(HOTS). She has Trained over 50000 teachers across Maharashtra state over various aspects of curriculum development.



Ar. Renuka Chutke Chakradeo
Assitant Professor

Ar. Renuka is the co-ordinator for the M.Arch in Architecture Education Course. She has completed her masters from SMMCA in 2015. She is MASA Research fellows and working onher research on Chitar Oli at Nagpur. She is also the winner at COA-TRC PG thesis awards, for her post graduate dissertation.

Visiting Faculty Profile

Dr. Ushoshi Guha



Dr. Guha is an Former IAS officer, renowned educationist and senior faculty at our college. She is also a Patent attorney with the Government of India. Her company Lex Regia has its expertise in filing patents, copyrights and trademarks.

Visiting Faculty Profile

Dr. Madhura Rathod



Dr. Madhura, is the Coordinator of Design and Consultancy .She deals in subjects related to Behavior and Expression of Structures, Appreciation and Criticism in Architecture. Dr. Madhura holds a Doctorate degree from RTM Nagpur University.

Dr. Roopal Deshpande



Dr. Roopal, has a doctorate degree from VNIT, Nagpur. She has a experience of almost 15 years into academics. She is also Elected as Member of Architecture Board of Studies, Faculty of Science and Technology, RTMNU, Nagpur, since September 2018. She has a expertise in History of Architecture.

Dr. Neeta Lambe



Dr. Neeta has a doctorate degree from VNIT, Nagpur. She is also currently working on MASA Fellowship 2019 , ' Documenting Local Histories' for 'Investigating the indigenous construction techniques of Vakataka Dynasty: A case study of Vidarbha Region, India.. Her areas of expertise are Heritage and Conservation, Architectural Documentation

Dr. Sampada Peshwe



Dr. Sampada is a Product designer (Industrial Design) from the prestigious Rochester institute of Technology, Rochester, NY, USA. Dr. Sampada has a doctoral degree from RTMNU. Her area of expertise is Creativity, Creative Techniques, Design Process. . Dr. Sampada holds a Doctorate degree from RTM Nagpur University.

Dr. Sujata Godbole



Dr.. Sujata is an urban planner. She has a rich teaching experience of around 17 Years.She has been a resource person at various workshops. Her area of expertise is Urban Heat island and Advanced Building Construction

Ar. Anuradha Bhute



Ar. Anuradha is an Assistant Professor with the college. She is an Urban Planner and working on Integrating Sustainable Development Goals in the studio and other Subjects.

Overview of Semesters

SEMESTER I

The contents of this semester include educational philosophies relevant to the domain of architecture. The basic teaching –learning process with its application to architecture education is analyzed in detail. A significant part of this semester is devoted to Models of Teaching which describe the process of specifying and producing environmental situations for the student leading to specific changes in his/her behavior. Learning theories also are studied with their relevance to architecture education.

A detailed study of approaches in Bauhaus, Ecole des Beaux arts Paris and AA school are also part of the content. The students are also invited to explore the age old traditions of teaching like the Gurukul system and the study of Ancient Universities like Nalanda and Takshashila.

Formal inputs in communication skills are imparted like presentation of papers, the basics of group processes and group discussion techniques and their use and their relevance in the teaching-learning process.

An elective on Critical appreciation is offered to the students where they study the nuances of appreciation and aesthetics of composition. They are exposed to a world of books, films, literature and are invited to document a critical analysis of the books they read or the films they watch. Through this they are able to understand, develop and express a design thought in its right perspective.

STUDIO

The studio in Semester I is aimed at highlighting the process of thinking in the entire design process. Students are encouraged to explore their thinking process in the design activity. The necessity of Higher Order Thinking Skills (HOTS) as a pre requisite to designing is emphasized. Students work on designs with the specific focus on thinking at every stage. The entire thought process is documented.

SEMESTER II

While the first semester introduces the students to the basic processes in education, the shift in the second semester is towards contemporary architecture education.

The students are introduced to a brief history of architecture education worldwide and also to issues and trends in India. The students also study the basic principles of Visual Arts where they do a visual analysis of the expressive qualities of architectural form. They use CAD to generate 3D form. They are also exposed to various advanced CAD technologies to help them in better visualization and generation of architectural form.

Research in Architecture is a key subject in this semester. The subject covers basic understanding of research, its types, formulating and testing of hypotheses, operational conception, sampling, collection of data and its statistical analysis. The main areas of research in architecture are also covered.

Construction is a core subject of Architecture Education. A paper on construction principles and methods is a part of this semester. Students learn how to teach this subject through innovative methods where technical intricacies of the subject are made simple.

Behavior and expression of structures is another aspect which the students study. They understand the basic behavior of structural elements and the basic forces. The co existence of structure and architecture in evolution of form from historic times to contemporary period is a major aspect of discussion.

STUDIO II

The objective of the studio is to understand issues related to conducting a design studio. The students work on how as a teacher, they can inculcate good design values in their students. They identify an important design issue and the level at which it is introduced. Students' fine tune their teaching skills through microteaching techniques, prepare lesson plans for specific chosen subjects. They conduct sessions in the classroom and studio for the students wherein they use models of teaching and apply basic maxims of teaching.

SEMESTER III

The teaching of design is the vital element of this semester. The students discuss the social and ethical approaches in the design studio. The design philosophy of various schools is studied with its impact on the process and the final form. Various models of teaching design are analyzed in details with reference to the concept of design, the design process and the teaching style.

Techniques of creative problem solving are included. The elements of divergent and convergent thinking and their implications in design are illustrated through Guilford's structure of intellect.

An elective design processes in allied arts gives an different dimension to the architectural teaching learning interface.

STUDIO

Design methods- An innovative approach is another interesting subject of this semester. The students work on innovative methods of introducing students to design.

SEMESTER IV

INSTITUTIONAL EXPERIENCE

The students are placed in different schools of architecture for a period of 8 weeks. During this phase they study the philosophy, teaching methods, strategies and techniques of teaching and learning practiced in these schools. They also conduct some classes for students as a part of this exercise.

The entire experience is documented and presented as a report.

DISSERTATION

Every student selects a subject of interest relevant to architecture education.

UNIVERSITY SCHEME OF EXAMINATION

SEMESTER : I

Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur
Faculty of Engineering & Technology (Board of Studies - Architecture)
Course and Examination Scheme of Master of Architecture
Choice Base Credit System(CBCS)
I Semester M. Arch. (Architecture Education)

Subject Code	Subject	Teaching Scheme			Examination Scheme									
					Theory				Practical/Viva - Voce					
		Hours per week			No. of Credits	Duration of Paper (Hrs.)	Max. Marks		Total Marks	Min. Passing Marks	Max. Marks		Total Marks	Min. Passing Marks
		L	P	S			University Assessment	College Assessment			University Assessment	College Assessment		
PGAE101T	Introduction to learning methods- I	3	-		3	3	70	30	100	50	-	-	-	-
PGAE102T	Basics of Architecture Education	3	-		3	3	70	30	100	50	-	-	-	-
PGAE103T	Society and Architecture	3	-		3	3	70	30	100	50	-	-	-	-
PGAE104P	Elective -I (Discipline Specific)	1	-	3	4						50	50	100	50
PGAE105T	Elective -II (Open-Architecture)	4	-		4	3	70	30	100	50	-	-	-	-
PGAE106P	Paper Writing and Presentation	1		3	4		-	-	-	-	50	50	100	50
PGAE107P	Studio I-Design Processes-part-I	-		6	6		-	-	-	-	100	100	200	100
Total		15	0	12			280	120	400	-	200	200	400	-
Semester Total		27			27	800 Marks								

Elective 1- 1.Environmental Issues in Architecture Education. 2. Creativity in Architecture Education. 3. Appreciation & Criticism in Architecture

Note:- Open Electives are listed Separately

SEMESTER : II

Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur
Faculty of Engineering & Technology (Board of Studies - Architecture)
Course and Examination Scheme of Master of Architecture
Choice Base Credit System(CBCS)
II Semester M. Arch. (Architecture Education)

Subject Code	Subject	Teaching Scheme			Examination Scheme									
					Theory				Practical/Viva - Voce					
		Hours per week			No. of Credits	Duration of Paper (Hrs.)	Max. Marks		Total Marks	Min. Passing Marks	Max. Marks		Total Marks	Min. Passing Marks
		L	P	S			University Assessment	College Assessment			University Assessment	College Assessment		
PGAE201T	Introduction to learning methods- II	3	-		3	3	70	30	100	50	-	-	-	-
PGAE202T	History of Architecture Education	3	-		3	3	70	30	100	50	-	-	-	-
PGAE203T	Behaviour and Expression of Structures	3	-		3	3	70	30	100	50	-	-	-	-
PGAE204T	Elective -III	1	-	3	4						50	50	100	50
PGAE205T	Foundation Courses -I	4	-		4	3	70	30	100	50	-	-	-	-
PGAE206P	Visual Arts And CAD	1		3	4		-	-	-	-	50	50	100	50
PGAE207P	StudioII-Design processes-Part-II	-		6	6		-	-	-	-	100	100	200	100
Total		15	0	12			280	120	400	-	200	200	400	-
Semester Total		27			27	800 Marks								

Elective III- 1. Construction Principles & Methods. 2. Climate & Architecture 3. Advance Teaching Models & Aids , Foundation Course I- Research in architecture - part-I

Foundation Course to be conducted by a teacher having Ph.D Qualification

UNIVERSITY SCHEME OF EXAMINATION

SEMESTER : III

Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur
Faculty of Engineering & Technology (Board of Studies - Architecture)
Course and Examination Scheme of Master of Architecture
Choice Base Credit System(CBCS)
III Semester M. Arch. (Architecture Education)

Subject Code	Subject	Teaching Scheme				Examination Scheme								
		Hours per week			No. of Credits	Duration of Paper (Hrs.)	Theory				Practical/Viva - Voce			
		L	P	S			Max. Marks	Max. Marks	Total Marks	Min. Passing Marks	Max. Marks	Max. Marks	Total Marks	Min. Passing Marks
							University Assessment	College Assessment			University Assessment	College Assessment		
PGAE301T	Elective -IV (Open-Architecture)	4	-		4	3	70	30	100	50	-	-	-	-
PGAE302T	Foundation Courses -II	4	-		4						50	50	100	50
PGAE303P	Social Relevance of Architecture Education	1		3	4						50	50	100	50
PGAE304P	Seminar	1	-	3	4	-	-	-	-	-	50	50	100	50
PGAE305P	Studio III- Design Methods/Construction Methods-Innovative Approach			8	8						100	100	200	100
Total		10	-	14	24	-	70	30	100	-	250	250	500	-
Semester Total		24			24	600 Marks								

Foundation Course II- Research in architecture-part-II, Foundation Course to be conducted by a teacher having Ph.D Qualification

SEMESTER : IV

Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur
Faculty of Engineering & Technology (Board of Studies - Architecture)
Course and Examination Scheme of Master of Architecture
Choice Base Credit System(CBCS)
IV Semester M. Arch. (Architecture Education)

Subject Code	Subject	Teaching Scheme				Examination Scheme								
		Hours per week			No. of Credits	Duration of Paper (Hrs.)	Theory				Practical/Viva - Voce			
		L	P	S			Max. Marks	Max. Marks	Total Marks	Min. Passing Marks	Max. Marks	Max. Marks	Total Marks	Min. Passing Marks
							University Assessment	College Assessment			University Assessment	College Assessment		
PGAE401P	Professional Training				2						50	-	50	25
PGAE402P	Colloquim	1		3	4							50	50	25
PGAE403P	Dissertaion	2	-	10	12	-	-	-	-	-	100	200	300	150
Total		3	-	13		-	-	-	-	-	150	250	400	-
Semester Total		16			18	400 Marks								

The IV semester will start with Professional Experience (Placement) of duration 8 Weeks.

M.ARCH ARCHITECTURE EDUCATION (Activities)

Panel Discussion with renowned Filmmaker Tejas Deoskar



The students of M. Arch (Architecture Education) II Semester identified paradoxes on the basis of a chaos which disturbs the architect from within and investigated the same. They explored movies as a medium of expressing the same. The panel discussion was on the issues showcased by the students through their movies.

Renowned Filmmaker, who is also an architect Tejas Deoskar, was the Panelist for the discussion. Ar. Juilee Deoskar, Landscape architect, Pune was also a part of panel.

Interactive Session

An interaction as a part of Second Semester Studio was held. Prof. Akhtar Chauhan, Prof. S.A. Deshpande interacted with students on various issues related to architecture education. The discussion had multiple ranges which included creativity, status of architecture education, and future directions to the same.



M.ARCH ARCHITECTURE EDUCATION (Activities)

Study Tour to Ahmadabad

The students selected buildings designed by Master Ar. B.V. Doshi. The buildings selected for study was Amdavad Ni Gufa, Sangath, CEPT Architecture Department, CEPT Library, Institute of Indology, Gandhi Ashram, Kanoriya Art Gallery. The students had an intensive interaction session with Ar. Snehal Shah. CEPT library was also explored by the students. It was a privilege to meet master at Sangath- his studio.



Site Visit to SCZCC, Nagpur



The students of II semester visited SCZCC Nagpur, to study the sculptors there. The objective was to do a critical analysis of the sculptures present in the campus of Sczcc.

Also, To examine the relation various theories related to sculptors

Alumni



Ar. Yatin Moghe
HOD
Bricks, Pune

SMMCA through this “Master’s course in architecture education is indeed an all encompassing one for the graduate student to master by opening doors of opportunity to Ideate, Innovate, Integrate, Invigorate and finally disseminate the learning’s in one’s practice (Profession) or transmitting it to the next generation (Academics)



Ar. Akansha Agrawala
Associate Professor
SMMCA

M-Architecture -Education is the perfect post graduate course in Architecture for those aspiring to pursue a career in teaching and education. Unlike other post graduate courses of architecture which focus on one stream and specialization, this course offers subjects which involve various streams from research to critical appreciation to advanced construction technology to history of architecture to urban level designing etc. Each topic is taught and understood such that overall knowledge gain is very consolidated. Since the course also emphasizes on understanding of teaching learning processes, Bloom’s taxonomy, experiential learning, various creative techniques of teaching etc, it is a perfect post graduate course for architecture which enables those pursuing teaching to approach any complex subject which involves both technical and creative aspects in a holistic way.



Ar. Fathima Rishin Razak
Thejus College of
Architecture, Kerala

Master’s in Architecture Education has provided us with the opportunity to explore our passion in teaching, into disciplines like co-learning and research. It has addressed so many of our concerns and hurdles in the process of moulding young enthusiastic minds, both theoretically and creatively. The M.Arch studios indulged us in pushing our own limits and set new benchmarks to follow. Thoroughly enjoyed the sessions and we feel deeply satisfied in seeing the results among our student fraternity. We thank SMMCA and our beloved teachers for setting up a new perspective about 'passion' and 'life' altogether...



Ar. Ragima N.R. KMEA College of
Architecture, Kerala

Admission Criteria

The eligibility criteria is Bachelor of Architecture from any recognized university with 55% aggregate

And

MAH-CET (Maharashtra M. Arch Common Entrance Test) conducted by Directorate of Technical Education (DTE), Maharashtra-

Refer www.mahacet.org)



For Details Contact :

Ar. Renuka Chutke Chakradeo
+91 9423616135

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