

# CURRICULUM + TEACHING METHODOLOGY

COMPARING THE CURRICULUM THROUGH  
THE TWO YEARS WITH DIFFERENT  
APPROACHES FOR EACH  
SEMESTER..... ..

METHODOLOGY

ACADEMIC REPORT (M.ARCH)

AUGUST 2022

AAYOJAN SCHOOL OF ARCHITECTURE AND DESIGN, PUNE



CURRICULUM + TEACHING  
METHODOLOGY

SEMESTER - 1

NOMADIC

/  
EXPLORATIVE  
WAY

- READING THE CITY
  - LANDSCAPE URBANISM
  - UD METHODOLOGIES
  - HISTORY OF URBAN FORM & SPACE
  - UD STUDIO-01
- COURSES



OBSERVATION

ANALYSIS

REPRESENTATION

- To facilitate a **transition from architecture to the realm of urban design**
- Acquires basic understanding of what constitutes the **nature of urban issues** and the **scales of operations.**

- To facilitate establishing **one to one relation to the idea of public and urban**
  - GRAPHICS AND REPRESENTATION
  - ANTHROPOLOGY
  - SOCIOLOGY
  - TYPOLOGY/ MORPHOLOGY
  - PERCEPTION AND ABSTRACTION
- WORKSHOPS /  
ELECTIVES

# CURRICULUM + TEACHING METHODOLOGY

SEMESTER - 2

## EMPOWERING

### G



ABSTRACTION AND  
TRANSLATION  
OF URBAN VISIONS  
VIS-A-VIS EMPOWERED  
SKILL

- To establish the **skillset and empower them with tools and techniques** to synthesize and abstract complex urban phenomenon.

- PLANNING TOOLS FOR UD
- UD THEORY AND CRITICISM
- URBAN SYSTEMS
- UD STUDIO-2 (GREENFEILD)
- RESEARCH - I

COURSES

- GIS
- HOUSING
- ECOLOGY & LANDSCAPE URBANISM
- POLICY MAKING & IMPLEMENTATION
- LAND MANAGEMENT
- URBAN SYSTEMS MANAGEMENT

WORKSHOPS/  
ELECTIVES

# CURRICULUM + TEACHING METHODOLOGY

SEMESTER - 3

## ARTICULATION



APPLICATION  
EXPRESSION  
EVOLVING A STANDPOINT



- To establish the **skillset** and **empower them with tools and techniques** to synthesize and abstract complex urban phenomenon.

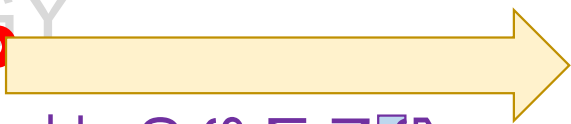
- URBAN CONSERVATION AND LANDSCAPE
- URBAN DESIGN POLICIES PRACTICE & IMPLEMENTATION
- UD STUDIO-3 (BROWNFEILD)
- RESEARCH -II
- EMERGING URBANIZATION

COURSES

- PEDESTRIANIZATION
- TYPOLOGY AND MORPHOLOGY
- RESEARCH AND RELATED
- URBAN ECONOMICS
- FINANCE MECHANISMS
- HOUSING FOR POOR

WORKSHOPS/  
ELECTIVES

# LEADERSHIP



Manages various aspects (focusing on evolving a theoretical premise and its application) and leads your own research and design.

- RESEARCH AND THEORETICAL DEVELOPMENT
- COLLABORATION WITH ALLIED SUBJECTS
- FUNDING MECHANISM
- IMPLEMENTATION
- POLICY MAKING



## Brief Outline of the studio

- The studio assumes that the idea of **urban is layered and multi-dimensional** and **therefore it poses immense** possibility for diverse ways of understanding and perceiving a built environment.
- The studio intends to acquaint the students with the **idea of what constitutes urban**.
- It shall prepare students to develop **design abilities** backed by an **informed and analytical observation and understanding**.
- In this light, **a definition or one way of looking** at what constitutes the idea of urban does not hold good.
- Furthermore, the same applies to the **definition of design**, wherein the act of design may not fall under the conventional definition of design. This shall constitute a major thrust for the studio.
- The students shall be able to **produce documentation, analytical and design demonstration drawings supported by physical model and 3d views**.
- Space is best understood in the **process of creation** and that the **natural, political, economic and symbolic factors closely interact in such a process**. To understand the mentioned the studio shall focus on understanding the container (urban form) and the contained (urban space) and the process of production of the same.

## Learning Outcomes / Generic Skills at the end of the semester

After completing this studio unit, the student will be able to	
<b>Creative Thinking</b>	To <b>generate</b> capacity of creative thinking starting with observations and understandings beyond the conventional / obvious.
<b>Communication</b>	To <b>choose</b> appropriate mode of documentation for the mentioned set of observations and understanding.
<b>Analysis &amp; Synthesis</b>	To take <b>informed choices</b> about methods/ tools/ techniques of analysis to be adopted to derive the appropriate synthesis.
<b>Critiquing and Taking position</b>	To <b>evolve</b> a set of urban issues / agenda to formulate the urban design agenda.
<b>Pragmatics</b>	To <b>integrate</b> the pragmatic issues of project work with their urban design agenda and be fully aware of the experiential, sensual and conceptual consequences and potential of the pragmatic issues
<b>Formulation</b>	To <b>produce</b> an understanding of the role of urban design vis-s-vis terms of reference.
<b>Design</b>	To <b>design</b> a small urban intervention in tune with the evolved synthesis that reflects the evolved urban design agenda.
<b>Engagement</b>	To <b>demonstrate capacity</b> to contribute to the work of others in the studio and to the overall integration of the studio generally.

### ACADEMIC WORK SEMESTER 1

The studio shall be divided into two major components:

A. Understanding the perspectives of 'Urban' and 'Design'

**1. Top down - Objective**

- Built environment as an artifact (Morphological)
- Built environment as Spatial Relationships

**2. Bottom Up- Personalised - Subjective**

- Meaning in the Built environment
- Behavior and diverse experiences within the Built environment

**3. Conceptual overriding meaning/ world view and not confined to scale/ boundaries.**

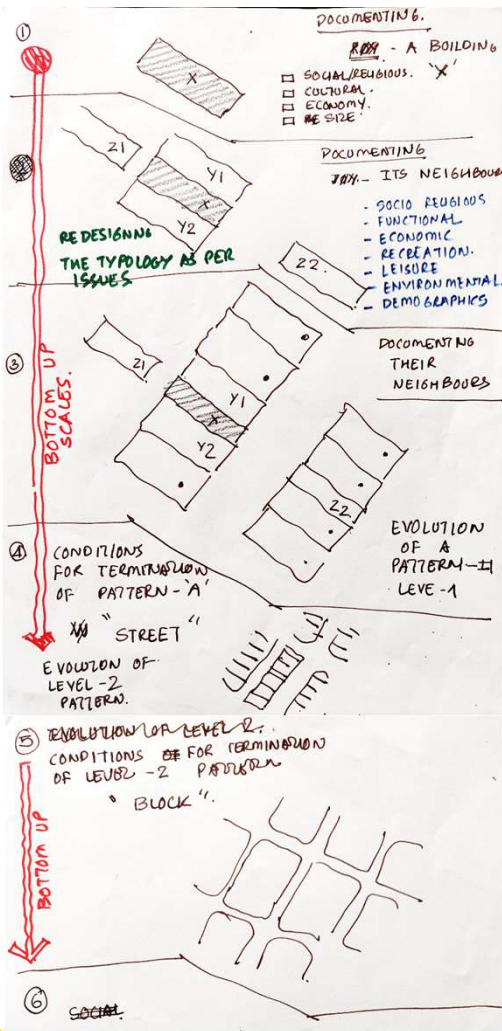
B. The Making of Urban Space / Urban Design

Based on the above mentioned

Wk	Exercise	Intent	Limitation	Outcome	Methodology
1	<i>A-1</i> <b>CAPTURING the observations</b> (Introductory Exercise)	To gauge the understanding of the students to observe and document an urban place.	No limitation and no brief mentioned.	<ul style="list-style-type: none"> <li>• Open to all possible ways of observing, perceiving, documenting and presenting.</li> <li>• As per the understanding of the students.</li> </ul>	In groups not more than three.
2	<i>A-2</i> <b>ReVISITING the Documented observations</b> (Introductory Exercise)	To visit all the urban places documented again collectively with the studio faculty.		<ul style="list-style-type: none"> <li>• To establish the relation between the documented observations and reality.</li> <li>• To evolve and understand aspects missed out in the observations and the appropriation of methods of documentation.</li> </ul>	On site discussion on the documented work with the entire batch on all the urban places.
3	<i>B- 1</i> <b>Documenting a structure -'X'</b>  (Single Structure)	To document a structure holistically & not limited only to morphological and physical parameters.	No 2D drawings. All documentation in hand drawn 3D drawings and models.	<ul style="list-style-type: none"> <li>• Understanding hidden dimensions of space and not just morphological dimensions within the structure.</li> <li>• Understanding multiple and dynamic relationships, meanings, thresholds, and all such at the scale of architecture.</li> </ul>	In groups not more than three.
4	<i>B- 2</i> <b>Documenting all the structures surrounding 'X'</b>  (cluster of 4-6 structures)	To document all the structures holistically and not limited to only morphological and physical parameters. Furthermore to find relationships and emerging patterns if any.	No 2D drawings. All documentation in hand drawn 3D drawings and models.	<ul style="list-style-type: none"> <li>• Understanding the hidden connections, relationships and patterns beyond the scale of architecture.</li> <li>• Understanding of the emergence of act of urban/ public beyond the private domain.</li> </ul>	In groups not more than three.
5	<i>B- 2</i> <b>Documenting structures around the structures surrounding 'X'</b>  (cluster of 12-14 structures)	To document all the building holistically and not limited to only morphological and physical parameters. Furthermore to find relationships and emerging patterns if any.	No 2D drawings. All documentation in hand drawn 3D drawings and models.	<ul style="list-style-type: none"> <li>• Understanding whether the hidden connections, relationships and patterns established in the earlier exercises are valid or have become obsolete/ transformed/ mutated.</li> <li>• Understanding the idea of TYPE against that of a MODEL</li> </ul>	In groups not more than three.

**ACADEMIC WORK SEMESTER 1**





Wk	Exercise	Intent	Limitation	Outcome	Methodology
6	<b>B- 4</b> <i>Documenting structures and spaces till the end of the pattern evolved in the previous exercise.</i> (Street + Chowk )	To document the morphology of the street and square as an urban space along with all the spatial, social and behavioral relationships.	No 2D drawings. All documentation in hand drawn 3D drawings and models.	<ul style="list-style-type: none"> <li>Understanding the idea of what defines a street and chowk as an urban space vis-à-vis any space within the structure explored in the earlier exercises.</li> </ul>	In groups not more than three.
7	<b>B- 5</b> <i>Documenting structures and spaces till the end of the pattern evolved in the previous exercise.</i> (Block / Tissue)	To document morphology of the urban block along with all the spatial, social and behavioral relationships.	No 2D drawings. All documentation in hand drawn 3D drawings and models.	<ul style="list-style-type: none"> <li>Understand the urban block/ tissue and network of street as one of the primary structuring element of the city.</li> </ul>	In groups not more than three.
8	<b>MID TERM REVIEW</b>				

ACADEMIC WORK SEMESTER 1



Wk	Exercise	Intent	Limitation	Outcome	Methodology
9	<b>C- 1</b> <i>Design esquisse:</i> <b>TYPOLOGICAL SCALE</b>	To come up with critical urban issues at the scale of typology based on rigorous analytics and evolve a design intervention to cater and accommodate the same.	All analysis and design drawings hand drawn 3D drawings and models.	<ul style="list-style-type: none"> <li>Multi-dimensional analytical outcome resulting into issues/ agenda for the design basis.</li> </ul>	Analysis and emerging issues in groups not more than three, whereas design proposal as individual scale.
10	<b>C- 2</b> <i>Design esquisse:</i> <b>CLUSTER SCALE</b>	To come up with critical urban issues at the scale of cluster of buildings based on rigorous analytics and evolve a design intervention to cater and accommodate the same.	All analysis and design drawings hand drawn 3D drawings and models.	<ul style="list-style-type: none"> <li>Multi-dimensional analytical outcome resulting into issues/ agenda for the design basis.</li> </ul>	Analysis and emerging issues in groups not more than three, whereas design proposal as individual scale.
11	<b>C- 3</b> <i>Design esquisse:</i> <b>STREET + CHOWK SCALE</b>	To come up with critical urban issues at the scale of cluster of buildings based on rigorous analytics and evolve a design intervention to cater and accommodate the same.	All analysis and design drawings hand drawn 3D drawings and models.	<ul style="list-style-type: none"> <li>Multi-dimensional analytical outcome resulting into issues/ agenda for the design basis.</li> </ul>	Analysis and emerging issues in groups not more than three, whereas design proposal as individual scale.
12	<b>C- 4</b> <i>Design esquisse:</i> <b>URBAN BLOCK / TISSUE</b>	To come up with critical urban issues at the scale of an urban block/ tissue based on rigorous analytics and evolve a design intervention to cater and accommodate the same.	All analysis and design drawings hand drawn 3D drawings and models.	<ul style="list-style-type: none"> <li>Multi-dimensional analytical outcome resulting into issues/ agenda for the design basis.</li> </ul>	Analysis and emerging issues in groups not more than three, whereas design proposal as individual scale.
13-15	<b>D-1</b> <b>COMPREHENSIVE DESIGN INTERVENTION</b>	Based on all the previous exercises taking up a small-mid scale urban precinct for a comprehensive urban design intervention.	All documentation, analysis and design drawings in 3D sand models.	<ul style="list-style-type: none"> <li>All necessary documentation, analytics and design proposal.</li> </ul>	