SEMESTER	DESIGN SKILLS Credits 4	SOCIAL UNDERSTANDING Credits 4	SOCIAL STUDIO Credits 8	ELECTIVES (excluding Semester 1) Credits 4	
Semester 3 20 credits	Data Visualisation and Information Modelling CORE 4	Examining Rural and Urban CORE 4	SYSTEMS DESIGN (BEHAVIOUR) CORE 8	Technology & Society ELECTIVE INT2	UI/UX ELECTIVE EXT2

Semester 3

Data Visualization and Information Modelling (4 Credits)

Examining Rural and Urban (4 Credits)

Studio III - System Design (8 Credits)

Electives (4 Credits)

- **UI/UX**
- **Technology & Society**

Total- 20 Credit

Ambedkar University, Delhi

Course Title: **Data Visualization and Information Modelling**
Credits: **4**
Course Number: Sde2SD312
Course Coordinator and Team:
Type of Course: Core
Pre- requisites:

Context

It is felt that most often, students with conventional backgrounds of higher secondary and graduate level education, are not acquainted with methods of organizing information contents in a rationalized and visually rich manner that is so much an integral part of any design oriented learning or practice process and has been regarded as a fundamental pillar of design thinking. Keeping this in view, the course will attempt to introduce concepts, tools and techniques that may facilitate, innovative means of recording and content development as well as structuring of information in a fashion that could evoke new insights and lead one to articulate fresh proposals towards value creation in a chosen context.

Objectives

- To build a critical and conceptual understanding of methods of organizing, given information contents, in a rationalized and visually rich manner.
- To generate an understanding of the techniques of information modeling and data visualization, in a manner that is evocative of lending new insights and prospects of creating fresh values in an overall context of social innovation.

Content

- Lectures and study of the concepts of designing hierarchy of information and its relevance in a given context.
- Concepts, tools and techniques of information modeling and data visualization, in a design oriented manner.
- Application of tools and techniques to visualize information and concept models for effective comprehension, communication and inference making.

Expected Outcome

1. Knowledge and understanding of the concepts of information modeling and data visualization.
2. Working understanding of techniques and necessary skills for information modeling and data visualization and use the same to construct fresh perspectives and innovative proposals in given situations.

Selected Readings

1. Information Modeling and Relational Databases, Second Edition (The Morgan Kaufmann Series in Data Management Systems), by Terry Halpin
2. Data Modeling Essentials, by Graeme Simsion (Author), Graham Witt (Author)
3. Data Smart: Using Data Science to Transform Information into Insight by John W. Foreman
4. Data Modeling: Theory and Practice by Graeme Simsion
5. Chart Sense: Common Sense Charts to Teach 3-8 Informational Text and Literature by Rozlyn Linder Ph.D.
6. Visual Complexity: Mapping Patterns of Information by Manuel Lima

7. Organizing Plain and Simple: A Ready Reference Guide With Hundreds Of Solutions to Your Everyday Clutter Challenges by Donna Smallin
8. Organizing from the Inside Out, Second Edition: The Foolproof System For Organizing Your Home, Your Office and Your Life by Julie Morgenstern
9. The Discipline of Organizing by Robert J. Glushko
10. Organizing Knowledge by Jennifer Rowley and Richard Hartley (Author), Jennifer Rowley (Editor), Richard Hartley (Editor)

Ambedkar University, Delhi

Course Title: **Social Studio III – Systems Design (Behaviour)**
Credits: **8**
Course Code: Sde2SD314
Course Coordinator and Team: Dr. Venugopal Maddipati
Type of Course: Core

Name of the School/Centre proposing the course: School of Design (SDes)

Programme(s) which this course can be a part of: MDes Social Design

Level at which the course can be offered: Pre doctoral / MA / PG Diploma / Certificate / UG: MA

1. **If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:** MA Social Design – Social Studio

2. **Does the course connect to, build on or overlap with any other courses offered in AUD:** Builds on Social Studio I, II & III (MA Social Design)

3. **Specific Requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify**) having completed Social Studio I, II & III (MA Social Design)

4. **Course scheduling (summer/winter course, semester-long course, regular or evening course, weekend course, etc.):** Semester 4

5. **How does the Course link with the institutional vision and the specific programme(s) where it is being offered?**
   The given Social Studio emphasizes the introduction of systems design and its application within the larger context of social design. It requires appreciation of complexities in larger social design challenges. That the system thinking approach would allow explicit understanding of social systems and thus bring design interventions in a more relevant and holistic manner. This design studio will focus on delivery of systems and the students will explore projects like infrastructure, education, health, hygiene and sanitation, and environmental based projects. In particular this project will deal with issues like wicked problems and how does one “plan” for the future, given the nature of some of these projects.

6. **Course Details:**

   a. Summary:

   Systems design is the process of understanding how things, regarded as systems, influence one another in a whole. As an approach systems thinking is solving problems, by viewing “ problems” as parts of an

overall system, rather than reacting to specific part, outcomes or events and potentially contributing to further development of unintended consequences.
The approach of systems thinking is fundamentally different from that of traditional form of analysis that focuses on separating the individual pieces of what is being studied. System thinking in contrast focuses on how the thing being studied interacts with the other constituents of the system to produce a particular behaviour- of which it is a part.
Systems thinking can used in any area of research and has been applied to the study medical, environmental, political, economic, human resources and educational systems, among many others.

b. Objectives:

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.

c. Overall structure:

The course would be spread over the semester, beginning with direct inputs on systems thinking and using the same approach to identify potential opportunities for design intervention in complex social situations. Further, students are guided in a studio mode, to work on their respective projects and employ systems thinking in comprehending, visualizing and delivering innovative design solutions within given context.

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

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.

Core Readings

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

Supplementary Resources

7. **Pedagogy**

   a. **Instructional design**
      The modules would be conducted in a combination of lectures, case studies and core project.
   b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/other instructional space, any other – please specify:**
      Projector and Display space (soft boards on walls) required.
   c. **Expertise in AUD faculty or outside**
      Expertise from external resources combined with core faculty from SDes AUD.
   d. **Linkages with external agencies (e.g. with field-based organisations, hospital; any others)**
      None

8. **Assessment structure (modes and frequency of assessments)**
   The final grade would be composed of the following:
   Class participation and attendance: 20%
   Opportunity mapping & related process: 20%
   Project planning & built-up: 20%
   Ideation & prototyping: 40%
   Close out: 20%

Signature of Course Coordinator(s)

Ambedkar University, Delhi

Course Title: **Technology and Society**
Credits: **2**
Course Code: Sde2SD005
Course Coordinator and Team: Ms. Divya Chopra
Type of Course: Elective

Studies of technology, be it simple technological instruments to complex technological systems and arrangements, do not focus on its social dimensions. This course draws from the discipline of the humanities to introduce students to the following questions: Does technology influence society? If so, what are the ways in which these influences could be studied?
The purpose of drawing from the humanities is to enrich our understanding of the human condition in which technology plays a vital role. Scholarship in this discipline has demonstrated that technology and society are far more dynamic, far more malleable and far more intertwined than traditionally

acknowledged. Some of the themes and topics that we will be covering in this course includes:

- Introduction to Technology and Society;
- Technology and Social Theory;
- Historical Perspectives on Technology;
- Cultural Dimensions of Technological Change;
- Social and Political constructions of Technology;
- Anthropology and Sociology;
- Critical Theory and Technology;
- Globalization and technology;
- Gender and Technology;
- Technology and the Global South; and
- Information Technology and Society.

The course will meet for 2 hours each week to discuss and debate the readings that are required to be completed before the class. Since this is a humanities course, the deliverables are in keeping with the discipline and in addition to these readings and class participation, students are expected to submit weekly papers on their understanding of the readings and at the end of the course, there will be a final take-home exam.

Suggested Readings:

Bradsher, Keith. *High and Mighty: The Dangerous Rise of the SUV.* (Public Affairs, 2003)

Castells, Manuel. *The Rise of the Network Society.* (Wiley, 2009)

Cockburn, Cynthia and Susan Ormrod, *Gender and Technology in the Making.* (Sage Publications,1993)

Dumit, Joseph. *Picturing Personhood: Brain Scans and Biomedical Identity.* (Princeton University Press, 2004)

Ellul, Jacques. *The Technological Society* (Random House, 1964). pp. 03- 60

Escobar, Arturo. *Encountering Development. The Making and Unmaking of the Third World.* (Princeton University Press, 1994)

Feenberg, Andrew. *Questioning Technology* (Routledge, 1999) pp. vii- xvii and 01- 17

Haraway, Donna. "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century," in *Simians, Cyborgs and Women: The Reinvention of Nature* (New York; Routledge, 1991), pp.149-181.

Kittler Friedrich,. *Discourse Networks, 1800 / 1900.* (Stanford University Press, 1992)

Lanier, Jaron. *You Are Not A Gadget.* (Penguin Books, 2011)

Marcuse, Herbert. *One-Dimensional Man: Studies In The Ideology Of Advanced Industrial Society.*(Beacon Press, 1964)

Marx, Karl. "Theses on Feuerbach," pp. 143-145; *The German Ideoloogy*, pp.146-200; "Marx on the History of His Opinions," pp. 3-6; and *Capital, Volume I*, selections, pp. 319-328, pp. 392-411. In *The Marx-Engels Reader*.

Morozov, Evgeny. *The Net Delusion: How Not to Liberate the World.* (Penguin Books, 2011)

Raj, Kapil. "British Orientalism in Early Nineteenth Century" in *Relocating Modern Science.*(Permanent Black 2006)

Scott, James: *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. (Yale University Press, 1999)

Uberoi, JPS. *The Other Mind of Europe* (Oxford University Press, 1984)

Winner, Langdon. *The Whale and the Reactor* (University of Chicago Press, 1986) pp. 03- 18

Ambedkar University, Delhi

Course Title: Exploring User Interface and User Experience Design (UI/ UX)

Credits: 4

Course Code: Sde2SD007

Name of the School/Centre proposing the course: School of Design (SDes)

Programme(s) which this course can be a part of: MDes Social Design

Level at which the course can be offered: Pre doctoral / MA / PG Diploma / Certificate / UG: MA/ MDes

Course Coordinator and Team: Mr. Abeer Gupta

1. If the course is a part of one or more programme(s), its location in the programme(s) core/foundation/elective/any other: **Elective**

2. Does the course connect to, build on or overlap with any other courses offered in AUD:

Design thinking, Design Process, Learning to See, Aesthetics of Form & Experience,
And Elements of Visual Design

3. Specific Requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify.

Knowledge of visual aspects of design, Research and data-information analysis

4. Course scheduling (summer/winter course, semester-long course, regular or evening course, weekend course, etc.):

Semester-long – offered during university wide elective schedule

5. How does the Course link with the institutional vision and the specific programme(s) where it is being offered?

Insights from the field of user interaction design and user experience can be applied to the design of access and empower the experience of public systems, urban services and interfaces

6. Course Details:

Summary:

This course will explore the interactive aspect of communication design. It will involve elements of design in creating responsive interfaces, producing efficient, functional wireframes and finally high-fidelity mock-ups.

a. **Objectives:**

Understanding the evolution human computer interaction and the evolution of technology designed for the user.
To understand and profile the user along social and contextual parameters
To use design thinking and systems thinking to understand information architecture and hierarchy
To use elements of design to ease the interaction of the user with data and information in a more aesthetic and effective way to ease user interface with web based applications
To explore linguistic, social and cultural categories into user interface design by including existing technologies of translation and mapping.

b. **Overall structure:**

Module 1 – introduction to interaction design, human computer interaction, user experience and experience design with a focus on understanding user behaviour

Module 2 – Social Interaction, Social Computing, and Social Media

Module 3 – Contextual Design – Identification and development of chosen area of work – at this stage one or two broad area of work would be identified and subsequently individuals will detail sections.

Module 4 – Visual Representation and crating mockups –understanding of Platform, and development of a visual design language, application of information hierarchy and architecture of data

c. **Contents (brief note on each module; indicative reading list with core and supplementary readings)**

Module 1 – Introduction to interaction design, human computer interaction, user experience and experience design with a focus on understanding user behaviour

Digital things are what interaction design shapes, People's use is what interaction design shapes digital things for. This is essentially to say that interaction designers work in digital materials - software, electronics, communication networks, and the like and it is about transformation and the means available for the designer to initiate change in a particular situation - exploring possible futures - thinking through tangible representations by addressing instrumental, technical, aesthetical and ethical aspects throughout

Human-computer interaction (HCI) is an area of research and practice embracing cognitive science and human factors engineering. It becomes very important to understand with the shift to first personal computing and the subsequent development into public spaces. Experiences are created and shaped through technology which understands crucial features and which succeeds in delivering a similar experience.

Module 2 – Social interaction, social computing, and social media

Social interactions contribute to the meaning, interest and richness of our daily life, Social computing has to do with digital systems that support online social interaction. It requires the understanding of social systems, toattract and motivate their users, and subsequently focus activity, monitoring and controlling quality by understanding typologies of identities and enhancing communication.

Module 3 – Contextual Design

Contextual Design is a structured, well-designed user-centered design process that provides methods to collect data about users in the field, interpret and consolidate that data in a structured way, use the data to create and prototype product and service concepts, and iteratively test and refine those concepts with users.

It involves, contextual inquiry, consolidation of various systems models, personas created based on contextual data, visioning design response, storyboarding, user environment design, paper prototyping to drive digital product development.

Module 4 – Visual representation, understanding of Platform, hierarchy and architecture of information

Consideration of visual representation and semiotics in order to design meaningful screen – online experience would include familiarity with typography, maps, graphs, images, icons, symbols, visual metaphors in order to imagine and influence various platforms of interactions by interventions in hierarchy and architecture of information.

Suggested Readings

Lowgren, Jonas and Stolterman, Erik A. (2004): Thoughtful Interaction Design: A DesignPerspective on Information Technology. MIT Press

Moggridge, Bill (2007): Designing Interactions. The MIT Press

Saffer, Dan (2006): Designing for Interaction: Creating Smart Applications and CleverDevices. New Riders Press

Sharp, Helen, Rogers, Yvonne and Preece, Jennifer J. (2007): Interaction Design: BeyondHuman-Computer Interaction. John Wiley and Sons

Carroll, J.M. (1997) Human-Computer Interaction: Psychology as a science of design.Annual Review of Psychology, 48, 61-83. (Co-published (slightly revised) inInternational Journal of Human-Computer Studies, 46, 501-522).

Grudin, J. (2012) A Moving Target: The evolution of Human-computer Interaction. In J.Jacko (Ed.), Human-computer interaction handbook: Fundamentals, evolvingtechnologies, and emerging applications. (3rd edition).Taylor & Francis.

Myers, B.A. (1998) A Brief History of Human Computer Interaction Technology. ACMinteractions. Vol. 5, no. 2, March. pp. 44-54.

Hassenzahl, M. (2010). Experience Design: Technology for All the Right Reasons.

Sutcliffe, A. (2009) Designing for User Engagement: Aesthetic and Attractive UserInterfaces

Wright, P. and McCarthy, J. (2010) Experience-Centered Design: Designers, Users, andCommunities in Dialogue.

Erickson, Thomas (1996): The World Wide Web as social hypertext. In Communications of the ACM, 31 (1) pp. 15-17

Kittur, Aniket and Kraut, Robert E. (2008): Harnessing the wisdom of crowds in Wikipedia: quality through coordination. In: Proceedings of ACM CSCW08 Conference on Computer- Supported Cooperative Work 2008. pp. 37-46

Armstrong, Anne-Marie (2004): Instructional Design in the Real World: A View from the Trenches. Idea Group Publishers

Beyer, Hugh R. (2010b): User-Centered Agile Methods. Morgan and Claypool Publishers

Beyer, Hugh and Holtzblatt, Karen (1998): Contextual design: defining customer-centered systems. San Francisco, Elsevier

Twyman M 1982 'The graphic representation of language' Information Design Journal 3 (1) 2 - 22

7. Pedagogy:

Module 1 [Duration 2 weeks] Lectures and discussion on topics with illustrative case studies

Module 2 [Duration 2 weeks] Lectures and discussion on topics with illustrative case studies

Module 3 [Duration 2 weeks] Discussion and determination of chosen project and development of common guiding principles

Module 4 [Duration 4 to 6 weeks] Application of Visual representations: information architecture, illustrations of the platform and hierarchy of interaction

Final phase [Duration 6 to 4 weeks] execution, implementation and creation of mockups

8. Assessment structure (modes and frequency of assessments)

Assessment 1 [End of 5th week]– Short report illustrating the understanding of basic concepts

Assessment 2[End of 7th week] – Description and details of chosen area/ field of work

Assessment 3 [End of term]– Submission of wireframe and mockups

Signature of Course Coordinator(s)

Ambedkar University, Delhi

Course Title:

Examining Rural and Urban

Credits:

4

Name of the School/Centre proposing the course:

School of Design (SDes)

Programme(s) which this course can be a part of:

Masters in Social Design

Level at which the course can be offered: Pre doctoral/MA/MDEs/PG Diploma/Certificate/UG:

MDes

Course coordinator and team: Ms. Divya Chopra

1. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:

MDes Social Design – Core

2. Does the course connect to, build on or overlap with any other courses offered in AUD: This Course will help students in the design studio towards a better understanding of the situated context, be it urban or rural and its connected socio-spatial manifestations.

3. Specific Requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

None

4. Course scheduling (summer/winter course, semester-long course, regular or evening course, weekend course, etc.):

Semester 3

5. How does the Course link with the institutional vision and the specific programme(s) where

it is being offered?

This course is being offered as part of Masters in Social Design at the 3rd semester level in the School of Design. The course intents to create an understanding of socio-spatial processes embedded within varied urban and rural settings, while emphasizing the complex dialectical relationship between the two. As part of the larger institutional mandate of AUD, it becomes imperative to engage with the contemporary urban-rural discourse and its varied manifestations in terms of social and spatial towards developing a critical understanding of our local systems set within a larger global network.

6. Course Details:

a. Summary:

Set within the contemporary development paradigm, urban and rural centres across the Indian subcontinent are undergoing multiple transformations resulting in visible disparities across social, physical and environmental realms. While at one hand, rapid urbanization within most urban centres echoes a global narrative creating corresponding challenges of enormous consequences, at the other end, a significant percentage of the Indian population still located in its villages is interfacing with multiplicity of emerging work/live practices resulting in a higher mobility between the rural and the urban. Set within these multifarious processes, the course will explore the factors that influence settlement patterns, economic vulnerabilities, resource access, etc. and their implications on developmental challenges.

b. Objectives:

The core premise of this course is to understand the complex socio-spatial dialectic embedded within the production of urban and rural as one intervenes in varied geographic settings. The course locates itself within the contemporary urban-rural debates while fundamentally trying to comprehend urban-rural as sociological, numeric and spatial concepts. Going beyond a dichotomous understanding of the two entities, the course will try to bring forth issues of interdependence, exchange, migration etc. that blur these distinctions. The course involves mapping of urban and rural spaces/settlements through

multiple perspectives towards creating a holistic understanding of unique ecologies that characterize their complex dynamics.

Various tools of visual documentation, data mapping, scenario building and story boards will be used to capture the insights and identify various opportunity areas for social design.

c. Overall structure:

The course is imagined along the following modules to understand the rural and the urban.

Module 1 will focus on theoretical understanding of rural and urban using various schools of thought while referring to classical, modern and contemporary readings relevant within the Indian sub-continent.

Module 2 will expect students to do a multi-layered mapping of a rural and an urban setting using various tools, methods and mediums. The mapping will primarily focus on urban – rural flows be it material, human, financial, technological etc. that significantly characterize the dynamic conditions of interchange and interdependence. The spatial manifestations of a selected set of such flows will be unearthed and re-mapped to explore the relationship between the built fabric and socio-cultural processes of the place.

Module 3 will allow them to critically look at the interface between the rural and urban beyond the obvious dichotomies in terms of interdependence, issues, conflicts and contestations as part of the contemporary rural-urban debate. This module will focus on writings on and from the Indian subcontinent.

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Introduction to Urban – Rural

- Idea of Urban, Urbanization and Urbanism Core Readings:
  - Crane Robert, Urbanism in India, The American Journal of Sociology
  - Mumford Lewis (1937), What is a city?, Architectural Record
  - Wirth Louis (1938), Urbanism as a ‘ way of life ‘, American Journal of Sociology
  - Simmel George(1971), The Metropolis and Mental life, In Individuality and social forms, University of Chicago press

- Idea of Rural, Rurality, Country and Countryside Primary Readings:

  - Nayak Nandini, Understanding the Rural

  - Srinivas M.N. (1976), The Remembered Village, University of California Press, Berkeley

- Urban Rural as Socio-Spatial concepts Primary Readings:

  - Jodhka, Surinder S. (ed.) (2012), Village Society, Orient Blackswan, Hyderabad, and Economic and Political Weekly

  - Setha M. Low, The Anthropology of the Cities: Imagining and Theorizing the City

- Governance structure Primary Readings:

  - Sivaramakrishnan K.C. (2013), Revisiting the 74th Constitutional Amendment for Better Metropolitan Governance, Economic and Political Weekly

Module 2: Mapping the Urban and the Rural

Core Readings:

- Chandhoke S. K. (1990), Nature and Structure of Rural Habitations. New Delhi: Concept Pub. Co. and School of Planning and Architecture.

- Khan Naveeda, Geddes in India: town planning, plant sentience and cooperative evolution, Environment and Planning D: Society and Space 2011, volume 29

- Mehta Kaiwan (2008), Alice in Bhuleshwar: Navigating A Mumbai Neighbourhood, Yoda Press

Module 3: Urban - Rural Interface

- **Exploring peri-urban conditions**

Core Readings:

- Fishman Robert, Beyond Suburbia: The Rise of the Technoburb, from Bourgeois Utopias: The Rise and Fall of Suburbia (1987)

- Kumar Mukul (2015) 'Erstwhile Villages in Urban India', Development in Practice,

  25(1)

- **Rurban / Urbanizing Rural as concepts**

  Core Readings:

  - Angelo Hillary (2016), From the city lens toward urbanization as a way of seeing: Country/city binaries on an urbanizing planet, University of California Santa Cruz, USA,

  - Krause, Monika, The Ruralization of the World, Goldsmiths College

  - Srinivas M.N. (1956), The industrialization and urbanization of rural areas

- **Urban - Rural and the paradigm of development**

  Core Readings:

  - Escobar Arturo, The problematization of poverty: The tale of three worlds and development, Encountering Development: the making and unmaking of the third world

  - Menon AGK, The complexity of Indian urbanism

  - Menon AGK, Imagining the Indian City

  - Qadeer M.A. (1974), Do Cities 'Modernize' the Developing Countries? An examination of the South Asian experience, Comparatives Studies in Society and History, Vol. 16, No. 3

- **Contemporary Urban-Rural issues**

  Core Readings:

  - Simone AbdouMaliq (2011), The Urbanity of Movement: Dynamic Frontiers in Contemporary Africa, Journal of Planning Education and Research XX(X) 1 –1

Supplementary Readings

- 73rd and 74th Amendment

Articles

- Dube S.C. (1954). "A Deccan Village." Economic and Political Weekly, Bombay 6(19-20): pp. 526-29 and pp.553-54

- Dube Shyama (1965), Indian Village

- Gough K. (1981), Rural Society in South-East-India. Cambridge University Press

- Giddens Anthony, Cities and Urban Life, Sociology, 6th edition
- Guha Ranajit (1983), A Rule of Property for Bengal. Durham: Duke University Press

- Guha Ranajit (2009), The Small Vo ice of History. Delhi: Permanent Black

- Roy Ananya (2009) 'Why India Can Not Plan Its Cities: Informality, Insurgence and the

Idiom of Urbanisation', Planning Theory 8 (76): 76-87

- Srinivas M.N. (1987) The Dominant Caste and Other Essays. Delhi: Oxford University Press.
- Tarlo Emma (1996), Fashion Fables of An Urban Village, in Clothing Matters, New Delhi: Penguin/Viking
- Vidyarthi Lalita (1982), Rural Development in South Asia

Books

- Chen Xiangming, Orum Anthony M., Paulsen Krista E., Introduction to Cities: How Place and Space Shape Human Experience
- Edward Soja, Post-metropolis: Critical Studies of Cities and Regions, Blackwell, Oxford, 2000
- Sivaramakrishnan K.C., Kundu Amitabh, Singh B.N. (2008) Handbook of Urbanization in India, Oxford University Press New Delhi 2nd Edition
- Stevenson Deborah, Cities and Urban Culture, Open University Press, 2003
- Thomas Alexander, Lowe Brian M., Fulkerson Gregory M. and Smith Polly J. (2011), Critical Rural Theory: Structure, Space, Culture, Lexington Books
- Woods Michael, Rural, Routledge

9. Pedagogy

a. Instructional design

The course involves multi-layered mapping of urban and rural areas. Students will be encouraged to develop a holistic understanding of the uniqueness of particular human geographies.

The study will also involve understanding the nuances of social life in the varied context from the perspectives of caste-hierarchies, power-asymmetries, kinship-ties and inter-relationships, social-conflicts, decision-making processes, governance and public interfaces, mobility, services, commons and collective spaces.

Various tools of visual documentation, data mapping, scenario building and story boards will be used to capture insights and to identify different possibilities for social design intervention. The students will be expected to work with their hands. The usage of Laptops will not be encouraged for the duration of the mapping. However, post-mapping students will be expected to translate their material into presentations using laptops.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/other instructional space, any other – please specify:

Prior arrangements will have to be made for the students for their stay in the village. In addition, when the students return to AUD, they will be expected to make presentations using laptops and projectors.

c. Expertise in AUD faculty or outside.

The expertise is already available in AUD

d. Linkages with external agencies (e.g. with field-based organisations, hospital; any others) After the selection of the village for rural study, the faculty team will consult with grassroots organizations, NGOs or village workers to facilitate the students.

10. Assessment structure (modes and frequency of assessments) The course comprises three assignments.

- Mapping of urban areas 30%
- Mapping out a rural setting 30%
- Final Paper Presentation 40%

Signature of Course Coordinator(s)