



ARCH 601: ARCHITECTURAL DESIGN – V

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
STUDIO									INT	EX		INT	EX				
ARCH601	PC	AR	STUDIO	ARCHITECTURAL DESIGN V			8	8					200	200	400	400	

L - THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST, A MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA- INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

3RDYEAR / VI Semester

ARCH 601: ARCHITECTURAL DESIGN – V

Syllabus: 15 weeks (10 hours/week) Total Teaching hours: 150 Hr.

COURSE OBJECTIVE:

To develop abilities in design in the context of user requirements.

COURSE OUTCOME:

- At the end of the course, students will be able to
- 0 Students will learn to develop the design proposal, which could reach the execution stage.
- The student will achieve the capacity to Production of detailed drawings necessary for the execution of the building
- The student will develop an understanding and importance of detail, integration of Building systems, clarity and effective communication of production drawings

EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:

To enhance the understanding of the complexities of architectural design for residential needs and develop creative design solutions for good living environments. Use of standards, handling of space, and application of knowledge gained from other subjects in design.

FOCUS: Design Development

COURSE OVERVIEW:

- This course is intended to provide skills for designing single-use, small-span and single-storey buildings.

COURSE CONTENTS:

SR. NO. SYLLABUS: TOPIC SUBTOPIC

TEACHING HOURS:

DESIGN

Part-Whole relationship – Back and forth design processes

- Exposure to materials, products, and assembly constructional principles.
- Methods of specification writing information systems used in working drawings.
- Structural and Services Resolution of Part (Short Project) including calculations and specifications/approximate costing

1

- Theme & focus of design:** Study, analysis & utilization of Contemporary Structural Systems in Hi-tech Architecture; Understanding, exploration & development of design programme, concepts & detailed design with a focus on Steel. 20hrs

2

- Basic Components:** Behavioral Science; Functionality; Building Materials; Theory of Design; Form Development; Tectonic decisions: Structures, Building Materials, Services; Site Planning; Building Control Regulations; Inclusive 24hrs

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- 3
- Design; Design Communication.
 - Temporal Architecture:** Importance, Exploring & Understanding the essence; detailing process; User analysis; Elements; functionality, aesthetics; Materials. This Minor Exercise will be represented through conceptual development (sketches, physical & digital models).
- 35 hrs
- 4
- Design Analysis:** Exploration & analysis of works of iconic Hi-tech Architecture; Understanding design philosophy & process; Learning from design quality, Literature/book reviews; Architectural critiques.
- 35hrs
- 5
- Design Exercise:** Building Design. The complexity of design: Multi-storied building/s or large-span structures. Focus on building services as an integral part of the design & construction process. Typology: Transport Hubs, Shopping Malls, Hotels, Hospitals, Media Houses, Broadcasting Stations, Sports Facilities, Apartments, etc. Site extent: Up to 8000 m2.
- 46 hrs

GUIDELINES

One Major and Minor task/ exercises are to be set from the entire syllabus
The topic of the project is to be displayed on the Institute Notice Board fifteen days in advance OF the commencement of the classes

NOTE:

Necessary theoretical inputs are to be given highlighting the norms and design issues. The topics not covered as design problems will have to be covered by the Studio faculty members through lecture/slideshow sessions and site visits.
At least one major exercise and one minor design with two-time problems should be given.
The final submission shall necessarily include a model for at least one of the two main problems.
In the end, in an exam which is a viva-voce, the students have to present the entire semester's work for assessment.

Evaluation is to be done through viva voce by an external examiner appointed by the university at Institute. Portfolios, after the university exam, shall be retained at the Institute level for the viva-voce

SUGGESTED READINGS:

Bousmaha Baiche & Nicholas Walliman, Neufert Architect's data, Blackwell Science Ltd.
Building Code – ISI
Chiara Joseph de and Others. Time Savers Standards of Building Types. McGraw – Hill, 1990.
Ching, Francis D.K. Architecture: Form, Space, and Order, 2nd Ed. Van Nostrand Reinhold, New York, 1996.
Criss B. Mills, Designing with models: A Studio Guide to making & using architectural models, Thomson & Wadsworth, USA, 2000.
DeChiara and Callender, Time-saver standards for building types, Mc Graw Hill Company
Hanks, A. David. Decorative Designs of Frank Lloyd Wright, Dover Publications, Inc. New York, 1999.
Hepler, E. Donald, Wallach, I. Paul. Architecture Drafting and Design, 3rd Ed. McGraw-Hill Book Company, New York, 1977.
Itten, Johannes. Design and Form: The basic course at the Bauhaus, Thames and Hudson Ltd., London 1997.
Kirk, Paul Hayden and Sternberg, D. Eugene. Doctors Offices and Clinics, 2nd Ed. Reinhold Pub., USA, 1960.
Krier, Rob. Architectural Composition, Academy Editions, London, 1988.
Maier Manfred Basic Principles of Design, Vol.1, 2, 3 & 4, Van Nostrand Reinhold, NY. (1977)

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Meiss, Pierre Von. Elements of Architecture: From Form to place, E and FN Spon, London, 1992.

Mike w.Lin, Drawing & Designing with confidence – A step by step guide, John Wiley & Sons, USA,1998.

Neufert, Ernst. Ernst Neufert Architects Data, Granada Pub. Ltd., London,2000.

Peloquin, Albert. Barrier-Free Residential Design. McGraw-Hill, Inc., New York,1994.

Pevsner, Nikolaus. A History of Building Types. Thames and Hudson, London,1976.

Ramsey / Sleeper, National Architectural graphic standards, The American Institute of Architects

Sam F Miller, Design process– Van Nostrand Reinhold

Shah, S. Charanjit. Architects Hand Book Ready Reckoner. Galogotia Pub., New Delhi, 1996.

Smithies, K.W. Principles of Design in Architecture. Chapman and Hall, 1983.

Untermann, Richard and Small, Robert. Site Planning for Cluster Housing.

Wucius, Wong. Principles of Two-Dimensional Design. Van Nostrand Reinhold 1972.

Time-saver standards for building types, DeChiara and Callender, McGraw Hill Company

Neufert Architect’s data, Bousmaha Baiche & Nicholas Walliman, Blackwell Science Ltd

National Building Code - ISI

New Metric Handbook – Patricia Tutt and David Adler – The Architectural Press

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ARCH 602: HUMAN SETTLEMENT PLANNING

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME						TOTAL MARKS	EXAM DURATION (HRS)	
					L	T	S	CREDIT	THEORY			STUDIO					
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%			TOTAL
THEORY CUM STUDIO									INT	EX		INT	EX				
ARCH602	PC	AR	THEORY CUM STUDIO	HUMAN SETTLEMENTS PLANNING	1		2	3	30	30	60	120	15	15	30	150	3

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ARCH 602: HUMAN SETTLEMENT PLANNING

Syllabus: 15 weeks (3 hours/week) Total Teaching hours: 45 Hrs.

COURSE OBJECTIVE:
To make the student understand various planning-related issues.

COURSE OUTCOME:
At the end of the course, students will be able to –
1. Compare different types of settlements based on their characteristics and attributes.
2. Explain the evolution of a place with time and mass.
3. Identify the stakeholders, indicators, etc. associated with the Land Economies.
4. Apply the tools required to assess the present statistics of a Place/ Area.
5. Analyze different approaches associated with the Implementation Strategies.

EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:
Should be in a position to make a neighbourhood plan for 5000 people.

COURSE OVERVIEW:
This course focuses on the review of the origin of Human Settlements to the level of understanding of the various Town Planning problems.
• Understand the concept of urban planning.
• Gain knowledge of the evolution of Human Settlements in history
• Apply the principles of physical planning in preparing a settlement plan and Pattern of Urbanization

COURSE CONTENTS:			TEACHING HOURS:
SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	
	A brief introduction to the implication of town forms in urban planning and development processes. National, regional, urban, rural, local etc. emphasizing the difference and relationships among them.		10hrs
	<ul style="list-style-type: none">• Urbanization: Facts, Theories. Socio-spatial problems of migrants, slums, high and low-density housing; high rise living such as isolation, alienation, accessibility, conflicts etc as related to the planning and design of buildings in different areas of the city. Social Survey and social research.		
	<ul style="list-style-type: none">• Transportation and communication:		
	<ul style="list-style-type: none">• CONTEMPORARY CONCEPTS IN TOWN PLANNING: Role and contribution of the following towards contemporary town planning thought - Patrick Geddes, Patric Abercrombie, Daniel Burnham, Soria Y Mata, Frederick Olmstead, Henry Wright, Ebenezer Howard, Clarence Perry, Clearance Stein, CA Doxiadis, Le Corbusier, Frank Lloyd Wright		
	<ul style="list-style-type: none">• Principles of Ekistics: Introduction to the concepts of green belts, satellite towns, neighbourhoods, and roads in solving some of the problems in urban development. Indian context: Growth pattern of		

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urban and rural settlements; problems and potentials.

- PRINCIPLES AND PROCESS OF PLANNING:
- Development plans-
- A general and introductory study of inputs, objectives, preparation and outputs of a Master plan for a city; land-use classification, features and relationships with transportation. Meaning and use or implication of O-D surveys, desire line diagrams trip generation, attraction, distribution and modal split.
- Introduction to housing and community facilities; the role of F.S.I, densities in housing. The basic methodology for the planning of industrial areas and recreation areas.
- NEW HORIZONS: Rebuilding our cities – penalty for neglect, Urban renewal, Necessity and Advantages of urban renewal- various steps in urban renewal programme New utopians – the search for space – the form search – density equation, A brief introduction to redevelopment schemes and urban renewal, the problem of slum and shanty areas and a review of the concepts regarding solutions: clearance, rehabilitation and improvement.

1	Introduction to Urban planning	Basic concepts of land use planning – purpose, need and requirement; goals, objectives and principles	5 hrs
2	Theories of Urban planning	<ul style="list-style-type: none"> • Determinants of land use and planning process. • Population studies and forecasting. • Benefits of planning; Arguments for and against planning 	8 hrs
3	Contemporary issues of Urban Planning	<ul style="list-style-type: none"> • Different theories and debates of land-use planning – Concentric Zone Theory, Isolate Estate Model, Sector Theory, Multiple Nuclei Theory etc.; • Landuse allocation models – William Alonso: Bid Rent Theory, etc. • Debates on land-use planning: transit-oriented development, land-use intensity and the size of the city, sprawl and compact urban form etc. 	8 hrs
4	Legislations and Regulations	<ul style="list-style-type: none"> • Sustainability and rationality in planning • Components of sustainable urban and regional development • Landuse planning practices – Indian and global perspective. 	5 hrs
		<ul style="list-style-type: none"> Land as a resource: Its character, potential Land value; drivers of demand for land on the land market • Statues and laws governing land administration and management. • Urban landuse classifications • Different policies related to land use and zoning, land suitability analysis etc. 	

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- 5 Governance of Planning
- Local government in India
 - District Planning Committees and Metropolitan Planning Committees;
 - ULC, Area/Urban Development Authorities
- 4 hrs

NOTE: At least one exercise related to the preparation of a layout for a residential neighbourhood of about 5000 populations. This is a studio subject and students should be made to prepare layout drawings as studio exercises along with the theoretical inputs. The studio work should be supplemented with appropriate site visits.

SUGGESTED READINGS:

Bhagiratha Rao, E.L. Land Acquisition Manual in Andhra Pradesh.

Buch, N. Mahesh. Planning the Indian city.,

Chand, Mahesh & Puri, Vinay Kumar. Regional Planning in India. Allied Pub.Ltd., Bombay, 1990.,

Doxiadis, C.L. Ekistics: Introduction to the science of Human Settlement.

Gallion, B. Arthur & Eisner, Simon. Urban Pattern: City Planning & Design, 5th Ed. Van Nostrand Reinhold, New York, 1986.

Hyderabad Urban Development Authority. Hyderabad Urban Development Authority, HUDA, 1981.

Khosla, R.K. Urban and Rural Development in India.

Patterson, T. William. Land-use Planning Techniques of Implementation.

Rama Reddy, Padala & Srinivas Reddy, Padala. Commentates on Hand Reforms Laws in Andhra Pradesh.

Rame Gowda, K.S. Urban and Regional Planning. Univ. of Mysore, Mysore, 1972.

Rangwala, S.C. & Others. Town Planning, 18th Ed. Charotar Pub. House, Anand,2003.

A.Bandopadhyay, Textbook of Town Planning, Books and Allied, Calcutta 2000.

John Ratcliffe, An Introduction to Town and Country Planning, Hutchinson 1981.

Arthur B. Gallion and Simon Eisner, The Urban Pattern – City planning and Design, Van Nostrand Reinhold Company

Rangwala, Town Planning, Charotar publishing house

G.K.Hiraskar, Town Planning, Rame Gowda, Urban and Regional Planning

S.K.Khanna, Highway Engineering, C.E.G. Jhusto, Nemchand & Bros. Roorkee 1997

N.V.Modak, V.N.Ambedkar, Town and country planning and Housing, Orient Longman, 1971

Rappoport, Amos. House, Form and Culture.

Singh, Alok Kumar, & Others (ed). Strategies in Development Planning.

Alexander, Christopher, A pattern language. New York: Oxford University Press, 1977

Edward. D. Mills, “Planning: The Architects’ Hand Book, Butterworth, London, 1985

Krier, Rob, “Urban Space”, Academy Editions, London,1967, Chapin, F.S.; and Kaiser, E.J., (1979), “Urban Landuse Planning”, University of Illinois, Urbana, L.R. Kadiyali, (2014). “Traffic Engineering and Transport Planning”, Khanna Publications, New Delhi, P

R. Berke and D R Godschalk, (2006). “Urban Landuse Planning”, University of Illinois Press

B.G. Hutchinson, (2011). “Principles of Urban Transport Systems Planning”, McGraw Hill

Dimitriou, T.H., (1990), (ed), “Transportation Planning for Third World Countries”, Routledge, London

Faludi, A., (1973), “Planning Theory”, Pergamon Press, Oxford, Faludi, A., “Three Paradigms of Planning Theory”, pp. 81-101, in

Healy, P., Jain A K, (2010). “Urban Transport: Planning and Management”, APH Publishing

Kurt, Leibrant., (1970), “Transportation and Town Planning” C. S Papacostas, and P. D Prevedouros, “Transportation Engineering and Planning”, PHI Learning

D. Mohan, (2013). “Safety, Sustainability and Future Urban Transport”, Eicher Goodearth Limited, New Delhi

Field B.G., and MacGregor, B.D., (1987), “Forecasting Techniques for Urban and Regional Planning”, Hutchinson, London

McDougall, G., and Thomas, M.J., (eds), (1982), “Planning Theory: Prospects for the 1980’s”, Pergamon Press, London

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ARCH 603: BUILDING MATERIAL AND CONSTRUCTION VI

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
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ARCH 603	BS&AE	TE	THEORY CUM STUDIO	BUILDING MATERIALS & CONSTRUCTION – VI	2		1	3	30	30	60	120	15	15	30	150	3

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ARCH 603: BUILDING MATERIAL AND CONSTRUCTION VI

Syllabus: 15 weeks (3 hours/week) Total Teaching hours: 45 Hrs.

COURSE OBJECTIVE:

To create awareness among the students regarding problems related to old buildings and methods to mitigate their problems. and cope up to work with newer techniques.

COURSE OUTCOME:

At the end of the course, students will be able to –

- Students will develop an understanding of advanced building systems,
- Students will develop an understanding of Earthquake resistance structure
- The student will be equipped with a Basic understanding of quantity, estimation and costing
- Students will understand different types of mechanical circulation systems

EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:

To understand the techniques of constructing repairs, Steel And Pre Fab, staircases and partitions using different materials

FOCUS: MISCELLANEOUS

COURSE OVERVIEW:

The course focuses on issues related to failures in buildings, decay and damage, and approaches for maintenance, repairs and renovation of buildings. and introduce new advanced materials and techniques in use

COURSE CONTENTS:

SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING HOURS:
1	Study of Suspended, tensile and tensegrity, space frame, geodesic structure, pneumatic structure structures		15 hrs
2	• The principle of Earthquake resistance structure		10hrs
3	• Introduction, Different types of estimation techniques		10hrs
4	• Data required for the preparation of estimation		
	• Rate analysis: Purpose, Importance & factor affecting rate analysis		5hrs
	• General information regarding S.O.R., B.O.Q. & Specifications		
5	• Different types of mechanical circulation systems i.e. Escalators, Elevators, Travelators etc.		5hrs
	• • Different types of ducts & shafts		

NOTE:-Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments and sketching

This is a studio subject and students should be made to document the problems in old buildings through inspections and propose remedial measures by preparing construction drawings as studio exercises with the theoretical inputs given through lectures. to prepare construction drawings for studio exercises along with the theoretical inputs. The studio work should be supplemented with appropriate site visits for the technology

SUGGESTED READINGS:

A.Agarwal –Mud: The potentials of earth-based material for third world housing – IIED, London 1981.

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Bachmann, Hugo. Seismic Conceptual Design of Buildings: Basic Principles for Engineers, Architects, Building Owners and Authorities. Kanpur: National Information Centre of Earthquake Engineering, 2003

Barrie, Donald S. Professional Construction Management: Including CM, Design-Construct and General Contracting. New Delhi: McGraw Hill Education India Pvt Ltd, 2013

Barry, R. Construction of Buildings Vol – 2-5: Single Storey Frames, Shells and Lightweight Coverings. New Delhi: Affiliated East-West Press Pvt. Ltd., 1999

Bindra, S P. and Arora, S P. Building Construction: Planning Techniques and methods of Construction, 19th ed. Dhanpat Rai Pub. New Delhi, 2000.

Bronze, Svetlana. Earthquake Resistant Confined Masonry Construction. Kanpur: National Information Centre of Earthquake Engineering, 2007

Callahan, Michael T. Construction Project Scheduling. New Delhi: McGraw Hill Education India Pvt Ltd, 2014

Chitkara, K. K. Construction Project Management: Planning, Scheduling and Controlling. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2011

Construction And Design Manual Mobile Architecture. Germany: Dom Publishers, 2012

Das, P. K. Introduction to Seismic Safety in Architecture. Maharashtra: National Institute of Advanced Studies in Architecture (NIASA), COA, 2007

Dr B.C.Punmia – Building construction

Feilden, M. Bernard. Conservation of Historic Buildings. Butterworth Scientific, London, 1992.

Francies D.K.Ching – Building Construction Illustrated. VNR, 1975.

Gahlot, P. S. Construction Planning and Management. New Delhi: New Age International (P) Limited, 2014

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IITK - GSDMA Guidelines for Seismic Design of Buried Pipelines: Provisions with Commentary and Explanatory Examples. Kanpur: National Information Centre of Earthquake Engineering, 2007

IITK - GSDMA Guidelines for Seismic Design of Earth Dams and Embankments: Provisions with Commentary and Explanatory Examples. Kanpur: National Information Centre of Earthquake Engineering, 2007

IITK - GSDMA Guidelines for Seismic Design of Liquid Storage Tanks: Provisions with Commentary. Kanpur: National Information Centre of Earthquake Engineering, 2007

IITK - GSDMA Guidelines for Seismic Evaluation and Strengthening of Buildings: Provisions with Commentary and Explanatory Examples. Kanpur: National Information Centre of Earthquake Engineering, 2007

IITK - GSDMA Guidelines for Structural Use of Reinforced Masonry: Provisions with Commentary and Explanatory Examples. Kanpur: National Information Centre of Earthquake Engineering, 2007

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McKay J. K. Building Construction Vol – 2-4: Metric. Delhi: Pearson Education Asia Pte. Ltd., 2014

Mckay, W. B. Building Construction Vol - 1: Metric. New Delhi: Pearson Education Asia Pvt. Ltd.; India, 2013

McKay, W.B. Failures and Repair of Concrete Structures Vol. IV.

McLeod, Virginia. Detail In Contemporary Timber Architecture. UK: Laurence King Publishing, 2010

Millias, Malcolm. Building structures from concept to design. London: Spon Press, 2005

Mitchell. Advanced Structures.

Moxley, R. Mitchell's Elementary Building Construction, Technical Press Ltd.

Murty, C. V. R.. Earthquake Design Concepts. Kanpur: National Information Centre of Earthquake Engineering, 2006

Murty, C. V. R.. Earthquake Rebuilding in Gujarat: An EERI Recovery Reconnaissance Report. Oakland: Earthquake Engineering Research Institute, 2005

Muttoni, Aurelio. Art of Structures: Introduction to the Functioning of Structures in Architecture. UK: Taylor & Francis, 2011

Paulson, Boyd C.. Computer Applications in Construction. New Delhi: McGraw Hill Education India Pvt Ltd, 2014

Peurifoy, Robert L. Construction Planning Equipment and Methods. New Delhi: Tata McGraw Hill Education Private Limited, 2012

Peurifoy, Robert. Estimating Construction Costs. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2011

Phillips, David. Detail In Contemporary Concrete Architecture. UK: Laurence King Publishing Ltd, 2012

Punaima, B. C.. Comprehensive Design of Steel Structures. New Delhi: Laxmi Publications Pvt. Ltd., 2012

Punmia, B. C.. Building Construction. New Delhi: Laxmi Publications Pvt. Ltd., 2008

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ARCH 603: BUILDING MATERIAL AND CONSTRUCTION VI

COURSE	CORE	COURSE AREA	COURSETYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY CUM STUDIO									INT	EX		INT	EX				
ARCH 603	BS&AE	TE	THEORY CUM STUDIO	BUILDING MATERIALS & CONSTRUCTION – VI	2		1	3	30	30	60	120	15	15	30	150	3

L - THEORY; S- STUDIO, T-TUTORIAL, C - CREDIT, HRS- HOURS, MST - MIDTERM TEST, A.MST - AVERAGE OF MIDTERM, ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE, SS- FOLIO FINAL Sessional (INTERNAL), EV - EXTERNAL VIVA VOICE, RVW - INTERMEDIATE REVIEW

R.Chudley, Construction Technology.
Raikar, R.N. Learning From Failures: Deficiencies in Design. Construction and Service, R and D Centre, New Bombay, 1987.
Rangwala, S.C. Building Construction, 22nd ed. Charotar Pub. House, Anand,2004.
Rangwala, S. C.. Estimating, Costing and Valuation. Anand: Charotar Publishing House, 2012
Rangwala, S.C. Engineering Materials: Material Science, 31st Ed. Charotar Pub. House, Anand, 2004.
Ruske, Wolfgang. Timber Construction for Trade, Industry, Administration: Basics and Projects. Switzerland: Birkhauser- Publisher of Architecture, 2004
Salvadori, Mario. Why Buildings Stand Up: The Strength of Architecture. New York: W. W. Norton and Co., 1980
Schacher, Tom. Confined Masonry: For One and Two Storey Buildings in Low Tech Environments: A Guide Book for Technicians and Artisans. Kanpur: National Information Centre of Earthquake Engineering, 2009
Schodek, Daniel L. Structures. New Delhi: PHI Learning Private Limited, 2014
Service, R and D Centre, New Bombay, 1987.
Sushil Kumar. T.B. of Building Construction, 19th ed. Standard Pub, Delhi, 2003.
Use of Bamboo and a Reed in Construction – UNO Publications
Watson, Donald. Time-Saver Standards for Building Materials and Systems: Design Criteria and Selection Data. New Delhi: Tata McGraw Hill Education Private Limited, 2009
Watts, Andrew. Modern construction handbook. New York: Springer, 2013



ARCH 604: DIGITAL TECHNIQUES OF REPRESENTATION

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
LAB									INT	EX		INT	EX				
ARCH 604	SEC	SK	LAB	DIGITAL TECHNIQUES OF REPRESENTATION			2	2					50	50	100	100	

L - THEORY; S - STUDIO; T - TUTORIAL; C - CREDIT; HRS - HOURS; MST - MIDTERM TEST; A.MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS - FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

ARCH 604: DIGITAL TECHNIQUES OF REPRESENTATION

Syllabus: 15 weeks (2 hours/week) Total Teaching hours: 30 Hrs.

COURSE OBJECTIVE:

overall nurturing of the student with issues in practice and field outside
The course shares an In-depth understanding of 3D modelling through digital software to enable the student to make effective audiovisual presentations, create three-dimensional models and visualization of interiors. The intent is to possess intermediate to advanced skills with improvement in the speed and quality of modelling.

COURSE OUTCOME:

At the end of the course, students will be able to –
• The program equips you with both academic and practical knowledge to help navigate the fast-evolving world of the Visual Design and User Experience industry.

EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:

- The program equips the world of the Visual Design and User Experience industry.

COURSE OVERVIEW:

- Design as an expertise appeals to and applies to a wide range of professionals across roles and sectors. This program is ideal for Aspiring and practising designers, researchers, and Startup entrepreneurs: Select fresh graduates with exceptional potential aspiring to start their career in design%

COURSE CONTENTS:

SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING HOURS:
1	Creating solid models and surfaces using 3d modelling software such as 3dsmax, Revit, Rhino etc. Developing Interior Views and simple designs, applying materials and creating rendered images through rendering software such as Lumion, VRay etc. Introduction to Animation.		
	Design Essentials & Design Thinking		8hrs
	<ul style="list-style-type: none">• Design Building Blocks• Perceivable and Non-Perceivable Elements of Design• Overview of principles of design basics• Form and functionality correlation• Overview of Design Process with Basics of Design Methods.• Basic colour theories• Gestalt Principles• Types and techniques of drawing methods and visualization• Understanding various art materials, usage and visualization techniques		
2	Design drawing		8hrs
	Visual Thinking		
	<ul style="list-style-type: none">• Design Thinking and its correlation with visual and optical perspectives		

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ARCH 604: DIGITAL TECHNIQUES OF REPRESENTATION

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
LAB									INT	EX		INT	EX				
ARCH604	SEC	SK	LAB	DIGITAL TECHNIQUES OF REPRESENTATION			2	2					50	50	100	100	

L - THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST, A MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW- INTERMEDIATE REVIEW

3	LAB	<ul style="list-style-type: none"> Dimensions of visual thinking: Drawings, Diagrams, Maps, Visual Composition, Narratives, History and Visuality, Researching the Visual 	5hrs
		UX-UI Foundations	
		<ul style="list-style-type: none"> Overview of UX-UI Design User profiling and its importance in designing delightful products and experiences Deeper aspects of UX-UI Introduction, User Experience Design Research, Designing and Ideating, Foundations of UI, Prototyping, Final output 	
4	LAB	Digital Storytelling	5hrs
		<ul style="list-style-type: none"> Mediums of photography, animation, film-making Composition and various storytelling techniques Creating a script, Storyboarding, Art Direction, Cinematography, Lighting, Sound, Editing Understanding cinematic language and practising it through making a film. 	
5	LAB	Graphic Design and Visual Branding	4 hrs
		<ul style="list-style-type: none"> Typography Publication Design Branding and Identity Information and Data Visualization 	

GUIDELINES

- One Major and Minor task/ exercises are to be set from the entire syllabus
- The topic of the project is to be displayed on the Institute Notice Board fifteen days in advance OF the commencement of the classes

SUGGESTED READINGS:

- <https://iithyderabad.talents.com/vdux/faq.html#faq5>
- Oscar Riera Ojed, Lucast Guerre, Hyper-realistic Computer Generated Architectural Renderings.
- Giuliano Zampi Conway Lloyd Morgan, Virtual Architecture.
- Aidan Chopra, Rebecca Huehls, SketchUp For Dummies
- Bonnie Roskes, Modeling with SketchUp for Interior Design
- Daniel Tal, Rendering in SketchUp Inside Rhinoceros 5 Ron K.C. Cheng

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ARCH 606: URBAN DESIGN

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY									INT	EX		INT	EX				
ARCH 606	PC	AR	THEORY	URBAN DESIGN	2			2	20	30	50	100				100	3

L - THEORY; S - STUDIO; T - TUTORIAL; C - CREDIT; HRS - HOURS; MST - MIDTERM TEST; A MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

ARCH 606: URBAN DESIGN

Syllabus: 15 weeks (2 hours/week) Total Teaching hours: 30 Hrs.

COURSE OBJECTIVE:

Students will understand the fundamental concepts and theories of urban design and apply them in their design projects.

COURSE OUTCOME:

At the end of the course, students will be able to To develop a conceptual understanding of Urban Design and contextual planning principles in the built environments

EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:

To develop a conceptual understanding of the Urban contextual w.r.t human

COURSE OVERVIEW:

The overall goal of the course is to help students formulate an understanding of urban forms and spaces. The city's HISTORY OF ARCHITECTURE will be examined. The contemporary needs of society and the role of spaces will be dealt with along with the need for design control.

COURSE CONTENTS:

SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING HOURS:
1	Introduction:	Introduction to Urban Design; Terminologies; Stakeholders & their role in the process of Urban Design; Urban Design as a Multidisciplinary field; Necessity & benefits of quality urban design; Scope, strategies, levels, legislation & scale of Urban Design. The emergence of urban design as a discipline – Concepts of urban design –Urban design theories of Gordon Cullen and Kevin Lynch	4hrs
2	People's Perception:	Anatomy of an Urban Area: Urban morphology & urban character; Elements & aspects of Urban Design; Built & Unbuilt spaces; Buildings, public spaces, streets & transport; pedestrianisation & streetscape; movement pattern; services; safety & sensitive urban development – defensible spaces. Nature and urban design - open spaces; Environment & urban design. Urban scale, Mass and Space; Understanding components of urban fabric; Making a Visual survey; Understanding the various urban spaces in the city and their hierarchy- Spaces for residential, commercial, recreational and industrial use: Special focus on streets; Expressive quality of built forms, spaces in the public domain	5hrs
3	Urban Design Process:	Survey techniques; Evolution analysis; Townscape analysis; Perceptual structure; Permeability study (privacy & accessibility) & visual analysis. Constraints & possibilities; Designing in a context and site planning; Articulation of spaces; Multi-	8hrs

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ARCH 606: URBAN DESIGN

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY									INT	EX		INT	EX				
ARCH 606	PC	AR	THEORY	URBAN DESIGN	2			2	20	30	50	100				100	3

L - THEORY; S - STUDIO; T - TUTORIAL; C - CREDIT; HRS - HOURS; MST - MIDTERM TEST; A - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS - FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

4

functionality, flexibility, adaptability; Generating alternatives; Formulation of issues for intervention.

STUDY OF URBAN SPACES THROUGH HISTORY

A brief analysis of urban spaces in history – in the West (Greek, Roman, Medieval and Renaissance towns) and the East (Vedic, temple towns, medieval and Islamic towns); Relevance of the historical concepts in the present context; Critical analysis of some Indian cities like New Delhi, Chandigarh

8hrs

Application of Urban Design: Examples of good urban design; Urban design in history, aspects of heritage and historical continuity; Applications of urban design principles in existing developments as well as in new proposals; Theories & protocols of Urban Design - New Urbanism; Case studies of modern & contemporary urban interventions.

5

Renewal, Redevelopment And Formulating Urban Design Policies: Understanding urban renewal and the need for it, Scope, challenge and Implementation methods; Public participation; Townscape policies and urban design guidelines for new developments- Case studies

5hrs

- Urban Design Problem: Conducting an urban design survey, Analysis of data, Formulating urban design guidelines for an area - practical problem solving

GUIDELINES

One Major And Minor task/ exercises are to be set from the entire syllabus

The topic of the project is to be displayed on the Institute Notice Board fifteen days in advance OF the commencement of the classes

NOTE:-Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments and sketching

ASSIGNMENTS

Simple exercises in urban design exercise using elements, Studio exercises emphasizing the relationship between built form and outdoor areas, and site planning issues. design of a neighbourhood open space (area of 2000 to 3000 sq. metres)

SUGGESTED READINGS :

Gordon Cullen, The Concise townscape- The Architectural Press,

Kevin Lynch, Image of the city -

Paul D. Speriregon, The architecture of town and cities - The MIT Press,

Cliff Moughtin, Urban design – Ornament and decoration, Bath Press,

Cliff Moughtin, Urban design – street and square, Bath Press,-

Paul Zucker Town and square, **Arthur B Gallion** The urban pattern -, CBS publishers,

Raymond J Curran.Architecture and the urban experience - Van Nostrand Reinhold Company,

Kulbhashan Jain, an Indian city in the arid West - Aadi Centre,

A.K.Jain, Indian megacity and economic reforms - Management Publishing Company

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ARCH 607: STRUCTURAL DESIGN -III

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY									INT	EX		INT	EX				
ARCH607	BS&AE	TE	THEORY	STRUCTURAL DESIGN III			2	2					50	50	100	100	

L - THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST; A MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW- INTERMEDIATE REVIEW

ARCH 607: STRUCTURAL DESIGN -III

Syllabus: 15 weeks (2 hours/week) Total Teaching hours: 30 Hrs.

COURSE OBJECTIVE:
To create skills among students to apply the knowledge gained regarding structural design in an applied project and to make buildings safe against natural/ manmade disasters

- COURSE OUTCOME:**
At the end of the course, students will be able to
- 1. Explain the concept of indeterminate structure and its application in construction.
 - 2. Outline the types of indeterminate structures and explain various methods of analysis.
 - 3. Analyze different indeterminate structures and compare their structural behavior.
 - 4. Outline the basic design criteria for disaster-resistant structures

EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:
Prepare working drawings for a project and resolve complex aspects in the buildings with appropriate materials and design details.

COURSE OVERVIEW:
The focus of the course is to impart skills related to the preparation of drawings meant for construction work on the site and to improve the students' ability to detail.
To impart training in the preparation of working drawings for buildings with specific reference to the code of practice as per IS Code No. 962 of 1969 and incorporating specifications as complementary to the working drawings.
To sensitize the students in preparing finer design details required for buildings.
The student shall prepare a report consisting of the Detailed Structure Design of a building considering all safety factors including fire, earthquake, cyclone, floods, etc.
Report being prepared in bound form with drawings attached.

SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING HOURS:
1	Overview: Working Drawing, of a project.the design of the structure of a project from the foundation to the final structural plans of slabs beams and columns and structural drawings	• Detailed Structural Design & Drawings of a Public /Residential Building, (R.C.C. frame structure) with emphasis laid on practical design considerations.	8 hrs
2		• Earthquake Resistant Design.	8 hrs
3		• Introduction to Codal provision, IS- 4326 and IS- 1893 for Earthquake Resistant Design of Buildings.	8 hrs
4		• Earthquake Resistant provisions for Brick Masonry& R.C.C. Buildings.	6 hrs

GUIDELINES
One Major And Minor task/ exercises are to be set from the entire syllabus
The topic of the project is to be displayed on the Institute Notice Board fifteen days in advance OF the commencement of the classes



ARCH 607: STRUCTURAL DESIGN -III

COURSE	CORE	COURSE AREA	COURSETYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY									INT	EX		INT	EX				
ARCH 607	BS&AE	TE	THEORY	STRUCTURAL DESIGN III			2	2					50	50	100	100	

L - THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST, A.MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

NOTE:-Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments and sketching
Students shall prepare at least two structural drawing sets and design the structures, one for a small residence and one for a large building than the other
Evaluation is to be done through viva voce by an external examiner appointed by the university at Institute.

SUGGESTED READINGS:

- IS -456 CODEBOOK
- IS -800 CODEBOOK
- IS- 4326 CODEBOOK
- IS- 1893 CODEBOOK
- Rani Vazi, "RCC, Khanna Publishers New Delhi. 2000
- Jain A.K., "RCC, Lakshmi Publication (P) LTD

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ARCH 608: SPECIFICATION, ESTIMATION, COSTING, BUDGETING & VALUATION

COURSE	CORE	COURSE AREA	COURSE/TYPE/LOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2 -TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY									INT	EX		INT	EX				
ARCH 608	BS&AE	TE	THEORY	SPECIFICATIONS, ESTIMATION, COSTING, BUDGETING AND VALUATION	2			2	20	30	50	100				100	3

L - THEORY, S- STUDIO, T-TUTORIAL, C - CREDIT, HRS- HOURS, MST - MIDTERM TEST, A MST - AVERAGE OF MIDTERM, ESUE - END SEMESTER UNIVERSITY EXAMINATION, IA - INTERNAL ASSESSMENT PROGRESSIVE, SS- FOLIO FINAL Sessional (INTERNAL), EV - EXTERNAL VIVA VOICE, RVW- INTERMEDIATE REVIEW

ARCH 608: SPECIFICATION, ESTIMATION, COSTING, BUDGETING & VALUATION

Syllabus: 15 weeks (2 hours/week) Total Teaching hours: 30 Hrs.

COURSE OBJECTIVE:
To understand and impart the knowledge of estimate costing budgeting and valuation

- COURSE OUTCOME:**
At the end of the course, students will be able to –
1. Choose Methods of Estimation, Measurement Units.
 2. Develop Costing of Material, Labour, etc. & Rate Analysis.
 3. Develop Specification of materials, Specification of workmanship & Specification Writing.
 4. Identify Types of Tenders & Contracts.

EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:
Techniques of estimating and costing and writing specifications related to building construction.

COURSE OVERVIEW:
The course deals with various methods of quantity surveying, rate analysis of buildings and valuation and specifications for different materials used.

COURSE CONTENTS:	SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING HOURS:
	1		• Quantity Surveying:	2 hrs
	2		• Detailed Building Estimation:	4 hrs
	3		• Detailed estimation for load-bearing structures framed structure (ground floor only)	4 hrs
			• Example and exercise in obtaining all items from excavation to finishes.	
	4		• Preparing approximate estimates for services like water supply, plumbing, electrical work, mechanical equipment and air conditioning. (For residential buildings).	10hrs
			• Rate analysis:	
	5		• Valuation – Introduction – state the purposes of the valuation of the building explain the terms, market value, book value, capital cost, capitalized cost, and years of purchase, list out various methods of estimating the depreciation of building properties, calculate the value of the property by different methods.	10hrs
			• Specifications:	

GUIDELINES
One Major and Minor task/ exercises are to be set from the entire syllabus
The topic of the project is to be displayed on the Institute Notice Board fifteen days in advance OF the commencement of the classes

SUGGESTED READINGS :

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ARCH 608: SPECIFICATION, ESTIMATION, COSTING, BUDGETING & VALUATION

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2 -TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY									INT	EX		INT	EX				
ARCH 608	BS&AE	TE	THEORY	SPECIFICATIONS, ESTIMATION , COSTING ,BUDGETING AND VALUATION	2			2	20	30	50	100				100	3

L - THEORY; S - STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST, A,MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE, SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW- INTERMEDIATE REVIEW

Datta, B.N. Estimating and Costing in Civil Engineering: Theory and Practice, 23rd ed. UBS Pub. Distributors Ltd., New Delhi, 1993.
The bride, G.S. Estimating and Costing, 2nd ed. Dhanpat Rai and Sons, Delhi, 1982.
Rangwala, S.C. Valuation of real Properties, 6th ed. Charotar Pub. 6 House, Anand, 2003.
Standard Specification and rates, Government of Andhra Pradesh, government press, Hyderabad
Indian Standards Institution. National Building Code of India 1983. Indian Standards Institution, New Delhi, 1984.
Leers, Jack. Engineering Construction Specification.
Macey, W. Frank. The specification in Detail, 5th ed. Technical Press Ltd, London, 1955.
Lewis, R. Jack. Building Construction Specifications. Prentice-Hall, Inc., New Jersey, 1975.
Govt. of Maharashtra. Standard Specifications, Government Press, Nagpur, 1972.
M. Chakraborti, Estimation, Costing, Specification and Valuation in Civil engineering.
PWD Specifications of Tamil Nadu State Government
CPWD Specifications of Government of Ind

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ARCH 609: CORE ELECTIVE I

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME						TOTAL MARKS	EXAM DURATION (HRS)	
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%			TOTAL
THEORY/STUDIO									INT	EX		INT	EX				
ARCH 609	PC	AR	THEORY /STUDIO	CORE ELECTIVE I			2	2					50	50	100	100	

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ARCH 609: CORE ELECTIVE I

CORE ELECTIVE I	
6 sem	609.1 Colour in Architecture 609.2 Culture & Architecture 609.3 Environmental Design 609.4 MOOC

Syllabus: 15 weeks (2 hours/week) Total Teaching hours: 30 Hr

1. COLOUR IN ARCHITECTURE

COURSE OBJECTIVE:

- The students will have knowledge and significance of colour in architecture

COURSE OUTCOME:

At the end of the course, students will be able to -

- The student will develop sensitivity towards colour
- The student will develop the capacity for Critical appraisal of the colour used in buildings

EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:

At the end of the course, students will be able to –

- Define the role, importance, and impact of colour in architecture
- Demonstrate colour as a medium of sensory perception and its physiological, and psychological effect in architecture.
- Analyze and explain the effect of different colours in the design to create specific effects in spaces
 - to convey the importance of colour and its influence on human behaviour

COURSE OVERVIEW:

The student will be able to understand the impact of colour in architecture;

COURSE CONTENTS:

SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING HOURS:
	Colour in Architecture	<ul style="list-style-type: none"> Theory and systems, role and effects of colour and texture in spaces.; Analysis of space using monochromatic or achromatic abstractions in Two Dimension; Behaviour and effects of colour compositions 	
1		<ul style="list-style-type: none"> Introduction to Colour in Architecture Understanding colour, colour wheel, and types of colour 	6hrs
2		<ul style="list-style-type: none"> Colour in architecture Role of colour in Architecture Impact of colour on architecture 	6hrs

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COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)	
					L	T	S	CREDIT	THEORY				STUDIO					
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL			
THEORY/STUDIO									INT	EX		INT	EX					
ARCH 609	PC	AR	THEORY /STUDIO	CORE ELECTIVE I			2	2					50	50	100	100		

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3

- Theory and systems of using colour in architecture
- Role and effect of colour and texture in spaces
- Colour Symbolism
- Analysis of Space w.r.t. colour 6hrs
- Analysis of space using monochromatic or achromatic abstractions in 2-Dimension
- Analysis / Difference in space using colour
- Examining the difference in space with and onward different colours
- Colour in Architecture as a Sensory Tool 6hrs
- Perception of colour in space
- Architectural psychology
- Visual Ergonomics
- Psychosomatics
- Colour Psychology in a spatial context 6 hrs
- Behaviour and effects of colour composition
- Impression of colour and how it supports the function of a space

4

5

NOTE:-Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments and sketching

SUGGESTED READINGS:

As relevant
Holtzschue, Linda. (2017). Understanding colour: an introduction for designers. John Wiley & Sons (New Jersey)
Chijiwa, Hideaki. (1987). Colour harmony: a guide to creative colour combinations. Rockport Pub. Inc. (Massachusetts)
Gerritson, Frans. (1975). Theory and practice of colour: a colour theory based on laws of perception. Studio Vista Pub. (London)
Renner, Paul. (1964). Colour: order and harmony. Reinhold Book Corp. (New York)
Feisner, Edith Anderson (2014). Colour studies. Fairchild Books (New York)
Porter, Tom Ed. (2009). Colour for architecture today. Taylor & Francis (New York)

2. CULTURE & ARCHITECTURE

COURSE OBJECTIVES:

Understanding of the various issues of culture involved in design solutions. Students of architecture have to be sensitized to various cultural aspects such as fine arts and the performing arts of a particular country and have to understand the symbolism, patterns and forms that manifest themselves in the architecture of that place.

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COURSE	CORE	COURSE AREA	COURSE TYPE/LOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)	
					L	T	S	CREDIT	THEORY				STUDIO					
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL			
THEORY/STUDIO									INT	EX		INT	EX					
ARCH 609	PC	AR	THEORY /STUDIO	CORE ELECTIVE I			2	2					50	50	100	100		

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COURSE OUTCOME :

EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:

To understand the techniques of incorporating culture and sensitizing students to culture-specific architecture and space planning

COURSE OVERVIEW:

To establish the linkages between the culture of a particular race of people and its manifestation in the architecture of that region.

COURSE CONTENTS:

SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING HOURS:
	Culture &Architecture	<ul style="list-style-type: none"> Cultural influences in ancient India: architecture & culture in China & Cambodia: Japanese traditional architecture & contemporary expressions: traditional art &architecture of Tamilnadu, Madhya Pradesh: traditional art & architecture of Kerala : 	30 hrs

NOTE:-Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments and sketching

SUGGESTED READINGS:

As relevant House, Form & Culture, Amos Rappoport, Prentice Hall Inc, 1969.

3. ENVIRONMENTAL -HUMAN DESIGN

COURSE OBJECTIVES:

- to the study of the planning, design, and management of the built environment and its effects on those using it.

COURSE OUTCOME:

To impart knowledge about this relatively new field, born out of the synthesis between architecture and behavioural psychology.

Understanding the multiplicity of living patterns, activities, and geometric patterns in space and designing for the same. Knowledge about the behavioural design process, techniques and design contexts.

EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:

Human-Environment Relations, Human Behavior and Design.

COURSE OVERVIEW:

The Field of Design and Environmental Analysis brings together some of the world's leading experts in interior design, human factors and ergonomics, facility planning and management, and environmental psychology into a single field and department.

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ARCH 609: CORE ELECTIVE I

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY/STUDIO									INT	EX		INT	EX				
ARCH 609	PC	AR	THEORY /STUDIO	CORE ELECTIVE I			2	2					50	50	100	100	

L- THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST; A.MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

COURSE CONTENTS:

SR. NO. SYLLABUS: TOPIC

SUBTOPIC

TEACHING HOURS:

- 1

- to the study of the planning, design, and management of the built environment and its effects on those using it.design
- 2

- design + health
 - design for interaction
 - emerging technology for design
 - sustainable design studiesHuman Behavior and Design
- 3

- human behaviour and designHuman-Environment Relations
- 4

- environmental psychology and human factors
 - facility planning and management
 - sustainable design studiesIntroduction to Behavioral Architecture
Designing for pattern and activities, Archetypal activities/Archetypal spaces: planning of public spaces concerning age groups and activities
- 5

- Building Systems Room use, geometry & meaning, hidden behavioural assumptions, adjacencies, vertical bypass & horizontal bypass, and various stages in the design of building subsystems.
- 6

- Building – Behavioral Interface Geometry of spaces, their meaning & connotations, Social organization of buildings, Behavioral assumptions in the planning of new towns and neighbourhoods, borrowed space
- 7

- Behavioral Design Process organization chart, affinity matrices, pictograms: behavioural design process model, design context, activity/adjacency relationship, evaluation chart, Area use frequency program, simultaneous use, community utilization map,

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ARCH 609: CORE ELECTIVE I

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					L	T	S	CREDIT	THEORY				STUDIO					
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL			
THEORY/STUDIO									INT	EX		INT	EX					
ARCH 609	PC	AR	THEORY /STUDIO	CORE ELECTIVE I			2	2					50	50	100	100		

L - THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST; A.MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

5

occupancy load profile, defensible space, EDRA etc.,

Urban Environment Patterns of activity in time and space, the ecology of a neighbourhood park and playground, cross-cultural issues, social & psychological issues in the planning of new towns, environmental perceptions and migration, awareness and sensitivity to open spaces, environmental cognition

. **NOTE:-**Emphasis should be laid on understating the Principle that continuous evaluation shall be made of students' work based on various models, assignments and sketching

SUGGESTED READINGS:

As relevant

Burnette, C. (1971). Architecture for human behaviour. Philadelphia Chapter: AIA

Canter, D. and Lee, T. (1974). Psychology and the built environment. New York: Halstead Press.

Christopher, A. et al. (1977). A Pattern Language. New York: Oxford University Press.

Clovis, H. (1977). Behavioural Architecture. McGraw Hill.

Lynch, K. (1973). The image of a city. Cambridge: MIT.

Sanoff, H. (1991). Visual Research Methods in Design. New York: John Wiley & Sons.

Zeisel, J. (1984). Enquiry by design: Tools for Environment-Behaviour Research. Cambridge: Cambridge University Press.

Zeisel, J. and Eberhard, J. P. (2006). Inquiry by Design - Environment/Behaviour/Neuroscience in Architecture, Interiors, Landscape and Planning. New York: W. W. Norton & Company.

4. MOOC

COURSE OBJECTIVE:
overall nurturing of the student with issues in practice and field outside

COURSE OVERVIEW:
The following is a representative list of what may :
Tutorials/ additional classes for any course on online mode of platforms, Provides knowledge to support student being sensitive to design;
• a paper presentation

COURSE OUTCOME:
EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:
better grooming than just books and theories.

SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING HOURS:
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ARCH 609: CORE ELECTIVE I

COURSE	CORE	COURSE AREA	COURSE TYPE/LOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY/STUDIO									INT	EX		INT	EX				
ARCH 609	PC	AR	THEORY /STUDIO	CORE ELECTIVE I			2	2					50	50	100	100	

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- The creative MOOC provide an opportunity to access a different form of architecture related to imagination, visualization & creation. They offer the experience of unique ingenuity, theory or workmanship. The essence of the creative domain can be achieved by exploring different materials, techniques, and processes; developing creative products/theories; finishing & presenting the product for the concepts evolved. The outcome will be through portfolio & presentations. Where these workshops or MOOCs help them explore the different topics relevant to individual interests and in the palette of choices for the semester

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ARCH 610: STUDY TOUR -III/INTERNSHIP III

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
FIELD WORK									INT	EX		INT	EX				
ARCH610	SEC	SU	PROJECT	STUDY TOUR III /INTERNSHIP III				4					100	100	200	200	

L - THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST; A.MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW- INTERMEDIATE REVIEW

ARCH 610: STUDY TOUR -III/INTERNSHIP III

Syllabus: 15 weeks (2 hours/week) Total Teaching hours: 30 Hr.

COURSE OBJECTIVE:
 To analyse various art forms, and understand the techniques involved in creative thinking.

COURSE OUTCOME:
 EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:
 different skills for creative thinking, understanding various art forms and appreciating art and architecture. a paper presentation and a summer case study

- Students will get an understanding of the “synthesis of learning from various courses” by observing; registering & mapping-built buildings.
- Programme outcome will be extremely valuable in creating a knowledge base on the architecture field not only in India but in nearby countries as well.
- Production of Accurate and precise drawings of many a monument, institutions, and settlements in India, which become a basis for future research.

Provides knowledge on the traditional art form, innovations in and influences on architecture and thinking process in design;

COURSE OVERVIEW:
 Students will develop the skills & understanding of measure drawing.

COURSE CONTENTS:

SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING HOURS:
		The STUDY TOUR (SBP) at the Institute of Architecture is a unique contribution to Architectural education. Initially called measure drawings, it is intended to take the students out into the field to get a first-hand experience of traditionally built environments. This subject recognizes the value of traditional architecture as well as the importance of field experiences and travels in the learning of architecture. The students are encouraged to learn about not only the architectural form but also related components of architectural relevance. <ul style="list-style-type: none"> Student and faculty members stay at the selected Village for 8 to 15 days. Students will get a comprehensive awareness of that village. 	



ARCH 610: STUDY TOUR -III/INTERNSHIP III

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
FIELD WORK									INT	EX		INT	EX				
ARCH 610	SEC	SU	PROJECT	STUDY TOUR III /INTERNSHIP III				4					100	100	200	200	

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- Students will measure the built environment in terms of a cluster of houses, individual houses, and building elements of that house.
- Students will also document the social, cultural, and environmental aspects of that village.
- Students came back to the institute and make the final Drawings and reports within the remaining days.

GUIDELINES

The topic of the project is to be displayed on the Institute Notice Board fifteen days in advance OF the commencement of the classes

NOTE: Evaluation is to be done through viva voce by an external examiner appointed by the university at Institute. Portfolios, after the university exam, shall be retained at the Institute level for the viva-voice

Evaluation: Stages: Proposal and on final submission of the paper /DOCUMENTATION of places visited Students contribute to the topic/area is of critical importance. detailed out as per the academic calendar

a paper presentation on any subject of interest in the core or elective subjects.

The student needs to identify an area for research and in consultation with a guide propose first. On approval, this is to be developed through the summer and culminate as a research paper. Requirements (from students): Proposal, reviews, final presentation and paper.

a summer case study where the student has to select a built building by one of the architects and have a live document of the building and analyze the building and a word of the concept according to the architect.

II) SUMMER INTERNSHIP

Syllabus: 5 weeks (6 hours/week) Total Teaching hours: 30 Hr.

COURSE OBJECTIVE:

- To allow the student to see how classroom concepts and skills are professionally practised.
- To expose students to aspects of landscape architecture, planning, and design that are best experienced in practice.

COURSE OUTCOME :

At the end of the course, students will be able to

- Gain an understanding of workplace dynamics, professional expectations, and the influence of culture on both.
- Build proficiency in a range of business or industry skills appropriate to the field of the internship placement, including professional and intercultural communication through written, verbal, and non-verbal means.
- Refine and clarify professional and career goals through critical analysis of the internship experience or research project
- Give academic value to the internship.
- Add an analytical dimension to the overall experience
- Encourage a professional approach to academic work

EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:

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ARCH 610: STUDY TOUR -III/INTERNSHIP III

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
FIELD WORK									INT	EX		INT	EX				
ARCH 610	SEC	SU	PROJECT	STUDY TOUR III /INTERNSHIP III				4					100	100	200	200	

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- At the end of the course, students will be able to
- Ability to translate skills and knowledge of architecture acquired at university into a professional setting.
 - Knowledge of the professional practice of architecture.
 - Increased skills in performing tasks in a professional office
 - Increased ability to communicate in a professional setting
 - Increased understanding of the social and ethical role of the architect
 - Advanced skills in using software applications in a professional context

By the end of this course, students will be able to articulate a reflection and draw personal insights related to their own beliefs and worldviews about individuals and society, based on the cultural and professional dimensions of their experience, namely:

- what makes their company succeed – or not – in its field, how it operates as a community and in the community, what main issues it has to face, both internally and on the market;
- what it takes to work in/with other cultures (and/or languages) and to adapt to an unfamiliar environment to be part or at the service of a new community, how to approach cultural differences in their daily experience and what they can learn from them, both about themselves and others – as individuals but also as part of a global world;
- what they can bring to a professional environment, how they can draw skills from experience and process challenges, how they can contribute to a company's project and community ;
- who they are as a result of this growing process, in terms of civic-mindedness, cultural awareness, professional goals, and personal aspirations.

COURSE OVERVIEW:
Students will develop professional skills & understanding.

COURSE CONTENTS:

SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING G HOURS:
	<p>This course provides an opportunity for students to experience a working environment in an architecture firm in which to observe and apply their knowledge and skills for the degree. Projects will be negotiated between the School and the host organisation, involving students in a variety of design stages from preliminary design, design development, documentation, and presentation to a client. Students may also be involved in meetings, clerical work and administration to gain insight into the day-to-day functioning of a business.</p> <p>The course will be offered to students based on academic merit through a competitive application and interview process. Students must complete the course to the satisfaction of the host organisation and academic supervisor</p>		

GUIDELINES

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ARCH 610: STUDY TOUR -III/INTERNSHIP III

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
FIELD WORK									INT	EX		INT	EX				
ARCH 610	SEC	SU	PROJECT	STUDY TOUR III /INTERNSHIP III				4					100	100	200	200	

L - THEORY; S- STUDIO; T- TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST; A- MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

The place of the internship is to be finalised and displayed on the Institute Notice Board fifteen days in advance of the commencement of the vacation

Internship: During the internship phase (last seven weeks of the program), students will be working at their internship placement for around 28 hours a week, from Mondays to Thursdays

NOTE: Evaluation is to be done through viva voce by an external examiner appointed by the university at Institute. Portfolios, after the university exam, shall be retained at the Institute level for the viva-voice Evaluation: Stages: Proposal and on final submission of the paper /DOCUMENTATION of places visited Students contribute to the topic/area is of critical importance.

detailed out as per the academic calendar

a paper presentation on any subject of interest in the core or elective subjects.

The student needs to identify an area for research and in consultation with a guide propose first. On approval, this is to be developed through the summer and culminate as a research paper. Requirements (from students): Proposal, reviews, final presentation and paper.

a summer case study where the student has to select a built building by one of the architects and have a live document of the building and analyse the building and a word of the concept according to the architect.

FRAUD AWARENESS

Students are reminded that to maintain the academic integrity of all programs and courses, the university has a zero-tolerance approach to students offering money or significant value goods or services to any staff member who is involved in their teaching or assessment. Students offering lecturers or tutors or professional staff anything more than a small token of appreciation is unacceptable, in any circumstances. Staff members are obliged to report all such incidents to their supervisor/manager, who will refer them for action under the university's student disciplinary procedures.

ATTENDANCE PENALTIES FOR THIS COURSE*

1 absence from a workshop = 1 point off the course's final grade

1 absence from work (internship placement) = 1 point off the course's final grade

more than 3 unexcused absences = f for the course

unsubmitted written work* = f (0 points) for the assignment in question

work handed in late = 1 point off the assignment per day

unsubmitted midterm evaluation = 2 points off the course's final grade

poorly filled out midterm evaluation = 1 point off the course's final grade

plagiarism = f (0 points) for the assignment in question

* past Friday – week 15 (11:59 pm), no written work will be accepted (grade for the assignment = 0).

WRITTEN WORK Total length for all assignments combined: 15 pages in English General goal These written assignments will cover all aspects of the internship experience: the company, the sector, the intercultural experience, and the individual professional development. The final result will be a comprehensive account of the experience and its impact. Each section must incorporate elements related to the student's internship credits.

Analytical Approach

The general idea for this course is to encourage students to truly reflect on the varied subjects it covers, and not merely state facts and observations. The first crucial step for this consists in raising the right questions. Investigation (within the company, through research, through self-questioning) follows, allowing to find nuanced answers or further questions. Organized Outline This writing process is the opportunity to put into practice, a method consisting in organizing ideas in a structured outline. The format includes visible titles and subparts with explicit titles for all sections. Specific angles General Introduction The introduction will present the student's background, motivations and initial goals for the internship.

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ARCH 610: STUDY TOUR -III/INTERNSHIP III

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
FIELD WORK									INT	EX		INT	EX				
ARCH 610	SEC	SU	PROJECT	STUDY TOUR III /INTERNSHIP III				4					100	100	200	200	

L - THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST; A MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVWV - INTERMEDIATE REVIEW

The Company and its Sector: In this section, the student must show an insider’s understanding of the organization, not only through a clear description of the company, what it does/offers, and how it operates internally, but also through an analysis of its strengths and weaknesses, of the general context in which it operates, of the challenges it faces, of its identity as a community and position in a border community. It should NOT be written in the first person.

The Intercultural Experience: In this section, the student will account for his/her experience and understanding of cultural differences, both on a general scale, as a process of adjustment, and through specific examples related to human relationships, work environment and ethics, the vision of life or society and issues related to the sector.

The Professional Experience: In this section, the student will recount his/her internship experience in terms of missions and tasks, but also in terms of accomplishments, challenges, lessons, developed skills or competencies, and contribution to the community.

General Conclusion The conclusion will focus on the outcomes of this experience, how the student has evolved, what kind of professional they aspire to be and how this experience will impact future professional or personal choices. Assignments will be emailed as Microsoft Word documents. Methodological handouts and readings are available on Blackboard. Please note: it is the student’s responsibility to organize their time and respect deadlines.

Employment Requirements and Internship Initiation Summary:

1. Minimum of 4-5 weeks (summer semester) of full-time work. For summer interns, this allows securing a position as late as June 1st, and working until fall classes begin. Note that internships may begin as early as 4th-year schedules can be arranged, providing a 7-8 month opportunity.
2. Must be under the supervision of a graduate Architect or other design professional. Registered Architects, Engineers, and Certified Planners also qualify.
3. Submit 2 copies of the Internship Program Application to the Internship Coordinator, before starting the internship.

Notes

- the internship should be supervised by a licensed or registered design professional (LA, Architect, Planner, Engineer). However, the qualification as a graduate design professional is also acceptable.
- For Design-Build settings, there must be another landscape architect on the staff (if not registered, then someone with an LA degree). Internship work must have a design/office component, preferably at least 50% of the time. Credit is not given for “build” work only.
- For Arboretum/Botanical Garden settings, must be supervised by an LA or professional horticulturist. An office component is desirable, but if the internship involves outdoor training, etc., there should be no problem.
- With unusual internship opportunities, it’s required to talk with the Intern Coordinator ahead of time.
- If you are having trouble locating an internship, contact the Intern Coordinator. For year students and Grads: even if an internship has not been secured for the summer, advance enrolls. If an internship is not secured, an incomplete will be given in the fall, allowing an additional year to satisfy the requirements. If you fall in this category, talk to the Internship Coordinator.
- Intended primarily to give students office experience, the program is flexible enough to allow a balance of both in the field, and in the office situations, if appropriate. Positions involving only site construction or maintenance, while valuable in their own right, are not permitted for internship credit.

Requirements:

1. Submit at least 3 weekly reports during the internship (the form will be sent to the internship location, by the internship coordinator).
2. Paper – A 2-page, single-spaced, a paper describing your experience, specifically discussing office structure, clients, responsibilities, and accomplishments, is due the first Monday of October.
3. An 8 1/2” x 11” graphic brochure describing your place of employment with appropriate contact information is due the first Monday of October.

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ARCH 610: STUDY TOUR -III/INTERNSHIP III

COURSE	CORE	COURSE AREA	COURSE TYPE/LOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
FIELD WORK									INT	EX		INT	EX				
ARCH 610	SEC	SU	PROJECT	STUDY TOUR III /INTERNSHIP III				4					100	100	200	200	

L - THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST, A.MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE, SS- FOLIO FINAL Sessional (INTERNAL), EV - EXTERNAL VIVA VOICE, RVW - INTERMEDIATE REVIEW

4. Mentoring – Work with at least one student and assist them in focusing their search and acting as a resource. Identify students, contact them and meet with the Internship coordinator. Work with them to create a one-page plan by the first Monday of December.
5. Panel display – A panel will be assigned for you to create an interesting display describing your internship and place of employment. This will be up for 2 weeks beginning It is the responsibility of the student to display and remove it promptly.

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ARCH 619: ELECTIVE – VI

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY/STUDIO									INT	EX		INT	EX				
ARCH 619	SEC	SU	THEORY /STUDIO	ELECTIVE- VI (POOL II)			2	2					100		100	100	

L - THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST; A.MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

ARCH 619: ELECTIVE – VI

Syllabus: 15 weeks (2 hours/week) Total Teaching hours: 30 Hrs.

6 Sem	ELECTIVE VI
619.1	Reuse of building materials
619.2	Intelligent buildings
619.3	Design with Ferro cement
619.4	MOOC

COURSE OBJECTIVES:
overall nurturing of the student with issues in practice and field outside

COURSE OUTCOME:
EXPECTED SKILLS / KNOWLEDGE TRANSFERRED:
better grooming than just books and theories.

COURSE OVERVIEW:
The following is a representative list of Institute projects: Seminars, Tutorials/ additional classes for any course, Guest Lectures, Workshops, Providing knowledge to support students being sensitive to design;

SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING HOURS:
1	The creative electives provide an opportunity to express talents that are different from architecture but related to imagination, visualization & creation. They offer hands-on experience of unique ingenuity & workmanship. The essence of a creative domain can be achieved by exploring different materials, techniques, and processes; developing creative products; finishing & presenting the product for the concepts that evolved. The outcome will be through portfolio & presentations.		
	<ul style="list-style-type: none">As Per Pool Electives Choices Stage II odd semester pool		

GUIDELINES
The topic of the project is to be displayed on the Institute Notice Board fifteen days in advance of the commencement of the classes

NOTE: Evaluation is to be done through viva voce, Portfolios after the university exam shall be retained at the Institute level for the viva-voice

	Course Outcomes At the end of the course, students will be able to –
Reuse of building materials	<ul style="list-style-type: none">Apprise waste material as a resource for building constructionUnderstand methods of reuse of materialsDesign and construct using recycled building materials

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ARCH 619: ELECTIVE – VI

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY/STUDIO									INT	EX		INT	EX				
ARCH 619	SEC	SU	THEORY /STUDIO	ELECTIVE- VI (POOL II)			2	2					100		100	100	

L - THEORY; S- STUDIO; T- TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST; A MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

- Introduction • Meaning of reducing, reusing & recycling • Importance of reuse of material
- Waste Prevention • Concept of waste prevention • Resource Efficiency & Resource Efficient Building Materials Case study and presentation to explain the same
- Construction and Demolition Recycling • Construction and Demolition Materials Recovery & Debris Analysis • Recycling Economics • Architectural Reuse i.e. Architectural Reuse, Design for Reuse Case study and presentation to explain the same
- Design from used materials • Prepare design drawings & models from used materials • Large-scaled model of design • Prepare installation
- Wann David. (1996). Deep Design: Pathways to a Livable Future. Washington: Island Press.
- Sim Van der Ryn and Stuart Cowen. (1996). Ecological Design. Washington: Island Press

Course Outcomes At the end of the course, students will be able to –

- Understand the concept of intelligent buildings.
- Explore features of intelligent buildings and service systems.
- Develop the capacity of Experiencing Space in Time & Motion.

Intelligent buildings

- Intelligent building characteristics: - Features and benefits of intelligent buildings. - The anatomy of intelligent buildings. - Environmental aspect. - The marketplace and other driving forces behind the emergence of intelligent buildings.
- Building automation systems & controls - Philosophy, system configuration, system modules, distributed systems, communication protocol and online measurements. - Fire protection, security and energy management. Control objectives. Sensors, controllers and actuators. Control system schematics system design. Microprocessor-based controllers & digital controls. Examples of sub-systems such as Digital - Addressable Lighting Interface (DALI)
- Modern intelligent vertical transportation systems: -Sky lobby, double-deck lifts, twin lifts, advanced call registration systems, large-scale monitoring systems, applications of artificial intelligence in supervisory control, energy-saving measures related to lifting systems/escalator systems, and other modern vertical transportation systems such as gondola systems,

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ARCH 619: ELECTIVE – VI

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY/STUDIO									INT	EX		INT	EX				
ARCH619	SEC	SU	THEORY /STUDIO	ELECTIVE- VI (POOL II)			2	2					100		100	100	

L - THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST, A.MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

materials handling systems, etc.

- Communication and security systems: -Voice communication systems, local area network, wireless LAN, - Digital TV, CCTV, digital CCTV, teleconferencing, cellular phone system, and CABD. SMART. Data networking. Short- and long-haul networks. -Wideband network. Office automation. Public address/sound Reinforcement systems. Digital public address system. Modern security systems
- Structured cabling systems: Characteristics and benefits. Standards, configurations and physical media. EMI/EMC issues, grounding problems. System design. Different Categories of cables.
- Integrating infrastructure technologies and systems: The impact of information technology on buildings and people. Shared tenant services. Interaction and integration between building structure, systems, services, management, control and information technology. Application & design software packages.
- Horne R., Grant T., Verghese K.: LIFE CYCLE ASSESSMENT – Principles, Practice and Prospects, CSIRO PUBLISHING, Horne, Grant and Verghese 2009, Collingwood VIC 3066, Australia
- Clements-Croome, Derek, Intelligent Buildings: An Introduction, Routledge, 2014
- Shengwei Wang, Intelligent Buildings and Building Automation, Spon Press, 2010
- Jim Sinopoli, Smart Building Systems for Architectures, Owners and Builders, Elsevier, 2010
- P. Manolescue, Integrating Security into Intelligent Buildings, Cheltenham, 2003
- A. Dobbelsteen, Smart Building in a Changing Climate, Techne Press, 2009
- D. Clements-Croome, Intelligent Buildings: An Introduction, Routledge, 2014
- A. Oliviero, Cabling [electronic resource]: The Complete Guide to Copper and Fiberoptic
- Networking, John Wiley & Sons, 2014
- W.T. Grondzik, & A.G. Kwok, Mechanical and Electrical Equipment for Buildings, Wiley, 2015

Course Outcomes At the end of the course, students will be able to –

- Explore behavior and structural property of Ferro-cement
- Learn about the Ferro-cement structures from concept to actual construction
- Apply knowledge to design the Ferro-cement structures

Design with Ferro cement

- Process of building structure Structure and Structure form
What are Structure and its importance in Architecture?
Structural form - solid, Surface, skeleton, Membrane, hybrid Structural form - in Nature Structural form - man-made Structural material strength, stiffness, shape
- The broad categorization of structural system Structure types Membrane - Cable/membrane surface, cable

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ARCH 619: ELECTIVE – VI

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2-TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
THEORY/STUDIO									INT	EX		INT	EX				
ARCH 619	SEC	SU	THEORY /STUDIO	ELECTIVE- VI (POOL II)			2	2					100		100	100	

L - THEORY; S- STUDIO; T-TUTORIAL; C - CREDIT; HRS- HOURS; MST - MIDTERM TEST; A.MST - AVERAGE OF MIDTERM; ESUE - END SEMESTER UNIVERSITY EXAMINATION; IA - INTERNAL ASSESSMENT PROGRESSIVE; SS- FOLIO FINAL Sessional (INTERNAL); EV - EXTERNAL VIVA VOICE; RVW - INTERMEDIATE REVIEW

nets, pneumatics Hybrids - Tension-assisted structures

- States of stresses Vertical, Horizontal, Rational settlement and earthquake behavior
- Basic requirements of structure Structural Element behaviour Tensile, compressive, shear, torsion, bending Model testing and discussion on why it fails?
- Types of loads & supports Load on Structure Permanent – Temporary dead load, imposed load, thermal load, Dynamic load
- Gargiani, R., & Bologna, A. (2016). The rhetoric of Pier Luigi Nervi. Forms in reinforced concrete and Ferro-cement. Andover: Routledge Ltd.
- Ferro-cement: illustrated construction manual. (1971). Long Beach, CA: Romack Marine.
- Nervi, P. L. (1956). Ferro-cement: its characteristics and potentialities. London: Cement and Concrete Association.
- Yates, C. (1970). Ferro cement. Sydney.
- Sandaker, Bjorn N. (2011) Structural Basis of Architecture, UK, Taylor & Francis
- Charleson, Andrew., (2015) Structure as Architecture: Sourcebook for architects and structural engineers, London, Taylor & Francis
- Schodek, Daniel L., (2014) Structures, New Delhi, PHI Learning Private Limited
- Seward, Derek, (2014) Understanding structures: analysis materials design, London, Palgrave
- Levy, Matthys, (2002) Why Buildings Fail: How Structures Fail, New York, W. W. Norton and Co.
- Salvadori, Mario. Structure in Architecture. Englewood Cliffs, NJ: Prentice-Hall, (1963)
- Deplazes, and Söffker. (2013) Constructing Architecture: Materials, Processes, Structures. Basel: Birkhäuser Verlag
- Hunt, Tony. (2003) Tony Hunt's Structures Notebook. Oxford: Architectural
- Muttoni, A. (2011) The Art of Structures: Introduction to the Functioning of Structures in Architecture. Abingdon, Oxford, UK: EPFL/Routledge
- Salvadori, Mario, Saralinda Hooker, and Christopher Ragus. (1980) Why Buildings Stand Up: The Strength of Architecture. New York: Norton
- Gordon, J. E. (1984) The New Science of Strong Materials, Or, Why You Don't Fall through the Floor. Princeton, NJ: Princeton UP

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ARCH 701: ARCHITECTURAL DESIGN – VI

COURSE	CORE	COURSE AREA	COURSE TYPOLOGY	NAME OF THE COURSE	TEACHING SCHEME				EVALUATION SCHEME							TOTAL MARKS	EXAM DURATION (HRS)
					L	T	S	CREDIT	THEORY				STUDIO				
									2 -TERM EXAM 20%	TA 20% OR 30%	ESUE 40% OR 50%	TOTAL	TA 10% OR 50%	EV 10% OR 50%	TOTAL		
STUDIO									INT	EX		INT	EX				
ARCH701	PC	AR	STUDIO	ARCHITECTURAL DESIGN VI			8	8					200	200	400	400	

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4THYEAR / VII Semester

ARCH 701: ARCHITECTURAL DESIGN – VI

Syllabus: 15 weeks (8 hours/week) Total Teaching hours: 120 Hr.

COURSE OBJECTIVE:

To develop abilities in design in the context of user requirements.

COURSE OUTCOME:

At the end of the course, students will be able to –

- Establish a relationship of a proposed project in the urban context
- Analyze institutional character, abstraction & design development
- Integrate building systems into the design
- Prepare the detailed architectural design of the proposed building

EXPECTED SKILLS / KNOWLEDGE the TRANSFERRED:

Design vocabulary, enhancement and sensitization of students in design preparation and its relation to structural systems

After completion of this course, the student will be able to:

1. To classify context-oriented design, innovative systems and integrated approaches in campus planning.
2. Using a survey to understand and analyze user perception, multiple stakeholders’ needs and environmental behavioural responses.
3. Understanding large-scale master planning tools and techniques with parameters of topography, climate and Infrastructure development.
4. To learn landscape as a tool to achieve sustainability goals as well as build a healthier environment.
5. To develop environment management strategies considering the measurement of ecological services and Environment economics.

COURSE OVERVIEW:

The course aims at teaching the design of buildings for passive recreation and large-span buildings for public use.

COURSE CONTENTS:

SR. NO.	SYLLABUS: TOPIC	SUBTOPIC	TEACHING HOURS:
DESIGN			
1		<ul style="list-style-type: none">• Theme & focus of design: Study & analysis of various latest technologies in large-scale Architecture; Understanding, exploration & development of design programme, concept & detailed design with a focus on Prefab.• Basic Components: Behavioral Science; Functionality; Building Materials; Theory of Design; Form Development; Tectonic decisions: Structures, Building Materials, Services; Site Planning; Building Control Regulations; Inclusive Design; Design Communication.• Non-linear Designs: Importance, Exploring & Understanding the essence; detailing process; User analysis; Elements; functionality, aesthetics; Materials.	