



ARCH 101: Basic Design & Visual Arts

Course Code	Course Area	Course Type/Type	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS	
					THEORY			STUDIO			L	T	S		
					End Sem University Exam (50% OR 40%)	Two Term Exam (10%)	Teacher's Assign ment (10% OR 20%)	End Sem University Exam (30% OR 20%)	Teacher's Assign ment (10% OR 10%)						
PC	AR	STUDIO	ARCH 101	BASIC DESIGN AND VISUAL ARTS				200	200	400				3	2

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

1ST YEAR / I Semester

ARCH 101: Basic Design & Visual Arts

Course Educational Objectives (CEOs):

- To introduce the students to the fundamentals and principles of basic design to enable them, to comprehend Design as a creative process of choice-making and statement of intent. to undertake design by application of basic design principles.
- Understanding the human body in space Activities and their relationship with spaces Scales and proportions
- To impart a good foundation in design through hands-on experience in designing simple two-dimensional and three-dimensional compositions.

Course outcomes (COs):

- Students will develop their basic skills & abilities of design expression.
- Students will learn visual literacy and visual expression, elements and the principle of design, and the skill of rendering using a different medium. acquire the various skills to work with various material
- Freehand: Memory left-brain creativity, Objects taking things apart/ reassembly

<p>At the end of the course, students will be able to:</p> <p>Expected skills/knowledge transferred:</p> <p>Focus: design language</p>	<p>Interpret visual literacy and visual expression; elements and principles of design</p> <p>Develop the basic skills & abilities to design</p> <p>Interpret basic vocabulary of design and architecture; Identify and map human activity in space</p> <p>Infer, represent and communicate design ;</p> <p>Construct representation and cognitive skills</p> <p>To impart an understanding of principles of composition, and appreciate design and elements. Exercises complement the lectures and ensure that the students learn to develop</p> <p>The Course prepares the ground for the students to gain an understanding of the fundamental issues in the design</p> <p>Students will learn to explore human behaviour & activity through Space, The student will achieve the capacity to experience space in Time and motion. The student will learn the basic vocabulary of design</p> <p>Students will learn the creation & organization of formal elements in works of art</p>
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Course overview

- The design provides the framework for understanding design as a new language by sensitizing students to the conceptual, visual, and perceptual issues involved in the design process.
- The design provides the framework for understanding design as a new language by sensitizing students to the conceptual, visual, and perceptual issues involved in the design process. and ways of representing it

Course contents:

Unit	Syllabus: topic	Subtopic	Teaching hours: 40hrs.
Visual arts	Understanding the design field through various exercises		
	Relationship of basic design to architectural design and design field in general		
	Analytic reasoning and criteria for judgment of design and developing a vocabulary of the design subject;		
	Representation skill	Elements and principles of design: shapes and patterns;	

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B. ARCH (2021-26)

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Course Code	Course Area	Course Type/Year	Course Code	Course Name	EXAMINATION SCHEME				TOTAL MARKS	TEACHING SCHEDULE/ WEEK			CREDITS	
					THEORY		STUDIO			L	T	P		
					End Sem. Theory Exam (50% OR 40%)	Two Term Exam (20%)	Teacher in Charge's mark* (30% OR 20%)	End Sem. Laboratory Exam (50%/OR 10%)		Teacher's Assessment mark* (50%/OR 10%)				
PC	AR	STUDIO	ARCH 101	BASIC DESIGN AND VISUAL ARTS				200	200	400				8

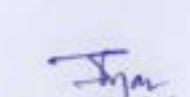
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- I development** Transformations in two dimensions: Concepts of geometry & Color
 10 hrs.
- Cognitive development skill** Sketching, 2D & 3D drawings, painting, graphic Model-making skills
 Exploration of various materials for drawing and models
 Developing cognitive skills: observation, perception, registration, expression, and critical thinking
 Design field application
 Improving basic design for architectural design and the design field in general
 Complex observations, design, and expressive ability.
 The abstract composition serves as the foundation for the development of ideas. Perception, observation, registration, and expression
 Critical thinking and cognitive skill application in design
Lateral Thinking Brainstorming
 Mental Associations - Role of experience and memory in design
 Matrix of ideas
Representation and communication of design. Use of graphic language and representational techniques for communication of design
- II Elements of design** The visual components of colour, form, line, shape, space, texture, and value
 20hrs.
- Principles of design** Compositions using elements of design
 The design principles - Balance, emphasis, movement, proportion, rhythm, unity, and variety
 Compositions using principles of design
- Abstraction and Simplification** Complex observations, perception, design, and expression
 Progressive evolution; Simplification/abstraction of an object using basic principles and elements of design; Use of foreground-background / contrast/colour; Design attributes
- III Design vocabulary** Analytical reasoning and design decisions
 Criteria for judgment of design and developing a vocabulary of design subject
 10hrs
- Skill development** 3D Exploration ;Complex geometrical form ;Expression of Graphics, geometry, solids, assembly & intersections ;Exploration of material and advanced presentation techniques ;Descriptive and analytical skills
- Volumetric & Spatial exploration** Understanding of scale and proportion
 Spatial perception; Volumetric exploration; Ordering principles
 Spatial vocabulary; Relation of basic design to architectural design
 80hrs
- Design** Introduction to design and Architecture: Elements of Composition. (2D, 3D, 4D) Transformations in dimensions: Concepts of geometry: Form and Space: Mapping of Space(s). (Ideograms)
 Introductory to Anthropometrics & Ergonomics; Exploration of design principles through case studies
 40hrs
- IV** Introductory exercises based on 'Learning by doing' To develop representation and communication skills through exercises involving drawing, sketching, graphic language, model-making, collage, etc.
 Undertake exercises to enhance creative thinking


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					THEORY		STUDIO			L	T	S		
					End Sem Course Exam (50% OR 40%)	Two Term Exam (20%)	Teach- er Assess- ment* (30% OR 20%)	End Sem Course & Exam (50%OR 40%)						Teacher Assess- ment* (30%OR 20%)
PC	AR	STUDIO	ARCH 101	BASIC DESIGN AND VISUAL ARTS				200	200	400			5	8

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

V Introduction to the studio-based design process To develop a small-scale design project for comprehension of 40hrs design criteria involving the following:
 Understanding human activity and behaviour in space by activity mapping, anthropometric studies, etc.

To make, explore, feel and mould space based on design ideas/principles Undertake hands-on work and creative thinking. Explore 'making' through various mediums and techniques of representation.

Introduction to visualization and representation of an architectural environment's spatial qualities like spatial enclosure, depth, height, view, orientation, etc. and tectonic characteristics like surfaces, material, shape, texture, etc.

Sessional work:
Design

Minimum 6 tasks based on elements and principles of composition on sheets and/or models. Minimum one simple spatial design exercise such as a seating area in a public space, bus shelter, kiosks, play area, entrance gate, etc. Demonstrating the application of the design principles and communicating effectively through two and three-dimensional hand-done drawings, sketches, and models.

Visual arts

Minimum 6 tasks based on the composition of sheets and/or models. Minimum one simple spatial design exercise demonstrating the application of the design principles and communicated effectively through two and three-dimensional hand-done drawings, sketches, and models.

This is a studio subject and students should be made to prepare drawings as studio exercises along with the theoretical inputs. The studio work should be supplemented with appropriate site visits.

Guidelines

Sketching techniques: sketching as a tool to develop ideas, sketching as a tool to communicate ideas, collages & montages, model making (paper, thermocol, cardboard, clay, wood, etc.)
 The tasks or assignments /problem is 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:

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

Suggested readings:

Alde Tschich and How Evans. *Bruno Manet, Design as Art*. Cambridge: MIT Press, 1987
 Anja Hartmann; *Unusual Architectural Presentation Drawings*; Page One Publishers, 2007.
 Arthur L. Gupta, *Drawing and Sketching in Pencil*; Courier Corporation 2012.
 Arthur L. Gupta, *Drawing with Pen and Ink: And a word about the brush*; Literary Licensing, L.L.L.C. 2013.
 Berger, John. *Ways of Seeing*. New York, Viking Press, 1972
 Borill, Carl. *Fractal Geometry in Architecture and Design*. Boston: Birkhäuser, 1996.
 Charles Wallisberger & Cynthia Bask-Snyder, *Basic Visual Concepts, and Principles for Artists, Architects, and Designers*, Mc Graw Hill, New York 1992.
 Ching, Francis D. K. *Architectural Graphics*. New York: Van Nostrand Reinhold, 1975.
 Ching, Francis D. K., and James Eckler. *Introduction to Architecture*.
 Ching, Francis D. K., and Steven P. Juroszek. *Design Drawing*. New York: Van Nostrand Reinhold, 1998.
 Ching, Francis D. K., *Architecture: Form, Space, and Order*. Hoboken, NJ: John Wiley & Sons, 2007.
 Ching, Francis D. K., Barry Inouye, and Douglas Zuberbubler. *Building Structures Illustrated*.
 Colquhoun, Alan. *Essays in Architectural Criticism: Modern Architecture and Historical Change*. Cambridge, MA: MIT, 1981.
 Corbusier, Le, and Frederick Etchells. *Towards a New Architecture by Le Corbusier*. London: Architectural Pr., 1965.
 Corbusier, Le, Stanislas Van, Mout, Arthur Rüegg, and Robert Venturi. *Le Corbusier before Le Corbusier: Applied Arts, Architect, Interior, Painting, and Photography*.
 Curfin, Nathaniel Carlhardt. *Architectural Composition*. Cleveland, O.: J.H. James, 1923.
 Dodds, George, Robert Tavernor, and Joseph Rykwert. *Body and Building: Essays on the Changing Relation of Body and Architecture*. Cambridge, MA: MIT, 2002.

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					THEORY			STUDIO			L	T	S		
					End Sem. Exams (20% OR 40%)	Two Term Exam (20%)	Teacher or Assessor mark* (20% OR 20%)	End Sem. University Exams (20% OR 40%)	Teacher Assessment mark* (20% OR 20%)						
PC	AR	STUDIO	ARCH 101	BASIC DESIGN AND VISUAL ARTS				200	200	400				6	6

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit

Teacher Assessment shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Field, M. City Architecture: Designs for Dwelling Houses, Stores, Hotels, Etc. In 20 Plates, Descriptions and an Essay on the Principles of Design. New York: D. Appleton, 1854.

Frampton, Kenneth, Arthur Spector, and Lynne Reed, Rasman. Technology, Place & Architecture: The Jerusalem Seminar in Architecture: 1996, 1994, Architecture, History & Frank Lehaas; Pen and Ink Techniques; Contemporary books, 1978.

Gombrich, E. H. The Story of Art. New York: Phaidon Publishers; distributed by Oxford University Press, 1966

H. Gardner, Art through ages.

Hanks, A. David. Decorative Designs of Frank Lloyd Wright, Dover Publications, Inc. New York, 1999.

Hopler, E. Donald, Wallace, I. Paul. Architecture Drafting and Design, 3rd Ed. McGraw-Hill Book Company, New York, 1977.

International Library of Technology; Elements of Pen and Ink Rendering, Rendering with Pen and Brush, BiblioBazaar, 2010.

Itten, Johannes. Design and Form: The basic course at the Bauhaus. Thames and Hudson Ltd., London 1997.

Johnson, Paul-Alan. The Theory of Architecture: Concepts, Thomas & Praxinos. New York: Van Nostrand Reinhold, 1994.

Krier, Rob. Architectural Composition. Academy Editions, London, 1988.

Lidwell, William; Kritina Holden; Jill Butler (2010). Universal Principles of Design (2nd ed.) Beverly, Massachusetts: Rockport Publishers.

Major Manfred Basic Principles of Design, Vol.1, 2, 3 & 4, Van Nostrand Reinhold, NY. (1977)

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

Mike W Lia, Architectural Rendering Techniques: A Color Reference: John Wiley and Sons, 1983.

Owen Capplesman & Michael Jack Jordan, Foundations in Architecture: An Annotated Anthology of Beginning Design Project, Van Nostrand Reinhold New York, 1993.

Pallasmaa, Juhani. The Thinking Hand: Existential and Embodied Wisdom in Architecture. Chichester, U.K.: Wiley, 2010.

Park, Steven, and Le Corbusier. Le Corbusier Redrawn: The Houses.

Paul Laseau, Graphic Thinking for Architects and Designers, John Wiley & Sons, New York, 2001.

Paul Zelazki & Mary Pat Fisher, Design Principles & Problems, 2nd Ed, Thomson & Wadsworth, USA, 1996

Pipes, Alan. Drawing on 3-Dimensional Design. Thames and Hudson Ltd., London 1990.

Rasmussen, Steen Eiler. Experiencing Architecture. Cambridge: M.I.T., Massachusetts Institute of Technology, 1962.

Rick, Peter Maurice, and Yvonne Dross. Principles of Element Design. Oxford: Architectural, 1999.

Robert W. Gil, Rendering with Pen and Ink

Shikikawa, Ikuyoshi and Takahashi, Yasui. Designers Guide to Colour.

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

Sullivan, Louis H., and Maurice English. The Testament of Stone; Themes of Idealism and Indignation from the Writings of Louis Sullivan. Evanston, IL: Northwestern U.P., 1963.

Tiber K Karnal, The Airbrush in Architectural Illustration, Van Nostrand Reinhold, 1989.

Trewin Capplestone, Arts in Society, Prentice Hall Inc, Englewood Cliffs, N. J. 1983.

White, Alex (2011). The Elements of Graphic Design. New York, NY: Allworth Press.

Whyte, William Hurlingham. The Social Life of Small Urban Spaces. Washington, D.C.: Conservation Foundation, 1980.

William Wilson Atkins; Architectural Presentation Techniques; Van Nostrand Reinhold Co., 1976. ISBN 0442203616, 9780442203616/Witkower, Rudolf. Architectural Principles in the Age of Humanism. New York: W. W. Norton, 1971.

Wacziarg, Wang. Principles of Two-Dimensional Design. Van Nostrand Reinhold 1972.

Yan, Handew. Architectural Drawing: A Visual Compendium of Types and Methods. Hoboken, NJ: J. Wiley, 2003

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ARCH 103: Building Material & Construction – I

Civ Eng Class	Course Area	Course Type/Level	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%/OR 40%)	Two Term Exam (10%)	Teachers Assessm ent (40%/OR 30%)	End Sem University Exam (50%/OR 40%)	Teachers Assessm ent (40%/OR 30%)					
BBA AE	TE	THEORY CUM STUDIO	ARCH 103	BUILDING MATERIAL & CONSTRUCTION - I	40	30	30	15	15	180	1	2	3	

Legend: L - Lecture, T - Tutorial/Teacher Guided Student Activity, S - Studio, C - Credit

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 103: Building Material & Construction – I

Course Educational Objectives (CEOs):

- To understand the elementary construction methods, explain basic principles and considerations in the construction of buildings

Course outcomes (COs):

- Basic materials of construction: natural and man-made
- Basic building elements and systems of building through case studies.
- Understanding of constructional behaviour of different elements of a construction system, about the properties of materials.
- Keywords, Terms & definitions.

- The concern with the appropriateness of materials to the context
- Load-bearing system

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

Explain the properties of building construction materials and their use in building construction.

Give an outline of building construction systems and the use of related building elements therein.

Name building elements and basic building construction processes.

Expected skills/knowledge transferred:

To understand the techniques of construction of a simple load-bearing structure with simple materials like brick, stone, etc. Knowledge required for specifying appropriate materials for various spaces in buildings

FOCUS: Building Materials and Load Bearing Const. Systems

Students will get an understanding of the materials of construction, basic principles of construction, and elements of buildings through theory, relevant drawing & experience.

Students will get an understanding of materials and building systems in a broad overview.

Students will learn vocabulary related to building elements and construction.

Course Overview:

- This course is a combination of lecture & studio classes aimed at developing the student's understanding of material properties and construction techniques with hands-on construction yard assignments to introduce the methods and techniques of construction of basic elements of a simple building and provide information on the properties, use, installation and costs of basic building materials.

Course contents:

Unit	Syllabus: topic	Subtopic	Teaching hours:
	Introduction to basic elements of buildings and their importance: Structural concepts. Load bearing & non-load bearing walls; Construction details; Earthquake resistance; Types - walls, piers, footings, retaining structures;		
I	Introduction to Building Construction Materials	Introduction to building construction materials and their classification based on their properties: ceramic, metals, composites, polymers, and organic materials. Relationship of material properties to techniques and processes of working with materials.	12 hrs.
II	Introduction to elements of Super	Introduction to basic building elements and their role in a building: foundation, plinth, walls, opening, roof, floor, etc.	12 hrs.

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ARCH 103: Building Material & Construction – I

Sl. No.	Course Area	Course Structure	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEDULE/ WEEK			CREDIT
					THEORY			STUDIO			L	T	S	
					End Sem Externals (20%)	Two Term Exams (30%)	Teacher's Assessment (50%)	End Sem Externals (20%)	Teacher's Assessment (80%)					
BSL AZ	TE	THEORY CUM STUDIO	ARCH 103	BUILDING MATERIAL & CONSTRUCTION – I	60	30	30	15	15	100	1	2	3	

Legend: L - Lecture, T - Tutorial/Teacher Guided Student Activities, S - Studio, C - Credit.

Teacher Assessment shall be based following components: Quiz/Assignments/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

III	Introduction to masonry structures	to	Introduction to building construction system and its elements e.g. - Load Bearing, Framed and Composite structures. Explanation through case studies, measure drawing, etc. • Introduction to different types of Masonry Understanding principles of Brick and Stone Masonry: Composition of brick earth and their properties, the manufacturing process of bricks, classification of bricks, test for bricks, a special type of bricks, substitutes for bricks, etc. Bonds, principles, and applications in buildings.	7 hrs.
IV	Brick walls		Brick Masonry: Brick: Brick bonds: walls, Garden wall bonding: Brick walls in the different bond ends, corners and junctions. Types of Masonry walls: load-bearing, partition, cavity, jali, Composite masonry, etc.	7 hrs.
V	Mud and Stone construction	Stone	Stonemasonry: Stone: Rubble work Introduction to Mud and Stone construction and techniques of building with mud and stone. Demonstration of understanding by making models, drawings, hands-on work, etc. • Composite masonry: Cladding: • Openings: Lintels: Arches: • Ground and upper floors: Flooring Finishes: Flat roofs	7 hrs.

Sessional work:
Note:

The classwork and home assignments should include appropriate site visits by the students. The student will maintain field observations/record books. At least two exercises are to be done in the construction yard. Each Unit should include a market survey and construction site to visit compulsorily with the studio working on sheets a minimum of 12 to 15 Nos A-1 Sheets

Suggested readings:

A. Agarwal -Mud: The potentials of earth-based material for third world housing - IIED, London 1981.
 Agrawal, B. K. Introduction to Engineering Materials. New Delhi: Tata McGraw Hill Education Ltd., 2013
 Barry, R. The Construction of Buildings Vol. 2, 5th Ed. East-West Press. New Delhi, 1999.
 Bhavikatti, S. S. Building Construction. Noida: Vikas Publishing House Pvt. Ltd., 2013
 Bhavikatti, S. S. Materials of Construction Vol - 2. New Delhi: L. K. International Publishing House Pvt. Ltd., 2014
 Biggs, John M. Introduction to Structural Dynamics. New Delhi: McGraw Hill Education India Pvt Ltd, 2014
 Binda, S.P., and Arora, S. P. Building Construction: Planning Techniques and Methods of Construction, 19th ed. Dhanpat Rai Pub. New Delhi, 2000.
 Charlson, Andrew. The structure of architecture: Sourcebook for architects and structural engineers. London: Taylor & Francis, 2015
 Ching, Francis D. K. Building Structures Illustrated. New York: John Wiley & Sons, Inc., 2014
 Ching, Francis D. K. Visual Dictionary of Architecture. Delhi: Wiley India (P) Ltd., 2012
 Chadley, R. Building Construction Handbook. Oxford: Butterworth-Heinemann Ltd., 2010
 Chadley, R. Construction Technology.
 Cohen, Jean-Louis. Liquid Stone: New Architecture in Concrete. Boston: Birkhauser, 2006
 Deplanes, Andrea. Constructing Architecture Materials Processes Structures: A Handbook. Switzerland: Birkhauser- Publisher of Architecture, 2013
 Dr R.C. Puri - Building Construction
 Francis D.K. Ching - Building Construction Illustrated. VNR, 1975.
 Gambhir, M. L. Building Materials: Products, Properties, and Systems. New Delhi: Tata McGraw Hill Education Private Limited,
 Bailey and Hancock, D.W. Brick Work and Associated Studies Vol. 2. MacMillan, London, 1979.
 Hibbeler, Russell C. Structural Analysis. India: Pearson Education Asia Pte. Ltd., 2013
 HUDCO - All you wanted to know about soil stabilized mud blocks, New Delhi, 1989.
 Isenya, Barry S. Statics and Strength of Materials For Architecture And Building Construction. Chennai: Pearson India Education Services Pvt Ltd., 2015;
 Khurmi, R. S. The strength of Materials: Mechanics of Solids. New Delhi: S. Chand & Company Ltd., 2013;
 Kotadiya A. S. Building Construction.: Mahajan Publishing, 2014

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					THEORY			STUDIO			L	T	S	
					End Sem Valuation Exam (30%+30% 60%)	Two Term Exam (20%)	Teachers Assessment (50%+50% 100%)	End Sem Valuation Exam (50%+50% 100%)	Teachers Assessment (50%+50% 100%)					
BIA AE	TE	THEORY CUM STUDIO	ARCH 103	BUILDING MATERIAL & CONSTRUCTION - I	40	30	30	15	15	100	1	2	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Kula, David. *Materialogy: The Creative's Guide to Materials and Technologies*. USA: Frame Publishers; 2009

Kumar, Nushil. *Building Construction*. New Delhi: Standard Publishers Distributors, 2012;

Laarsen, Harold L. *Structural Analysis*. New Delhi: McGraw Hill Education India Pvt Ltd, 2014;

Levy, Matthys. *Why Buildings Fall: How Structures Fail*. New York: W. W. Norton and Co., 2002

Lyons. *Materials for Architects & Builders*. New York: Taylor & Francis, 2014

McKay, J. K. *Building Construction Vol - 2-4*. Metric. Delhi: Pearson Education Pte. Ltd., 2013

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

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

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

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

Pandit, G. S. *Structural Analysis: A Matrix Approach*. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2008

Parikh, Janak. *Understanding the Concept of Structural Analysis and Design*. Anand: Charotar Publishing House, 2000

Patel, Nishik. *Stone Buildings of Gujarat*. Ahmedabad: CEPT University, 2010

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

Rangwala, S. C. *Engineering Materials: Material Science*. Anand: Charotar Publishing House, 2014

Rangwala, S.C. *Building Construction*, 22nd ed. Charotar Pub. House, Anand, 2004.

Salvadori, Maria. *Why Buildings Stand Up: The Strength of Architecture*. New York: W. W. Norton and Co., 1980.

Sandaker, Bjorn N. *Structural Basis of Architecture*. UK: Taylor & Francis, 2011;

Schodek, Daniel L. *Structures*. New Delhi: PHI Learning Private Limited, 2014;

Shah, M. G. *Building Drawing: With an Integrated Approach to Built Environment*. New Delhi: McGraw-Hill Publishing Company Ltd., 2013

Sherratt, Fred. *Materials science in construction: an introduction*. London: Taylor & Francis, 2013;

Singh, Gurcharan. *Building Material and Construction*. Delhi: Standard Book House, 2012; *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


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ARCH 104: Architectural Graphics & Drawing – I

Cm for Course	Course Area	Course Teacher	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem External Exam (20%/OR 40%)	Term Exam (20%)	Teachers Assess (20%/OR 30%)	End Sem External Exam (20%/OR 30%)	Teachers Assess (20%/OR 30%)					
PC	BA	STUDIO	ARCH 104	ARCHITECTURAL GRAPHICS & DRAWING- I				70	70	100			2	2

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 104: Architectural Graphics & Drawing – I

Course Educational Objectives (CEOs):

- To introduce architectural drawing techniques and facilitate effective visual communication. The students will develop knowledge of orthographic projections, measured drawing, and skills in FreeHand sketching

Course outcomes (COs):

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

Make use of Orthographic Projection Drawing as a representation tool & medium of effective visual communication.
 Appraise skills in visualization
 Maximize the potential of two-dimensional drawing as a tool for design development and representation.

Expected Skills / Knowledge Transferred:

Focus: Students will learn the basic drafting and visualization skills (manual)

Make use of Architectural Drawing as a representation tool & medium of effective visual communication.
 Students will learn to Scale drawings and conventional architectural representations in drawings and graphics.
 Students will develop the understanding & skills of technical drawing as a tool for visual communication.
 Students will learn basic drafting and visualization skills

Course Overview:

- The course introduces the fundamental techniques of architectural drawing and develops the appropriate skills for visualization and representation.

Course Contents:

Unit.	Syllabus: Topic	Subtopic	Teaching Hours:
Introduction; Drawing:			
I	Geometrical Construction	Basic and analytical geometry – Geometric Constructions Geometrical Drawing: Architectural Symbols: Measuring and Drawing to Scale: Constructing and dividing lines and angles; Constructing and dividing circles and arcs; Constructing Regular Polygons; Description of Plane Curves; Architectural Symbols:	8 hrs.
II	Orthographic Projection, Auxiliary Projection, and Isometric views	Orthographic projection and auxiliary projection; Axonometric views, isometric views, and other views; Projections of Points, Lines, and Planes ; Projections of solids (Prisms & Pyramids) ;Tilted Objects ;Sections of Solids ; Interpenetrations of Solids (Basic);Description of Plane Curves; Solid Geometry: Sections of solid	18 hrs.
III	Development of Surfaces	Introduction of D.O.S ; Regular Polygons and Platonic Solids ; D.O.S of hip roof & Gable roofs ; D.O.S of sectioned objects;	8 hrs.
IV	Allied Techniques (Part 1 of 2)	Visualization Software (Sketch-UP, Rhino, or equivalents); Model Making; Various frechand sketching exercises to strengthen visualization and	8 hrs.

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ARCH 104: Architectural Graphics & Drawing - I

Crs. for Code	Course Area	Course Title/Type	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEDULE/ WEEK			CREDITS	
					THEORY			STUDIO			L	T	D		
					End Sem University Exam (50%OR 20%)	Two Term Exam (20%)	Teachers Assessment (30%OR 20%)	End Sem University Exam (50%OR 20%)	Teachers Assessment (30%OR 20%)						
PC	AR	STUDIO	ARCH 104	ARCHITECTURAL GRAPHICS & DRAWING - I				70	70	100				3	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

V FreeHand Drawings representation.;
 FreeHand Drawings: line strokes, light and shade 3hrs.
 techniques of simple, natural, and 3D geometric forms. Study of proportions and scale; structure and axes of objects; Outdoor sketching of simple building forms

Sessional work:

Guidelines

Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Note:

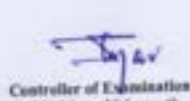
This is a studio subject and students should be made to prepare drawings as studio exercises along with the theoretical inputs. The studio work should be around 12 to 15 A1 sheets for appropriate site visits.
 Evaluation is to be done through viva voce by an external examiner appointed by the university at the Institute. Portfolios, after the university exam, shall be retained at the Institute level for the viva-voice

Suggested Readings:

Alan Jefferis, David A. Madson, David P. Madson. Architectural Drafting & design. Delmar Cengage Learning approaches the built environment, 7th Ed. Tata McGraw Hill Pub., Delhi, 2000.
 Rhett, N.D. and Panchal V.M. Engineering Drawing: Plane and Solid Geometry, 42nd ed. Charotar Pub., Anand, 2000.
 Ries, D. John. Architectural Drafting: Structure and Environment. Bubbs - Merrill Educational Pub., Indianapolis.
 Ching, Francis D. K. Architectural Graphics, New York: Van Nostrand Reinhold, 1975.
 Ching, Francis D. K., and James Fickler. Introduction to Architecture.
 Ching, Francis D. K., and Steven P. Jurovsek. Design Drawing. New York: Van Nostrand Reinhold, 1998. .
 Ching, Francis D. K., Architecture: Form, Space, and Order. Hoboken, N.J: John Wiley & Sons, 2007.
 Caswell Jensen. Engineering Drawing & Design. McGraw-Hill
 Dana J. Hepler, Paul Ross Wallace, Donald Hepler. , Drafting & Design Architecture & Construction. Delmar Cengage Learning
 Dhananjay Jolhey. Engineering Drawing. Tata McGraw Hill
 Douglas Cooper., Drawing and Perceiving. WILEY
 George Barnett Johnston., Drafting Culture. The MIT Press
 GB, P.S. T.B. of Geometrical Drawing, 3rd Ed. Dewan Sushil Kumar Kataria, Ludhiana, 1986.
 Helmut Pottmann. Architectural geometry. Bentley Institute Press
 L.H. Merris, Geometrical Drawing for Art Students, Orient Longman Chennai.
 M.S.Kumar, Engineering Drawing, DD publications, Chennai 600 048
 Merris, L.H. Geometrical Drawing for Art Students.
 ND Bhatt. Engineering Drawing. Charotar Publishing House
 Nelson, A. John. H.B. of Architectural and Civil Drafting, Van Nostrand Reinhold, New York, 1983.
 Nichols, T.B. and Kerp, Norman. The geometry of Construction, 3rd ed. Clower - Home Press Ltd., London, 1959.
 Raymann, Drawing, and Putting Architecture Pub. Van Nostrand Reinhold Company, New York
 Robert W. Gil. Rendering with pen and ink, Thomas & Hudson
 Shah, M.G., Kato, C.M. and Pathá, S.Y. Building Drawing: with an integrated approach to the built environment, 7th Ed. Tata McGraw Hill Pub., Delhi, 2000.
 Thomas Obermeyer., Architectural Drafting Residential & Commercial. Glencoe/McGraw-Hill
 Thoma, E. Franck. Graphic Science and Design, New York: McGraw Hill.


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ARCH 105: History of Architecture & Culture- I

Crs for Crs	Course Area	Course Type/Type	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%+OR 40%)	Two Term Exam (20%)	Teachers Assessment (30%+OR 20%)	End Sem University Exam (50%+OR 30%)	Teachers Assessment (30%+OR 20%)					
PC	AR	THEORY	ARCH 105	HISTORY OF ARCHITECTURE & CULTURE- I	20	20	30			100	2			2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 105: History of Architecture & Culture- I

Course Educational Objectives (CEOs):

To explain to the students the evolution of architecture over time with special emphasis on social, religious, and environmental factors. To make the students understand the developments in construction technology in different periods.

Course outcomes (COs):

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

- Outline the prehistory and timeline of human evolution
- Discover various cultural expressions
- Compare Indian history and its cultural values
- Develop an understanding of the relationship between people and place

Expected Skills / Knowledge Transferred:

- Acquire knowledge to identify the common characteristics among the monuments of a particular style and good practices of architecture in the past
- Acquire graphic skills to present a building, analyze its elements and explain the composition.

Focus: Humanities

- The student will learn an appreciation of various cultural expressions through instruction and experience
- The students will develop an appreciation of the rigorous thought processes in the field of science

Course Overview:

History of Architecture to be studied as the development of building forms in response to social, religious, aesthetic, and environmental factors. It focuses on the three-dimensional forms plan forms, façade organization, structural solution, construction methods, and ornamentation as well as focuses on the general trends and not on specific e.g. of buildings.

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
	Detailed study & analysis of architectural design fundamentals through significant e.g., in the light of the following for the periods mentioned in the modules. Teaching & learning through reading, discussions, debate & critical judgment		
I	Historical timeline of human evolution	<ul style="list-style-type: none"> • The history of the earth • Human evolution – stages and timeline • Paleolithic and Neolithic society • Journey towards modern man and civility Philosophical explorations into man's place in the world, ethics, aesthetics, and epistemology as systems of the relationship between man, society, artefacts, and thought. The discipline of history and the continuous observation and criticism of society Critical thinking – its basis and intent	6 hrs.
II	Culture and society	What are culture and society Elements of culture Symbols and culture Understanding art as an expression of culture. Exposition of aspects of literature, performing arts - theatre, dance, music and plastic arts; painting, sculpture, film, in terms of basic characteristics and development of each field and first-hand experience of some work.	8 hrs.
III	Indian culture	History of India Unity and diversity Cultural values and identity	6 hrs.

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ARCH 105: History of Architecture & Culture-I

Crs. No.	Crs. Title	Crs. Type	Crs. Code	Crs. Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem Examinations (30%+30%)	Two Term Exam (20%)	Teachers Assessment (40%)	End Sem Examinations (30%+30%)	Teachers Assessment (40%)					
PC	AR	THEORY	ARCH 105	HISTORY OF ARCHITECTURE & CULTURE - I	30	20	30			100	2			2

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

IV People and places **10 hrs.**

The genesis of seed ideas & concepts; Timeline; Socio-political background, key people involved; Climatic & geographic influence; General settlement pattern; Cities & its civic places; Culture and shelter (Indian context)
 Culture, people and place – the role of culture in place-making
 Construction technology & material; Design principles; Typology; Evolution; Spatial organization; Form & Detailing. The examples, to represent the following historical styles are suggestive & students are encouraged to explore additional e.g., for a comprehensive understanding of the respective styles

Sessional work:
Guidelines Assignments/Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time 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 sketches.

Suggested Readings:

Arnold, Dana. *An History: A Very Short Introduction*. New York: Oxford UP, 2004;
 Bronowski, Jacob. *The Ascent of Man*. Boston: Little, Brown, 1974;
 Copplstone, Trevis, and Others. *World Architecture: An Illustrated History*, 110 Ed. Harlyn, London, 1979
 Fletcher, Sir Banister. *A History of Architecture*, 19th Ed. CBS Pub, Delhi, 1992.
 Giddens, Anthony., *Introduction to Sociology*. New York: W.W. Norton, 1998.
 Heidegger, Martin, and Ralph Manheim. *An Introduction to Metaphysics*. New Haven: Yale UP, 1959.
 Johnson, Harry Morton. *Sociology: A Systematic Introduction*. New York: Harcourt, Brace, 1960.
 Lanson, Richard. *The Sprinkling Tree: A Study of Indian Culture and Society*. London: Oxford UP, 1971.;
 Majumdar, Ramesh Chandra. *The History and Culture of the Indian People*. Mumbai: Bharatiya Vidyya Bhavan, 1996.
 Oliver, Paul. *Encyclopedia of Vernacular Architecture of the World*. Cambridge: Cambridge UP, 1997.
 Patrick Nattgens, *The Story Of Architecture*;
 Pearse, F. G. *An Outline History of Civilization*. Bombay: Oxford U.P., 1965;
 Radolky, Bernard. *Architecture without Architects, an Introduction to nonpedigreed Architecture*. New York: Museum of Modern Art; Distributed by Doubleday, Garden City, N.Y., 1964;
 Schatz, Christian Norberg. *Meaning in Western Architecture*, 2nd Ed. Rizzoli Intl. Pub., New York, 1981.;
 Siegfried Gideon, *Space, Time And Architecture*;
 Svergel, Philip M. *Art & Humanities Through the Eras*. Detroit: Thomson Gale, 2005;
 Stallabrass, Julian, and Julian Stallabrass. *Contemporary Art: A Very Short Introduction*. Oxford: Oxford UP, 2006.;
 Toynbee, Arnold, *Mankind and Mother Earth: A Narrative History of the World*. New York: Oxford UP, 1975;
 Varwood, Dorven. *A Chronology of Western Architecture*. B.T. Batsford Ltd, London, 1987.

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ARCH 107: Theory of Structures -I

Sl. No.	Course Area	Course Title	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50% OR 10%)	Two Term Exam (20%)	Teachers Assessment (30% OR 10%)	End Sem University Exam (50% OR 10%)	Teachers Assessment (30% OR 10%)					
85	TE	THEORY	ARCH 107	THEORY OF STRUCTURES -I	50	20	30			100	2			3

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 107: Theory of Structures -I

Course Educational Objectives (CEOs):

To enable students to understand the concepts of structures in architecture, the use of different structural materials used for various buildings

Course outcomes (COs):

- At the end of the course, students will be able to
- Explain conceptual understanding of structural behaviour
 - Relate basic structural systems.
 - Apply technical vocabulary related to structural design
- Expected Skills / Knowledge Transferred:
- The students shall be confident about the structural action of the various elements.
 - Further, he will have sufficient knowledge about the various long-span structures.
 - Students will get a conceptual understanding of structural behaviour to learn basic structural systems.
- Focus: Civil
- The student will understand the technical vocabulary related to structure.

Course Overview:

- To inculcate in the student an awareness of basic structural principles used in various building systems
- Students will understand the structural behaviour of materials, basic structural systems
- Students will understand the loading mechanism of structural systems
- Basic principles of mechanics and behaviour of elements of structures.

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
I	Process of the building structure	Structure and Structural form Structure and its importance in Architecture Introduction: Structural Concepts: Force, the equilibrium of forces; a system of forces, resultant, equilibrant Parallelogram law, LOADS OF STRUCTURE: STRUCTURAL MATERIALS	6hrs
II	The broad categorization of structural system	Structural form - solid, Surface, skeleton, Membrane, hybrid Structural form - in Nature Structural form - man-made Different methods of categorization of the structural system Mechanical properties of structural material Structural systems based on the mechanism of transfer of load Analysis of trusses, Problem of Span, Stress, Strain Tension And Compression Members Concepts of various structural systems – Cables – Trusses – Arches – Cable Roofs – Space Frames – Flat Slabs. Types of Beams, Cantilever: Types of loads Curved Structures and Long-Span Buildings Theory of Vaults and Domes – Construction of Masonry Vaults and Domes – Concepts of Reinforced Concrete Shells, Domes and Vaults – Folded Plate Roofs – tensile structures.	6hrs
III	States of stresses	Tensile, compressive, shear, torsion, bending	6hrs

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ARCH 107: Theory of Structures -I

Course Code	Course Area	Course Type/Unit	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			PRACTICE			L	T	P	
					End Sem University Exam (30%+30% 60%)	Two Term Exam (20%)	Teachers Assessment (10%) (10%+0% 20%)	End Sem University Exam (30%+30% 60%)	Teachers Assessment (10%) (10%+0% 20%)					
BS &A E	TE	THEORY	ARCH 107	THEORY OF STRUCTURES -I	30	20	30			100	2			2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Studio; C - Credit

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- IV** Basic requirements of a structure of a structure Structural material: strength, stiffness, shape **6hrs**
 Equilibrium: Vertical, Horizontal, Rational settlement and earthquake behaviour
- V** Types of loads & supports Structural Elements: Strut, tie, beam, slab/plate, panel **6hrs**
 Structural Element behaviour: Tensile, compressive, shear, torsion, bending
 Definition of the centroid, a line of symmetry, the centroid for some standard shapes, calculation of centroid for shapes like L, T, C, I Sections, etc., a moment of inertia, Derivation of M.I formula for Rectangle, Circle, Triangle, calculation of M.I for L, T, C, I Sections, etc.,
 Types of joints, lap joint & butt joint, failure of riveted joints, the strength of the joint, efficiency of the joint, Unwin's formula, chain riveting & Diamond Riveting

Sessional work:

Guidelines

Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Assignments

Site Studies and Visual aspects. Numerical and understanding of structural concepts

Note:

This course is to be taught as an introduction with special reference to the structure in nature viz. Trees, the Human body, and other examples of unusual rock formations are created by the forces of nature like wind and water.

The teaching in this subject must bring out:

The predominant pictorial nature of the Architect's language is the physical-mechanical essence of the subject matter.

The orientation of all Architectural efforts and their relation to form and space.

Emphasis should be laid on the understating of building evolution and form.

The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.

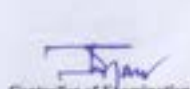
More emphasis while teaching shall be laid on learning by doing by students involving the making of 3-D models (to give the students different spatial experiences and make them understand the basics/principles involved)

Suggested Readings :

Ambrose, James E. Building Structures. New York: Wiley, 1988.
 Anderson, Stanford, and Eladio Dieste. Innovation in Structural Art. New York: Princeton Architectural, 2004. James Ambrose, Building Structures, Canada Wiley, 2012
 Biggs, John M., Introduction to Structural Dynamics, New Delhi, McGraw Hill Education India Pvt Ltd, 2014
 Burns, John A. Recording Historic Structures. Washington, D.C.: American Institute of Architects, 1989.
 Charleson, Andrew., Structure as Architecture: Sourcebook for architects and structural engineers, London, Taylor & Francis, 2015
 Ching, Francis D. K., Building Structures Illustrated, New York, John Wiley & Sons, Inc., 2014
 Corbitt, P. A., H. L. Puderbaugh, and H. K. Sawyers. Structure and Architectural Design. Iowa City: Sernoff, 1974.
 Cowan, Henry J. Architectural Structures: An Introduction to Structural Mechanics, New York: Elsevier, 1976.
 Deplaes, and Siffker, Constructing Architecture: Materials, Processes, Structures, Basel: Birkhäuser Verlag, 2013. .
 Forsyth, Michael. Structures & Construction in Historic Building Conservation. Oxford, UK: Blackwell, 2007.
 Gordon, J. E. The New Science of Strong Materials, Or, Why You Don't Fall through the Floor. Princeton, NJ: Princeton UP, 1984.
 Haas, Tony. Tony Hunt's Structures Notebook. Oxford: Architectural, 2003.
 James Ambrose, Building Structures, Canada Wiley, 2012
 Kara, Hanif. Design Engineering: AKT Adams Kara Taylor. Barcelona: Actar, 2008.
 Kumar, Ashok. Theory of Structures, New Delhi, Laxmi Publications Pvt. Ltd., 2004


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ARCH 107: Theory of Structures -I

Course Code	Course Area	Course Type/Category	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%) (20%)	Two Term Exam (20%)	Teachers Assessment (30%) (20%)	End Sem University Exam (50%) (10%)	Teachers Assessment (40%) (30%)					
BS & A E	TE	THEORY	ARCH 107	THEORY OF STRUCTURES -I	50	20	30			100	2			3

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Levy, Matthey, Why Buildings Fail: How Structures Fail, New York, W. W. Norton and Co., 2002
 Mainstone, R. J. Structure in Architecture: History, Design, and Innovation, Aldershot, Hampshire: Ashgate, 1999.
 Hillis, Malcolm, Building structures from concept to design, London, Spon Press, 2005
 Mirre, Eduardo Torroja, J. J. Polivka, and Milos Polivka, Philosophy of Structures: English Version by J.J. Polivka and Milos Polivka, Berkeley, CA: U of California, 1962.
 Mutton, A. The Art of Structures: Introduction to the Functioning of Structures in Architecture. Abingdon, Oxford, UK: EPFL/Routledge, 2011.
 Osway, Barry S., Statics And Strength Of Materials For Architecture And Building Construction, Chennai, Pearson India Education Services Pvt Ltd., 2015
 Parikh, Janak, Understanding Concept of Structural Analysis and Design, Anand, Charter Publishing House, 2000
 Ramaswathan, S., Theory of Structures, Delhi, Dhanpat Rai & Sons, 2013
 Rosenthal, Hans Werner, and Hans Werner, Rosenthal, Structural Decisions: The Basic Principles of Structural Theory, Their Application to the Design of Buildings and Their Influence on Structural Form. London: Chapman & Hall, 1962.
 Salvadori, Mario, and Robert A. Heller, Structure in Architecture: The Building of Buildings. Englewood Cliffs, NJ: Prentice-Hall, 1975.
 Salvadori, Mario, Serayinda Hooker, and Christopher Ragus, Why Buildings Stand Up: The Strength of Architecture. New York: Norton, 1980.
 Salvadori, Mario, Structure in Architecture. Englewood Cliffs, NJ: Prentice-Hall, 1963.
 Saariker, Bjorn Norman, and Arne Petter, Eggen, The Structural Basis of Architecture. New York: Whitney Library of Design, 1992.
 Schodek, Daniel L. Structures. Englewood Cliffs, NJ: Prentice-Hall, 1980.
 Seward, Derek, Understanding structures: analysis materials design, London, Palgrave, 2014


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ARCH 108: Workshop -I

Cm Code	Course Area	Course Type/Type	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEDULE/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (30%)	Two Term Exam (20%)	Teachers Assessment (50%) (20%+30%)	End Sem University Exam (30%)	Teachers Assessment (50%) (20%+30%)					
PC	SK	STUDIO	ARCH 108	WORKSHOP-I				50	50	100			2	2

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 108: Workshop -I

Course Educational Objectives (CEOs):

To introduce various fabrication skills and techniques necessary to produce scale- models, and encourage the preparation of models as an essential phase in design development and evaluation. Developing overall skills in understanding various tools, processes, and materials.

Course outcomes (COs):

- | | |
|---|--|
| <p>At the end of the course, students will be able to</p> <p>Expected Skills / Knowledge Transferred:</p> <p>Focus: Manual Skills</p> | <p>The student will learn different methods and techniques to represent an idea & thoughts</p> <p>The student will have various representation techniques at her disposal</p> <p>The student will be able to represent a design idea 3 dimensionally</p> <p>Use of presentation software</p> <p>Dexterity; Knowledge of materials and their properties; craft skills; visualization skills;</p> <p>The student will learn different methods and techniques to represent an idea & thoughts</p> <p>The student will have various representation techniques at her disposal</p> <p>The student will be able to represent a design idea 3 dimensionally</p> <p>Use of presentation software</p> |
|---|--|

Course Overview:

The course provides the foundation and capability to represent the concepts three-dimensionally. Sketching/Techniques

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
I	Sketching:	Sketching is a tool for developing ideas, communicating ideas	4hrs
II	Craft:	Collages & Montages, Form Work	4 hrs.
III	Model Making	Model Making (Paper, Pharmacol, Cardboard, Clay, Wood, Etc.) Understanding various basic tools used for carpentry joinery and fabrication. Understanding various building materials and their tools used for cutting, joining and extension. Handling materials like wood, marble, steel, MS, plywood, POP, Aluminum, etc. Understanding nailing, screwing, riveting and their various conditions and types of applications. Expression of forms- By handling various materials.	10 hrs.
IV	Basic Use Computers:	of Presentation Software (MS Office, Prezi & Others)	4 hrs.
V	Photography:	inbuilt models, using lighting and natural background	4 hrs.
	Vocabulary development /reinforcement	• Introduction to Architectural Keywords • Meanings to Architectural Keywords Making Sense of Architectural Keywords through the Masters' Works	4 hrs.

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ARCH 108: Workshop -I

Crs. No.	Crs. Area	Crs. Type	Crs. Code	Crs. Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem. University Exam (20%+20%+40%)	Two Term Exam (20%)	Teacher's Assessment (20%)	End Sem. University Exam (20%+20%+20%)	Teacher's Assessment (20%)					
PC	SK	STUDIO	ARCH 108	WORKSHOP-I				50	50	100			2	2

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Sessional work:

Guidelines

Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Continuous Evaluation shall be made of students' work based on various models, sketch assignments, and market surveys.

One Major And the rest minor tasks are to be set from the entire syllabus

Assignments:

All the above modules will be evaluated in the form of verbal or written presentation of artwork, drawing work, model making, photography, etc. At least three major assignments involving the individual students to fabricate

Scale model of a piece of furniture, Presentation of models, mock-up of an Everyday Object, Three-dimensional Forms, etc.

Documentation of the important phases of fabrication is a must which shall become the basis for internal evaluation.

Note:

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

Suggested Readings :

Bernald, S and Copleys, Myers. History of Art.
 Catherine Neuman, Ryland Peters & Small, Paper Scissor Glue
 Ching, Francis D. K., and James Eickler. Introduction to Architecture.
 Ching, Francis D. K., and Steven P. Janszok. Design Drawing. New York: Van Nostrand Reinhold, 1998.
 Ching, Francis D. K., Architecture: Form, Space, and Order. Hoboken, N.J. John Wiley & Sons, 2007.
 Craven, C. Roy. Indian Art a Concise History.
 Deepak John Mathew, Principles of design through photography. Wisdom Tree Publishers
 Donna Katz & Nelson Gopfert, The art of Polymer Clay
 Douglas Cooper, Drawing and Perciving. John Wiley & Sons.
 Edward D. Levinson, Architectural Rendering Fundamentals. McGraw-Hill
 Eugene Fidler & Emmett Elvin, The complete book of drawing techniques, by
 Helmut Pottmann, Architectural geometry. Bentley Institute Press Historical story of art. DK Publications.
 Krier, Rab. The element of Architecture. Academy Editions, London, 1992.
 Lorraine Farrelly. Representational Techniques. Fairchild Books AVA
 Magnat, Jacques. The Aesthetic Experiences: An anthropologist looks at Visual Art.
 Martin Damber. Contemporary Illustration, Hatfield, 2009
 Michael E. Doyle. Colour Drawing. Wiley
 Phil Metzger. The Art of Perspective: The Ultimate Guide for Artists in Every Medium. North Light Books, 2007
 Preble, Duane. Art Forms.
 Ray Smith. Artist Handbook. DK Publications
 Richard Poulton, Graphic design +architecture. Rockport Publishers
 Robert W. Gil, Rendering with pen and ink. Thames & Hudson
 Seyler, C. James, and Catherine, J. Anthony. Introduction to Architecture.
 apert, Annette. Swid Powell: Objects by Architects. Rizzoli, New York, 1990.
 Thyagarajan. Basic practical photography
 Tim Mc Creight & Nicole Bradlak Color on Metal
 Wilson William Atkin. Architectural Presentation Techniques. Van Nostrand Reinhold

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ARCH 109: Building Systems and Services -I Surveying & Levelling

Sl. No.	Course Area	Course Type	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			PRACTICE			L	T	S	
					End Sem University Exam (30%)	Two Term Exam (30%)	Teachers Assessment (40%)	End Sem University Exam (30%)	Teachers Assessment (40%)					
01	TE	THEORY	ARCH 109	BUILDING SYSTEMS AND SERVICES-I (SURVEY & LEVELLING)	50	20	30			100	2			2

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit.

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 109: BUILDING SYSTEMS AND SERVICES -I SURVEYING & LEVELLING

Course Educational Objectives (CEOs):

To explain the techniques and instruments used in a survey of land tracts

Course outcomes (COs):

- At the end of the course, students will be able to
 - Interpret the concept, instruments, and methods of surveying and levelling. Make use of concepts and methods of surveying and levelling. Appraise the relevance of surveying and levelling in the Architectural field
- Expected Skills / Knowledge Transferred:
 - Dexterity; Knowledge of materials and their properties; skills; visualization skills;
- Focus: Manual Skills
 - The student will learn different methods and techniques to represent an idea & thoughts. The student will have various representation techniques at her disposal. The student will be able to represent a design idea 3 dimensionally, Use of presentation software

Course Overview:

To explain the different techniques and instruments used in a survey of land tracts

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching G Hours:
I	Introduction of surveying	Surveying and Architecture Introduction to surveying: Definition, object, uses, classification of the survey. Formulae are used in the measurement of land with geometrical and abstract configurations to work out Areas, volumes, and other quantities. Principles of surveying, scales, and types of scale, Accuracy & Errors	2 hrs.
II	Linear Measurements	Measurement of distance with chain, tape, EDM, GPS, etc., measurement on sloping ground, obstacles, Errors in measurements ;Selection of survey station. Chain line, Offset, oblique offset, tie line, check lines, ranging. ; Chain Surveying: errors and corrections, the composition of Areas,;Compass Surveying Field book plotting.	4 hrs.
	Measurements of Angles	Various parts of Compass, Types, ;Errors affecting angular measurements ;Types of the traverse, Orientation of traverse surveys ;Theodolite, Theodolite Traversing: Types of Theodolites, Definitions, temporary adjustment of theodolite, Plane Table Survey:	4 hrs.
III	Levelling	Definitions, Types of levels, methods of levelling Various parts of a dumpy level. Levelling Levelling staff, technical terms used in levelling. Contouring: Definition, Characteristics of contour, plotting using radial line & square grids	6hrs
	Plane table surveying	Introduction. ;Equipment required. ; Working with a plain table. ; Errors in the plane table.	4hrs

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ARCH 109: Building Systems and Services -I Surveying & Levelling

Crs. no. Code	Course Area	Course Type/Type	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING METHODOLOGY			CREDITS
					THEORY			PRACTICE			L	T	S	
					End-Sem University Exam (20%+20%)	2 nd Term Exam (20%)	Yearly Assessm. (20%+20%)	End-Sem University Exam (20%+20%)	Yearly Assessm. (20%+20%)					
BBA AE	TE	THEORY	ARCH 109	BUILDING SYSTEMS AND SERVICES-I (SURVEY & LEVELLING)	30	20	30			100	2			2

Legend: L - Lecture, T - Tutorial/Teacher Guided Student Activity, S - Studio, C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

IV	Curve Setting	Advantages and disadvantages. Introduction ; Types of Curves ;Elements of Curves Methods of Curve Setting;	4hrs
	Construction Surveying	Introduction ;Equipment for setting out. Horizontal and vertical control. Setting out a building and structure (complete layout).	2hrs
V	Advanced Surveying	EDM ;Total Station ,GPS , Other Advanced Methods	4hrs

Sessional work:

Guidelines

Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Continuous Evaluation shall be made of students' work based on various models, sketch assignments, and market surveys.

Assignments:

One Major And the rest minor tasks are to be set from the entire syllabus
 Site Studies – Plot, site, land and regions, size and shape of the site, Analysis of accessibility, Topography, Climate, landforms, Surface Drainage, Soil, Water, Vegetation, Ecology, and Visual aspects.

Note:

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

Suggested Readings: :

Arora, K.R. Surveying Vol. 1, 4th Ed. Standard Book House, Delhi, 2006.
 Chandra A.M.(2006). Plane Surveying (2nd ed.). New Delhi, India: New Age International Publishers
 Ghosh J.K. (2010). Elementary Engineering Surveying. New Delhi, India: Studium Press (India) Pvt. Ltd.
 Gopi Sathesh, Sathi Kumar R., Madhu, N. (2018). Advanced Surveying (2nd ed.). Noida, India. Pearson
 Lynch, Kevin. Site Planning. MIT Press, Massachusetts, 1962.
 Pannala B.C. (2016). Surveying Volume 1 (17th ed.). Bangalore, India: Laxmi Publications(P) Ltd.
 Pannala, B.C. Surveying Vol. 1, 13th Ed. Laxmi Publications Pvt. Ltd., New Delhi, 1996.
 Rangwala (2018). Surveying and levelling. Anand, India: Charotar


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HUCS 101: Communication Skills

Crs. no. Code	Course Area	Course Type/Type	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEDULE/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem. University Exam (30%)	Two Term Exam (30%)	Teachers Assessment (40%)	End Sem. University Exam (30%)	Teachers Assessment (40%)					
SEC	SK	THEORY	HUCS101	COMMUNICATION SKILLS	60	24	36	20		120	1	1	1	2

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit

Teacher Assessment shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

HUCS 101: Communication Skills

Course Educational Objectives (CEOs):

- Develop the second language learners' ability to enhance and demonstrate skills
- Acquire English language skills to further their studies at advanced levels
- Become more confident and active participants in all aspects of their undergraduate programs

Course outcomes (COs):

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

Demonstrate understanding of the English Language
 Interpret the basic structure, grammar, vocabulary, and speech construction

Develop an Understanding of Keywords in Architecture
 Build art of presentation in basic writing and public speaking with a focus on meaning.

Expected Skills / Knowledge Transferred:

The students should be able to: Have confidence in their ability to read, comprehend, organise and retain written information; Write grammatically correct sentences for various forms of written communication to express themselves

Focus: Manual Skills

Adapt skills of listening, reading, understanding, speaking, writing & translation in English students should be able to: Have confidence in their ability to read, comprehend, organise and retain written information; Write grammatically correct sentences for various forms of written communication to express themselves

Course Overview:

To provide an adequate mastery of technical and communicative English Language training primarily, reading and writing skills, secondarily listening and speaking skills.

Course Contents:

Sr. No.	Syllabus: Topic	Subtopic	Teaching Hours:
1	Unit I	*Communication: Nature, Meaning, Definition, Verbal And Non-Verbal Communication, Barriers To Communication	6 Hrs.
2	Unit II	Basic Language Skills: Grammar And Usage, Parts Of Speech, Tenses, Subject, And Verb Agreement, Prepositions, Articles	6 Hrs.
3	Unit III	Basic Language Skills: Types Of Sentences, Direct - Indirect, Active And Passive Voice, Phrases And Clauses	6 Hrs.
4	Unit IV	Business Correspondence: Business Letter, Parts And Layouts Of Business Resume And Job Application, Email Writing, E-Mail Etiquette.	6 Hrs.
5	Unit V	Report Writing: The Importance Of The Report, Types Of Report, The Structure Of A Report	6 Hrs.
	Practical:	Self-Introduction, Reading Skills, Listening Skills, Oral Presentation, Linguistics And Phonetics, Jam (Just A Minute), Group Discussion, Role Plays	

Sessional work:

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HUCS 101: Communication Skills

Sl. No.	Course Code	Course Title	Credit	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem. University Exam (20%+20%)	Two Term Exam (20%)	Teacher's Assessment (40%)	End Sem. University Exam (20%+20%)	Teacher's Assessment (40%)					
SEC	24	THEORY	HUCS1 01	COMMUNICATION SKILLS	60	24	24	20		120	1		1	2

Legend: L - Lecture, T - Tutorial/Teacher Guided Student Activity, S - Studio, C - Credit.

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Guidelines

Assignments/Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Assignments:

One Major And the rest minor tasks are to be set from the entire syllabus A Student Has to Produce a Presentation by The End of The Term and proper presentations as it is part of the architecture for juries and presentation

Note:

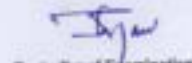
Evaluation is to be done through viva voce by an external examiner appointed by the university at the Institute. Portfolios, after the university exam, shall be retained at the Institute level for the viva-voice

Suggested Readings: :

- A.J.Thomson and A.V.Martinet (1991) A Practical English Grammar (4th ed) New York. Oxford BH Pub
- Adair John (2003) Effective communication. London: pan Macmillan Ltd
- Ashraf Rizvi(2005) Effective Technical Communication, New Delhi: Tata Mc Graw Hill
- Kratz, Abby Robinson (1995) Effective Listening skills, Toronto on Irwin Professional Publishing
- Prase Allan (1998) Body language, Delhi: Sadha Publications
- Prasad, H.S(2001) How to prepare for group discussion and interview, New Delhi Tata Mc Graw Hill


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ARCH 110: Study Tour I

Sem Code	Course Area	Course Title/Topic	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			SBP/SBP			L	T	S	
					End Sem University Exam (30%+0% 40%)	Two Term Exam (20%)	Teachers Assessment (10%+0% 20%)	End Sem University Exam (30%+0% 10%)	Teachers Assessment (10%+0% 10%)					
SEC	SA	PROJECT	ARCH 110	STUDY TOUR I : BUILDING DOCUMENTATION				50	50	100				2

Legend: L - Lecture, T - Tutorial/Teacher Guided Student Activity, S - Studio, C - Credit

Teacher Assessment shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 110: Study Tour I

Study Tour /Field Studio: Syllabus: 1 week (6 hours/week) Total Teaching hours: 30 Hr.

Course Educational Objectives (CEOs):

To analyze various art forms, and understand the techniques involved in creative thinking.

Course outcomes (COs):

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

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.

Expected Knowledge / Skills Transferred:

Different skills for creative thinking, understanding various art forms and appreciating art and architecture. a paper presentation and a summer case study

Focus: Manual Skills

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:

Unit 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.

- Student and faculty members stay at the selected Village for 8 to 15 days.
- Students will get a comprehensive awareness of that village.
- 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 made the final Drawings and reports within the remaining days.

Sessional work:

Guidelines Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes

Assignments: One Major And the rest minor tasks are to be set from the entire syllabus
Evaluation is to be done through viva voce by an external examiner appointed by the university at the Institute. Portfolios, after the university exam, shall be retained at the Institute level for the viva-voice

Note: Evaluation: Stages: Proposal and on final submission of the paper /DOCUMENTATION of places visited Students contribute to the topic/area is of critical importance.

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ARCH 119: Elective -I

COURSE CODE	COURSE AREA	COURSE TYPE/STATUS	COURSE CODE	COURSE NAME	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%/OR 40%)	Two Term Exam (30%)	Teachers Assessment (20%)/ OR (20%)	End Sem University Exam (50%/OR 40%)	Teachers Assessment (20%)/ OR (20%)					
50	THEORY /STUDIO	ARCH 119	ELECTIVE- I (POOL I)				50	50	100			2	2	

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit;

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ARCH 119: Elective -I

ISem	Elective- I (Pool I)
119.1	Pottery
119.2	Collages And Montages
119.3	Caricature, Sketching & Rendering
119.4	MOOC: Innovation By Design (Course Era)/In Design Acedge

Course Educational Objectives (CEOs):

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

Course outcomes (COs):

At the end of the overall nurturing of the student with issues in practice and field outside course, students will be able to

Expected Skills / better grooming than just books and theories.

Knowledge

Transferred:

Focus: Manual Skills 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; and finishing & presenting the product for the concepts that evolved. The outcome will be through portfolio & presentations. As Per Pool Electives Choices Stage I odd semester pool

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;

Sessional work:

- 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
Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes
- Assignments:** One Major And the rest minor tasks are to be set from the entire syllabus
Evaluation is to be done through viva voce by an external examiner appointed by the university at the Institute. Portfolios, after the university exam, shall be retained at the Institute level for the viva-voice
- Note:** Evaluation: Stages: Proposal and on final submission of the paper /DOCUMENTATION of places visited Students contribute to the topic/area is of critical importance. Evaluation is to be done through viva voce, Portfolios after the university exam shall be retained at the Institute level for the viva-voice

ARCH 119.1 Pottery

Pottery Students will understand different types and forms of pots; Also the sense

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ARCH 119: Elective -I

COURSE CODE	COURSE AREA	COURSE TITLE	COURSE CODE	COURSE NAME	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEDULE/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (30%)	Two Term Exam (20%)	Teachers Assessment (50%)	End Sem University Exam (30%)	Teachers Assessment (70%)					
SEC	01	THEORY /STUDIO	ARCH 119	ELECTIVE - I (POOL I)				50	50	100			2	2

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

of the different scales of pots will be developed.
 Understand the discipline of the workspace and its instruments; Different materials of pot making will be explored; the Different technology of the pottery will be explored; Understand firing in the kiln for baking the pots

Course outcomes (COs):

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

- Relate to different types and forms of clay, clay work, and pots.
- Illustrate the use of a potter's wheel.
- Apply the basic knowledge of working with clay and tools in designing a product.
- Create a product with finishing with hands-on work on the potter's wheel.
- better grooming than just books and theories.

Expected Skills / Knowledge Transferred:
 Focus: Manual Skills

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; and finishing & presenting the product for the concepts that evolved. The outcome will be through portfolio & presentations.
 As Per Pool Electives Choices Stage I odd semester pool

Course Contents:

Unit	Syllabus: Topic	Sub Topic	Teaching hours
I	Introduction to mud and mirror work	<ul style="list-style-type: none"> • Basic rules& principles Mod and Mirror Work (also known as Lippan Kaam) is a traditional mural craft of Kutch. Clay and dried donkey dung powder are mixed in almost equal proportions to make a thin slurry. This slurry is applied as the base of the artwork. 	9 hours
II	Making Geometrical Design, and Tracing on MDR Making Dough.	<ul style="list-style-type: none"> • Mike en Place or "everything in its place". ... • Mixing. ... • Bulk (Primary) Fermentation. ... • Punching Down. ... • Benching. ... • Shaping and Panning the Loaves. ... • Proofing the Loaf (Secondary Fermentation) ... 	6 Hours
III	Tools and Raw Materials	<ul style="list-style-type: none"> • Step 10: Stage 10: Bakine • The tools and raw materials used • Wooden board/ Hardboard • Clay, Glue, Chalk Powder, Sawdust, • Scale, Pencil, Frame, Color, Mirror, Waste Cloth 	6 hours

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B. ARCH (202) -26)

ARCH 119: Elective -I

Sl. No.	Course Area	Course Type/Type	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDIT
					THEORY			STUDIO			L	T	S	
					End Sem Examinations (50%)	Two Term Exam (20%)	Teachers Assessment (30%)	End Sem Examinations (50%)	Teachers Assessment (50%)					
38C	50	THEORY /STUDIO	ARCH 119	ELECTIVE- I (POOL I)				50	50	100			2	4

Legend: L - Lecture, T - Tutorial/Teacher Guided Student Activity, S - Studio, C - Credit.

Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- | | | | |
|----|---|---|---------|
| IV | Learning Different Architectural patterns in mod-work | <ul style="list-style-type: none"> • Design pattern Architectural Patterns • Design framework, • Design Plywood /hardboard • Design is drawn on the wooden piece using a pencil | 9 hours |
| V | Kneading clay and making dough and pinching exercise | <ul style="list-style-type: none"> • Squeezing and kneading • Poking and pinching • Rolling, Pressing, Cutting • Stamping, Constructing • Imagining • Plasticine or modelling clay | 9 hours |
| | Hands-on potter the wheel-making posts/vases. | <ul style="list-style-type: none"> • Lubrication is Vital while Throwing • The Proper Method for Centering Clay on the Potter's Wheel. • Speed and Movement While Throwing. • Compress the Pot's Rim after Every Throw • The Mechanics of Throwing a Pot's Walls • Sponge Up Excess Liquid after Each Throw • Third Throw of the Pot's Walls | 6 hours |

ARCH 119.2 Collages and Montages

Collages and Montages

Students will learn a brief history of collages and montages; Students will learn to explore using techniques of collages and montages. Brief History of collages & montages; Different types of collages; Different types of montages; Collages and Montages as a tool to represent ideas

Course outcomes (COs):

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

- Tell different types and techniques of collages and/or manages
- Illustrate the importance of collages and/or montages as a tool to represent and communicate ideas
- compose a collage/montage

Expected Knowledge Focus: Manual Skills

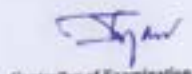
/ better grooming than just books and theories.

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; and finishing & presenting the product for the concepts that evolved. The outcome will be through portfolio & presentations. As Per Pool Electives Choices Stage I odd semester pool

Course Contents:


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Crs. for Crds.	Course Area	Course Type(s)	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEDULE/ WEEK			CREDITS
					THEORY			PRACTICE			L	T	S	
					End Sem. External Exam (30%+OR 40%)	Two Term Exam (20%)	Teachers Assessment (10%+OR 10%)	End Sem. Practical Exam (30%+OR 10%)	Teachers Assessment (10%+OR 10%)					
MC	SU	THEORY /STUDIO	ARCH 119	ELECTIVE- I (POOL I)				50	50	100			2	2

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit.

Teacher Assessment shall be based following components: Q&A/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit	Syllabus: Topic	Sub Topic	Teaching hours:
I	Brief History of collages & montages	Brief Timeline, manual & digital ways, modern approaches etc	3 hours
II	Different types of collages	2D Collages ;3D Collages	21 hours
3	Different types of Montages		21 hours

Suggested Readings:

- Simpson, L., & Alexander, E. (2018). Lorna Simpson collages. San Francisco: Chronicle Books.
- Moore, A. (2018). Collage Ideas Book. Octopus Publishing Group.
- Taylor, T., & Plowman, R. (2010). Masters: Collage: Major works by leading artists. New York: Lark Books.

ARCH 119.3 Sketching, rendering and Caricature

Sketching and rendering

Freehand line sketching and drawing of natural and manmade. Study of shades and shadows, Sketching of Historic or newly built-up structures of Architectural importance using different mediums.


Understanding of human proportion about compositions; freehand sketching of volumes, spaces & human figures. Indoor objects - still Life - Furniture, Equipment - Understanding Depth, light, Shade, Shadow Etc., Outdoor sketching: Natural Forms/ Built Forms, Understanding variety in Forms. Sketching Human Form: Anatomy and Expressions - Graphical Representations. Colour: Freehand rendering of Landscapes & builtscapes including human figures; Exercises; Application of Color in Architectural rendering; Relation between colour & texture.

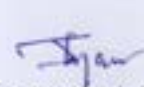
Rendering techniques:

Introduction to surfaces and media, observation, recording and basic representation techniques in different media through drawing pencil, pen, brush, charcoal, crayons etc. general approach to rendering, Entourage, Treatment of the sky, clouds, landscape elements, human figures, foreground and surroundings, shadow projections in renderings.

Graphic skills and Presentation Techniques: Page layout and Composition grids; Illustration techniques; Portfolio design and formats; Digital techniques in graphics


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ARCH 119: Elective -I

Civ no Civ	Course Area	Course Type/Type	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/ WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (30%)(30%)	Two Term Exam (20%)	Teachers Assessm ment (50%)(20%)	End Sem University Exam (30%)(30%)	Teachers Assessm ment (40%)(20%)					
30	TH	THEORY /STUDIO	ARCH 119	ELECTIVE - I (POOL I)				50	50	100			2	2

Legend: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit

Teacher Assessment shall be based following components: Quiz/Assignments/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Caricature

Students will learn about the history of caricatures. Students will understand the techniques of making caricatures. Students will develop analytical skills and different techniques.

Brief History of caricatures, Uses and applications of caricatures in the design field, Caricatures of objects, animals, Caricature of person

ARCH 119.4. MOOC

Course Educational Objectives (CEOs):

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

Course outcomes (COs):

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

- Tell different types and techniques of collages and/or manages
- Illustrate the importance of collages and/or montages as a tool to represent and communicate ideas
- compose a collage/montage

Expected Knowledge Focus: Manual Skills

/ better grooming than just books and theories.

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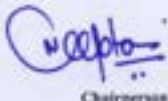
Course Overview:


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


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