



Shri Vaishnav Vidyapeeth Vishwavidyalaya
Shri Vaishnav institute of Architecture
 Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA
B. ARCH (2021-22)

ARCH 501: Architectural Design – IV

| Course Code | Course Area | Course Typology | 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 10%) | Teachers Assessment* (50% OR 10%) | | | | | |
| PC | AR | STUDIO | ARCH 501 | ARCHITECTURAL DESIGN IV | | | | 200 | 200 | 400 | | | 8 | 8 |

Legends: L - Lecture; T - Tutorial/Teach - 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 501: Architectural Design – IV

Course Educational Objectives (CEOs)::

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

Course outcomes (COs):

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

- Students will learn and develop design vocabulary which would define the institutional character through its organization principles,
- Students will understand construction techniques and materials.
- Student will achieve the capacity of Site analysis, Landscape systems, Abstract Models, Part detail constructional models, and design development methods that clarify part-whole relationships.

Expected Skills / Knowledge Transferred:

Focus: : Institutional & Building Systems, Services

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.

Course Overview:

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

Course Contents:

| Unit | Syllabus: Topic | Subtopic | Teaching Hours: |
|------|-------------------------------------|---|-----------------|
| | Design : | Institutional scale ;The institutional theme, image, concept ;Organization and disposition of spaces ;The character of the institutional building ;The density of user groups and circulation patterns ;The studio also emphasizes the resolution of appropriate systems, such as spatial, structural and building along with programmed and un-programmed spaces | 17 hrs |
| I. | Theme & focus of design: | Study, analysis & utilization of Non-Conventional Systems (alternative building technologies). Understanding, exploration & development of design programme, concepts & detailed design with a focus on Stabilized Mud Blocks, Bamboo, Ferro-cement, etc. in urban &/or rural contexts. | 15 hrs |
| II. | 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. | 32hrs |
| III. | Gateways & Thresholds: | 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). | 35hrs |
| IV | Design Analysis: | Exploration & analysis of iconic Eco-sensitive Architecture; Understanding design philosophy & process; Learning from design quality, Literature/book reviews; Architectural critiques. | |
| V | Design Exercise: | Building Design. The complexity of design: Site planning involving multiple buildings; Detailing of anyone building with alternative technology. Typology: Co-operative Societies, | 35 hrs |


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| PC | AR | STUDIO | ARCH 501 | ARCHITECTURAL DESIGN IV | | | | 200 | 200 | 400 | | | 8 | 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.

Vocational Training Centers, Rural Residential Schools, Bus Stations, Veterinary Centers, Temporary Shelters, Labour Camps, Ayurveda Centers, Naturopathy Centers, SOS Villages, Horticultural Centers, Ashrams etc. Site extent: Flat site up to 8000 m2.

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: **Design Exercise:**Building Design. The complexity of design: Site planning involving multiple buildings; Detailing of anyone building with alternative technology. Typology: Co-operative Societies, Vocational Training Centers, Rural Residential Schools, Bus Stations, Veterinary Centers, Temporary Shelters, Labour Camps, Ayurveda Centers, Naturopathy Centers, SOS Villages, Horticultural Centers, Ashrams etc. Site extent: Flat site up to 8000 m2.

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

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.

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, Me Graw Hill Company
 Hand Book of Planning and Design Data.
 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.
 Konya, Allan. Libraries: A Briefing and Design Guide. The Architectural Press, London, 1986.
 Krier, Rob. Architectural Composition, Academy Editions, London, 1988.
 Maier Manfred Basic Principles of Design, Vol. 1, 2, 3 & 4, Van Nostrand Reinhold, NY. (1977)
 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.
 National Building Code - ISI
 Neufert, Ernst. Ernst Neufert Architects Data, Granada Pub. Ltd., London,2000.
 Patricia Tutt and David Adler, New Metric Handbook — The Architectural Press
 Peloquin, Albert. Barrier-Free Residential Design. McGraw-Hill, Inc., New York,1994.
 Peysner, Nikolaus. A History of Building Types. Thames and Hudson, London,1976.
 Ramsey / Sleeper, National Architectural graphic standards, The American Institute of Architects
 Rosenfield, Isadore. Hospital Architecture and Beyond. Van Nostrand Reinhold, New York, 1969.
 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.
 Stone, G. Louls. Institutional Buildings Architecture of Controlled Environment.
 Tergson, W.R. Practical Laboratory Planning.



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

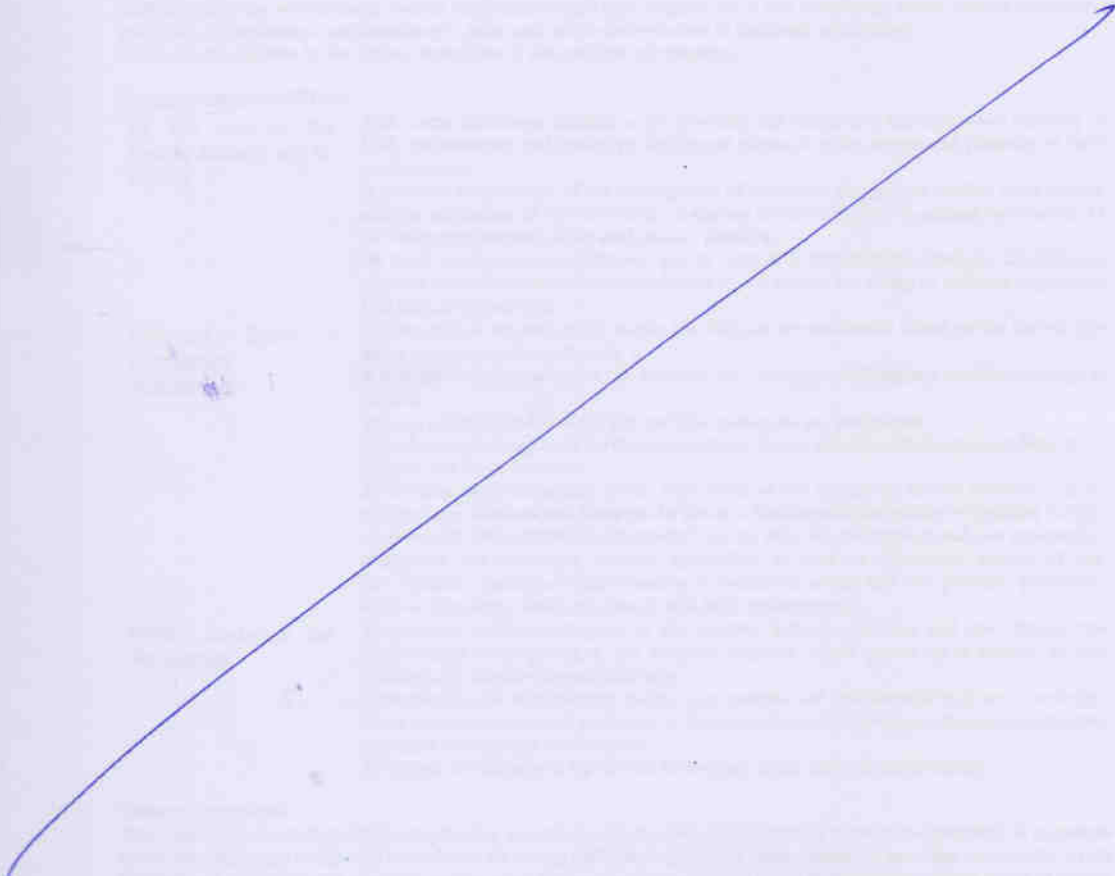
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Time-saver standards for building types.

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

Wild, Friedemann, Libraries for Schools and Universities. Van Nostrand Reinhold, New York, 1972.

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




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ARCH 502: Landscape Design & Site Planning

| Course Code | Course Area | Course Typology | Course Code | Course Name | EXAMINATION SCHEME | | | | | TOTAL MARKS | TEACHING SCHEME/WEEK | | | CREDITS |
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| | | | | | End Sem University Exam (50%OR 40%) | Two Term Exam (20%) | Teachers Assessment 40* (30%OR 20%) | End Sem University Exam (50%OR 10%) | Teachers Assessment 40* (50%OR 10%) | | | | | |
| PC | AR | THEORY CUM STUDIO | ARCH 502 | LANDSCAPE DESIGN & SITE PLANNING | 60 | 30 | 30 | 15 | 15 | 150 | 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.

ARCH 502: Landscape Design & Site Planning

Course Educational Objectives (CEOs):

To expose the students to the various techniques of site analysis and planning,
 To teach the importance of the site and its content in architectural creations, to orient the students towards several influencing factors which govern the siting of building or group of buildings in a given site
 to introduce various techniques of site analysis through exercises and case studies, the methodology of preparing a site analysis diagram, which serves as a prelude to any architectural creation through exercises
 Understanding the environment, human interventions and their impacts on it and knowledge about various measures of protecting it. Exposure to various concepts, ideas and techniques prevalent in landscape architecture.
 To expose the students to the various techniques of site analysis and planning.

Course outcomes (COs):

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

This course introduces students to site planning and relates it to the design and planning of built environments and landscape design and relates it to the design and planning of built environments.

It provides an overview of the development of landscape design, site studies, plant studies and the application of the knowledge at various levels of design. To expose the students to the various techniques of site analysis and planning.

To teach the importance of the site and its content in architectural creations, to orient the students towards several influencing factors which govern the siting of building or group of buildings in a given site

Expected Skills / Knowledge Transferred: The contextual importance of on-site analysis can be understood based on the various site factor concerning the study area.
 A first-hand understanding of site drawings for Landscape Architecture and Urban design is studied.

Various scientific and analytic site analysis techniques are understood.
 A methodological approach for the preparation of master plans for small-scale and large-scale projects can be understood.

To develop an understanding of the importance of site conditions for the creation of good architectural solutions and focus on the site as a fundamental component of building design. examines the interrelationship of intended site use with the environment and also topography, vegetation and landscape, climate, geography, as well as theoretical aspects of site development. conceptual understanding of landscape design and site planning principles. skills in integrating landscape design with built environments

Focus: Landscape and site planning

to introduce various techniques of site analysis through exercises and case studies, the methodology of preparing a site analysis diagram, which serves as a prelude to any architectural creation through exercises

Understanding the environment, human interventions and their impacts on it and knowledge about various measures of protecting it. Exposure to various concepts, ideas and techniques prevalent in landscape architecture.

To expose the students to the various techniques of site analysis and planning,


Course Overview:


This course introduces students to site planning and relates it to the design and planning of built environments, it introduces students to landscape design and relates it to the design and planning of built environments. It provides an overview of the development of landscape design, site studies, plant studies and the application of the knowledge at various levels of design.

Course Contents:

| Unit | Syllabus: Topic | Subtopic | Teaching Hours: |
|------|-----------------|----------|-----------------|
| | Site Planning | | |


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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.

- I Introduction** Philosophical and design issues related to site development – sitting of buildings, spatial and contextual relationships of built and outdoor space and circulation, site and its relationship to surroundings. Importance of climate and social factors in the development of the site. **11 hrs**
 - II Process** The process of design development. Identifying the functional requirements of the site. Development of site by mutual exploitation of forms and use of grading principles. **11 hrs**
 - III Principles** Introduction to Site Planning; site drawings ;Introduction To Site Analysis ; site context ; Design Of Landforms In A Site: Site Planning Principles And Techniques: Site survey and appraisal ; Contemporary concepts and concerns: **11 hrs**
 - IV Landscape Design Introduction** Introduction to Landscape Architecture: History of Landscape Architecture: Elements in Landscape Design: Hardscape & Softscapes: Plants and Design: Landscape Services & Sustainability ;Urban Landscape: Contemporary concepts and concerns ;Environmental impact assessment; methodologies and techniques, the Environmental legislation; planning techniques; evaluation techniques: **6 hrs**
 - V Exercise** Exercise for site planning and landscape detailing **6 hrs**
- Sessional work:**
- Guidelines** 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.
 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.
 Simple exercises in using plants and landscape elements, Studio exercises emphasizing the relationship between built form and outdoor areas, and site planning issues. Landscape design of a neighbourhood open space (area of 2000 to 3000 sq. metres)
 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:**

Suggested Readings :

B.C.Punmia, Ashok. K.Jain, Arun. K.Jain, Surveying Vol I, Firewall Media, 2005
 Blake, Alan. Landscape Construction and Detailing. B.T. Batsford Ltd., London, 1996.
 Brian Hacket, Planting Design
 Bring, M, "Japanese Gardens: "design & Meaning
 Colvin, Brenda. Land and Landscape.
 Diane Y. Carstens, "Site Planning & Design for the Elderly", Van Nostrand Reinhold, New York, 1993
 Edward.TQ, Site Analysis, Architectural Media,1983
 Geoffrey And Susan Jellicoe, The Landscape of Man, Thames And Hudson, 1987
 Grant W Reid, From Concept to Form in Landscape Design, Van Nostrand Reinhold Company, 1993
 Hacheat, Brian. Planting Design.
 Harris, C.W. and Dines, T. Nicholas. T.S.S for Landscape Architecture. McGraw Hill, New York, 1995.


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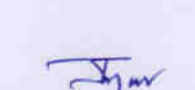
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- James B. Root, "Fundamentals of Landscaping & Site Planning", AVI Pub. Co., Westport, 1985
- John L. Mutoch, "Introduction to Landscape Design, 2nd Ed John Wiley & Sons, Inc, New York, 2001
- John Ormsbee Simonds, "Landscape Architecture: A manual of site planning & design", McGraw Hill, 1961.
- Joseph De Chiarra and Lee Coppleman, "Planning Design Criteria", Van Nostrand Reinhold Co., New York, 1968
- Laurie, Michael, "An Introduction to Landscape, 2nd Ed. Prentice-Hall, New Jersey, 1986.
- Lynch, Kevin, "Site Planning. MIT Press, Massachusetts, 1962.
- R. Gene Brooks, "Site Planning - Environment, Process and Development", Prentice-Hall, 1988
- Richard Untermann and Robert Small, "Site planning for cluster housing", Van Nostrand Reinhold Company, 1977
- Santapan, H. "Common Trees. National Book Trust, New Delhi, 1981.
- Simonds, J.O., "Earthscape: A Manual of Environmental planning", McGraw Hill Book Co., New York, 1978.
- T.K. Bose and Chowdhury, "Tropical Garden Plants in Colour, Horticulture And Allied Publishers, Calcutta, 1991
- Thomas H. Russ, "Site Planning and Design Handbook" Pearson Education, 2002
- Time Savers Standards for Site Planning, McGraw Hill, Inc, 1995
- Trivedi, P. Pratibha. "Beautiful Shrubs. Indian Council of Agricultural Research, New Delhi, 1990.
- TSS for Landscape Architecture, McGraw Hill, Inc, 1995
- William M. Marsh, "Environmental Analysis for Land Use and Site Planning", McGraw-Hill, 1978


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ARCH 503: Building Material and Construction –V

| Core Code | Course Area | Course Typology | Course Code | Course Name | EXAMINATION SCHEME | | | | | TOTAL MARKS | TEACHING SCHEME/ WEEK | | | CREDITS |
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| BS& AE | TE | THEORY CUM STUDIO | ARCH 503 | BUILDING MATERIALS & CONSTRUCTION – V | 60 | 30 | 30 | 15 | 15 | 150 | 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.

ARCH 503: Building Material and Construction –V

Course Educational Objectives (COs):

To introduce and expose students to various aspects involving the use of steel for the construction activity of buildings and structures.

Course outcomes (COs):

- At the end of the course, students will be able to
- Summarize the building material steel and various construction techniques concerning classification, and composition.
 - Identify the chemical, and physical properties leading to structural strength and aesthetic qualities.
 - Analyze the constructional systems and detailing of metal building components.
 - Demonstrate the construction practices and details about the curtain wall.
 - Determine the appropriate structural system and conceptual design of long-span structures.

Expected Knowledge / Skills Transferred: To understand the techniques of constructing Steel and Pre-Fab, staircases and partitions using different materials

Focus: Steel
 The student will understand the long-span building construction system
 Students will develop an understanding of different types of Finishes
 The student will learn the relationship between construction techniques and architecture vocabulary.

Course Overview:

The coursework deals with principles, methods and construction practices of structural steelwork. The outcome of this course is the ability to SPECIFY building materials as per the demands of the Design Program.

Course Contents:

| Unit | Syllabus: Topic | Subtopic | Teaching Hours: |
|---|----------------------------|--|-----------------|
| STEEL ;Introduction: Steel Work Connections: | | | |
| I. | Metal Building components: | windows, doors, stairs, collapsible gates, rolling shutters, railings, BIS Codes. Steel Members: Columns and stanchions, stanchions or column bases, beam and girders, column and beam connections plate girders, lattice or Warren girder. | 6hrs |
| II. | Frame & Roof systems: | Steel stanchions, girders, trusses: Characteristics, Types, components, selection, applications, structural sizing, fabrication & erection. Castellated Beam, Portal frames, Steel connections. Analysis & Design of simple trusses. | 14hrs |
| III. | Steel Roof Trusses: | Steel trusses, types for various spans, tubular steel roofs, monitor roof, north light roof truss, details of steel-roof trusses. | 10hrs |
| IV. | Curtain wall: | Curtain wall: Characteristics, Types, components, selection, applications, structural sizing, connections. Lantern light, dome light, structural steel practice and drawings as per IS Code. Portal frame, Geodesic principles, cable net and tensile structures. | 10hrs |
| V. | Advanced Systems: | Space frames; Pre-engineered buildings, fire protection. Overview: tall structures, • Different types of Interior, Exterior, and Vertical & Horizontal Finish i.e.Plaster, Paint, Texture, Paving, Cladding etc. Long span structures - flat slab, beam and ribbed slab, waffle slab, vault, dome, shell structure, steel trusses, girder, portal frame, folded plate structure, PEB | 5hrs |

Sessional work:


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| B5& AE | TE | THEORY CUM STUDIO | ARCH 503 | BUILDING MATERIALS & CONSTRUCTION – V | 60 | 30 | 30 | 15 | 15 | 150 | 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.

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.
 At least two exercises are to be done in the construction yard.
 The classwork and home assignments should include appropriate site visits by the students.
 The student will maintain field observations/record books.

Assignments:

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

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
 This is a studio subject and students should be made to prepare construction drawings as studio exercises along with the theoretical inputs. The studio works in large-span structures. should be supplemented with appropriate site visits.

Suggested Readings :

MORGAN, Elements of Structures
 SALVADORI, Structures in Architecture
 A.Agarwal –Mad: The potentials of earth-based material for third world housing – IIED, London 1981.
 Barry, R. The Construction of Buildings Vol. 2, 5th Ed. East-West Press, New Delhi, 1999.
 Bindra, S P.and Arora, S P. Building Construction: Planning Techniques and methods of Construction, 19th ed. Dhanpat Rai Pub. New Delhi, 2000.
 Dr B.C.Punmia – Building Construction
 Francis D.K.Ching – Building Construction Illustrated. VNR, 1975.
 Hailey and Hancock, D.W. Brick Work and Associated Studies Vol. 2. MacMillan, London, 1979.
 HUDCO – All you wanted to know about soil stabilized mud blocks, New Delhi, 1989.
 McKay J.K. Building Construction Metric Vol. 4, 4th Ed. Orient Longman Pvt. Ltd., Mumbai, 2002.
 Mitchell. Advanced Structures.
 Moxley, R. Mitchell's Elementary Building Construction, Technical Press Ltd.
 R.Chudley – Building Construction Handbook – BLPD, London 1990.
 R.Chudley, Construction Technology.
 Rangwala, S.C. Building Construction, 22nd ed. Charotar Pub. House, Anand,2004.
 Rangwala, S.C. Engineering Materials: Material Science, 31st Ed. Charotar Pub. House, Anand, 2004.
 Sushil Kumar. T.B. of Building Construction, 19th ed. Standard Pub, Delhi, 2003.
 Use of Bamboo and a Reed in Construction – UNO Publications
 W.B. Mackay – Building Construction Vol 1,2 and 3 – Longmans, UK 1981.

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B. ARCH (2021-26)

ARCH 505: History of Architecture & Culture – V

| Course Core | Course Area | Course Typology | 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 40%) | Teachers Assessment* (50%OR 10%) | | | | | |
| PC | AR | THEORY | ARCH 505 | HISTORY OF ARCHITECTURE & CULTURE-V | 50 | 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 505: History of Architecture & Culture – V

Course Educational Objectives (CEOs):

- To expose the students to a wide spectrum of architectural styles ranging from pre-historic to modern times.
- 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
- Students will learn the evolution of a new language from the new conditions
 - Students will learn about the new concepts of space and form – parallels in the Arts and Sciences
 - The student will learn about the beginning and the causes of the Modern and subsequent movements
 - The student will learn about the context through which ideas developed as a linear consequence of events
 - The student will become aware of the theories developed in the latter part of the 20th century
- Expected Skills / Knowledge Transferred:
- Acquire knowledge to identify the common characteristics among the monuments of a particular style.
 - Acquire graphic skills to present a building, analyze its elements and explain the composition.
 - Acquire knowledge of good practices of architecture in the past.
- Focus: Colonial & Early industrial Theories, Modern, Post Modern & Contemporary Architecture
- The student will learn about the post-Enlightenment worldview, the machine age and industrialization, mass culture

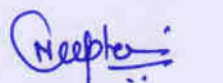
Course Overview:

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

Course Contents:

| Unit | Syllabus: Topic | Subtopic | Teaching Hours: |
|------|--|---|-----------------|
| I. | colonial development | • European colonial expansion and colonial development in India ; Imposition, modification and assimilation. New modes of organization, new materials and techniques, and new building types; The industrial revolution: new materials, techniques new modes of production. The industrial city and reform movements.; The transformation of the building process and impacts on architecture. Abstraction, standardization, mass production. | 6 hrs |
| II. | evolution of form & Artistic Movements | To study the evolution of form and growth of architectural vocabulary from Neo-Classical to Contemporary architecture. Artistic Movements like Bauhaus, De Stijl, Art Nouveau, CIAM etc. Modernism in Europe & the U.S. (Louis Sullivan, Frank Lloyd Wright, Mies Van Der Rohe, Le Corbusier etc.). | 6hrs |
| III. | Works of architects | Works of architects like Alvar Aalto, Eero Saarinen, Louis Kahn, Robert Venturi | 6hrs |


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ARCH 505: History of Architecture & Culture – V

| COURSE CORE | COURSE AREA | COURSE TYPOLOGY | 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 (20%OR 20%) | End Sem University Exam (50%OR 10%) | Teachers Assessment (50%OR 10%) | | | | | |
| PC | AR | THEORY | ARCH 505 | HISTORY OF ARCHITECTURE & CULTURE -V | 50 | 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.

- IV. Industrial Revolution** **6hrs**

• Post-Modernism - Philip Johnson, Charles Moore, Michael Graves, Richard Meier, James Stirling and others. Deconstructivism and Post- Structuralism
 Influence of the Industrial Revolution on building materials, Construction Technology, the evolution of new building types and increasing user requirements.
 Characteristic styles of modern architecture up to the First World War. Steel structures, Arts and crafts movement, Art Nouveau, Vienna School, Chicago School, Monumentalism, Expressionism and the beginning of RCC. Theories of John Ruskin, William Morris, Henry Vande Velde, Otto Wagner, Peter Behrens and Louis Sullivan.
 Contributions to Architecture and Theory were made by pioneers Le Corbusier, Frank Lloyd Wright, Walter Gropius, and Mies Van der Rohe during the periods between the Worlds Wars.
- V. Characteristics of modern architecture** **6hrs**

Characteristics of modern architecture after the Second World War. Study of Alvar Aalto, Ero Saarinen, Richard Neutra, Louis I Kahn, Phillip Johnson, etc.
 Design theories and contributions of Engineers- architects like Pier Luigi Nervi, Felix Candela, Buckminster Fuller, and Frei Otto.
 Pre-independence architecture in India: Development of secular architecture from the end of the 18th Century to the middle of the 20th Century.

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:

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

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


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:-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:

Fletcher, Banister. Sir Banister Fletcher's A History of Architecture. London: Butterworths, 1987.
 Kostof, Spiro. A History of Architecture: Settings and Rituals. New York: Oxford UP, 1985.
 Tadgell, Christopher. A History of Architecture. London: Ellipsis, 2000.
 Ching, Francis D. K., Mark Jarzombek, and Vikramaditya Prakash. A Global History of Architecture. Hoboken, NJ: J. Wiley & Sons, 2007.
 History of World Architecture. London: Faber, 1979.
 Norberg-Schulz, Christian, and Pier Luigi Nervi. History of World Architecture. New York: Abrams, 1971.
 Bagenal, Philip. The Illustrated Atlas of the World's Great Buildings: A History of World Architecture. S.I.: Leisure, 1980.
 Fazio, Michael W., Marian Moffett, Lawrence Wodehouse, and Marian Moffett. A World History of Architecture. Boston: McGraw-Hill, 2008.
 Peter Scriver (Editor), Vikramaditya Prakash (Editor) Colonial Modernities: Building, Dwelling and Architecture in British India and Ceylon (Architect). Routledge; New Ed edition (April 21, 2007)
 Nilsson, Sten (1968). European Architecture in India 1750 – 1850. London: Faber and Faber


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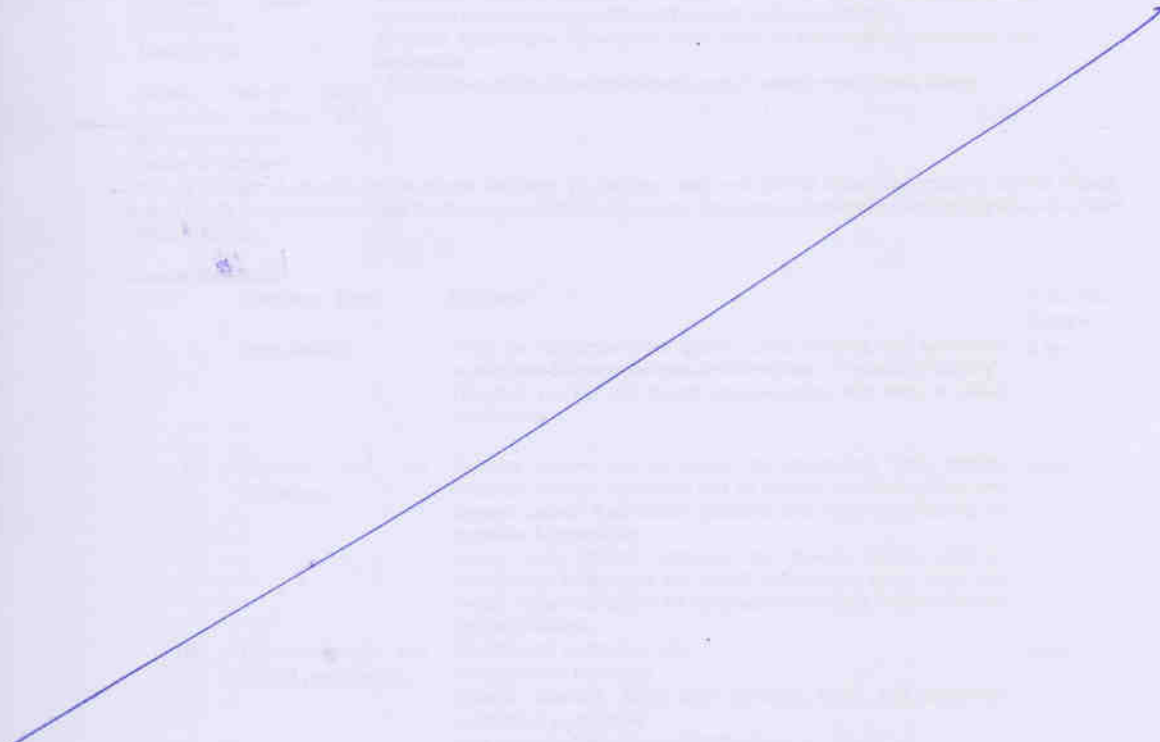
ARCH 505: History of Architecture & Culture – V

| Course Core | Course Area | Course Typology | 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 10%) | Teachers Assessment (50%OR 10%) | | | | | |
| PC | AR | THEORY | ARCH 505 | HISTORY OF ARCHITECTURE & CULTURE -V | 50 | 20 | 30 | | | 100 | 2 | | | 2 |

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

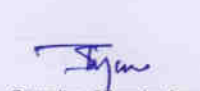
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Thapar, Bindia (2004). Introduction to Indian Architecture. Singapore: Periplus Editions.
 Building Construction: The history of building construction » The second industrial age”, Encyclopedia Britannica. Accessed June 2009.
Mignot, Claude. The architecture of the 19th Century. Köln: Evergreen (Benedikt Taschen), 1994. .
Pevsner, Nikolaus. A History of Building Types. Princeton, NJ: Princeton UP, 1976.
Hofmann, Werner, and Udo Kultermann. Modern Architecture in Color. New York: Viking, 1970. .
Michell, George; The Penguin guide to the monuments of India, 2 vols, 1989
Porter, Andrew (1998). The Nineteenth Century, The Oxford History of the British Empire Volume III.Oxford University Press.
Marshall, PJ (1996). The Cambridge Illustrated History of the British Empire. Cambridge University Press
Olson, James (1996). Historical Dictionary of the British Empire. Greenwood Publishing Group.
McGowan, F.; Radosevic, S.; and Tunzelmann, N. von. Emerging Industrial Architecture in Europe. Hoboken: Taylor and Francis, 2004.




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ARCH 506: Agritecture

| Course Code | Course Area | Course Typology | 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 10%) | Teachers Assessment* (50%OR 10%) | | | | | |
| PC | AR | THEORY | ARCH 506 | AGRITECTURE | 50 | 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 506: Agritecture

Course Educational Objectives (CEOs)::

The course aims to introduce the culture and knowledge systems of indigenous people

Course outcomes (COs):

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

- Explain how conventional agricultural methods contribute to climate change.
- Define terms such as urban agriculture, controlled environment agriculture (CEA), and vertical agriculture.
- Describe technologies relevant to CEA, such as hydroponics, aeroponics, and aquaponics.
- Discuss how CEA can enhance food security and bring social value to underserved communities

Expected Knowledge Transferred:

- conventional agricultural methods contribute to climate change. urban agriculture, controlled environment agriculture (CEA), and vertical agriculture.
- Describe technologies relevant to CEA, such as hydroponics, aeroponics, and aquaponics.

Focus: culture and knowledge systems of indigenous people

- Explain how conventional agricultural methods contribute to climate change.


Course Overview:

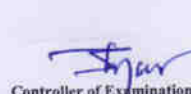
Seeds of Change: Architects and landscape architects are helping create new growth strategies to combat climate change, protect fragile ecosystems, and feed burgeoning populations. The course deals with various methods of farming and architecture related to farming

Course Contents:

| Unit | Syllabus: Topic | Subtopic | Teaching Hours: |
|------|--------------------------------------|---|-----------------|
| I. | introduction | What are agritecture (agro green), Urban Farming and agro-urban architecture difference between traditional and new modes of farming Historical account and current implementation with local to global implications | 6 hrs |
| II. | History and its influence | Agrarian society and its impact on architecture Crop pattern, domestic animals, equipment and its relation to various living and storage spaces; Agricultural practices and waste contributing to materials & techniques. Living style, beliefs, festivals and Spaces Space- Activity relationship; living style and beliefs reflected on space usage and design. Conscious efforts for environmental design; Indian Festivals and built habitats. | 4hrs |
| III. | Environmental and global perspective | Global Issues in the farm sector Environmental food crisis Scalable solutions, micro scale personal, small- and large-scale community, commercial New ways of community food production Benefits of greening with green community spaces | 6hrs |
| IV. | Indian perspective | Indian Artisans and contribution to spaces Artisans as integrating the thread of civilization. Product, utilitarian concept, design, Trade and business; Spaces as a reflection of artisan's skills using local material Building materials and Technology with region-based, Vernacular Use of Local materials leading to the climate-responsive design, regional character reflecting organic development, and Vernacular | 4hrs |


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ARCH 506: Agritecture

| Course Code | Course Area | Course Typology | 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 10%) | Teachers Assessment (50%OR 10%) | | | | | |
| PC | AR | THEORY | ARCH 506 | AGRITECTURE | 50 | 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.

| | | | |
|----|------------------------------------|--|------------------|
| V. | settlement design and other issues | thought leading to sustainable habitat. Ease of modification, extension, and intervention due to people-based technology. Water, its judicial use and management Water as location criterion, rivers in Indian traditions; the phenomenon of Monsoon, Techniques of making reservoirs, social contribution to Scarcity, pollution and management of water. Water, its judicial use and management Water as location criterion, rivers in Indian traditions; the phenomenon of Monsoon, Techniques of making reservoirs, social contribution to Scarcity, pollution and management of water. Settlement design and issues Settlement types and their guiding principles restoring social, economic & environmental resilience; Scale and location of various structures, Issues and limitations in design, Historical references in scripts and LOKVIDYA | 6hrs 4hrs |
|----|------------------------------------|--|------------------|

Sessional work:
Guidelines

Sessional work: The assignment will be in the form of a journal or small project showing the application of the methods
 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
 Sessional work: The assignment will be in the form of a journal or small project showing the application of the methods

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:

Wagner Walter, Green Architecture, Design for a sustainable future Energy-efficient buildings
 Hawkes Dean and Foster Wayne, Architecture, Engineering and Environment
 Koenigsberg, Manual of Tropical Housing and Climate
 Millil Mujumdar, Energy Efficient Buildings in India Houben Hugo Publications from - CBRI - Roorkee, Earth Construction
 Sarao, Gaabi and Singh, Refrigeration and Airconditioning
 Rangwala, Water supply and Sanitary Engineering (Environmental Engineering)
 F Hall, Plumbing Services and Design Guide - Compiled and published by Institute of Plumbing Building Services and Equipment (Part I & Part II) Frank
 R Dagostino Mechanical and Electrical Systems in Construction and Architecture-by
 Lynn S Beedle(Council of tall buildings and urban habitat) Advances in Tall Buildings
 Lechor Worbert Heating, Cooling and lighting design methods for architecture. By
 M. K. Gandhi, Gram Swaraj by Navjeevan Trust publication, Ahmedabad
 Rashtrant Tukdoji Maharaj, Govt. of Maharashtra publication. of Center of Sciences for Villages, Gram Geeta
 Dharamitra, Dattapur, Wardha, Tribes of Central India, Publications of Vriksha Mitra, Chandrapur, M. S.
 Ar. Anil Laul, New Delhi. Green is Red, <https://www.agritecture.com/research-articles>, <https://www.intechopen.com/books/advances-in-landscape-architecture/urban-agriculture-the-allotment-gardens-as-structures-of-urban-sustainability>, <https://mithun.com/project/center-for-urban-agriculture/>
<https://www.detail-online.com/article/agro-urban-architecture-34394/>, <https://www.designboom.com/tag/urban-farming/>, Urban Growth: A Synthesis of Agriculture and Architecture by Ashley
 Marcynuk, <https://continuingeducation.bnppmedia.com/courses/architectural-ecord/urban-griculture/3/>, <https://www.archdaily.com/tag/urban-farming/>
<https://futurearchitectureplatform.org/projects/2b2c35a3-091c-46d9-b6e7-a494f9e0f97/>

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B. ARCH (2021-20)

ARCH 507: Structural Design – II

| Course Code | Course Area | Course Typology | 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 10%) | Teachers Assessment* (50%OR 10%) | | | | | |
| B5& AE | TE | THEORY | ARCH 507 | STRUCTURAL DESIGN II | 50 | 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 507: Structural Design – II

Course Educational Objectives (CEOs)::

To develop the structural design skills of the student in steel.

Course outcomes (COs):

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

- Design of simple connections, rivets, welds, bolts and pins.
- Design of welded connections. Cognitive Creating Design of compression members.
- Design of column base and footing.
- Design of Tension members Cognitive Creating Design beams and Gantry Girders
- Develop the capability to design Steel structures.

Expected Skills / Knowledge Transferred:

Focus: design Steel structures
 Discusses loads on structures, stresses, the concept of factor of safety, methods of design and gives an introduction of a type of rolled steel sections.

Course Overview:

- The course focus is on the Structural Design of elements of Industrial Buildings in Steel.

Course Contents:

| Unit | Syllabus: Topic | Subtopic | Teaching Hours: |
|------|-----------------|---|-----------------|
| I. | | Design of simple beams including a check for shear and deflection for laterally supported and unsupported conditions, analysis of simple beams from strength and stiffness considerations. | 5hrs |
| II. | | Design of built-up beams with flange plates only, Introduction to plate girders (No Design calculations) Axially loaded tension members: introduction, net effective areas, analysis and design of tension members including rivet and welded connections, (L-Angle and T-section only) Columns: Analysis and design of axially loaded steel columns using a single Section, 2 channels placed back to back and toe to toe, 4-angles etc., including a lacing system. | 5hrs |
| III. | | Design of slab base and gusseted base for axial loads (without moments) for different columns. Design of grillage Foundation for isolated columns only | 5hrs |
| IV. | | Purlins: Introduction, Dead load, live load and wind loads, the design of angle purlin and I-section purlin | 5 hrs |
| V. | | Bracket Connections, Riveted & Welded Connections design of Joints. | 5hrs |

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
 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

Note:

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B. ARCH (2021-22)

ARCH 507: Structural Design – II

| Course Code | Course Area | Course Typology | 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 10%) | Teachers Assessment (50% OR 10%) | | | | | |
| BSA AE | TE | THEORY | ARCH 507 | STRUCTURAL DESIGN II | 50 | 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.

at the Institute level for the viva-voice

Suggested Readings:

Ram Chandra, Design of Steel Structures Vol. I, 10th Ed. Standard Book House, Delhi, 1999.

Dayaratnam, P. Design of Steel Structures. Wheeler Pub., Allahabad, 1992.

Ramamurtham, S. and Narayanan, R. Design of Steel Structures, 4th Ed. Dhanpat Rai and Sons, Delhi, 1995. **IS CODE FOR STEEL**

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B. ARCH (2021-26)

ARCH 508: Building Information Modelling

| Course Code | Course Area | Course Typology | 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 10%) | Teachers Assessment** (50% OR 10%) | | | | | |
| SEC | SK | STUDIO | ARCH 508 | BUILDING INFORMATION MODELLING | | | | 50 | 50 | 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 508: Building Information Modelling

Course Educational Objectives (CEOs)::

To develop the BIM skill ls of the student.

Course outcomes (COs):

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

- Build digital 3d models and rendered images using any suitable 3d software.
- Develop simple animations.
- Make use of different commands and features to build a BIM model.
- Build basic parametric Revit Families for BIM Model.
- Build virtual walkthroughs and experience architectural designs in Virtual Reality.
- Develop the capability to design with BIM.

Expected Knowledge / Skills Transferred:

Focus: Manual Skills

The student will be able to create the design in BIM software and generate working drawings
 The student will be able to handle multi-disciplinary coordination (Architecture, MEP, Structure, Landscape, etc.)
 The student will learn presentation skills

Course Overview:

The course focus is on BIM. Demonstrate multi-disciplinary coordination (Architecture, MEP, Structure, Landscape, etc.)
 Apply the skills to improve the presentation of drawings
 Create the design in a BIM software and generate working drawings

Course Contents:

| Unit | Syllabus: Topic | Subtopic | Teaching Hours: G |
|------|---------------------------------------|--|-------------------|
| I. | An overview | An overview of BIM technology What is BIM? Introduction: History: BIM vs. Geometric Modeling Elements of BIM | 5hrs |
| II. | Application of BIM | Application of BIM Software's Management of building information models BIM in construction management BIM in facility operation BIM in green building | |
| III. | Creation and conversion of the design | Creation and conversion of the design into BIM Software's Basic modelling Introduction to Building Information- Modelling – BIM and Revit- User interface – Levels- Grids & Columns – Walls – Doors – Windows – Floors – Stairs – Ceilings – Roofs – Sections – Elevations | 10hrs |
| IV. | Design development and documentation | Design development and documentation in 3 Dimension Extended modelling and outputs Curtain walling - 3d views - Rendered outputs - Schedules - Families (basic content creation)- Details & Callouts - Linked files - Layouts & Plotting Conceptual modelling Collaboration & Analysis Organic conceptual modelling - Linking to other modelling software - Collaboration - BIM Analysis | 10hrs |
| V. | basic parametric elements | Understanding of basic parametric elements | 5 hrs |

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.

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B. ARCH (2021-25)

ARCH 508: Building Information Modelling

| Course Core | Course Area | Course Typology | 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 10%) | Teachers Assessment* (50% OR 10%) | | | | | |
| SEC | SK | STUDIO | ARCH 508 | BUILDING INFORMATION MODELLING | | | | 50 | 50 | 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.


- Assignments:** One Major And the rest minor tasks are to be set from the entire syllabus
 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
- 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:

Brad Hardin, Dave McCool, BIM and Construction Management: Proven Tools, Methods, and Workflows
 Briscoe, Danelle. (2015) Beyond BIM: Architecture Information Modeling. London Routledge Taylor and Francis Group.
 Danelle Briscoe, Beyond Bim: Architecture Information Modeling
 Dominik Holzer, The BIM Manager's Handbook: Guidance for Professionals in Architecture, Engineering, and Construction
 Eastman, Chuei, Teicholz, Paul, Sacks, Rafael, Liston, Kathleen (2011) BIM Handbook: A Guide to Building Information Modeling for Owners, Managers, Designers, Engineers and Contractors, John Wiley & Sons.
 Finith E Jernigan Aia, Big Bim Little Bim
 Garber, Richard. (2014). BIM Design: Realising the Creative Potential of Building Information Modelling. Wiley. 1 edition.
 Kensek, Karen M. Noble, Douglas E. (2014). Building Information Modeling: BIM in Current and Future Practice. Wiley.
 Prof. Bimal Kumar, A Practical Guide to Adopting BIM in Construction Projects
 Ray Crotty The Impact of Building Information Modelling
 Richard Garber, BIM Design: Realising the Creative Potential of Building Information Modelling
 Robert Klasehka, BIM in Small Practices: Illustrated Case Studies
 Stefan Mordue, Paul Swaddle, David Philp Building Information Modeling For Dummies
 Steve Race, BIM Demystified


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B. ARCH (2021-22)

ARCH 510: Study Tour -III

| Course Code | Course Area | Course Typology | 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 10%) | Teachers Assessment* (50%OR 10%) | | | | | |
| SEC | SU | INTERNSHIP | ARCH 510 | STUDY TOUR III | | | | 50 | 50 | 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 510: Study Tour -III

Course Educational Objectives (CEOs):

To analyse 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 Get exposure to the various built environments at different places of architectural relevance across the state, region, country and the world.

Expected Skills / Knowledge Transferred:

Apprise the relevance of the built environment by observing & photo documentation of selected places 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.

Focus: Manual Skills

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

Students will get an understanding of the "synthesis of learning from various courses" by observing; registering & mapping built buildings.

The programme outcome will be extremely valuable in creating a knowledge base in 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:

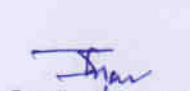
Unit Syllabus: Topic Subtopic

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


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B. ARCH (2021)

ARCH 510: Study Tour -III

| Core Type Core | Course Area | Course Typology | 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 Assessm ent* (30%OR 20%) | End Sem University Exam (50%OR 10%) | Teachers Assessm ent* (50%OR 10%) | | | | | |
| SEC | SU | INTERNS HIP | ARCH 510 | STUDY TOUR III | | | | 50 | 50 | 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.

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

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

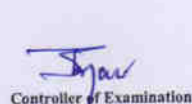
Site Studies - Plot, site, land and regions, size and shape of the site, Analysis of accessibility, Topography, Climate, landforms, Surface Drainage, Soil, Water, Vegetation, Ecology, and Visual aspects.

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

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.


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B. ARCH (2021)

ARCH 519: Elective – V

| Course Core | Course Area | Course Typology | 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 10%) | Teachers Assessment (50%OR 10%) | | | | | |
| SEC | SU | THEORY /STUDIO | ARCH 519 | ELECTIVE - V (POOL II) | | | | 50 | 50 | 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 519: Elective – V

5 Sem

Elective V

- 519.1 Alternative construction techniques
- 519.2 Lightweight structures
- 519.3 Graphics design
- 519.4 MOOC : Poetics & Politics In Shaping Architecture : 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 course, students will be able to overall nurturing of the student with issues in practice and field outside

Expected Skills / Knowledge Transferred: better grooming than just books and theories.

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 519.1: Alternative construction techniques

Alternative construction techniques

Students will learn about Furniture Design for designing with Ergonomics & aesthetics in context. The student will be able to Understand elements of furniture in Commercial (Retail) Interiors. Exploring the possibilities of designing furniture

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ARCH 519: Elective – V

| Course Code | Course Area | Course Typology | 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 10%) | Teachers Assessment* (50%OR 10%) | | | | | |
| SEC | SU | THEORY /STUDIO | ARCH 519 | ELECTIVE - V (POOL II) | | | | 50 | 50 | 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.

with optional Materials and processes.

Elements of Furniture including Shop Fronts, Lighting, Window Display & Signage. Surveying collecting data through a live case study and evaluation of a case study and concluding design parameters. Presentation through detailed sketches, drawings & study models and material board to demonstrate the design process from the conceptual stage to the final furniture product design

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

Learn about various aspects of alternative construction techniques.

Apply the knowledge of construction techniques in building design.

Design prototypes of buildings using non-conventional building methods and compare them with conventional methods.

1 Overview ; Importance of Alternative construction technique ; Pros and cons of Alternative construction technique

2 Approaches to different techniques ; Techniques ; Material ; Processes Case study and presentation to explain the same

3 Alternative techniques of load-bearing construction Different materials i.e. Brick, Stone, Mud and their construction techniques Case study and presentation to explain the same

Alternative techniques of frame construction Study different Alternative techniques of frame construction i.e. light steel frame construction, long-span construction, etc. Case study and presentation to explain the same

Alternative techniques of composite construction ; Study of different Alternative techniques of a combination of load-bearing & frame construction i.e. Vernacular buildings Case study and presentation to explain the same

4 Non-conventional material ; Study of non-conventional material as building material Case study and presentation to explain the same

5 Comparing conventional and alternative construction ; Cost compression ; Durability ; Maintenance ; Easy of construction

Suggested Readings:

- Elizabeth Lynne and Adams Cassandra. (2000). Alternative Construction Systems: Contemporary Natural Building Methods. New York, NY: John Wiley & Sons.

- Johan van Lengen. (2008). The Barefoot Architect: A Handbook for Green Building. Bolinas, CA, 94924 USA: Shelter Publications.

- Levy Matthys and Salvadori Mario. (2002). Why Buildings Fail: How Structures Fail. New York: W.W. Norton

ARCH 519.2 : Lightweight structures

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

- Understand the behavior of material and structural properties in a lightweight structure


- Learn about lightweight structure from concept to the actual construction process

- Apply knowledge to design and build lightweight structures

Lightweight structures

- 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


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B. ARCH (2021 - 22)

ARCH 519: Elective – V

| Course Code | Course Area | Course Typology | 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 10%) | Teachers Assessment* (50%OR 10%) | | | | | |
| SEC | SU | THEORY /STUDIO | ARCH 519 | ELECTIVE - V (POOL II) | | | | 50 | 50 | 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.

- The broad categorization of structural system Structure types Membrane - Cable/membrane tents, cable nets, pneumatics Hybrids - Tension-assisted structures
- States of stresses Vertical, Horizontal, Rational settlement and earthquake behavior
- Basic requirements of structure Structural Elements Strut, tie, beam, slab/plate, panel Structural Element behaviour Tensile, compressive, shear, torsion, bending Model testing and discussion Discussion on why it fails?
- Types of loads & supports Load on Structure Permanent – Temporary Dead load, Imposed load, Thermal load, Dynamic load

ARCH 519.3: Graphics design

At the end of the course, students will be able to –
 Interpret the importance and relevance of Graphic Signage
 Illustrate the use of various techniques of typography
 Develop knowledge of various compositions based on the typology

Objective: To explore and investigate the visual representation of data through a range of techniques and to understand the basic working of elements and principles for composition in various mediums.

Outline: Fundamentals of graphic design: To convey denotative and connotative messages using analogue and digital image-making techniques. A Radical Approach to learning typographic terminology and rules for creating typography in both a functional and expressive manner. Using elements – Shapes, Textures, patterns and colours, an abstract design is processed by composing work that ranges from complex to minimal. Plan, Grids and layout. Progress in graphic design: Awareness of the relationship of design history to create new designs in digital art. An outline of the evolution of Graphics from Industrialization to the present: Various stylistic transformations, branding and other movements.

Graphics design


Understanding the current design trends, tools, and techniques for future visions in the field of graphic design. Branding & advertisement: To explore various types of logo design and study of brand and its identity. To comprehend and analyze different products, their material - medium of packaging and scheming based on the fundamentals of graphics to appeal to the end-users.

Infographics & web design: To acquire knowledge on Plans, Grids and layouts applied in infographics. To explore making maps and various charts that focus on the bar, line, and pie using software mediums like Adobe Photoshop, Illustrator and other page layout software etc.

- History Brief History of Signage
- Symbol, Signs & Pictograms Symbol, Signs & Pictograms
- Principles s in graphic design Principles of Compositions in graphic design and Detail (Importance of Visual Balance & colours in signage)
- Types of Signage Different types of Signage – Indoor & Outdoor,
- Introduction Of graphic Software I.E. Coral Draw, Adobe Photoshop, Adobe Illustrators, Lightroom (Over View And Bigger Level Exploration)


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| Core Core | Course Area | Course Typology | Course Code | Course Name | EXAMINATION SCHEME | | | | | TOTAL MARKS | TEACHING SCHEME/WEEK | | | CREDIT |
|--------------|----------------|--------------------|----------------|----------------------------|---|------------------------------|---|---|---|----------------|-------------------------|---|---|--------|
| | | | | | THEORY | | | STUDIO | | | L | T | S | |
| | | | | | End Sem University Exam (50%OR 40%) | Two Term Exam (20%) | Teachers Assessm ent* (30%OR 20%) | End Sem University Exam (50%OR 10%) | Teachers Assessm ent* (50%OR 10%) | | | | | |
| SEC | SU | THEORY /STUDIO | ARCH 519 | ELECTIVE - V (POOL II) | | | | 50 | 50 | 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.

- Execution of Graphics Introduction Of Printing or/and physically various methods of execution of graphics
- Rafael Concepcion (2018). Adobe Photoshop CC and Lightroom CC for Photographers Classroom in a Book, 2nd Edition, Adobe Press.
- Meggs, P. B., Purvis, A. W., & Meggs, P. B. (2006). Meggs' history of graphic design. Hoboken, N.J: J. Wiley & Sons. Cees W. de Jong, Alston W. Purvis, Jan Tholenaar (2019). Type: A Visual History of Typefaces and Graphic Styles, Taschen GmbH Mendiritta B D, Composing and typography today, 1983 Knuth Donald E. Digital typography, 1999 Heller Steven: Fernandes Teresa, Becoming a graphic designer, 2007. Gill Bob, Graphic design as a second language, 2003 Gordon Bob; Gordon Magic, Complete guide to digital graphic design, 2002 Street Rita; Lewis Ferdinand, Touch: Graphic design with tactile appeal, 2001

ARCH 519.4. 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
 better grooming than just books and theories.

Expected Knowledge / Skills 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

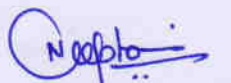
Course Overview:


The following is a representative list of 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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Shri Vaishnav Institute of Architecture
 Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA
B. ARCH (2021)

ARCH 520: Seminar I

| Course Code | Course Area | Course Typology | 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 10%) | Teachers Assessment* (50% OR 10%) | | | | | |
| SEC | SK | THEORY | ARCH 520 | SEMINAR (RESEARCH IN ARCHITECTURE) | 50 | 20 | 30 | 20 | | 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 520: Seminar I

Course Educational Objectives (CEOs)::

- architectural communication is emphasized

Course outcomes (COs):

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

- Learn about various approaches to research in the field of Architecture
- Explore various aspects related to research
- Develop a preliminary research proposal

Expected Skills / Knowledge / a seminar on what is architecture addressing as an introduction to it.

Transferred:

Focus: Research Skills

To inculcate the habit of reading books related to architecture and allied subjects in a structured manner. Course Content This course involves library-based study and report writing. The students are expected to read two or more books in a given subject area or by a particular author, as assigned by the faculty. They are expected to write critical essays, book reviews or research reports based on their readings. In addition, students are expected to follow academic writing and referencing conventions from this Semester onwards.

Course Overview:

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

Course Contents:

| Sr. No. | Syllabus: Topic | Subtopic | Teaching Hours: |
|---------|------------------------------|---|-----------------|
| I. | Overview | Introduce undergraduate students to contemporary architectural culture. Introduce students to projection through scales. Develop critical problem-solving skills based on architectural design methodologies. Provide an introduction to the tools and materials associated with an architectural education. Develop public speaking and presentation skills. | |
| II. | Introduction to Research | What is research? Types of research. Social research and Architectural research. | 7 hrs. |
| III. | Formation of a research idea | Literature Review Formation of Aim and Objective. Research scope and limitation. The output of research. | 17 hrs. |

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:

Evaluation: Stages: Proposal, Mid-Review and final submission of the paper.


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ARCH 520: Seminar I

| Course Code | Course Area | Course Typology | Course Code | Course Name | EXAMINATION SCHEME | | | | | TOTAL MARKS | TEACHING SCHEME/WEEK | | | CREDITS |
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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.

Students' contribution to the topic/area is of critical importance.

This shall be the outcome of logical research on a topic related to any aspect of Architecture and allied subjects. It is expected that the students will demonstrate effective oral presentation in a hall of audience, as well as structured writing. Students may choose a topic related to theory/philosophy / current issues related to architecture and allied subjects. The topics must be vetted by the subject teacher/s. The emphasis must be on critical understanding, logical reasoning, and structured argument/discussion about the topic chosen. The student is expected to draw inferences based on a structured study as above. By the end of the semester, students are expected to submit a written paper of approximately 2000 words. Students must adhere to Standard referencing conventions and technical writing norms. The final assessment of the student's work may be based on oral communication as well as written communication. However, greater weightage may be given to the oral communication of the students.

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

Note:

Suggested Readings:

- Hammon, Michal and Jerry wellington .2013. Research Method: The Key Concepts. New York: Routledge
- Creswell, John W. 2009. Research Design: Qualitative, Quantitative and mixed methods Approaches. 1000 oaks,
- Warburton, Nigel. 2006. The Basics of essay writing. New York: Routledge
- Turabian, Kate L. 2007. A manual for Writer of Research Papers, Thesis and Dissertation, Seventh Edition Chicago: University of Chicago Press.
- Wehrli, Robert, Environmental Design Research: How to Do It and How to Apply It, New York, Wiley: 1986
- Todd, Alden, Finding Facts Fast: How to Find Out What You Want and Need to Know, Berkeley, Ten Speed Press: 1979
- Snyder, James, Architectural Research, New York, Van Nostrand Reinhold: 1984
- Zeisel, John, Inquiry by Design: Tool for Environment-Behavior Research, Cambridge, Cambridge University Press: 1981
- Sandhoff, Henry, Visual Research Methods in Design, Van Nostrand Reinhold: 1991

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