



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 (2026)
1ST YEAR / I Semester

Barch Curriculum-2026



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Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA
B. ARCH (2026)
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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 101: Basic Design & Visual Arts

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME										
						THEORY			STUDIO			L	T	S	CREDITS	
						END SEM University Exam 50 % OR 40 %	Two-Term Exam 20%	Teachers Assessment*30 % OR 20%	END SEM University Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%						TOTAL MARKS
PC	AR	STUDIO	ARCH 101	BASIC DESIGN AND VISUAL ARTS	Max				250	250	500				10	10
					Min				113	113	226					

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

ARCH 101: Basic Design & Visual Arts

Course Educational Objectives (CEOs):

S. No.	Course Educational Objective (CEO)	Bloom's Level	Domain
CEO1	Introducing students to the fundamentals and principles of design as a creative and intentional process	Understand (L2)	Cognitive
CEO2	To develop an understanding of human activity, scale, proportion, and spatial relationships	Understand / Analyse (L2–L4)	Cognitive
CEO3	To build foundational skills in two-dimensional and three-dimensional composition through hands-on exploration	Apply (L3)	Cognitive + Psychomotor

Course Alignment with UNSDG:

This course contributes to the United Nations Sustainable Development Goals (SDGs), particularly **SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, and SDG 11: Sustainable Cities and Communities **, by fostering creativity, design thinking, visual communication skills, and sensitivity to human-centred, context-responsive spatial design.

Course Alignment with IKS and AI:

This course promotes awareness of indigenous design principles, traditional spatial knowledge, vernacular aesthetics, and culturally rooted approaches to representation and design thinking.

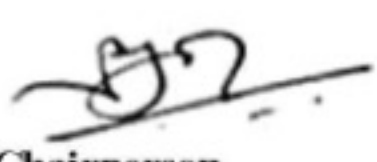
This course provides introductory exposure to AI-assisted visualisation, digital representation tools, and emerging technologies relevant to architectural communication and creative exploration.

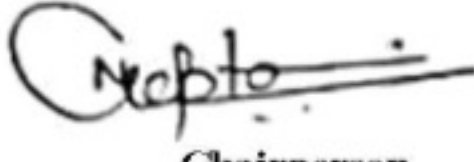
Course outcomes (COs):

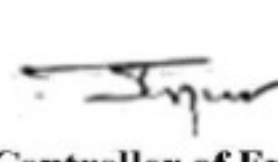
At the end of the course, students will be able to:

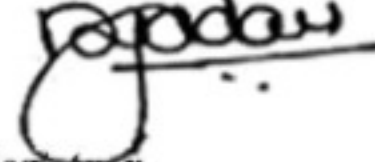
CO	Outcome	Bloom	SDG
CO1	Apply elements and principles of design in 2D and 3D compositions	L3 (Apply) Cognitive + Psychomotor	SDG 4, SDG 9
CO2	Interpret and use the basic vocabulary of design and architecture	L2 (Understand) Cognitive	SDG 4
CO3	Analyse human activities in space using scale and anthropometry	L4 (Analyse) Cognitive	SDG 11
CO4	Represent and communicate design ideas through drawings, sketches, and models.	L3 (Apply) Cognitive + Psychomotor	SDG 4, SDG 9
CO5	Demonstrate observation, abstraction, and critical thinking	L4–L5 (Analyse/Evaluate) Cognitive	SDG 4, SDG 11

Course Focus	- Foundations of visual and spatial design - Development of perception, observation, and abstraction skills - Exploration of elements and principles in 2D and 3D
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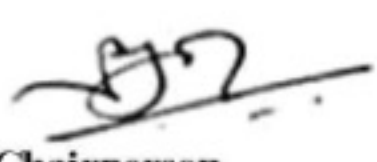
	- Human-centred understanding of scale and space - Process-oriented and exploratory learning approach - Emphasis on creativity, critical thinking, and visual communication
Experiential Learning Component	This course adopts an experiential learning approach through observation, exploration, hands-on exercises, visual experimentation, model making, sketching, and creative studio investigations. Students learn design principles by directly engaging with form, space, colour, texture, materials, light, and human perception through iterative making and reflective learning processes. Experiential Activities: - Observation and abstraction exercises - Composition studies using 2D and 3D elements - Material and texture explorations - Colour and visual perception studies - Model making and form-generation exercises - Nature-based and environment-based design explorations - Reflective sketchbook and process documentation
Course Overview	This course introduces design as a visual and spatial language by sensitising students to conceptual, perceptual, and compositional aspects of the design process. It establishes the foundation for architectural thinking through exploration of form, space, human interaction, and representation techniques.

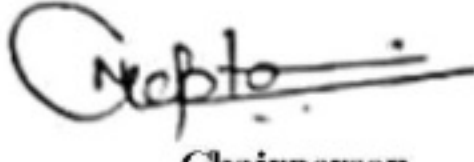
Teaching Pedagogy:

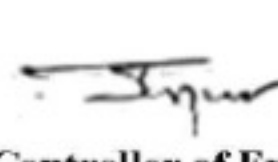
Code	Method
T1	Studio-based & experiential learning
T2	Demonstrations & workshops
T3	Interactive & inquiry-based lectures
T4	Desk critiques & peer learning
T5	Site observation & activity mapping
T6	Jury-based evaluation & presentations

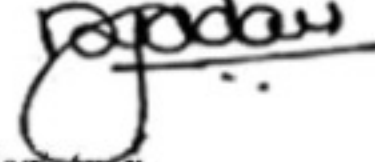
Assessment Tools

Code	Tool
AT1-1	Design Exercises & Creative Exploration (2D/3D studies)
AT1-2	Process Work (sketches, iterations, sketchbook)
AT1-3	Model Making & Prototyping
AT1-4	Jury Evaluation (Midterm + Final)
AT1-5	Portfolio & Presentation Sheets
AT1-6	Viva Voce & Site Study Report


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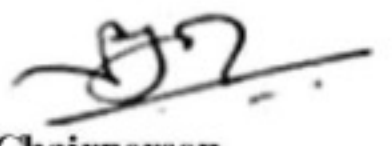
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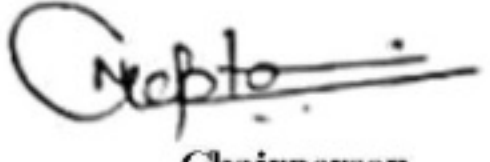
Course Information

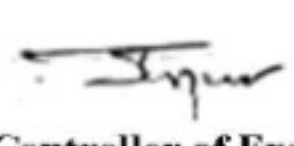
Prerequisites	None (Foundation course for first-year students). Admission to the B.Arch. The programme is subject to qualifying for the NATA (National Aptitude Test in Architecture) or equivalent as per regulatory norms.
Mode of Delivery	Studio-based (Offline/Blended with demonstrations, workshops, and site exposure)

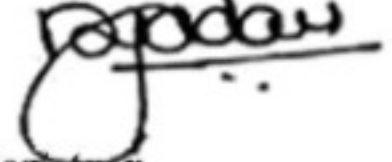
Course contents:

Unit	Syllabus : topic	Subtopic	Teaching hours:	Assessment Tools
I	Foundations of Visual & Cognitive Skills	• Introduction to design as a field • Relationship of basic design to architecture • Observation, perception, abstraction, and expression • Lateral thinking and creative exploration • Introduction to graphic representation and model making • Understanding design through nature, traditional patterns, and everyday cultural contexts • Introductory awareness of digital and AI-based visual references in design exploration	30 hrs.	AT1-1, AT1-2 (Design Exercises & Creative Exploration (2D/3D studies), Process Work (sketches, iterations, sketchbook))
II	Elements & Principles of Design	• Elements: line, shape, form, space, texture, colour, value • Principles: balance, rhythm, proportion, movement, emphasis, unity • 2D and 3D compositions. • Abstraction and simplification exercises • Study of traditional Indian patterns, motifs, mandalas, and proportional systems • Comparative understanding of manual compositions and AI-generated visual compositions	30hrs.	AT1-1, AT1-2, AT1-3 (Design Exercises & Creative Exploration (2D/3D Studies); Process Work (Sketches, Iterations & Sketchbook); Model Making & Prototyping)
III	Form, Geometry & Spatial Understanding	• Geometric transformations (2D to 3D) • Volumetric exploration • Scale and proportion • Ordering principles • Basic anthropometrics and ergonomics • Understanding spatial principles from vernacular settlements and traditional built forms • Introductory exposure to digital geometry exploration and form-generation tools	40hrs	AT1-2, AT1-3, AT1-4 (Process Work (Sketches, Iterations & Sketchbook); Model Making & Prototyping; Jury Evaluation (Midterm & Final))
IV	Representation & Skill Development	• Freehand sketching and memory drawing • Graphic language and presentation techniques • Material exploration (paper, cardboard, clay, etc.) • Model-making skills • Visualisation of spatial qualities (enclosure, depth, height, orientation)	40hrs	AT1-2, AT1-3, AT1-5 (Process Work (Sketches, Iterations & Sketchbook); Model Making & Prototyping;


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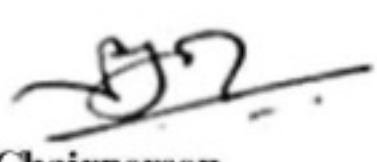
		- Exposure to traditional craft-based representation techniques - Introductory comparison between manual and digital representation methods		Portfolio & Presentation Sheets)
V	Introductory Design Project	- Studio-based iterative design process - Activity mapping and human behaviour analysis - Development of a small-scale spatial design project (kiosk, seating space, bus shelter, play element, entrance gate, etc.) - Application of elements and principles in spatial design - Communication through drawings and models - Context-sensitive and culturally responsive design approach - Critical discussion on creativity, originality, and the role of AI in conceptual design processes	40hrs	AT1-4, AT1-5, AT1-6 (Jury Evaluation (Midterm & Final); Portfolio & Presentation Sheets; Viva Voce & Site Study Report)

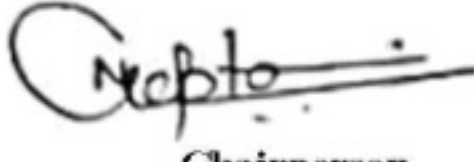
Exercises (Indicative)

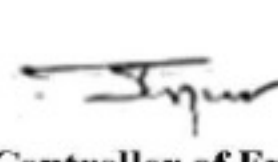
Design Exercise (Indicative)	2D Composition Exercises: Exploration of point, line, plane, colour, texture using abstract compositions 3D Form Exploration: Basic volumetric studies using cubes, prisms, planes (additive/subtractive forms) - Transformation Exercises: 2D to 3D translation, folding, modular compositions - Anthropometric Study: Designing spaces based on human scale (sitting, standing, movement) - Spatial Enclosure Study: Creating simple spaces using planes (open, semi-open, closed)
Design Exercise	- Personal Space / Micro Shelter Typology: Individual space (reading pod, resting space, study corner, play element) - User: Single user - Site: Abstract/base not exceeding 25–50 m²
Focus:	- Elements & principles, scale, proportion, spatial experience - Activity-Based Space Design: Small design responding to a simple function (sit, pause, interact) - Material Exploration Models: Using paper, cardboard, and clay for expressing form and texture - Focus: Concept development, abstraction, spatial understanding, and representation (not functional complexity).

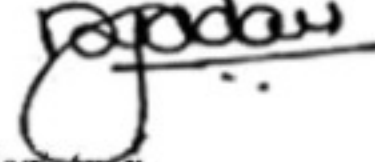
Course Delivery Framework

S. No.	Category	Component	Description
1	Sessional Work	Composition Exercises	Minimum 6 exercises in 2D and 3D, exploring elements and principles of design
		Spatial Design Project	Minimum 1 small-scale project (pavilion/shelter/personal space)
		Portfolio Submission	Compilation of all exercises, process work, and final outputs
		Site Visits	Exposure to real-world spaces and activity mapping (as applicable)


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		External Viva Voce	Evaluation by an external juror based on portfolio and design understanding
		Basic Design Exercises	Studies on point, line, plane, volume, and form transformations
		Anthropometric Studies	Exercises on human scale, proportions, and spatial organisation
		Context-Based Studies	Site response, environmental and behavioural analysis
		Concept Models & Sketches	Process-based exploration through models and drawings
2	Teaching Methodology	Studio-Based Learning	Core learning through hands-on studio engagement
		Demonstrations	Instructor-led demonstrations of techniques and processes
		Interactive Lectures	Conceptual inputs with visual examples and discussions
		Desk Critiques	One-to-one feedback and continuous guidance
		Peer Learning	Group discussions, collaborative learning, and reviews
		Workshops	Hands-on sessions on model making and materials
3	Skills & Knowledge Transfer	Jury System	Periodic evaluation through presentations and critiques
		Form & Spatial Understanding	Comprehension of scale, proportion, and spatial relationships
		Conceptual Translation	Ability to convert abstract ideas into spatial solutions
		Human-Centred Design	Sensitivity to anthropometry and user behaviour
		Visualisation Skills	Ability to imagine and represent spatial qualities
		Model-Making Skills	Hands-on skills in material handling and fabrication
		Critical Thinking	An analytical and reflective approach to design problems
4	Course Emphasis	Communication Skills	Representation through drawings, sketches, and models
		Design Fundamentals	Understanding core elements and principles of design
		Spatial Thinking	Development of three-dimensional perception and reasoning
		Process-Oriented Learning	Emphasis on iterative exploration rather than final output
		Concept Development	Encouraging abstraction and idea generation
		Human-Centred Approach	Designing with sensitivity to users and context
		Creativity & Rationality	Balancing imaginative thinking with logical reasoning

Additional Resources

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Value addition to course content/ Skill enhancement content:

- Online modules on architectural graphics, freehand drawing, visual composition, and spatial understanding through NPTEL and SWAYAM courses.
 - Exposure to digital visualisation platforms, architectural journals, and case-study-based learning through online architectural portals.
 - Workshops on sketching, rendering, model-making, visual communication, and design thinking.

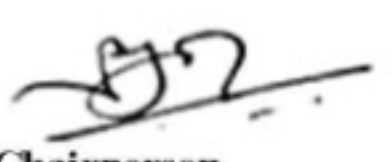
Recommended Online Platforms:

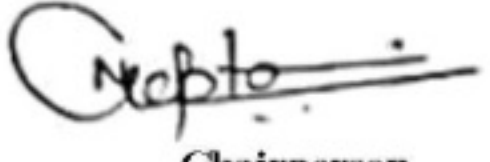
- NPTEL Architecture Courses
- SWAYAM
- Arch Daily

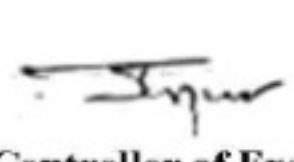
Remedial classes for slow learners: As per institutional academic support and mentoring guidelines for slow and advanced learners.

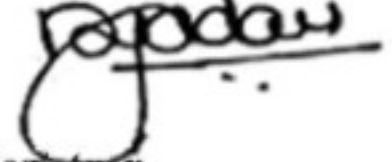
Suggested Readings:

Reference Books	Berger, J. (1972). <i>Ways of seeing</i>. Viking Press. Bovill, C. (1996). <i>Fractal geometry in architecture and design</i>. Birkhauser. Ching, F. D. K. (2007). <i>Architecture: Form, space, and order</i> (3rd ed.). John Wiley & Sons. Ching, F. D. K. (2015). <i>Architectural graphics</i> (6th ed.). John Wiley & Sons. Ching, F. D. K., & Juroszek, S. P. (1998). <i>Design drawing</i>. John Wiley & Sons. Colquhoun, A. (1981). <i>Essays in architectural criticism: Modern architecture and historical change</i>. MIT Press. Dodds, G., Tavernor, R., & Rykwert, J. (Eds.). (2002). <i>Body and building: Essays on the changing relation of body and architecture</i>. MIT Press. Itten, J. (1997). <i>Design and form: The basic course at the Bauhaus</i>. Thames & Hudson. Johnson, P.-A. (1994). <i>The theory of architecture: Concepts, themes & practices</i>. Van Nostrand Reinhold. Krier, R. (1988). <i>Architectural composition</i>. Academy Editions. Laseau, P. (2001). <i>Graphic thinking for architects and designers</i>. John Wiley & Sons. Le Corbusier. (1965). <i>Towards a new architecture</i> (F. Etchells, Trans.). Architectural Press. (Original work published 1923) Lidwell, W., Holden, K., & Butler, J. (2010). <i>Universal principles of design</i> (2nd ed.). Rockport Publishers. Lin, M. W. (1985). <i>Architectural rendering techniques: A colour reference</i>. John Wiley & Sons. Meiss, P. von. (1992). <i>Elements of architecture: From form to place</i>. E & FN Spon. Munari, B. (1987). <i>Design as art</i>. MIT Press. Pallasmaa, J. (2010). <i>The thinking hand: Existential and embodied wisdom in architecture</i>. John Wiley & Sons. Rasmussen, S. E. (1962). <i>Experiencing architecture</i>. MIT Press. Sullivan, L. H. (1963). <i>The testament of stone: Themes of idealism and indignation from the writings of Louis Sullivan</i>. Northwestern University Press. White, A. (2011). <i>The elements of graphic design</i>. Allworth Press. Whyte, W. H. (1980). <i>The social life of small urban spaces</i>. Conservation Foundation. Wittkower, R. (1971). <i>Architectural principles in the age of humanism</i>. W. W. Norton. Yee, R. (2003). <i>Architectural drawing: A visual compendium of types and methods</i>. John Wiley & Sons. Zelanski, P., & Fisher, M. P. (1996). <i>Design principles and problems</i> (2nd ed.). Thomson/Wadsworth.
Suggested e- resources (Websites/e-	NPTEL – Engineering/Architectural Graphics Part I • NPTEL – Engineering/Architectural Graphics Part II • NPTEL – Contemporary Architecture and Design


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COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME								CREDITS	
						THEORY			STUDIO		TOTAL MARKS	L	T		S
						END SEM University Exam 50 % OR 40 %	Two-Term Exam 20%	Teachers Assessment*30 % OR 20%	END SEM University Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%					
PC	AR	STUDIO	ARCH 101	BASIC DESIGN AND VISUAL ARTS	Max				250	250	500			10	10
					Min				113	113	226				

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

books)	- NPTEL – Structure, Form and Architecture: The Synergy - NPTEL Architecture Courses Portal - SWAYAM Portal - MIT Open Courseware – Architecture - Arch Daily - Dezeen
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Course Articulation Matrix (Mapping of COs with POs)

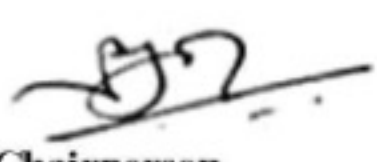
Course Outcome S	Correlation with POs												Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	3	2	3	1	–	–	–	–	1	2	–	1	3	2	–
CO2	3	2	2	1	–	–	–	–	–	2	–	1	3	2	–
CO3	2	3	3	2	–	1	1	–	1	2	–	1	2	3	1
CO4	2	1	2	1	2	–	–	–	1	3	–	1	2	2	1
CO5	2	3	2	2	–	–	–	–	1	1	–	2	2	3	1

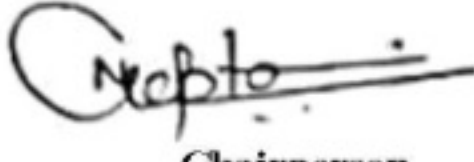
Assessment Scheme

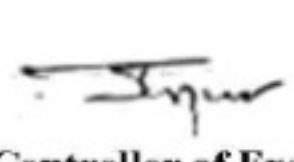
Component	Method	COs Mapped	Weightage
Assignments	Design exercises, creative exploration sheets	CO1, CO2, CO5	10%
Studio Work	Process work (sketchbook, iterations, models)	CO1, CO3, CO5	20%
Mid Jury	Interim design review (presentation + viva)	CO2, CO3, CO4	20%
Final Jury	Final design project evaluation (external/internal jury)	CO1, CO3, CO4, CO5	30%
Portfolio	Compilation of all works + presentation sheets	CO2, CO4, CO5	20%

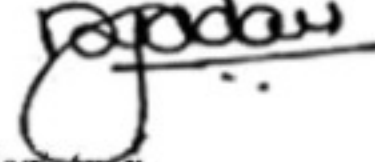
Evaluation Rubrics (Studio/Design)

Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Concept Development	Strong, original idea with clear abstraction and intent	Clear idea with some originality	Basic idea, limited exploration	Weak or unclear concept
Design Process	An iterative, well-documented process with multiple explorations	Adequate process with some iterations	Limited exploration, minimal development	No clear process or progression
Spatial Quality	Excellent understanding of scale, proportion, and spatial relationships	Good spatial organisation with minor issues	Basic spatial understanding	Poor spatial resolution and scale
Representation	Highly effective drawings/models with clarity and precision	Clear representation with minor gaps	Basic drawings/models lacking clarity	Poor or incomplete representation


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 101: Basic Design & Visual Arts

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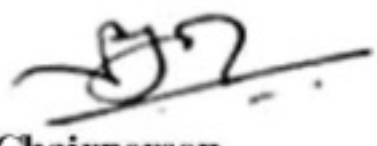
Innovation	Highly creative and experimental approach	Some level of creativity and variation	Limited creativity	No innovation or originality
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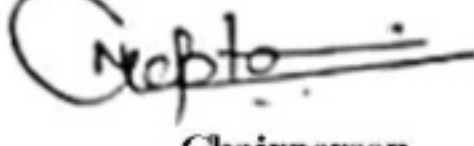
Studio Components

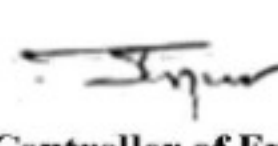
S. No.	Component	Description
1	Design Sheets	Exercises on elements and principles of design, composition, colour, and abstraction
2	3D Models	Form exploration models translating 2D compositions into three-dimensional studies
3	Material Explorations	Use of different materials to understand texture, surface, and composition
4	Sketchbook / Visual Diary	Continuous record of observations, sketches, and idea development
5	Process Sheets	Documentation of design evolution, iterations, and conceptual thinking
6	Creative Design Exercises	Theme-based compositions integrating learned design principles
7	Portfolio Compilation	Organised submission of all sheets, models, and process work
8	Studio Reviews / Jury	Periodic assessment through discussions, pin-ups, and feedback sessions
9	Final Submission	Complete portfolio including all exercises and selected models

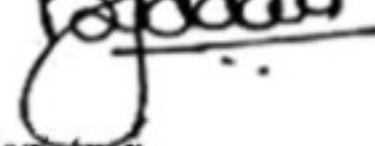
Assignment and submission structure

S. No.	Type of Work	No. of Assignments	Title / Nature of Work	Submission Format
1	Elements of Design	4–6	Point, line, plane, texture, colour studies	A2 sheets
2	Principles of Composition	4–5	Balance, rhythm, contrast, harmony, hierarchy	A2 sheets
3	Colour Theory Exercises	3–4	Colour wheel, colour interaction, tonal studies	A2 sheets
4	2D Composition	3–4	Abstract compositions using geometric/organic forms	A2 sheets
5	3D Form Exploration	2–3	Transformation from 2D to 3D (paper/board models)	Models + A2 sheets
6	Visual Abstraction	2–3	Abstraction from nature/art/object	A2 sheets
7	Material Exploration	2–3	Composition using different materials/textures	Models + sheets
8	Creative Design Exercise	1–2	Concept-based composition (theme-based)	Sheets + models


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1ST YEAR / I Semester

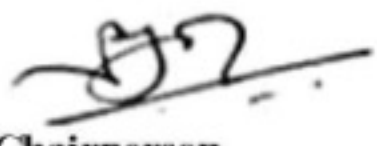
ARCH 101: Basic Design & Visual Arts

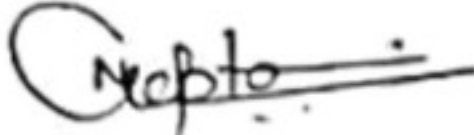
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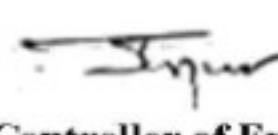
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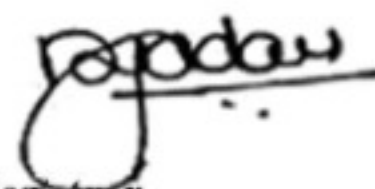
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9	Sketchbook / Visual Diary	1 (continuous)	Daily observation sketches, ideas, inspirations	Sketchbook
10	Process Portfolio	1 (continuous)	Compilation of all exercises with iterations	Portfolio (A2)
11	Final Submission	1	Complete portfolio + selected models	Physical + digital
12	Viva Voce	1	Oral evaluation of concepts and process	Presentation


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 103: Building Material & Construction – I

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ARCH 103: Building Material & Construction – I

Course Educational Objectives (CEOs):

S. No.	Course Educational Objective (CEO)	Bloom's Level	Domain
CEO1	To introduce basic building materials and their properties	Understand (L2)	Cognitive
CEO2	To understand fundamental building elements and construction systems	Understand (L2)	Cognitive
CEO3	Developing skills in detailing construction through drawings and practical exposure	Apply (L3)	Cognitive Psychomotor +

Course Alignment with UNSDG:

This course contributes to the United Nations Sustainable Development Goals (SDGs), particularly **SDG 9: Industry, Innovation and Infrastructure, SDG 11: Sustainable Cities and Communities, SDG 12: Responsible Consumption and Production, and SDG 13: Climate Action ** by promoting understanding of material properties, efficient construction practices, resource-conscious material selection, and environmentally responsive building techniques.

Course Alignment with IKS (Indian Knowledge Systems) and AI:

This course integrates principles of Indian Knowledge Systems (IKS) by exposing students to traditional building materials, vernacular construction techniques, indigenous craftsmanship, climate-responsive construction practices, and regional construction knowledge developed through traditional building systems.

This course introduces students to emerging digital and AI-assisted tools for material understanding, construction visualisation, drafting, and technical documentation while developing awareness of contemporary digital practices in building construction and representation.

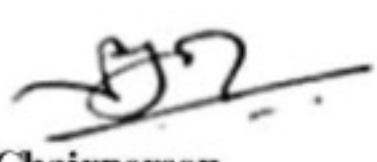
Course outcomes (COs):

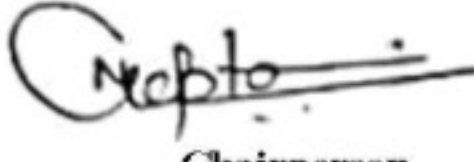
At the end of the course, students will be able to:

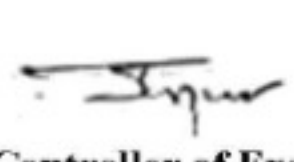
CO	Outcome	Bloom	SDG
CO1	Explain the properties and applications of basic building materials (natural and manufactured).	L2 (Understand) Cognitive	SDG 9, 12
CO2	Describe fundamental building elements and simple construction systems.	L2 (Understand) Cognitive	SDG 11
CO3	Illustrate load-bearing construction details using appropriate drawings.	L3 (Apply) Cognitive + Psychomotor	SDG 9
CO4	Interpret the constructional behaviour of masonry and related elements	L4 (Analyse) Cognitive	SDG 11, 13
CO5	Use appropriate terminology related to building materials and construction.	L2 (Understand) Cognitive	SDG 4

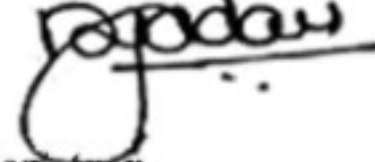
Course Focus

- Understanding properties and applications of building materials
- Introduction to basic construction systems and building elements
- Development of construction detailing and drafting skills


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	- Emphasis on load-bearing systems and structural logic - Integration of material knowledge with construction practices - Learning through drawings, site exposure, and hands-on exercises
Experiential Learning Component	This course emphasises learning through direct interaction with building materials, construction practices, and field observations. Students develop an understanding of material properties, construction techniques, and building systems through demonstrations, site exposure, construction yard exercises, measured observations, and technical drawing. Experiential Activities: - Material identification and handling exercises - Construction yard demonstrations - Brick masonry and stonework observations - Site visits to construction projects - Documentation of building components - Measured sketches of construction details - Preparation of construction drawings based on field observations - Reflective sketchbook and process documentation
Course Overview	This course integrates lectures and studio exercises to develop an understanding of material properties, building elements, and simple load-bearing construction systems. Through drawings, case studies, site visits, and construction yard exercises, students gain foundational knowledge of construction techniques and material applications.

Teaching Pedagogy

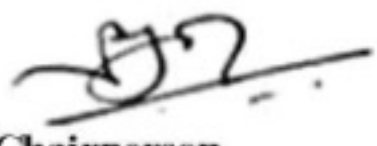
Code	Method
T1	Lectures & interactive teaching
T2	Drawing studio exercises
T3	Demonstrations & workshops
T4	Site visits & field exposure
T5	Case studies & discussions
T6	Viva & review sessions

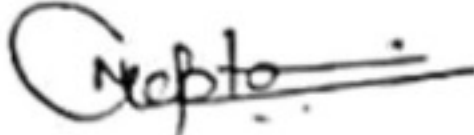
Assessment Tools

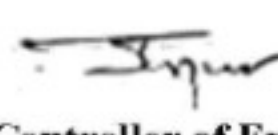
Code	Method
AT1-1	Written assignments/quizzes
AT1-2	Drawing sheets
AT1-3	Construction yard exercises
AT1-4	Midterm exam
AT1-5	Final exam
AT1-6	Viva voce & site report

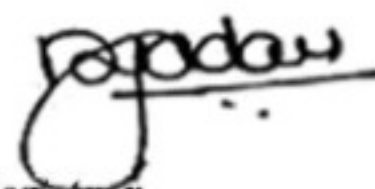
Course Information

Prerequisites	None (Foundation level). Admission through NATA or equivalent
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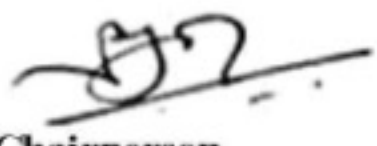
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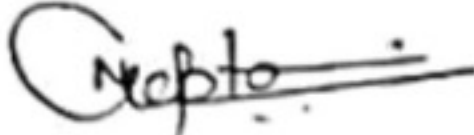
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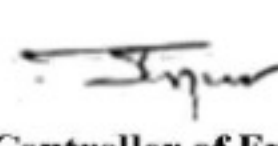
Mode of Delivery	Theory cum Studio (Lectures + Drawing Studio + Site Exposure)
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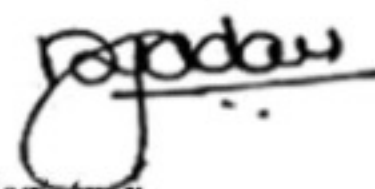
Course contents:

Unit	Syllabus: topic	Subtopic	Teaching hours:	Assessment Tools
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 Materials	- Classification of materials: natural and manufactured - Traditional Indian materials: mud, lime, bamboo, timber, laterite, stone - Material categories: ceramics, metals, polymers, composites, organic materials - Physical and mechanical properties - Relationship between material properties and construction techniques - Introductory understanding of sustainable materials and embodied energy	12 hrs.	AT1-1 (Written Assignments/Quizzes)
II	Basic Building Elements & Systems	- Structural concepts and load transfer - Vernacular structural systems and traditional load-bearing practices - Substructure and superstructure - Foundations, plinths, walls, openings, floors, roofs - Load-bearing vs framed systems (introductory level) - Case studies and measured drawings with documentation of traditional construction examples	12 hrs.	AT1-1, AT1-2 (Written Assignments/Quizzes; Drawing Sheets)
III	Masonry Construction	- Principles of Masonry Construction - Brick: composition, manufacture, classification, testing - Traditional brick dimensions and regional masonry practices - Brick bonds and applications - Stone masonry: rubble and ashlar - Mud construction and stabilised earth system - Introductory awareness of sustainable and climate-responsive masonry systems	7 hrs.	AT1-2, AT1-3 (Drawing Sheets; Construction Yard Exercises)
IV	Wall Systems & Openings	- Load-bearing walls - Cavity, partition, and composite walls - Types of openings in masonry walls (Door, Window, Arch, lintel, etc.) - Climate-responsive openings, jalis, shading devices, and traditional elements - Junctions and bonding details - Introductory awareness of earthquake-resistant construction details	7 hrs.	AT1-2 (Drawing Sheets)


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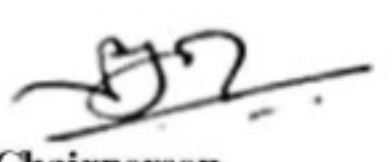
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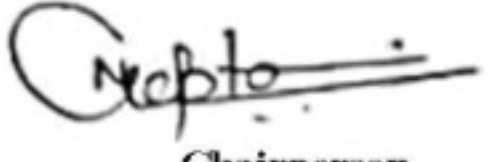
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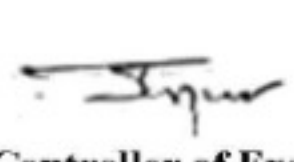
V	Floors, Roofs & Finishes	• Ground and upper floors • Basic flooring systems and finishes • Traditional flooring and roofing systems from different climatic regions • Flat roofs (introductory level) • Cladding systems (overview) • Introductory understanding of sustainable finishing materials and practices	7 hrs.	AT1-2, AT1-4 (Drawing Sheets; Midterm Exam)
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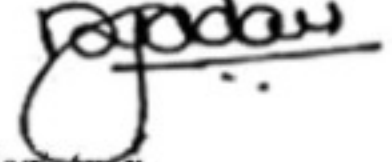
Course Delivery Framework

S. No.	Category	Component	Description
1	Sessional Work	Drawing Sheets	Minimum 12–15 A1 sheets (drawings & construction details)
		Field Observation	Field observation and documentation record
		Construction Yard Exercises	Minimum 2 hands-on construction yard exercises
		Site Visit & Market Survey	Mandatory site visit and building material market survey
		Study Drawings	Drawings of basic building elements
		Construction Details	Drawings of foundations and walls
		Masonry Drafting	Brickwork and stone masonry drafting
		Measured Drawings	Measured drawings of small structures
		Process Documentation	Construction process documentation
		External Evaluation	External viva voce examination
2	Teaching Methodology	Lectures	Lectures with construction demonstrations
		Site Exposure	Site visits (where possible)
		Drawing Practice	Working drawing exercises
		Material Study	Hands-on material study sessions
		Detail Analysis	Construction detail analysis
		Interactive Learning	Interactive classroom discussions
3	Skills & Knowledge Transfer	Material Knowledge	Understanding of traditional building materials and techniques
		Drafting Skills	Ability to draft construction details accurately
		Structural Understanding	Knowledge of the structural behaviour of basic systems
		Material Application	Awareness of material properties and applications
		Design Integration	Integration of construction logic with design intent
4	Course Emphasis	Fundamental Systems	Focus on basic construction systems
		Buildability	Understanding practical and feasible construction
		Material Thinking	Material-based approach to design
		Drawing Precision	Accuracy in working drawings


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 103: Building Material & Construction – I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING &EVALUATION SCHEME									
						THEORY			STUDIO		L	T	S	CREDITS	
						END SEM University Exam 50 % OR 40 %	Two-Term Exam 20%	Teachers Assessment*30 % OR 20%	END SEM University Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%					TOTAL MARKS
PC	AR	STUDIO	ARCH 101	BASIC DESIGN AND VISUAL ARTS	Max				200	200	400				
					Min				90	90	180			8	8

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.
Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

		Practical Knowledge	Emphasis on real-world construction understanding
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Additional Resources

Value addition to course content/ Skill enhancement content:

- Workshops on brick masonry, stone construction, bamboo construction, and basic building materials.
- Exposure to traditional and contemporary construction techniques through case studies and site visits.
- Hands-on exercises in material identification, construction detailing, and model making.
- Online learning modules on sustainable building materials and construction technologies through NPTEL and SWAYAM.

Remedial classes for slow learners: As per institutional academic support and mentoring guidelines for slow and advanced learners.

Suggested Readings:

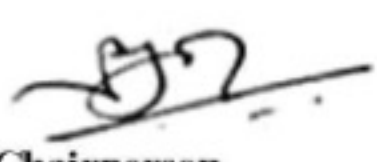
Reference Books	Ching, F. D. K. (2014). Building construction illustrated. Wiley. Chudley, R. (2010). Building Construction Handbook. Butterworth-Heinemann. Rangwala, S. C. (2004). Building construction. Charotar Publishing. Lyons, A. (2014). Materials for architects and builders. Taylor & Francis. Deplazes, A. (2013). Constructing architecture. Birkhäuser. HUDCO. (1989). Soil-stabilised mud blocks. McKay, W. B. (2013). Building construction, Vol. 1: Metric edition. Pearson Education
Suggested e-resources (Websites/e-books)	• NPTEL – Building Materials and Construction • NPTEL – Construction Materials and Practices • SWAYAM Portal • National Building Code of India (BIS) • HUDCO Knowledge Resources • Arch Daily – Construction and Materials • Dezeen – Architecture and Construction Technology ○ https://l1nk.dev/nik4vfu Resources by Ar Shrikanth Bhate

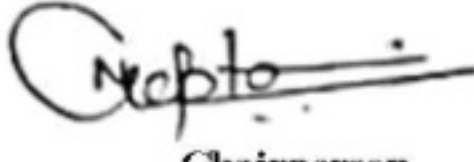
Course Articulation Matrix (Mapping of COs with POs)

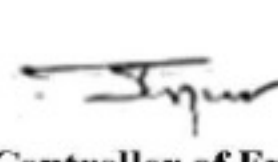
Course Outcomes	Correlation with POs												Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	3	2	1	1	–	–	2	–	–	1	–	1	3	2	–
CO2	3	2	2	1	–	–	2	–	–	1	–	1	3	2	–
CO3	2	3	3	2	1	–	2	–	–	1	–	1	3	3	1
CO4	2	3	2	3	–	1	3	–	–	1	–	1	2	3	1
CO5	2	2	1	1	–	–	1	–	1	2	–	1	2	2	–

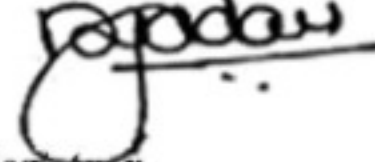
Assessment Scheme

Component	Method	COs Mapped	Weightage
Assignments / Quizzes	Material studies, written tests	CO1, CO2, CO5	10%


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Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA

B. ARCH (2026)

1ST YEAR / I Semester

ARCH 103: Building Material & Construction – I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
						THEORY			STUDIO		TOTAL MARKS				
						END SEM University Exam 50 % OR 40 %	Two-Term Exam 20%	Teachers Assessment*30 % OR 20%	END SEM University Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%					
BS& AE	TE	THEORY CUM STUDIO	ARCH 103	BUILDING MATERIAL & CONSTRUCTION - I	Max	60	30	30	15	15	150	1		2	3
					Min	27	14	14	7	7	69				

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

Drawing Sheets	Construction drawings & detailing	CO2, CO3, CO4	25%
Construction Yard Work	Hands-on exercises (brickwork, etc.)	CO3, CO4	10%
Mid-Sem Exam / Jury	Written + drawing + viva	CO1, CO2, CO4	20%
Final Exam / Jury	Comprehensive evaluation	CO1, CO3, CO4, CO5	25%
Field Report / Portfolio	Site visit + documentation	CO2, CO4, CO5	10%

Evaluation Rubrics (Studio Theory)

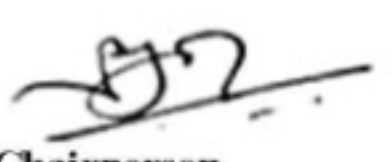
Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Material Understanding	Thorough knowledge of materials, properties & applications	Good understanding with minor gaps	Basic understanding	Limited or incorrect knowledge
Construction Detailing	Accurate, well-resolved, technically sound drawings	Mostly correct with minor errors	Basic detailing with gaps	Incorrect or incomplete details
Drawing & Drafting Skills	Precise linework, clarity, scale accuracy	Good drafting with small inconsistencies	Acceptable but lacks precision	Poor drafting and readability
Structural Understanding	Clear grasp of load paths and behaviour	General understanding	Limited clarity	No understanding of structural logic
Process & Documentation	Well-organised, complete documentation	Adequate documentation	Partial records	Missing or unclear documentation
Practical Skills (Yard Work)	Excellent execution with skill and care	Good execution	Basic execution	Poor or incomplete work
Application & Integration	Strong linkage between materials and construction systems	Moderate integration	Limited application	No integration
Presentation & Terminology	Accurate terminology and clear presentation	Minor errors	Basic terminology	Incorrect or missing terminology

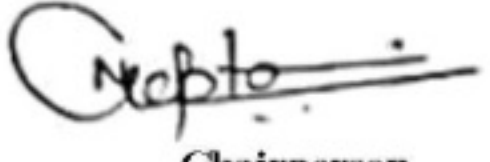
Course Work Components (Condensed)

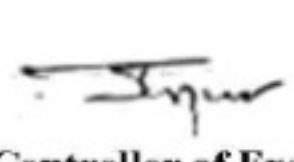
S. No.	Component	Description
1	Construction Drawings	12–15 A1 sheets covering basic building elements (walls, openings, floors, simple roofs)
2	Field Log Book & Site Visits	Site observations with sketches, notes, and basic construction stages
3	Material Study & Case Study	Documentation of basic materials and one small building study
4	Construction Exercises	Yard work (brick bonding, mortar, basic masonry)
5	Measured Drawings & Sketchbook	Measurement of simple elements + freehand sketches
6	Process Documentation	Basic sequencing of construction activities
7	Viva Voce & Reflection	Evaluation of understanding + short learning summary

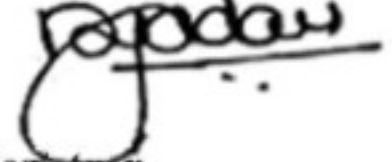
Construction Drawing Sheets with Scales

Sheet No.	Title	Scale	Description
1	Introduction to Materials	NTS	Classification, properties (diagrammatic)
2	Brick Masonry Bonds	1:10 / 1:5	English, Flemish, Header, Stretcher bonds


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B. ARCH (2026)

1ST YEAR / I Semester

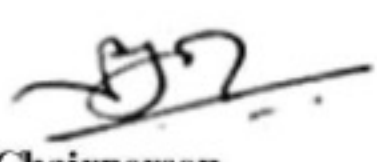
ARCH 103: Building Material & Construction – I

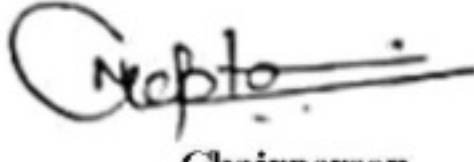
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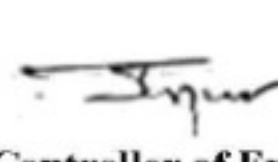
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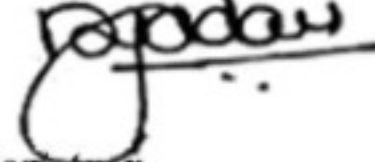
Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

3	Stone Masonry	1:10	Rubble and ashlar masonry
4	Wall Sections (Basic)	1:20	Load-bearing wall with layers
5	Foundations (Basic)	1:20	Strip footing details
6	Plinth & DPC	1:10	Plinth construction and damp-proofing
7	Openings (Basic)	1:20 / 1:10	Door/window with lintel
8	Arches (Introductory)	1:10	Types and construction
9	Floors (Basic)	1:20	Ground floor build-up
10	Roofs (Introductory)	1:20	Flat roof system
11	Staircase (Basic)	1:20	Simple stair layout
12–15	Complete Building Section	1:50 (section) + 1:20 (details)	Small load-bearing building integration


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 104: Architectural Graphics & Drawing – I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME									
						THEORY			STUDIO		TOTAL MARKS	L	T	S	CREDITS
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PC	SK	STUDIO	ARCH 104	ARCHITECTURAL GRAPHICS & DRAWING -I	Max				75	75	150				
					Min				34	34	68			3	3

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

ARCH 104: Architectural Graphics & Drawing – I

Course Educational Objectives (CEOs):

S. No.	Course Educational Objective (CEO)	Bloom's Level	Domain
CEO1	To introduce fundamental architectural drawing techniques as tools for visualisation and communication	Understand (L2)	Cognitive
CEO2	To develop skills in orthographic projection, geometric construction, and surface development	Apply (L3)	Cognitive+ Psychomotor
CEO3	To build manual drafting and freehand sketching skills for architectural representation	Apply (L3)	Psychomotor

Course Alignment with UNSDG

This course contributes to SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, and SDG 11: Sustainable Cities and Communities by strengthening technical drawing skills, visual communication, and spatial understanding, all essential to responsible architectural practice.

Course Alignment with IKS (Indian Knowledge Systems) and AI :

This course integrates principles of Indian Knowledge Systems (IKS) by exposing students to traditional drafting methods, indigenous geometric principles, proportional systems, observational sketching traditions, and culturally rooted representation practices used in architecture and visual communication. The course also encourages students to understand vernacular visual languages, traditional techniques of perspective and proportion, and manual representation skills rooted in architectural craft traditions.

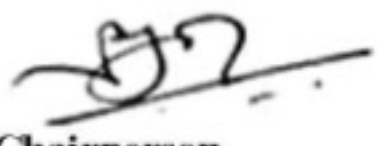
This course introduces students to emerging digital and AI-assisted tools for drafting, geometric exploration, visualisation, digital sketching, and architectural representation while developing awareness of contemporary digital workflows and graphic communication practices. Students are sensitised to the role of AI-supported visualisation, drafting assistance, and digital representation tools alongside manual drawing and analytical thinking.

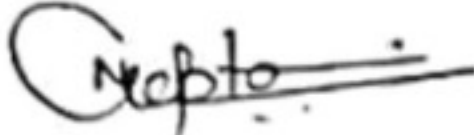
Course outcomes (COs):

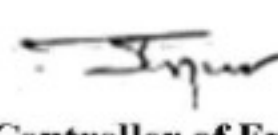
At the end of the course, students will be able to:

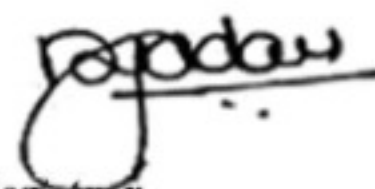
CO	Outcome	Bloom	SDG
CO1	Apply orthographic projection methods for architectural representation	L3 (Apply) Cognitive + Psychomotor	SDG 4, 9
CO2	Construct geometric forms and develop surfaces using analytical drawing techniques.	L3 (Apply) Cognitive + Psychomotor	SDG 4
CO3	Represent three-dimensional objects using isometric and axonometric projections	L3 (Apply) Cognitive + Psychomotor	SDG 9
CO4	Demonstrate freehand sketching skills for visualisation and proportion	L3 (Apply) Psychomotor	SDG 4
CO5	Use scale, line weights, and architectural symbols appropriately	L2 (Understand) Cognitive	SDG 4

Course Focus	- Development of technical drawing and graphical communication skills - Understanding of drawing conventions, scales, and projections - Mastery of orthographic, isometric, and perspective drawings - Enhancement of visualisation and spatial interpretation abilities - Precision, accuracy, and clarity in representation - Foundation for digital and advanced graphical skills
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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 104: Architectural Graphics & Drawing – I

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						THEORY			STUDIO		TOTAL MARKS	L	T	S	
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PC	SK	STUDIO	ARCH 104	ARCHITECTURAL GRAPHICS & DRAWING -I	Max				75	75	150				
					Min				34	34	68			3	3

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

Experiential Learning Component	This course develops graphical communication skills through hands-on drafting, geometric construction, visualisation exercises, and observational drawing. Students learn through continuous studio practice, drawing demonstrations, sketching exercises, and representation of three-dimensional forms in two-dimensional formats. Experiential Activities: - Geometric construction exercises - Orthographic projection studies - Freehand sketching and observation drawing - Measured drawing exercises - Visualisation and spatial interpretation tasks - Studio-based drafting sessions - Portfolio development and reflective documentation
Course Overview:	This studio-based course develops foundational skills in architectural graphics through geometric construction, orthographic projection, surface development, and freehand sketching. The course emphasises manual drafting, spatial visualisation, and accurate representation.

Teaching Pedagogy

Code	Method
T1	Demonstration-based teaching
T2	Step-by-step drafting exercises
T3	Studio practice sessions
T4	Visual observation training
T5	Drawing reviews and corrections
T6	Sketching workshops & outdoor exercises

Assessment Tools

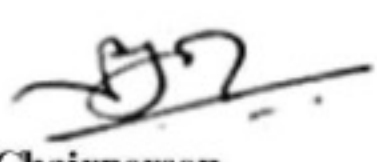
Code	Tool
AT1-1	Geometric construction sheets
AT1-2	Orthographic & projection drawings
AT1-3	Surface development exercises
AT1-4	Freehand sketching & outdoor drawing
AT1-5	Portfolio submission
AT1-6	Viva voce

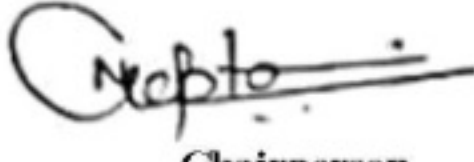
Course Information

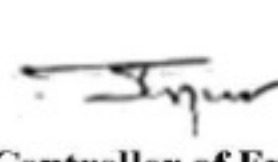
Component	Details
Prerequisites	None (Foundation course for first-year students)—admission to the B.Arch. The program is subject to qualifying for the NATA or an equivalent test, as per regulatory norms.
Mode of Delivery	Studio-based (Offline/Blended with demonstrations, drafting sessions, and field sketching)

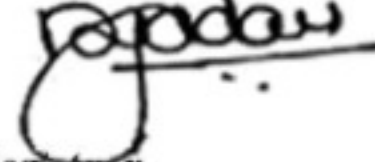
Course Contents:

Unit.	Syllabus: Topic	Subtopic	Teaching Hours:	Assessment Tools
I	Introduction to Architectural Drawing & Geometric Construction	Introduction to architectural graphics and drawing instruments - Importance of drawing as architectural language - Lettering, line types, scales, and dimensioning - Basic geometric constructions and	12 Hrs.	AT1-1 (Geometric Construction Sheets)


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Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

		compositions: division of lines and angles, circles, regular polygons, and plane curves • Traditional proportional systems and indigenous geometric understanding • Introduction to architectural symbols • Drawing to scale • Introduction to digital drafting awareness		
II	Orthographic & Axonometric Projections	Principles of orthographic projection • Plans, elevations, and sections • Projection of points, lines, planes, and solids • Projections of solids (prisms, pyramids, cylinders, cones) • Sections of solids • Interpenetration of solids (basic level) • Auxiliary views and isometric projections • Architectural objects through orthographic methods • Manual drafting techniques and conventions • Awareness of CAD-based projection systems	18 hrs.	AT1-2 (Orthographic & Projection Drawings)
III	Development of Surfaces	Introduction to the development of surfaces (D.O.S.) • Development of prisms and pyramids • Development of cylinders and cones • Development of roof forms (hip and gable roofs) • Development of sectioned solids • Applications in model making and fabrication understanding	8 hrs.	AT1-2, AT1-3 (Orthographic & Projection Drawings; Surface Development Exercises)
IV	Visualisation & Allied Techniques	Introduction to basic visualisation techniques (manual focus) • Spatial visualisation exercises • Introduction to model making and material exploration • Basic composition and form studies • Introduction to freehand sketching techniques • Awareness of digital visualisation tools	8 hrs.	AT1-3 (Surface Development Exercises)
V	Freehand Drawing & Outdoor Sketching	Line quality and strokes • Light and shade techniques • Proportion and scale in sketching • Sketching of simple building forms and architectural elements • Memory drawing and observational sketching • Outdoor sketching exercises and visual documentation	3hrs.	AT1-4 (Freehand Sketching & Outdoor Drawing)

Course Delivery Framework

Sr. No.	Category	Component	Description
1	Sessional Work	Drawing Sheets	Minimum 12–15 A1 sheets covering geometric construction, projections, and development
		Studio Exercises	Regular in-class drafting and graphical exercises
		Freehand Sketching	Indoor and outdoor sketching exercises

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1ST YEAR / I Semester

ARCH 104: Architectural Graphics & Drawing – I

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					Min				34	34	68			3	3

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Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

		Portfolio Submission	Compilation of all drawings, sketches, and process work
		Measured Drawing	Measured drawing of simple objects or small built forms
		Projection Drawings	Orthographic, isometric, and axonometric drawings
		Surface Development	Development of solids and basic roof forms
		Process Documentation	Record of step-by-step drawing development
		External Evaluation	External viva voce examination based on portfolio
2	Teaching Methodology	Demonstrations	Instructor-led step-by-step drawing demonstrations
		Studio Practice	Hands-on drafting and drawing sessions
		Visual Training	Exercises to develop observation and spatial skills
		Drawing Practice	Continuous practice of projections and constructions
		Sketching Workshops	Freehand sketching and rendering sessions.
		Interactive Learning	One-to-one desk critiques and discussions
3	Skills & Knowledge Transfer	Drafting Skills	Ability to produce accurate and precise technical drawings
		Projection Understanding	Knowledge of orthographic and 3D projection systems
		Spatial Visualisation	Ability to interpret and visualise 3D forms from 2D drawings
		Graphic Communication	Clarity in architectural representation
		Sketching Skills	Development of freehand drawing and visual expression
		Drawing Precision	Accuracy, line quality, and neatness in drawings
4	Course Emphasis	Visualisation	Development of spatial understanding and perception
		Representation Skills	Standard methods of architectural drawing
		Manual Skills	Emphasis on hand drafting and sketching
		Foundation Learning	Preparation for advanced architectural graphics and design

Additional Resources

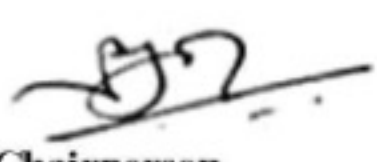
Value addition to course content/ Skill enhancement content:

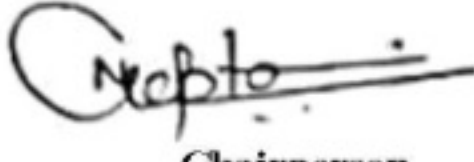
- Workshops on freehand sketching, rendering techniques, architectural drafting, and visual communication.
- Exposure to orthographic projections, perspective drawings, sciography, measured drawings, and graphical representation techniques through studio exercises and case studies.
- Hands-on exercises in line work, composition, lettering, shading, presentation techniques, and architectural visualisation.
- Learning through live sketching sessions, outdoor documentation, measured drawing exercises, and portfolio development activities.
- Online learning modules on architectural graphics, digital representation, rendering techniques, and visual storytelling through NPTEL, SWAYAM, and design platforms.
- Exposure to contemporary representation methods through architectural journals, visualisation platforms, and educational media resources.

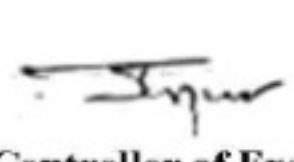
Remedial classes for slow learners: As per institutional academic support and mentoring guidelines for slow and advanced learners.

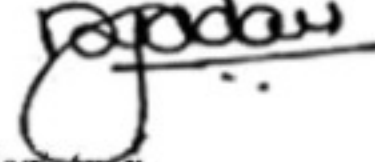
Suggested Readings:

Referen ce	Architectural Graphics – Ching, F. D. K. (2015). Architectural graphics (6th ed.). John Wiley & Sons. • Design Drawing – Ching, F. D. K., & Juroszek, S. P. (1998). Design drawing. John Wiley & Sons.
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Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA

B. ARCH (2026)

1ST YEAR / I Semester

ARCH 104: Architectural Graphics & Drawing – I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME									CREDITS
						THEORY			STUDIO		TOTAL MARKS	L	T	S	
						END SEM University Exam 50 % OR 40 %	Two-Term Exam 20%	Teachers Assessment*30 % OR 20%	END SEM University Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%					
PC	SK	STUDIO	ARCH 104	ARCHITECTURAL GRAPHICS & DRAWING -I	Max				75	75	150				
					Min				34	34	68			3	3

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

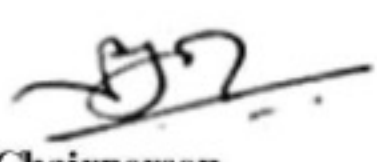
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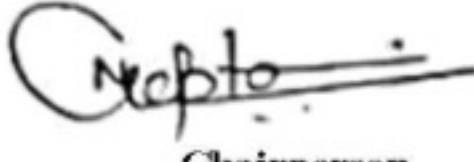
Books	• <i>Architectural Drawing – Yee, R. (2003). Architectural drawing: A visual compendium of types and methods. John Wiley & Sons.</i> • <i>Graphic Thinking for Architects and Designers – Laseau, P. (2001). Graphic thinking for architects and designers. John Wiley & Sons.</i> • <i>Architectural Rendering Techniques – Lin, M. W. (1985). Architectural rendering techniques: A colour reference. John Wiley & Sons.</i> • <i>The Elements of Graphic Design – White, A. (2011). The elements of graphic design. Allworth Press.</i> • <i>Design and Form – Itten, J. (1997). Design and form: The basic course at the Bauhaus. Thames & Hudson.</i> • <i>Architecture: Form, Space, and Order – Ching, F. D. K. (2007). Architecture: Form, space, and order (3rd ed.). John Wiley & Sons.</i> - Bhatt, N. D., & Panchal, V. M. (2000). <i>Engineering drawing: Plane and solid geometry</i> (42nd ed.). Charotar Publishing House. - Shah, M. G., Kale, C. M., & Patki, S. Y. (2000). <i>Building drawing: With an integrated approach to the built environment</i> (7th ed.). Tata McGraw-Hill. - Jefferis, A., Madsen, D. A., & Madsen, D. P. (Latest ed.). <i>Architectural drafting and design</i>. Cengage Learning. - Pottmann, H. (2007). <i>Architectural geometry</i>. Bentley Institute Press.
Suggested e-resources (Websites/e-books)	• NPTEL – Engineering and Architectural Graphics • SWAYAM Portal • MIT OpenCourseWare – Architecture • ArchDaily • Dezeen • Show It Better – Architectural graphics, portfolios, rendering, and presentation techniques. • 30X40 Design Workshop – Architectural sketching, workflows, detailing, and studio guidance. • Arquí9 Visualisation – Architectural visualisation and digital rendering workflows. • Surviving Architecture – Architectural theory, representation techniques, and studio learning resources. • Blessed Arch – Tutorials on architectural drawing, rendering, and visualisation. • Resources for Students and Teachers of Architecture by Ar. Shrikanth Bhate • RIBApix – Architectural drawings, archival sketches, and visual references. • ArchDaily – Construction and Materials • Dezeen – Architecture and Construction Technology https://l1nk.dev/nik4vfu Resources by Ar Shrikanth Bhate

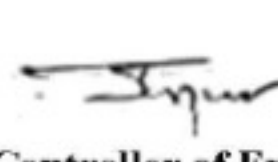
Course Articulation Matrix (Mapping of COs with POs)

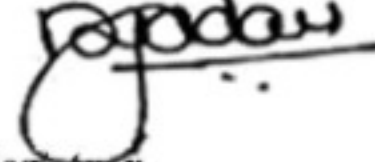
Course Outcomes	Correlation with POs												Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	2	2	3	1	–	–	–	–	1	3	–	1	3	2	–
CO2	2	2	2	1	–	–	–	–	–	3	–	1	3	2	–
CO3	2	3	3	2	–	–	–	–	–	3	–	1	2	3	1
CO4	1	1	2	1	2	–	–	–	–	3	–	1	2	2	1
CO5	2	2	2	2	–	–	–	–	–	3	–	2	2	2	1

Assessment Scheme


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Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA

B. ARCH (2026)

1ST YEAR / I Semester

ARCH 104: Architectural Graphics & Drawing – I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME									
						THEORY			STUDIO			L	T	S	CREDITS
						END SEM University Exam 50 % OR 40 %	Two-Term Exam 20%	Teachers Assessment*30 % OR 20%	END SEM University Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%	TOTAL MARKS				
PC	SK	STUDIO	ARCH 104	ARCHITECTURAL GRAPHICS & DRAWING -I	Max				75	75	150				
					Min				34	34	68			3	3

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

Component	Method	COs Mapped	Weightage
Assignments	Geometric & drafting exercises	CO1, CO2, CO5	10%
Studio Work	Drawing sheets & process work	CO2, CO2, CO3	30%
Mid-Sem Exam / Jury	Projection & drawing evaluation	CO2 CO3, CO4	20%
Final Exam / Jury	Complete drawing portfolio	CO1, CO3, CO4, CO5	25%
Portfolio	Compilation & presentation	CO2, CO4, CO5	15%

Evaluation Rubrics (Studio)

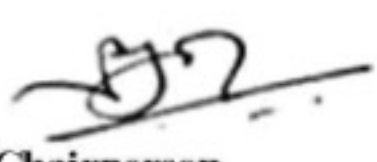
Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Drawing Accuracy	Highly precise, error-free drawings	Minor inaccuracies with overall correctness	Basic correctness	Incorrect drawings
Line Quality	Consistent, controlled line weights	Generally neat linework with minor inconsistencies	Uneven lines	Poor line control
Projection Understanding	Clear and correct projections	Good understanding with minor projection errors	Partial understanding	Incorrect projections
Spatial Visualisation	Strong 3D understanding	Good spatial interpretation and visualization	Limited understanding	No clarity
Presentation	Clean, neat, well-organised	Well-presented with minor layout or labelling issues	Average clarity	Poor presentation
Sketching Skills	Excellent proportion & expression	Good proportion and representation skills	Basic ability	Poor sketching
Use of Scale & Symbols	Accurate and consistent	Mostly accurate use of scales and symbols	Basic usage	Incorrect usage

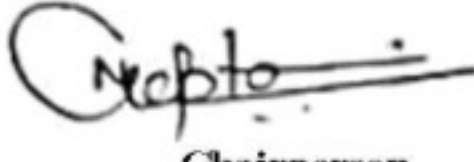
Course Work Components (Condensed)

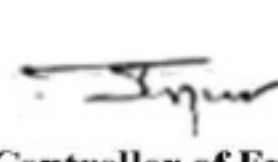
S. No.	Component	Description
1	Drawing Sheets	12–15 A1 sheets covering geometry, projections, and architectural representation
2	Sketchbook (Compulsory)	Freehand sketching of objects, spaces, and architectural elements
3	Measured Drawings	Documentation of simple objects and small spaces
4	Geometric & Projection Exercises	Practice sheets for construction, orthographic, and 3D projections
5	Portfolio Submission	Compilation of all sheets and exercises
6	Viva Voce	Evaluation of drawing logic, projection understanding, and presentation
7	Reflective Learning Summary	Short note on drawing skills, spatial understanding, and progress

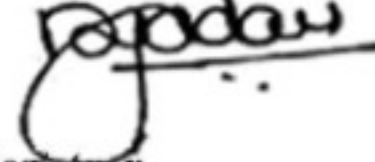
Drawing Sheets with Scales

Sheet No.	Title	Scale	Description
1	Linework & Lettering, Architectural symbols	NTS	Types of lines, weights, and lettering styles
2	Geometric Constructions	NTS	Basic constructions (angles, polygons, tangents)
3	Plane Geometry Composition	NTS	Complex geometric patterns and compositions
4	Orthographic Projection (Basics)	NTS	Plan, elevation, section principles
5	Projection of Points & Lines	NTS	Introductory projection exercises


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Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA

B. ARCH (2026)

1ST YEAR / I Semester

ARCH 104: Architectural Graphics & Drawing – I

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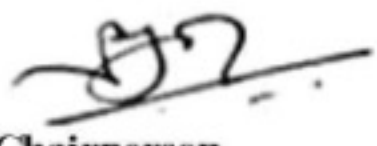
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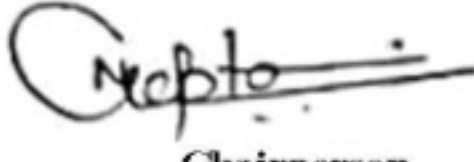
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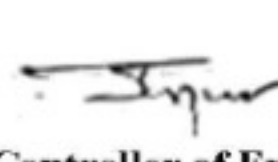
6	Projection of Solids	NTS	Cube, prism, pyramid in different orientations
7	Sections of Solids	NTS	Section cuts and true shapes
8	Isometric Projection (Solids)	NTS	Isometric drawings of basic forms
9	Isometric – Building Elements	1:20 / 1:10	Walls, steps, simple construction elements
10	Axonometric / Oblique Drawing	NTS	Cavalier and cabinet projections
11	Scale Drawing Exercise	1:50 / 1:100	Simple room or layout drawing
12	Measured Drawing (Object)	1:20 / 1:10	Furniture or a small object
13	Measured Drawing (Small Space)	1:50	A room or a small built space
14	Freehand Architectural Sketches	NTS	Doors, windows, steps, details
15	Composite Sheet (Final)	1:50 + NTS	Plan + elevation + isometric of a small structure

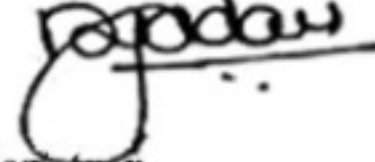
Scale Logic (Student Clarity)

- NTS → Geometry, projections, diagrammatic work
- 1:100 / 1:50 → Spatial drawings
- 1:20 / 1:10 → Objects and elements


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 105: History of Architecture & Culture- I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME								CREDITS	
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PC	AR	THEORY	ARCH 105	HISTORY OF ARCHITECTURE & CULTURE - I	Max	50	20	30			100	2			2
					Min	23	9	14			46				

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

ARCH 105: History of Architecture & Culture- I

Course Educational Objectives (CEOs)

S. No.	CEO	Bloom's Level	Domain
CEO1	To introduce the chronological evolution of architecture in relation to socio-cultural and environmental contexts	Understand (L2)	Cognitive
CEO2	To develop an understanding of cultural influences on settlement and built form	Understand (L2)	Cognitive
CEO3	To build analytical skills in interpreting historical architecture through drawings and studies	Analyse (L4)	Cognitive

Course Alignment with UNSDG

This course contributes to the United Nations Sustainable Development Goals (SDGs), particularly **SDG 4: Quality Education, SDG 11: Sustainable Cities and Communities, and SDG 13: Climate Action ** by fostering awareness of cultural heritage, contextual architectural responses, and the relationship between human settlements and environmental conditions across historical periods.

Course Alignment with IKS (Indian Knowledge Systems) and AI:

This course integrates principles of Indian Knowledge Systems (IKS) by studying indigenous settlement patterns, traditional cultural systems, vernacular architecture, climate-responsive planning, sacred spatial concepts, and regional construction traditions that shaped early Indian civilisation and architectural development. The course encourages students to understand architecture as a reflection of social values, rituals, beliefs, environmental response, and traditional knowledge embedded within built environments.

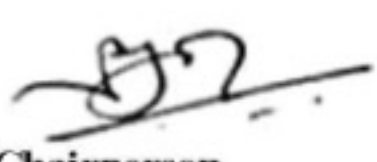
This course introduces students to emerging digital and AI-assisted tools for historical research, visual documentation, mapping, diagramming, and architectural analysis, while building awareness of digital methods for studying and interpreting architecture and culture.

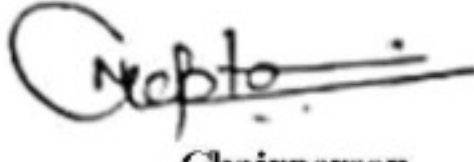
Course outcomes (COs):

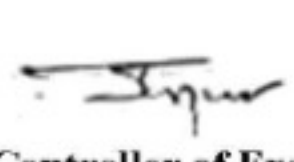
At the end of the course, students will be able to:

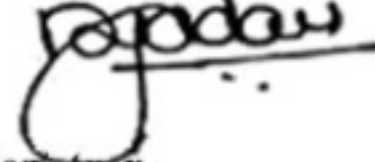
CO	Outcome	Bloom	SDG
CO1	Describe the stages of human evolution and early settlements	L2 (Understand) Cognitive	SDG 4
CO2	Explain the relationship between culture, society, and art	L2 (Understand) Cognitive	SDG 4
CO3	Interpret the socio-cultural and geographic context of Indian civilisation	L3 (Apply) Cognitive + Psychomotor	SDG 11
CO4	Analyse the relationship between people, place, and built form	L4 (Analyse) Cognitive	SDG 11
CO5	Identify stylistic and construction characteristics of historical architecture.	L3 (Apply) Cognitive + Psychomotor	SDG 11
CO6	Represent and analyse architecture through drawings and diagrams	L3 (Apply) Cognitive + Psychomotor	SDG 4

Course Focus	- Humanities integration in architectural thinking - Cultural interpretation of built environments - Development of critical and analytical skills - Understanding architecture as a response to context
Experiential Learning Component	Students engage in experiential learning through heritage walks, site visits to historically significant settlements and buildings, sketch documentation, analytical drawing exercises, timeline mapping, cultural landscape studies, and comparative architectural analysis. Learning is reinforced through observation, interpretation, graphical representation,


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 105: History of Architecture & Culture- I

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	discussions, case-study-based investigations, museum visits, archival exploration, and documentation of vernacular environments. These activities enable students to connect historical narratives with spatial form, cultural practices, settlement evolution, and architectural expression while developing critical observation, analytical thinking, and visual interpretation skills.
Course Overview:	This course studies architecture as a cultural product shaped by environmental conditions, belief systems, technological advancements, and societal structures. It emphasises understanding spatial organisation, structural systems, construction methods, and stylistic evolution across historical periods. The course focuses on broader architectural trends rather than isolated monuments.

Teaching Pedagogy

Code	Method
T1	Lectures & visual presentations
T2	Analytical drawing exercises
T3	Case studies & discussions
T4	Readings & critical inquiry
T5	Group discussions & reviews
T6	Viva & continuous evaluation

Assessment Tools

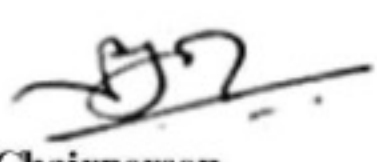
Code	Tool
AT1-1	Written assignments/quizzes
AT1-2	Analytical drawings/sheets
AT1-3	Timeline & mapping exercises
AT1-4	Midterm exam
AT1-5	Final exam
AT1-6	Viva voce / presentation

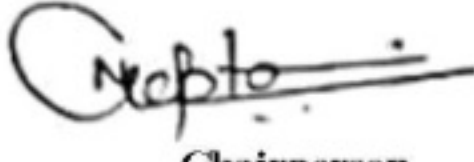
Course Information

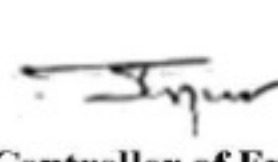
Component	Details
Prerequisites	None (Foundation level). Admission through NATA or equivalent
Mode of Delivery	Theory-based (Lectures + Analytical Exercises + Graphic Studies)

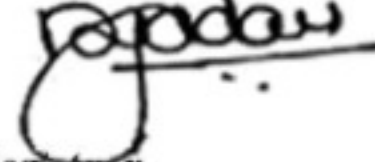
Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:	Assessment Tools
Detailed study & analysis of architectural design fundamentals through significant examples, in light of the following, for the periods mentioned in the modules. Teaching & learning through reading, discussions, debate & critical judgment				
I	Human Evolution and Early Settlements	- Formation of the Earth and early environments - Stages of human evolution - Palaeolithic and Neolithic societies - Emergence of permanent settlements - Foundations of critical thinking and historical inquiry - Early human responses to climate and geography - Introduction to settlement evolution and spatial understanding	6 hrs.	AT1-1 (Written Assignments/Quizzes)
II	Culture, Society, and Artistic Expression	- Definition and components of culture - Social structures and symbolic systems - Art as cultural expression - Literature, performing arts, and visual arts in historical contexts	8 hrs.	AT1-1, AT1-3 (Written Assignments/Quizzes)


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 105: History of Architecture & Culture- I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING &EVALUATION SCHEME									
						THEORY			STUDIO		TOTAL MARKS	L	T	S	CREDITS
						END SEM University Exam 50 % OR 40 %	Two-Term Exam 20%	Teachers Assessment*30 % OR 20%	END SEM University Viva 3Voice Exam 50% OR 20%	Teachers Assessment* 50%					
PC	AR	THEORY	ARCH 105	HISTORY OF ARCHITECTURE & CULTURE - I	Max	50	20	30			100	2			2
					Min	23	9	14			46				

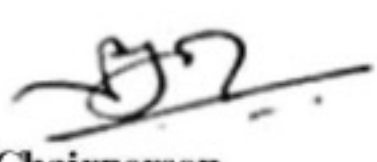
Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

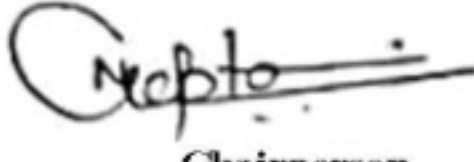
Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

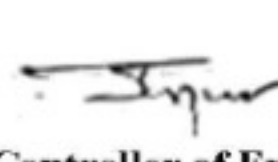
		- Interrelationship between society, artefacts, and belief systems - Indigenous artistic traditions and symbolic representation		s; Timeline & Mapping Exercises)
III	Indian Civilisation and Cultural Identity	- Historical development of Indian civilisation - Unity and diversity in Indian culture - Socio-political and geographic influences - Climatic and environmental determinants of settlement patterns - Formation of cities and civic spaces	6 hrs.	T1-1, AT1-2 (Written Assignments/Quizzes; Analytical Drawings/ Sheets)
IV	Culture, Shelter, and Architectural Form	- Relationship between culture and built form in the Indian context - Evolution of shelter and vernacular traditions - Construction materials and technologies - Design principles and spatial organisation - Typological development and stylistic characteristics - Comparative analysis of historical architectural style	10 hrs.	AT1-2, AT1-3 (Analytical Drawings/ Sheets; Timeline & Mapping Exercises)
V:	Architectural Interpretation and Meaning	- Architecture as an expression of social and cultural values - Symbolism in sacred and civic buildings - Spatial hierarchy and organisation - Structural systems and construction logic - Ornamentation and stylistic characteristics - Comparative understanding of early architectural traditions - Interpreting architecture through plans, sections, and elevations	10 hrs	AT1-2, AT1-4 (Analytical Drawings/ Sheets; Midterm Exam)

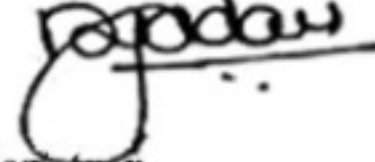
Course Delivery Framework

S. No.	Category	Component	Description
1	Sessional Work	Analytical Study Sheets	Study of selected historical examples through drawings and diagrams
		Timeline Mapping	Chronological mapping of architectural evolution
		Comparative Studies	Stylistic and typological comparisons
		Graphic Representation	Drawings of architectural elements and forms
		Research Assignments	Short analytical and written exercises
		Continuous Evaluation	Based on assignments, participation, and periodic reviews
2	Teaching Methodology	Lectures	Visual presentations and concept-based teaching
		Readings & Discussions	Guided readings and interactive discussions
		Case Studies	Analytical study of historical examples
		Analytical Drawing	Sketches and measured drawings
		Model Studies	Physical/visual models (where applicable)


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 105: History of Architecture & Culture- I

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3	Skills & Knowledge Transfer	Group Reviews	Discussions and critical evaluation
		Stylistic Understanding	Identification of architectural styles
		Graphic Skills	Ability to analyse and represent architecture
		Cultural Sensitivity	Understanding socio-cultural context
		Critical Thinking	Analytical interpretation of history
4	Course Emphasis	Contextual Understanding	Architecture as a cultural response
		Evolution of Form	Understanding the development of built form
		Contextual Learning	Focus on interpretation over memorisation.
		Humanities Integration	Linking architecture with culture and society
		Analytical Approach	Emphasis on critical over descriptive learning

Additional Resources

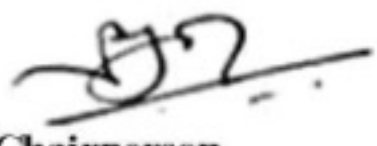
Value addition to course content/ Skill enhancement content:

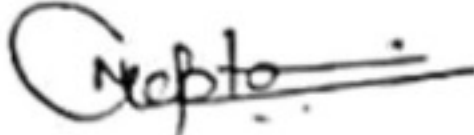
- Lectures and seminars on the evolution of architecture, settlements, culture, and civilisation across different historical periods.
- Exposure to architectural history through visual timelines, documentaries, historical maps, archival studies, and comparative analysis.
- Site visits to heritage precincts, museums, temples, forts, and culturally significant built environments for experiential learning.
- Hands-on exercises in architectural chronology mapping, cultural analysis, sketch documentation, and interpretation of historical built forms.
- Learning through films, visual archives, historical narratives, and interdisciplinary discussions related to sociology, philosophy, art, and culture.
- Online learning modules on architectural history, culture, urbanism, and heritage studies through NPTEL, SWAYAM, MIT OpenCourseWare, and international archives.
- Exposure to vernacular architecture, traditional settlements, and global architectural movements through digital repositories and architectural journals.

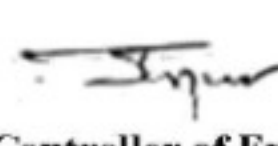
Remedial classes for slow learners: As per institutional academic support and mentoring guidelines for slow and advanced learners.

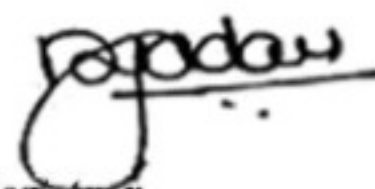
Suggested Readings:

Reference Books	Arnold, Dana. Art History: A Very Short Introduction. New York: Oxford UP, 2004.; Bronowski, Jacob. The Ascent of Man. Boston: Little, Brown, 1974.; Copplstone, Trewin, and Others. World Architecture: An Illustrated History, 11th Ed. Hamlyn, London, 1979. Fletcher, Sir Bannister. A History of Architecture, 19th Ed. CBS Pub., Delhi, 1992. Giddens, Anthony. Introduction to Sociology. New York: W.W. Norton, 1996. 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. Lannoy, Richard. The Speaking 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 Vidya Bhavan, 1996. Oliver, Paul. Encyclopedia of Vernacular Architecture of the World. Cambridge: Cambridge UP, 1997. Patrick Nuttgens, The Story Of Architecture; Pearce, F. G. An Outline History of Civilisation. Bombay: Oxford U.P., 1965.;
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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 105: History of Architecture & Culture- I

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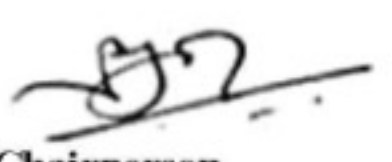
	Rudofsky, Bernard. Architecture without Architects: An Introduction to nonpedigreed Architecture. New York: Museum of Modern Art; Distributed by Doubleday, Garden City, N.Y., 1964.; Schulz, Christian Norberg. Meaning in Western Architecture, 2nd Ed. Rizzoli Intl. Pub., New York, 1981.; Siegfried Gideon, Space, Time, and Architecture; Soergel, Philip M. Arts & 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. Humanity and Mother Earth: A Narrative History of the World. New York: Oxford UP, 1976.; Yarwood, Doreen. A Chronology of Western Architecture. B.T. Batsford Ltd., London, 1987.
Suggested e-resources (Websites/ e-books)	• NPTEL – History of Architecture and Culture Courses • SWAYAM Portal • MIT OpenCourseWare – Architecture History and Theory • UNESCO World Heritage Centre – Heritage documentation, cultural landscapes, and conservation resources. • Archnet – Islamic architecture, heritage, and urbanism archives. • RIBA Insights and Resources • ArchDaily – Architectural projects, history features, and critical essays. • Dezeen – Architecture, design culture, and global discourse. • The Architectural Review – Architectural criticism and historical discourse. • Getty Publications Virtual Library – Free digital books on art, architecture, and conservation. • RIBApix – Architectural drawings, photographs, and archival collections. • Internet Archive – Digital repository of architecture books, journals, and historical publications. • Harvard GSD – Lectures, conferences, and architectural discourse. • Louisiana Channel – Interviews and discussions with architects, artists, and thinkers. • Charles Correa Foundation – Research and cultural initiatives related to Charles Correa and Indian urbanism. • https://l1nk.dev/nik4vf Resources by Ar Shrikanth Bhate

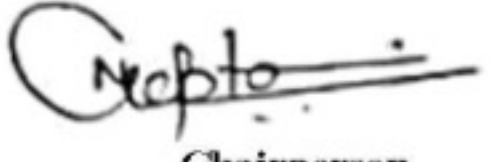
Course Articulation Matrix (Mapping of COs with POs)

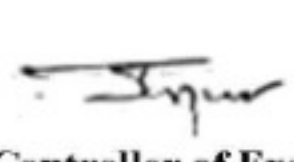
Course Outcomes	Correlation with POs												Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	3	2	1	2	–	2	1	–	–	1	–	2	2	2	–
CO2	3	2	–	2	–	3	–	2		2	–	2	2	2	–
CO3	3	2	1	2	–	3	2	2	–	2	–	2	2	3	1
CO4	3	3	2	2	–	3	2	–	1	2	–	2	2	3	1
CO5	3	3	2	2	–	2	2	–	–	2	–	2	2	2	–
CO6	2	2	2	1	1	–	–	–	1	3	–	2	2	2	1

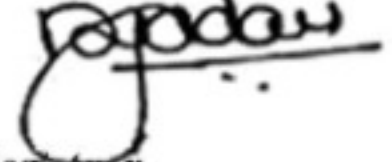
Assessment Scheme

Component	Method	COs Mapped	Weightage
Assignments / Quizzes	Written + analytical tasks	CO1, CO2, CO5	15%
Analytical Drawings	Study sheets, diagrams	CO3, CO4, CO6	20%
Timeline / Mapping Exercises	Visual and conceptual analysis	CO1, CO3	10%
Mid-Sem Exam	Written + diagrams	CO1, CO2, CO4	20%
Final Exam	Comprehensive theory + analysis	CO1–CO5	25%


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1ST YEAR / I Semester

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Viva / Presentation	Oral + graphical explanation	CO4, CO6	10%
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Evaluation Rubrics (Studio)

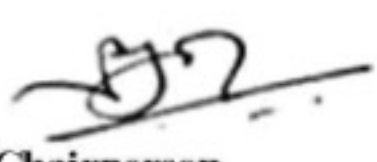
Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Conceptual Understanding	Deep, well-connected understanding	Clear understanding	Basic understanding	Limited knowledge
Historical Analysis	Strong contextual interpretation	Good analysis	Limited connections	No analysis
Graphic Representation	Clear, accurate, well-composed drawings	Minor issues	Basic diagrams	Poor representation
Critical Thinking	Insightful and original interpretation	Some critical insight	Limited analysis	No critical thinking
Cultural Interpretation	Strong linkage to socio-cultural context	Moderate linkage	Basic understanding	No context
Presentation	Clear, structured, precise	Minor gaps	Basic clarity	Poor organisation

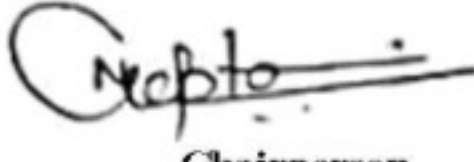
Submission Structure (Suggested)

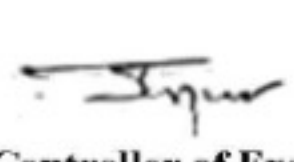
- 6–8 Analytical Sheets (A2 size)
- 1 Timeline Sheet
- 1 Case Study Sheet
- Sketchbook (Continuous Work)
- 1 Short Research Paper
- Final Portfolio + Viva

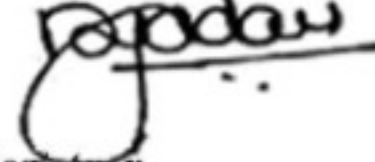
Theory Components & Suggested Assignments

Components	Assignment Type	Output Format
Chronological Evolution	Timeline Mapping	A2/A3 sheet (visual timeline of civilisations)
Cultural Context	Analytical Write-up	Short note (800–1000 words) with diagrams
Architectural Elements	Sketch Analysis	Freehand sketches (columns, arches, openings)
Case Study	Building Analysis	A2 sheet (plan, section, features, inference)
Comparative Study	Style Comparison	A2 sheet (tabular + diagrams)
Construction Techniques	Diagrammatic Study	A2 sheet (post-lintel, arch, vault, dome)
Settlement Patterns	Morphology Mapping	A2 sheet (street pattern, hierarchy, zoning)
Visual Representation	Sketchbook Work	Continuous sketch journal
Research Component	Short Paper	1000–1500 words
Presentation	Seminar / Viva	PPT + oral discussion


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 107: Theory of Structures -I

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BS& AE	TE	THEORY	ARCH 107	THEORY OF STRUCTURES -I	Max	50	20	30			100	2				2
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ARCH 107: Theory of Structures -I

Course Educational Objectives (CEOs):

S. No.	CEO	Bloom's Level	Domain
CEO1	To introduce fundamental structural principles in architecture	Understand (L2)	Cognitive
CEO2	To develop an understanding of load transfer and structural systems	Understand (L2)	Cognitive
CEO3	To build basic analytical skills in structural behaviour and mechanics	Apply (L3)	Cognitive

Course Alignment with UNSDG

This course contributes to:

- SDG 9: Industry, Innovation and Infrastructure
- SDG 11: Sustainable Cities and Communities
- SDG 12: Responsible Consumption and Production

By promoting efficient structural systems, safe design, and resource-conscious thinking.

Course Alignment with IKS (Indian Knowledge Systems) and AI:

This course integrates principles of Indian Knowledge Systems (IKS) by exposing students to traditional structural systems, vernacular construction typologies, indigenous knowledge of material behaviour, and climate-responsive structural practices evolved through regional architectural traditions.

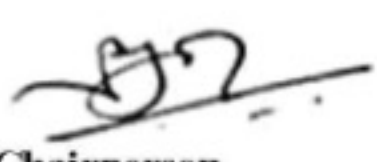
This course introduces students to emerging digital and AI-assisted tools for structural visualisation, analytical understanding, computational representation, and structural modelling while developing awareness of contemporary digital approaches in structural analysis and architectural systems.

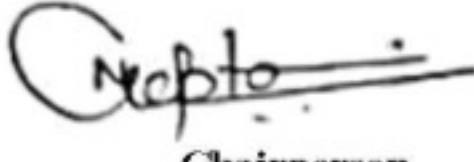
Course outcomes (COs):

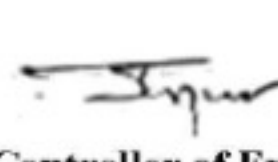
At the end of the course, students will be able to:

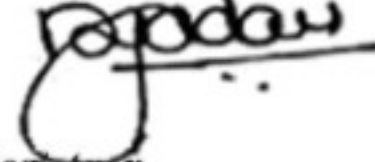
CO	Outcome	Bloom	SDG
CO1	Explain structural concepts: force, equilibrium, load transfer	L2 (Understand) Cognitive	SDG 9
CO2	Identify and classify structural systems and forms	L2 (Understand) Cognitive	SDG 11
CO3	Describe behaviour under different stresses	L3 (Apply) Cognitive + Psychomotor	SDG 9
CO4	Apply basic statistics to simple elements	L3 (Apply) Cognitive + Psychomotor	SDG 9
CO5	Interpret the relationship between structure, material, and form	L4 (Analyse) Cognitive	SDG 11

Course Focus	• Fundamentals of structural behaviour in architecture • Understanding load paths and equilibrium • Structural systems as generators of form • Basic mechanics and analytical thinking • Visualisation of forces and structural action • Integration of structure with architectural design Focus: Civil The student will understand the technical vocabulary related to structure.
Experiential Learning Component	Students engage in experiential learning through structural model-making, load-path investigations, force visualisation exercises, structural case studies, site observations, and hands-on demonstrations of equilibrium, stability, and structural behaviour.


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	Learning is reinforced through physical experiments, diagrammatic analysis, construction site exposure, observation of structural systems in buildings, bridge and shell structure studies, and comparative investigations of traditional and contemporary structural forms. These activities enable students to understand the relationship between force, material, structure, and architectural form through observation, experimentation, visualisation, and analytical reasoning.
Course Overview:	This course introduces the fundamental principles of structural behaviour relevant to architecture. It focuses on load mechanisms, structural forms, material properties, and basic mechanics. It emphasises understanding how structural systems influence architectural form and spatial organisation.

Teaching Pedagogy

Code	Method
T1	Lectures with diagrams and visual explanations
T2	Numerical problem-solving sessions
T3	Diagrammatic and analytical exercises
T4	Case studies of structural systems
T5	Model-making workshops
T6	Reviews and viva

Assessment Tools

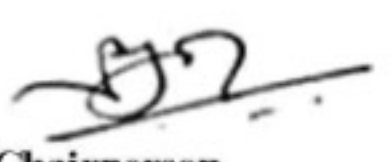
Code	Tool
AT1-1	Assignments/quizzes (theory + concepts)
AT1-2	Numerical problems
AT1-3	Diagrammatic exercises
AT1-4	Midterm exam
AT1-5	Final exam
AT1-6	Viva voce

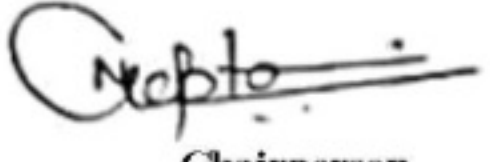
Course Information

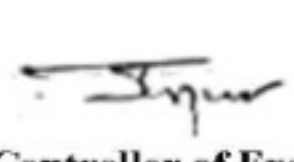
Component	Details
Prerequisites	None (Foundation level). Admission through NATA or equivalent
Mode of Delivery	Theory-based (Lectures + Problem Solving + Diagrammatic Studies)

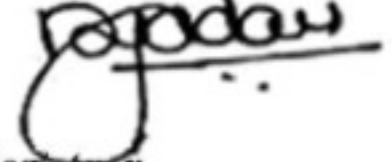
Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:	Assessment Tools
I	Structural Concepts and Forces & Equilibrium	- Structure and structural form in architecture - Role of structure in shaping built form - Forces, equilibrium, and systems of forces - Resultant forces and load transfer concepts - Types of loads and structural actions - Introduction to traditional Indian structural systems and indigenous understanding of stability - Awareness of digital and AI-assisted visualisation of force flow and structural behaviour	6hrs	AT1-1 (Assignments/ Quizzes (Theory + Concepts))
II	Structural Systems and Forms & Load Transfer	- Classification of structural systems (solid, surface, skeletal, membrane, hybrid) - Structural forms in nature and the built environment - Load transfer mechanisms - Tension and compression systems - Beams, trusses, arches, cables, and space frames - Introduction to long-span structures, vaults, domes, shells, and tensile systems. Domes – Concepts of Reinforced	6hrs	AT1-1, AT1-3 (Assignments/ Quizzes (Theory + Concepts); Diagrammatic Exercises)


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 107: Theory of Structures -I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME								L	T	S	CREDITS
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BS& AE	TE	THEORY	ARCH 107	THEORY OF STRUCTURES -I	Max	50	20	30			100	2				2	
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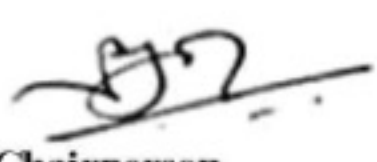
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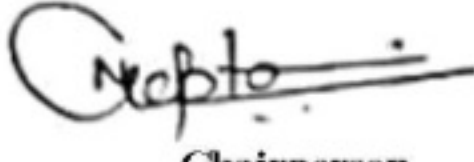
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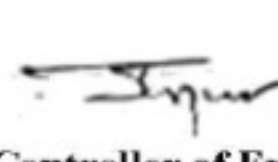
		Concrete Shells, Domes and Vaults – Folded Plate Roofs – tensile structures. • Domes, vaults, shell structures, folded plates, and tensile structures • Study of vernacular structural forms and traditional long-span solutions in Indian architecture • Introduction to digital structural modelling and AI-assisted structural visualisation tools		
III	Stress, Material Behaviour & Structural Response	• Tensile, compressive, shear, bending, and torsional stresses • Behaviour of materials under loading • Relationship between material properties and structural performance • Traditional material knowledge in timber, stone, brick, and earth construction • Awareness of computational tools for visualising stress distribution and material behaviour	6hrs	AT1-2 (Numerical Problems)
IV	Structural Behaviour and Requirements	• Strength, stiffness, and stability • Equilibrium conditions • Structural response to settlement • Introduction to earthquake behaviour • Basic performance requirements of structures	6hrs	AT1-1, AT1-2 (Assignments/ Quizzes (Theory + Concepts); Numerical Problems)
V	Structural Elements and Basic Mechanics	• Structural elements: strut, tie, beam, slab, panel • Behaviour of structural elements under loading • Centroid and moment of inertia (basic concepts) • Supports, joints, and connections • Basic joint behaviour and force transfer mechanisms • Structural logic in vernacular and contemporary architecture • Introductory exposure to digital analytical tools and structural representation methods	6hrs	AT1-2, AT1-4 (Numerical Problems; Midterm Exam)

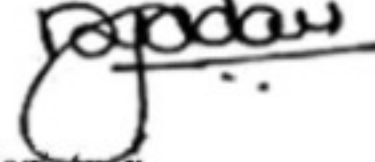
Course Delivery Framework

S.No.	Category	Component	Description
1	Sessional Work	Diagrammatic Studies	Structural systems and force diagrams
		Load Path Analysis	Understanding force flow in structures
		Numerical Exercises	Basic calculations (centroid, stress)
		Case Studies	Structural systems in buildings
		Model Making	3D models to demonstrate behaviour
		Site Observation	Identification of structural elements
2	Teaching Methodology	Lectures	Concept-based teaching with diagrams
		Problem Solving	Numerical and analytical exercises
		Visual Learning	Diagrams and model-based learning
		Case Discussions	Real-world structural examples
3	Skills & Knowledge Transfer	Structural Understanding	Concepts of forces and behaviour
		Analytical Skills	Basic structural calculations
		Load Path Thinking	Understanding force flow
		Material Behaviour	Structural performance awareness
4	Course Emphasis	Structural Vocabulary	Technical terminology
		Conceptual Clarity	Focus on understanding over calculation


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 107: Theory of Structures -I

ARCH 107: Theory of Structures - I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME							L	T	S	CREDITS
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		Structure as Form	Link between structure and design
		Analytical Thinking	Development of reasoning skills
		Visual Learning	Diagrams and models
		Foundation Knowledge	Base for advanced structures

Additional Resources

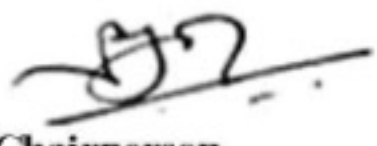
Value addition to course content/ Skill enhancement content:

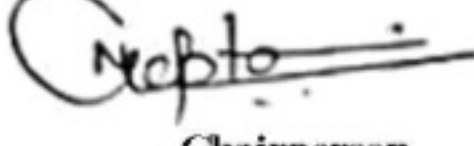
- Workshops on structural models, force systems, load transfer mechanisms, and behaviour of structural elements.
- Exposure to basic structural systems through demonstrations, case studies, and analysis of architectural examples.
- Hands-on exercises in graphical statics, structural form exploration, truss models, and load path understanding.
- Learning through physical models, structural simulations, bridge studies, shell structures, and tensile systems.
- Site visits to construction sites and structurally significant buildings for understanding real-life applications of structural principles.
- Online learning modules on structural behaviour, mechanics, and building systems through NPTEL, SWAYAM, and international educational platforms.
- Exposure to innovative structural systems, long-span structures, and structure–form relationships through journals, documentaries, and visual learning platforms.

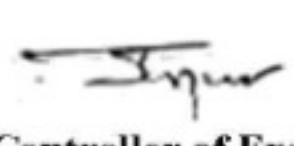
Remedial classes for slow learners: As per institutional academic support and mentoring guidelines for slow and advanced learners.

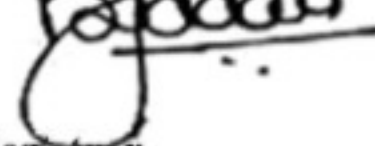
Suggested Readings:

Reference Books	Ching, F. D. K. (2014). <i>Building structures illustrated</i>. Wiley. Charleson, A. (2015). <i>Structure as architecture: A sourcebook for architects and structural engineers</i>. Taylor & Francis. Salvadori, M., Hooker, S., & Ragus, C. (1980). <i>Why buildings stand up: The strength of architecture</i>. W. W. Norton. Salvadori, M., & Heller, R. A. (1975). <i>Structure in architecture: The building of buildings</i>. Prentice-Hall. Muttoni, A. (2011). <i>The art of structures: Introduction to the functioning of structures in architecture</i>. Routledge. Onouye, B. S., & Kane, K. (2015). <i>Statics and strength of materials for architecture and building construction</i>. Pearson. Gordon, J. E. (1984). <i>The new science of strong materials: Why you don't fall through the floor</i>. Princeton University Press. Sandaker, B. N., & Eggen, A. P. (1992). <i>The structural basis of architecture</i>. Whitney Library of Design. Schodek, D. L. (1980). <i>Structures</i>. Prentice-Hall.
Suggested e- resources (Websites/e-books)	• NPTEL – Strength of Materials • NPTEL – Structural Analysis • SWAYAM Portal • MIT OpenCourseWare – Structures and Mechanics • The Constructor – Articles and resources on structural systems, materials, and construction technologies. • ArchDaily – Structural Engineering


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 107: Theory of Structures -I																	
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	• Dezeen – Engineering and Structural Design • The B1M – Construction technologies, mega structures, engineering systems, and infrastructure documentaries. • Detail Magazine – Structural detailing, façade systems, and construction assemblies. • RIBA Journal – Professional discussions on structural systems and building technologies. • Internet Archive – Digital repository of structural engineering and construction books. • Harvard GSD – Lectures and discussions on structural innovation and architectural technology. • 30X40 Design Workshop – Architectural detailing, structural understanding, and construction workflows. • https://l1nk.dev/nik4vfu Resources by Ar Shrikanth Bhate
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Course Articulation Matrix (Mapping of COs with POs)

Course Outcomes	Correlation with POs												Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	3	3	2	2	–	1	2	–	–	1	–	2	2	2	–
CO2	3	2	2	1	–	1	2	–	–	1	–	2	2	2	–
CO3	3	3	2	2	–	–	2	–	–	1	–	2	2	3	1
CO4	3	3	2	3	–	–	2	–	–	1	–	2	2	3	1
CO5	3	2	3	2	–	–	2	–	–	1	–	2	2	2	1

Assessment Scheme

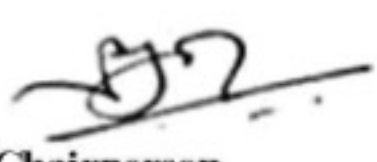
Component	Method	COs Mapped	Weightage
Assignments / Quizzes	Concept-based questions	CO1, CO2	10%
Numerical Work	Problem solving	CO3, CO4	20%
Diagrammatic Exercises	Structural representation	CO2, CO5	10%
Mid-Sem Exam	Theory + numerical	CO1–CO4	20%
Final Exam	Comprehensive evaluation	CO1–CO5	30%
Viva	Oral understanding	CO2, CO5	10%

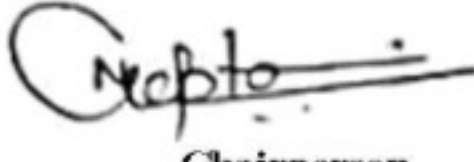
Evaluation Rubrics (Studio)

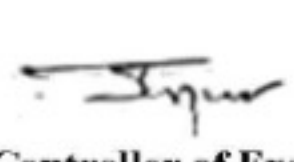
Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Conceptual Clarity	Strong understanding of structural principles	Good understanding	Basic understanding	Weak concepts
Analytical Skills	Accurate calculations and reasoning	Minor errors	Basic ability	Incorrect approach
Diagrammatic Representation	Clear and precise diagrams	Minor issues	Basic diagrams	Poor clarity
Structural Understanding	Clear load path and behaviour	General understanding	Limited clarity	No understanding
Application	Strong linkage to architecture	Moderate linkage	Limited application	No connection

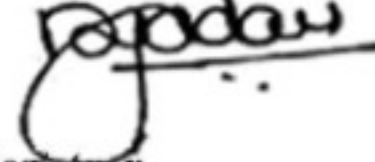
Theory Components & Suggested Assignments

Component	Assignment Type	Output Format
Basic Structural Concepts	Concept Diagrams	A2 sheet (forces, equilibrium, load types)
Structural Systems	Classification Study	A2 sheet (solid, surface, skeletal, membrane)
Load Transfer	Load Path Analysis	A2 sheet (diagrammatic flow in buildings)


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B. ARCH (2026)

1ST YEAR / I Semester

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS	
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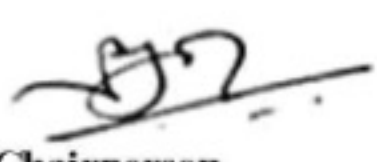
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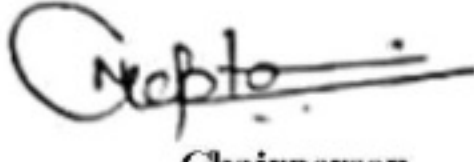
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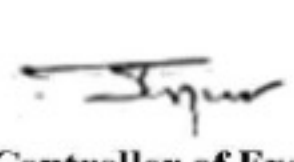
Structural Forms	Case Study	A2 sheet (arches, trusses, domes, shells)
States of Stress	Diagrammatic Representation	A2 sheet (tension, compression, shear, bending)
Structural Behaviour	Analytical Notes	A3 sheets with diagrams
Structural Elements	Element Study	A2 sheet (beam, slab, column, strut, tie)
Basic Mechanics	Numerical Exercises	Workbook/sheets (centroid, moment of inertia – basic)
Model Study	Physical Model	Simple 3D model (load behaviour demonstration)
Site Observation	Field Study	Sketches + short report

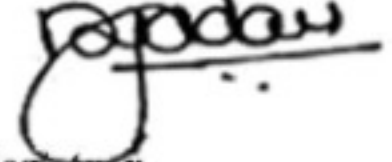
Submission Structure (Suggested)

- 6–8 Analytical Sheets (A2 size)
- 1 Structural Case Study Sheet
- 1 Load Path Analysis Sheet
- Basic Numerical Workbook
- 1 Physical Model (mandatory)
- Field Observation Record (short)
- Final Portfolio + Viva


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 108: Workshop -I

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ARCH 108: Workshop -I

Course Educational Objectives (CEOs):

S. No.	CEO	Bloom's Level	Domain
CEO1	To develop fabrication and craft skills for architectural model making	Apply (L3)	Psychomotor
CEO2	To introduce materials, tools, and workshop processes	Understand (L2)	Cognitive
CEO3	To enhance three-dimensional thinking and representation skills	Apply (L3)	Cognitive Psychomotor +

Course Alignment with UNSDG

This course contributes to:

SDG 9 (Industry, Innovation & Infrastructure), SDG 11 (Sustainable Cities), SDG 12 (Responsible Consumption) by promoting material efficiency, hands-on making, and sustainable fabrication practices.

Course Alignment with IKS (Indian Knowledge Systems) and AI:

This course integrates principles of Indian Knowledge Systems (IKS) through exposure to traditional craft practices, indigenous material usage, manual fabrication techniques, workshop-based learning traditions, and culturally rooted methods of making, representation, and documentation.

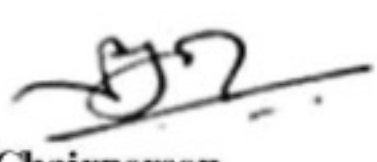
This course introduces students to emerging digital and AI-assisted tools for visualisation, representation, fabrication awareness, digital documentation, and presentation techniques while developing an understanding of contemporary workflows in creative making and architectural communication.

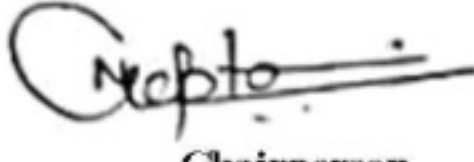
Course outcomes (COs):

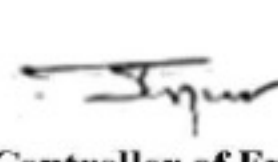
At the end of the course, students will be able to:

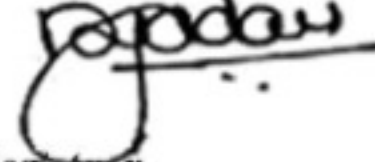
CO	Outcome	Bloom	SDG
CO1	Demonstrate basic sketching and craft techniques for idea exploration	L3 (Apply) Cognitive + Psychomotor	SDG 4
CO2	Fabricate simple 3D models using different materials	L3 (Apply) Cognitive + Psychomotor	SDG 9,12
CO3	Handle workshop tools safely and effectively	L2–L3 (Understand) Cognitive -(Apply) Cognitive + Psychomotor	SDG 12
CO4	Represent design ideas through physical and digital media	L3 (Apply) Cognitive + Psychomotor	SDG 4,9
CO5	Document and present fabrication processes systematically	L4 (Analyse) Cognitive	SDG 4

Course Focus:	- Development of hands-on fabrication and craft skills - Understanding materials, tools, and making processes - Strengthening three-dimensional thinking through physical models - Enhancing manual dexterity and precision in the construction of models - Integration of making as a tool for design exploration - Emphasis on process, experimentation, and documentation
Experiential Learning Component	This course adopts an experiential learning approach through hands-on making, craft-based exploration, material experimentation, tool handling, fabrication exercises, model making, visual documentation, and collaborative studio activities. Students learn by directly engaging with materials, processes, and techniques while developing


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1ST YEAR / I Semester

ARCH 108: Workshop -I

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	three-dimensional thinking, manual skills, creativity, precision, and an understanding of making as an integral part of architectural design. • Experiential Activities • Freehand sketching and visual exploration exercises • Craft-based composition and form-making activities • Material exploration using paper, cardboard, clay, wood, and recycled materials • Model making and fabrication workshops • Basic carpentry and joinery demonstrations • Tool handling and workshop safety exercises • Form generation through hands-on experimentation • Photography and visual documentation of models and processes • Digital documentation and presentation preparation • Portfolio development and reflective learning records Expected Learning Outcomes Through Experience • Develop confidence in making and fabrication processes • Understand material properties through direct interaction • Strengthen hand–eye coordination and manual dexterity • Enhance spatial visualisation and three-dimensional thinking • Improve process documentation and presentation skills • Appreciate traditional craft knowledge and contemporary fabrication methods
Course Overview:	This course provides foundational skills in manual fabrication and model making as essential components of architectural design development. It focuses on material exploration, tool handling, three-dimensional representation, and presentation techniques.

Teaching Pedagogy

Code	Method
T1	Hands-on workshop learning
T2	Demonstrations & tool training
T3	Fabrication exercises
T4	Studio critiques & peer learning
T5	Process-based learning & documentation

Assessment Tools

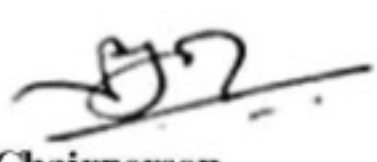
Code	Tool
AT1-1	Sketch & craft exercises
AT1-2	Model making & fabrication
AT1-3	Workshop tasks (tool handling)
AT1-4	Portfolio & documentation
AT1-5	Viva voce

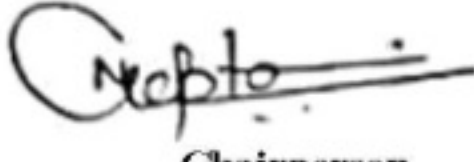
Course Information

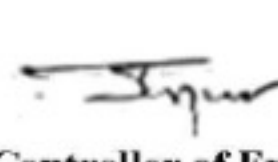
Component	Details
Prerequisites	None (Foundation level). Admission through NATA or equivalent
Mode of Delivery	Studio-based (Workshop + Hands-on + Demonstrations)

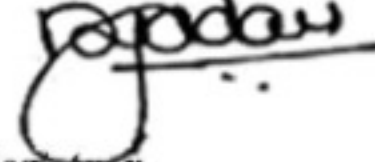
Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching	Assessmen
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B. ARCH (2026)

1ST YEAR / I Semester

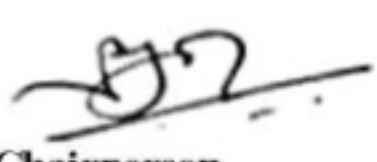
ARCH 108: Workshop -I

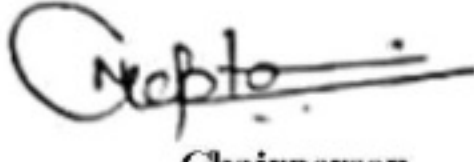
COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME										
						THEORY			STUDIO		TOTAL MARKS	L	T	S	CREDITS	
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PC	SK	STUDIO	ARCH 108	WORKSHOP- I	Max				50	50	100					
					Min				23	23	46				2	2

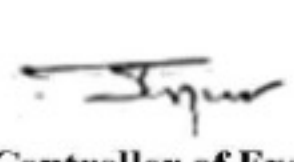
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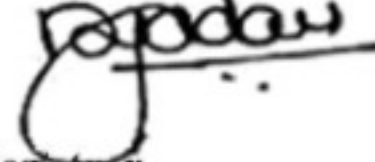
Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

			Hours:	t Tools
I	Sketching, Visual Expression & Craft Traditions	Sketching as a tool for observation and idea generation • Freehand drawing and visual communication techniques • Traditional craft-based representation methods and indigenous making traditions • Exploration of patterns, textures, and forms inspired by nature and local crafts • Introduction to digital sketching and AI-assisted visual reference tools • Communicating concepts through quick drawings	4hrs	AT1-1 (Sketch & Craft Exercises)
II	Craft and Form Exploration	• Collage, montage, and composition techniques • Form exploration through additive and subtractive processes • Two-dimensional to three-dimensional transformation exercises • Study of traditional Indian craft forms and material expressions • Concept development through manual and digital visual exploration methods	4 hrs.	AT1-1, AT1-2 (Sketch & Craft Exercises; Model Making & Fabrication)
III	Model Making, Fabrication & Material Exploration	• Expression of form through material manipulation. Architectural model-making techniques using paper, cardboard, foam, clay, wood, and recycled materials • Introduction to workshop tools, equipment, and safety practices • Basic carpentry, cutting, joining, and assembly techniques • Material properties, behaviour, and handling fabrication methods • Indigenous material practices and traditional making systems • Introduction to digital fabrication awareness and contemporary fabrication workflows • Expression of form, scale, and spatial qualities through models	10 hrs.	AT1-2, AT1-3 (Model Making & Fabrication; Workshop Tasks (Tool Handling))
IV	Digital Documentation & Presentation Techniques	• Introduction to architectural presentation methods • Basic digital documentation and layout preparation • Visual organisation, typography, and composition principles • Introduction to image editing and graphic presentation tools • Awareness of AI-assisted presentation, documentation, and visual communication tools	4 hrs.	AT1-4 (Portfolio & Documentat ion)
V	Photography, Documentation & Portfolio Development	• Photography for architectural models and objects • Principles of lighting, framing, and composition • Documentation of workshop processes and fabrication stages • Architectural vocabulary and communication skills • Preparation of process sheets, portfolio layouts,	4 hrs.	AT1-4, AT1-5 (Portfolio & Documenta


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		and visual narratives		tion; Viva Voce)
		• Use of digital tools for image enhancement and portfolio compilation		

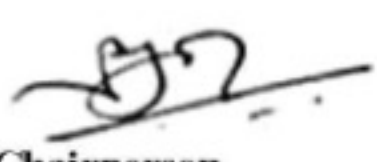
Course Delivery Framework

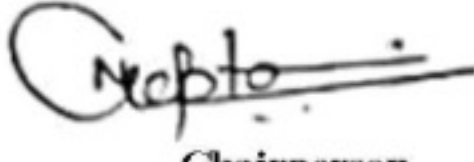
Sr. No.	Category	Component	Description
1	Sessional Work	Sketch & Craft Exercises	Sketch assignments and craft-based explorations
		Model Fabrication	Furniture/object scale models and mock-ups
		3D Exploration	Three-dimensional form exploration models
		Documentation	Model photography and process documentation
		Fabrication Tasks	One major and multiple minor workshop exercises
		Portfolio	Compilation of all workshop work
2	Teaching Methodology	Practical Sessions	Demonstration-based learning
		Workshops	Hands-on fabrication and making
		Tool Training	Safe handling of workshop tools
		Studio Reviews	Critiques and feedback sessions
		Peer Learning	Group discussions and interactions
		Continuous Evaluation	Ongoing assessment through model work
3	Skills & Knowledge Transfer	Craft Skills	Development of manual dexterity
		Material Understanding	Knowledge of materials and fabrication
		Spatial Skills	Three-dimensional visualisation ability
		Tool Handling	Safe and effective use of tools
		Communication	Documentation and presentation skills
		Confidence Building	Ability in physical model making
4	Course Emphasis	Learning Approach	Learning by doing
		Craft Understanding	Form through making
		Integration	Linking hand skills with design thinking
		Experimentation	Material exploration
		Documentation	Process-based presentation

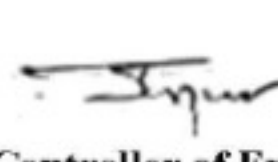
Additional Resources

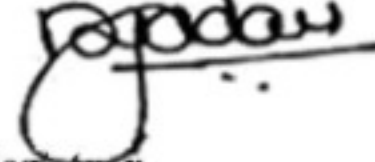
Value addition to course content/ Skill enhancement content:

- Workshops on perspective drawing, rendering techniques, colour theory, composition, photography, and visual communication.
- Exposure to manual and digital representation techniques through studio exercises, demonstrations, and case studies.
- Hands-on exercises in sketching, shading, Sciography, colour rendering, collage making, and architectural visualisation.
- Learning through outdoor sketching sessions, photographic documentation, portfolio development, and observational drawing practices.
- Training in spatial representation through perspective construction, measured drawing, and graphical storytelling exercises.


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1ST YEAR / I Semester

ARCH 108: Workshop -I

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- Online learning modules on architectural representation, visual communication, photography, and rendering techniques through NPTEL, SWAYAM, and design platforms.
- Exposure to contemporary visualisation tools, architectural photography, and presentation techniques through digital media resources and visual learning channels.

Remedial classes for slow learners: As per institutional academic support and mentoring guidelines for slow and advanced learners.

Suggested Readings:

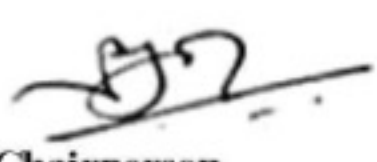
Reference Books	Ching, F. D. K., & Juroszek, S. P. (2010). <i>Design drawing</i> (2nd ed.). Wiley. Farrelly, L. (2008). <i>Representational techniques</i> . AVA Publishing. Metzger, P. (2007). <i>The art of perspective</i> . North Light Books. Doyle, M. E. (2002). <i>Colour drawing</i> . Wiley. Thyagarajan. (2009). <i>Basic practical photography</i> .
Suggested e- resources (Websites/e-books)	○ NPTEL – Engineering and Architectural Graphics ○ SWAYAM Portal ○ MIT OpenCourseWare – Architecture and Visual Representation ○ ArchDaily – Architectural drawings, visualisation techniques, and presentation references. ○ Dezeen – Contemporary architecture, visual culture, and representation methods. ○ Show It Better – Architectural graphics, portfolios, rendering, and presentation techniques. ○ 30X40 Design Workshop – Sketching, workflows, detailing, and architectural representation methods. ○ Arquí9 Visualisation – Architectural visualisation, rendering workflows, and digital storytelling. ○ Blessed Arch – Tutorials on architectural drawing, rendering, and visualisation. ○ Surviving Architecture – Architectural theory, visual communication, and studio learning resources. ○ James Hamilton Architects – Design processes, architectural detailing, and visual workflows. ○ RIBApix – Architectural drawings, archival sketches, and visual references. ○ Internet Archive – Digital repository of books, drawing manuals, and photography references. • https://11nk.dev/nik4vfu Resources by Ar Shrikanth Bhate

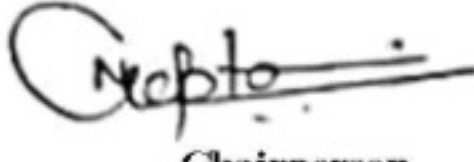
Course Articulation Matrix (Mapping of COs with POs)

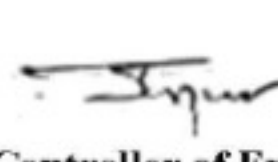
Course Outcome S	Correlation with POs												Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	2	2	3	1	–	–	1	–	–	2	–	1	2	2	–
CO2	2	2	3	1	–	–	1	–	–	2	–	1	2	3	1
CO3	1	1	2	1	–	–	1	–	–	1	–	1	2	2	–
CO4	2	2	3	1	1	–	1	–	–	3	–	1	2	3	1
CO5	2	2	2	2	–	–	1	–	–	3	–	2	2	2	1

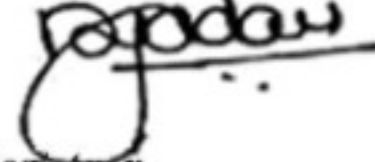
Assessment Scheme

Component	Method	COs Mapped	Weightage
Assignments	Sketch & craft exercises	CO1, CO2	15%
Workshop Work	Fabrication & model making	CO2, CO3	25%


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 108: Workshop -I

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Continuous Assessment	Process evaluation	CO1, CO3, CO5	20%
Final Submission	Final model + documentation	CO2, CO4, CO5	25%
Portfolio	Compilation of all work	CO4, CO5	15%

Evaluation Rubrics

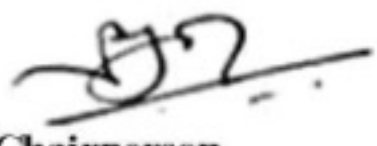
Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Craft & Fabrication	Highly precise and refined work	Minor errors	Basic execution	Poor quality
Material Handling	Excellent understanding & innovation	Good control	Limited understanding	Incorrect use
Tool Usage	Safe, efficient, confident	Minor issues	Basic handling	Unsafe/incorrect
3D Understanding	Strong spatial clarity	Good understanding	Basic level	Poor spatial sense
Process Documentation	Clear, detailed, well-presented	Adequate	Partial	Missing/unclear
Presentation	Highly effective & professional	Good clarity	Basic	Poor communication
Creativity	Innovative and experimental	Some creativity	Limited	No originality

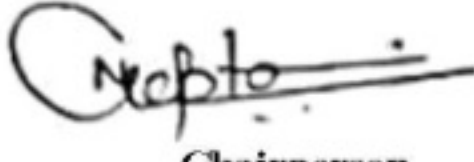
Assignment & Submission Structure

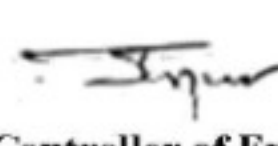
Sr. No.	Type of Work	No. of Assignments	Title / Nature of Work	Submission Format
1	Sketch & Craft Exercises	4–6	Freehand sketching, collage, and visual exploration	A3 sheets/sketchbook
2	Material Exploration	3–4	Study models using paper, cardboard, clay, foam, and wood	Physical models + brief notes
3	3D Form Development	2–3	Abstract form exploration (volume, surface, enclosure)	Models + diagrams (A3)
4	Fabrication Exercises	2–3	Basic joinery and object making (wood/paper/board)	Physical output + process sheets
5	Mock-ups / Prototypes	1–2	Small-scale prototype (functional object/detail)	Model + documentation
6	Model Photography	1	Documentation of models (lighting, composition)	Printed A3 sheets / digital portfolio
7	Process Portfolio	1 (continuous)	Compilation of all workshop exercises and iterations	Portfolio (A3/A2)
8	Major Fabrication Task	1	Comprehensive model/object integrating skills	Final model + drawings + process sheets
9	Workshop Log Book	1 (continuous)	Daily record of tools, materials, and techniques	Handwritten/digital log
10	Final Submission	1	Complete portfolio + all models	Physical + digital
11	Viva Voce	1	Oral evaluation of process and learning	Presentation

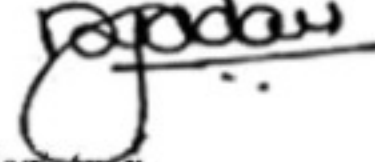
Course Components & Submission Framework

Sr. No.	Component	Description
1	Sketch & Craft Exercises	Freehand sketches, collage, and form exploration exercises to develop visual thinking
2	Material Exploration Models	Small models using paper, cardboard, clay, foam, wood, etc., to understand material behaviour.


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3	3D Form Development	Abstract and functional form-making exercises exploring volume, surface, and structure
4	Fabrication Exercises	Hands-on making of simple objects/furniture elements using basic joinery techniques
5	Workshop Tool Training	Training and demonstration of tools (cutting, joining, finishing) with safe handling practices
6	Mock-ups & Prototypes	Development of small-scale prototypes (daily-use objects, detail mock-ups)
7	Model Photography & Documentation	Documentation of models through photography, layout sheets, and process recording
8	Process Portfolio	Compilation of all exercises showing stages of making, iterations, and learning
9	Major Fabrication Task	One comprehensive model/object integrating material, form, and craft skills
10	Final Portfolio Submission	Complete documentation of workshop work, including drawings, photos, and process sheets
11	Viva Voce	Evaluation of skills, material understanding, and fabrication process

Additional Requirements (Recommended)

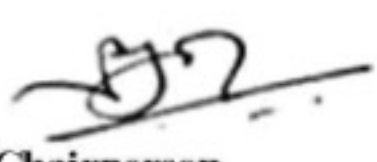
Component	Purpose
Workshop Log Book	Daily record of tools used, materials, techniques, and learning reflections
Material Record Sheet	Documentation of material properties, behaviour, and applications
Safety Compliance Record	Awareness and adherence to workshop safety practices

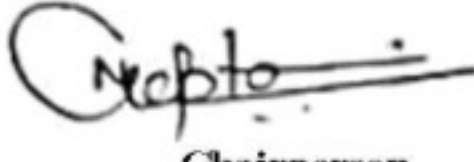
Submission Nature

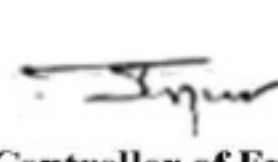
Hands-on + Process-based evaluation

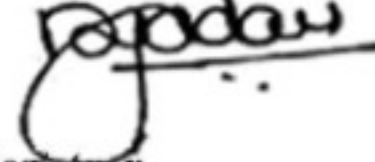
Emphasis on making, not just the final output

Continuous assessment through studio reviews


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1ST YEAR / I Semester

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

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BS&AE	TE	THEORY	ARCH 109	BUILDING SYSTEMS AND SERVICES-I (SURVEY & LEVELLING)	Max	50	20	30			100	2			2
					Min	23	9	14			46				

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

Course Educational Objectives (CEOs):

S. No.	CEO	Bloom's Level	Domain
CEO1	To introduce principles, instruments, and methods of surveying	Understand (L2)	Cognitive
CEO2	To develop skills in field measurement and levelling techniques	Apply (L3)	Cognitive + Psychomotor
CEO3	To enable the application of surveying in site planning and construction layout	Apply (L3–L4)	Cognitive

Course Alignment with UNSDG

This course contributes to: SDG 9 (Infrastructure), SDG 11 (Sustainable Cities), and SDG 13 (Climate Action) by enabling accurate site analysis, land assessment, and informed planning decisions.

Course Alignment with IKS (Indian Knowledge Systems) and AI:

This course integrates principles of Indian Knowledge Systems (IKS) by exposing students to traditional land measurement systems, indigenous surveying practices, vernacular site planning methods, terrain understanding, and region-specific approaches to settlement layout and site organisation.

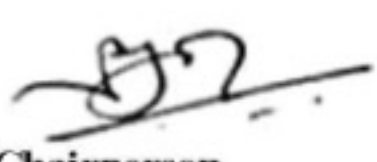
This course introduces students to emerging digital and AI-assisted tools for surveying, mapping, levelling, topographical analysis, and site documentation while developing awareness of contemporary digital practices in site planning and measurement systems.

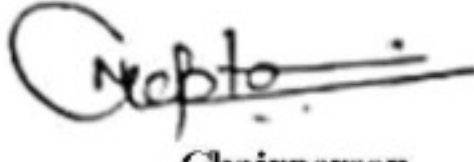
Course outcomes (COs):

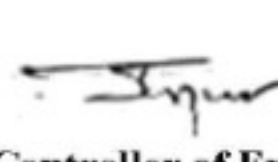
At the end of the course, students will be able to:

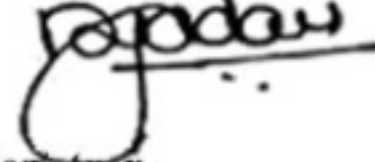
CO	Outcome	Bloom	SDG
CO1	Understand principles, terminology, and classifications of surveying	L2 (Understand) Cognitive	SDG 9
CO2	Use surveying instruments for linear, angular, and levelling measurements	L3 (Apply) Cognitive + Psychomotor	SDG 9,11
CO3	Conduct basic site surveys and interpret topographical data	L3–L4 L3 (Apply) Cognitive + Psychomotor L4 (Analyse) Cognitive	SDG 11
CO4	Apply surveying in site planning and construction setting-out	L4 (Analyse) Cognitive	SDG 9,11
CO5	Evaluate accuracy, errors, and limitations in field measurements	L4 (Analyse) Cognitive	SDG 13

Course Focus	- Site measurement and land surveying - Levelling and contour understanding - Instrument handling and field skills - Site analysis for planning - Accuracy and data interpretation
Experiential Learning:	The course emphasises learning through direct field experience, surveying exercises, contour mapping, site documentation, and instrument handling. Students undertake practical measurements, levelling operations, topographical studies, and construction setting-out exercises to understand real-world site conditions and landform characteristics. Field observations, survey projects, and exposure to contemporary digital surveying technologies help bridge theoretical knowledge with practical applications in architectural site planning, landscape interpretation, and infrastructure development.
Course Overview:	This course introduces surveying as a foundational technical skill in architecture. Students learn measurement techniques, levelling, contouring, curve setting, and construction layout


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Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA

B. ARCH (2026)

1ST YEAR / I Semester

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

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME								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 Viva 3Voice Exam 50% OR 20%	Teachers Assessment* 50%					TOTAL MARKS
BS&AE	TE	THEORY	ARCH 109	BUILDING SYSTEMS AND SERVICES-I (SURVEY & LEVELLING)	Max	50	20	30			100	2			2
					Min	23	9	14			46				

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

	methods, linking land measurement to design implementation.
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Teaching Pedagogy

Code	Method
T1	Lectures & conceptual teaching
T2	Instrument demonstrations
T3	Field-based practical sessions
T4	Guided measurement exercises
T5	Site documentation & plotting
T6	Viva & review sessions

Assessment Tools

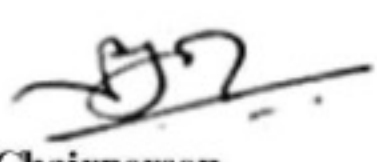
Code	Tool
AT1-1	Written assignments/quizzes
AT1-2	Field exercises & survey records
AT1-3	Plotting & drawing sheets
AT1-4	Midterm exam
AT1-5	Final exam
AT1-6	Viva voce & field report

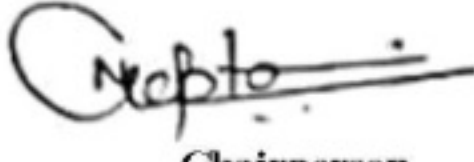
Course Information

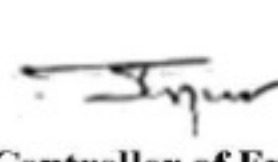
Component	Details
Prerequisites	None (Foundation level). Admission through NATA or equivalent
Mode of Delivery	Theory cum Practical (Lectures + Field Work + Instrument Demonstration)

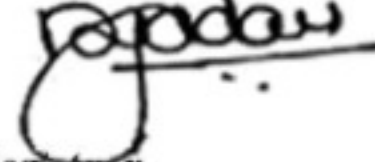
Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:	Assessment Tools
I	Introduction to Surveying	- Definition, objectives, and classification of surveys - Principles of surveying - Scales and types of scales - Accuracy and errors - Area and volume calculations - Introduction to traditional land measurement systems and indigenous site-planning practices - Awareness of digital mapping and AI-assisted surveying tools	2 hrs.	AT1-1 (Written Assignments/ Quizzes)
II	Linear & Angular Measurement	- Chain and tape surveying - EDM and GPS measurements - Errors and corrections - Compass surveying - Theodolite surveying - Plane table surveying - Field book recording and plotting - Comparison of traditional and contemporary measurement techniques	4 hrs.	AT1-1, AT1-2 (Written Assignments /Quizzes; Field Exercises & Survey Records)
III	Levelling, Contouring & Plane Table Surveying	- Levelling & Contouring - Principles and objectives of levelling - Types of levels and levelling methods (differential, fly, profile levelling) - Components and Working of Dumpy Level and Levelling Staff	6hrs	AT1-2, AT1-3 (Field Exercises & Survey Records; Plotting &


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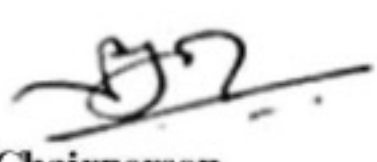
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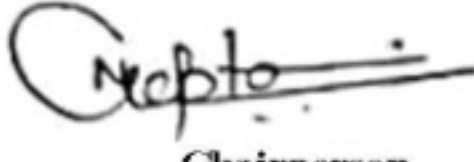
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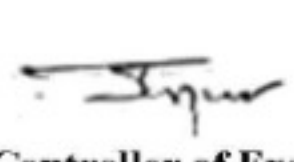
		- Reduction of levels and booking methods - Technical terminology (Benchmark, B.S., F.S., H.I., R.L.) - Contour mapping: characteristics and applications - Methods of contouring: the grid method and the radial line method - Applications of contour mapping in architectural site planning - Introduction to digital terrain models and GIS-based contour interpretation		Drawing Sheets) Plane Table Surveying:
	Plane table surveying	- Introduction and principles - Equipment and accessories - Setting up and orientation procedures - Methods of plane table surveying (radiation, intersection, traversing) - Errors and limitations - Advantages and practical applications in site planning	4hrs	AT1-2 (Field Exercises & Survey Records)
IV	Curve Setting & Construction Survey	- Types and elements of curves - Methods of curve setting - Equipment for setting out - Horizontal and vertical control - Setting out buildings and structures - Application of setting-out methods in building construction and site development - Traditional settlement layouts and site organisation principles	6hrs	AT1-2, AT1-4 (Field Exercises & Survey Records; Midterm Exam)
V	Advanced Surveying	- Electronic Distance Measurement (EDM) - Total Station - GPS and modern surveying tools - Introduction to GIS, remote sensing, and AI-assisted survey data processing - Applications in sustainable site planning and infrastructure development	4hrs	AT1-5, AT1-6 (Final Exam; Viva Voce & Field Report)

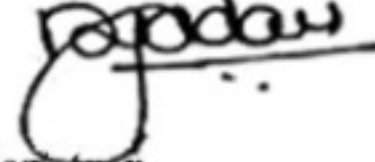
Course Delivery Framework

Sr. No.	Category	Component	Description
1	Sessional Work	Field Exercises	Chain, compass, levelling surveys
		Contour Mapping	Site contour study and mapping
		Survey Project	One major field survey + minor assignments
		Construction Layout	Setting-out exercise
		Plotting Work	Survey drawing and analysis
2	Teaching Methodology	Demonstration	Instrument handling
		Field Learning	Practical site-based work
		Guided Exercises	Measurement practice
		Documentation	Recording and plotting
		Evaluation	Viva and portfolio
3	Skills & Knowledge Transfer	Measurement Skills	Accuracy in surveying
		Spatial Understanding	Landform & topography
		Technical Drawing	Plotting and representation
		Analytical Skills	Error detection
		Site Analysis	Interpretation for design


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ARCH 109: Building Systems and Services-I (Surveying & Levelling)															
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4	Course Emphasis	Accuracy	Precision in measurement
		Field Application	Practical exposure
		Site Integration	Link with planning
		Error Control	Identification & correction
		Technology	Modern tools (GPS, Total Station)

Additional Resources

Value addition to course content/ Skill enhancement content:

- Practical training in chain surveying, compass surveying, plane table surveying, levelling, and contour mapping through field exercises.
- Exposure to modern surveying instruments and techniques, including dumpy levels, theodolites, total stations, and digital surveying tools.
- Hands-on exercises in site measurement, plotting, contour preparation, area calculation, and topographical interpretation.
- Learning through site visits, field documentation, and mapping exercises related to land surveying and site analysis.
- Workshops on reading site conditions, interpreting contours, and integrating surveying data into architectural site planning.
- Online learning modules on surveying, geomatics, site planning, and levelling techniques through NPTEL, SWAYAM, and engineering education platforms.
- Exposure to GIS, digital mapping systems, and contemporary surveying practices through technical resources and visual learning platforms.

Remedial classes for slow learners: As per institutional academic support and mentoring guidelines for slow and advanced learners.

Suggested Readings:

Reference Books	Arora, K. R. (2000). <i>Surveying (Vol. I)</i> (6th ed.). Standard Book House. Chandra, A. M. (2006). <i>Plane surveying</i> (2nd ed.). New Age International Publishers. Ghosh, J. K. (2010). <i>Elementary engineering surveying</i>. Stadium Press. Gopi, S., Sathikumar, R., & Madhu, N. (2018). <i>Advanced surveying</i> (2nd ed.). Pearson. Lynch, K. (1962). <i>Site planning</i>. MIT Press. Punmia, B. C. (2016). <i>Surveying (Vol. 1)</i> (17th ed.). Laxmi Publications. Rangwala, S. C. (2018). <i>Surveying and levelling</i>. Charotar Publishing
Suggested e-resources (Websites/e-books)	• NPTEL – Surveying • NPTEL – Surveying and Geomatics • SWAYAM Portal • MIT OpenCourseWare – Surveying and Site Engineering • National Informatics Centre – GIS Resources • USGS Topographic Maps – Digital topographic maps and contour references. • The Constructor – Articles on surveying techniques, levelling, and site engineering practices. • ArchDaily – Site and Landscape Projects – Site planning and landscape documentation references. • The B1M – Infrastructure systems, engineering projects, and construction technologies. • Harvard GSD – Lectures and discussions on landscape, urbanism, and site analysis. • Internet Archive – Digital repository of surveying manuals, maps, and engineering books. https://l1nk.dev/nik4vf Resources by Ar Shrikanth Bhate

Course Articulation Matrix (Mapping of COs with POs)

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1ST YEAR / I Semester

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Course Outcomes	Correlation with POs												Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	3	2	1	1	1	–	–	–	–	1	–	2	2	2	–
CO2	3	2	2	2	2	–	1	–	1	1	–	2	2	2	–
CO3	3	3	2	3	2	–	2	–	1	1	1	2	3	3	1
CO4	3	3	2	3	2	–	2	–	1	1	1	2	3	3	1
CO5	2	2	1	3	2	–	1	–	1	1	1	2	2	2	–

Assessment Scheme

Component	Method	COs Mapped	Weightage
Assignments / Quizzes	Theory + calculations	CO1, CO5	10%
Field Work	Survey exercises & records	CO2, CO3	25%
Drawing Sheets	Plotting & contour maps	CO3, CO4	20%
Mid-Sem Exam	Written + viva	CO1, CO2	15%
Final Exam	Comprehensive evaluation	CO1–CO5	20%
Field Report	Survey documentation	CO3, CO5	10%

Evaluation Rubrics

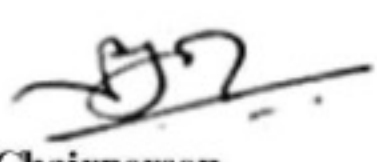
Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Measurement Accuracy	Highly precise readings	Minor errors	Basic accuracy	Incorrect data
Instrument Handling	Confident and correct	Minor issues	Basic handling	Improper use
Survey Drawing	Clear, accurate plotting	Minor gaps	Basic representation	Poor clarity
Data Interpretation	Strong analytical understanding	Good interpretation	Limited insight	No understanding
Field Work	Well-executed and systematic	Adequate	Partial	Incomplete
Documentation	Detailed and organised	Acceptable	Basic	Missing
Application	Strong link to site planning	Moderate	Limited	No application

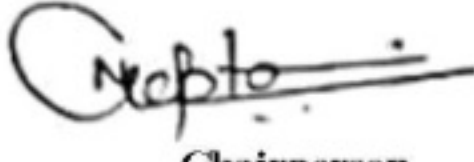
Theory Components & Suggested Assignments

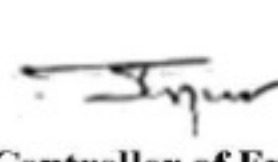
Component	Assignment Type	Output Format
Principles of Surveying	Concept Notes + Diagrams	A3 sheets (definitions, types, scales)
Linear Measurement	Field Exercise	Chain/tape survey + field book recording
Angular Measurement	Instrument Exercise	Compass/Theodolite readings + plotting
Levelling	Field Work	RL calculations, level book entries
Contouring	Site Mapping	Contour map (A2 sheet)
Plane Table Survey	Practical Exercise	Field sketch + plotted drawing
Curve Setting	Diagrammatic Study	A2 sheet (methods and applications)
Construction Survey	Layout Exercise	Setting-out plan (A2 sheet)
Advanced Tools	Instrument Study	EDM, Total Station, GPS (notes + diagrams)
Error Analysis	Analytical Work	Short report on errors and corrections

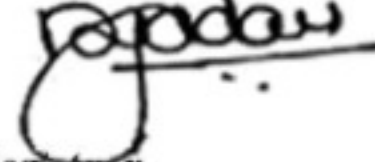
Submission Structure (Suggested)

- 4–6 Field Exercise Sheets (A2 size)


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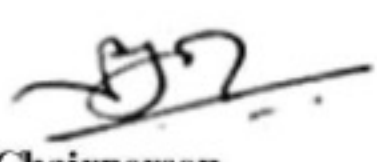
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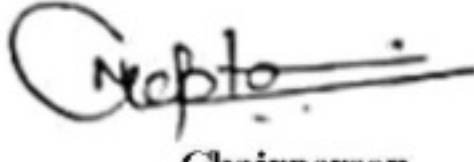
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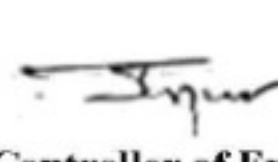
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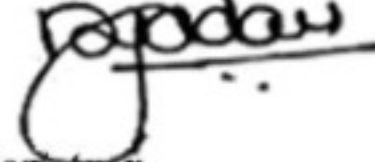
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- 1 Contour Mapping Sheet (A2)
- 1 Site Survey Drawing (Plan + Levels)
- Field Book (mandatory – daily recordings)
- 1 Major Survey Project (site-based)
- Instrument Study Notes (A3 sheets)
- Final Portfolio + Viva


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ARCH 110: Study Tour I

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SEC	SU	PROJEC CTT	ARCH 110	STUDY TOUR – I: BUILDING DOCUMENTATION & INSTITUTIONAL PROJECTS	Max				00	00	00			0	0
					Min				00	00	00				

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ARCH 110: Study Tour I

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

The prescribed course credits are integrated within the Design Studio framework and are assessed through the combined theory and studio components

Course Educational Objectives (CEOs):

S. No.	CEO	Bloom's Level	Domain
CEO1	To expose students to traditional and vernacular built environments through field experience	Understand (L2)	Cognitive
CEO2	To develop skills in measured drawing and architectural documentation	Apply (L3)	Cognitive + Psychomotor
CEO3	To foster analytical and interpretative thinking through field-based learning	Analyse (L4)	Cognitive

Course Alignment with UNSDG

This course contributes to the United Nations Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education, SDG 11: Sustainable Cities and Communities, and SDG 12: Responsible Consumption and Production by promoting experiential learning, architectural documentation, understanding of vernacular settlements, cultural heritage awareness, environmental responsiveness, and contextual understanding of traditional built environments.

Course Alignment with IKS (Indian Knowledge Systems) AND AI:

This course integrates principles of Indian Knowledge Systems (IKS) through exposure to vernacular architecture, traditional settlement planning, indigenous construction systems, local craftsmanship, cultural practices, climate-responsive building traditions, and regional knowledge systems embedded within historic and rural built environments.

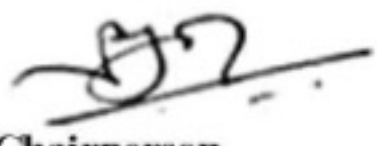
This course introduces students to emerging digital and AI-assisted tools for architectural documentation, measured drawing, drafting, mapping, visual analysis, digital presentation, and data interpretation, while building awareness of contemporary methods for recording, analysing, and communicating built heritage and settlement patterns.

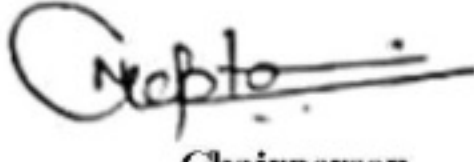
Course outcomes (COs):

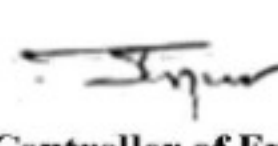
At the end of the course, students will be able to:

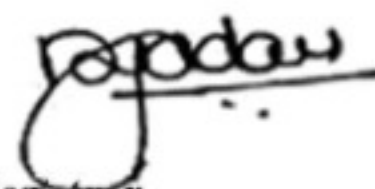
CO	Outcome	Bloom	SDG
CO1	Observe, analyse, and document traditional built environments	L3–L4 Apply) Cognitive + Psychomotor Analyse) Cognitive	SDG 11
CO2	Produce accurate measured drawings of buildings and settlements	L3 Apply) Cognitive + Psychomotor	SDG 4, 11
CO3	Interpret socio-cultural and environmental aspects of settlements	L4 Analyse) Cognitive	SDG 11, 12
CO4	Integrate knowledge from design, construction, and history into documentation.	L4 Analyse) Cognitive	SDG 4, 11
CO5	Present documentation through drawings, reports, and oral presentations	L3 Apply) Cognitive + Psychomotor	SDG 4

Course Focus	Experiential and field-based learning • Documentation of vernacular architecture • Measured drawing and recording techniques • Cultural and environmental interpretation
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ARCH 110: Study Tour I

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	• Integration of multi-disciplinary architectural knowledge • Development of research and presentation skills
Experiential Learning Component	This course is inherently based on experiential learning through direct engagement with traditional settlements, vernacular architecture, cultural landscapes, and community environments. Students learn through observation, measurement, sketching, documentation, interaction with local communities, field recording, analysis, and post-field interpretation. The course draws on real-world built environments and develops an understanding of architecture as a response to culture, climate, materials, and society. Experiential Activities • On-site settlement and village studies • Measured drawing and architectural documentation • Building and cluster mapping exercises • Field sketching and visual recording • Documentation of materials, construction systems, and architectural details • Observation of socio-cultural and environmental patterns • Community interaction and local knowledge documentation • Preparation of analytical drawings and reports • Portfolio development and presentation • Reflective learning through field journals and sketchbooks Expected Learning Outcomes Through Experience • Develop skills in architectural observation and recording • Understand vernacular architecture through direct exposure • Strengthen measured drawing and documentation abilities • Interpret relationships between culture, environment, and built form • Develop analytical and presentation skills through field-based learning • Appreciate indigenous knowledge systems and traditional building practices
Course Overview:	This course introduces students to experiential learning through on-site architectural documentation of traditional settlements. Students measure, sketch, record architectural details, and analyse built environments while interpreting their cultural, social, and environmental contexts. The study tour emphasises integrating theoretical knowledge with real-world observations, positioning documentation as a critical foundation for architectural research, analysis, and design thinking.

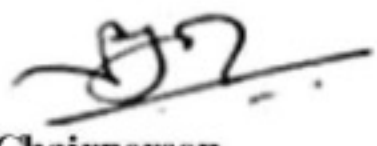
- Develop analytical and presentation skills through field-based learning
- Appreciate indigenous knowledge systems and traditional building practices

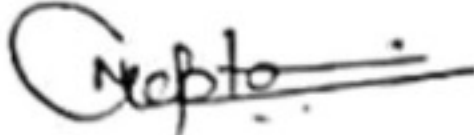
Teaching Pedagogy

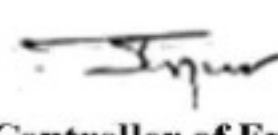
Code	Method
T1	Field-based experiential learning
T2	Measured drawing & on-site documentation
T3	Observation & analytical recording
T4	Group work & collaborative learning
T5	Post-field studio work (drawing & report)
T6	Jury, viva & presentations

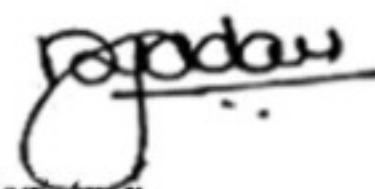
Assessment Tools

Code	Tool
AT1-1	Field sketches & measured drawings
AT1-2	Settlement mapping & documentation
AT1-3	Detail drawings & case documentation
AT1-4	Final portfolio (drawings + report)
AT1-5	Viva voce / presentation


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Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA

B. ARCH (2026)

1ST YEAR / I Semester

ARCH 110: Study Tour I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME									
						THEORY			STUDIO		TOTAL MARKS	L	T	S	CREDITS
						END SEM University Exam 50 % OR 40 %	Two-Term Exam 20%	Teachers' Assessment* 30% OR 20%	END SEM University Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%					
SEC	SU	PROJEC CTT	ARCH 110	STUDY TOUR – I: BUILDING DOCUMENTATION & INSTITUTIONAL PROJECTS	Max				00	00	00			0	0
					Min				00	00	00				

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

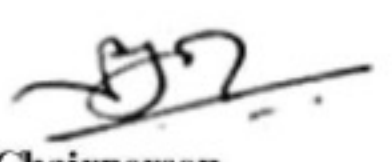
Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

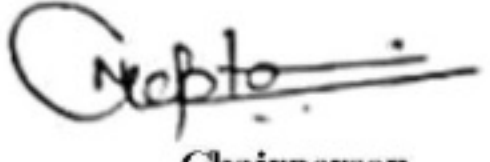
Course Information

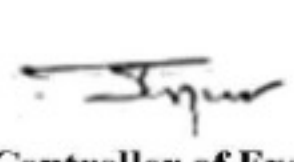
Component	Details
Prerequisites	None (Foundation level)
Mode of Delivery	Field Studio (On-site study + post-field documentation)
Duration	1 Week (Approx. 30 Hours)

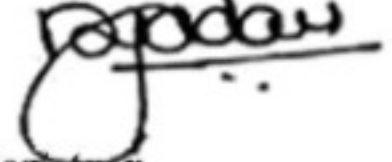
Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:	Assessment Tools
I	Introduction to Study Tour & Documentation	- Objectives and scope of study tour - Importance of measured drawing in architectural education - Value of traditional and vernacular architecture - Documentation tools and methods - Orientation to selected village/settlement Traditional settlement planning and indigenous knowledge systems in built environments Introduction to digital documentation, mapping, and AI-assisted recording tools	4 Hrs	AT1-1 (Field Sketches & Measured Drawings)
II	Field Study – Settlement Level Documentation	- Stay at selected village (8–15 days as applicable) - Mapping of settlement layout - Street patterns and spatial hierarchy - Cluster organisation - Environmental context and site response Traditional settlement morphology and spatial organisation Documentation through photographs, geo-tagging, and digital mapping techniques	8 Hrs	AT1-1, AT1-2 (Field Sketches & Measured Drawings; Settlement Mapping & Documentation)
III	Field Study – Building Level Documentation	- Measurement of a cluster of houses - Documentation of individual houses - Architectural elements (doors, windows, roofs, columns) - Construction techniques and materials - Preparation of field sketches and notes Indigenous construction systems and local craftsmanship Awareness of digital drafting, photogrammetry, and AI-assisted documentation methods	10 Hrs	AT1-1, AT1-3 (Field Sketches & Measured Drawings; Detail Drawings & Case Documentation)
IV	Socio-Cultural & Environmental Documentation	- Social and cultural aspects influencing built form - Traditional art forms and craftsmanship - Environmental adaptations - Community lifestyle and spatial use patterns Human–environment relationships in traditional settlements Cultural landscapes, local knowledge systems, and place identity	4 Hrs	AT1-2 (Settlement Mapping & Documentation)
V	Post-Field Documentation & Presentation	- Preparation of final measured drawings - Drafting, detailing, and report writing - Analytical interpretation - Portfolio preparation and presentation Digital documentation, graphic presentation, and mapping techniques	4 Hrs	AT1-4, AT1-5 (Final Portfolio (Drawings +


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 110: Study Tour I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME						
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						END SEM University Exam 50 % OR 40 %	Two-Term Exam 20%	Teachers' Assessment* 30% OR 20%	END SEM University Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%		
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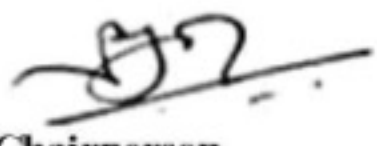
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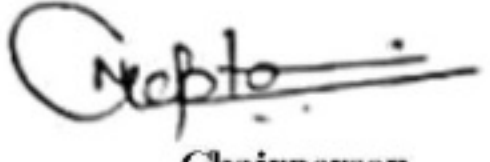
		Introduction to AI-assisted visual organisation, data interpretation, and presentation tools		Report); Viva Voce / Presentation)
The STUDY TOUR (SBP) at the Institute of Architecture is a unique contribution to Architectural education. Initially called Measure Drawings, it takes students into the field to gain firsthand experience of traditionally built environments. This subject recognises the value of traditional architecture, as well as the importance of field experiences and travel in learning architecture. The students are encouraged to learn not only about architectural form but also about related components relevant to architecture. • 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 those houses. Students return to the institute and complete the final Drawings and reports within the remaining days.				
Course Structure	• Selection of a traditional village / historic settlement • Field stay (8–15 days, as applicable) • Documentation of: ○ Cluster layouts ○ Individual houses ○ Architectural elements ○ Materials and construction techniques • Recording socio-cultural and environmental aspects • Preparation of final drawings and report after return • Evaluation Stages: • Proposal stage • Field documentation stage • Final drawing and report submission Under Documentation of: • Vernacular construction systems and indigenous building knowledge • Cultural practices, traditional crafts, and community interactions • Environmental response and climate-adaptive settlement patterns Under Evaluation Stages: • Digital documentation and portfolio presentation • Analytical interpretation of socio-cultural and environmental observation			

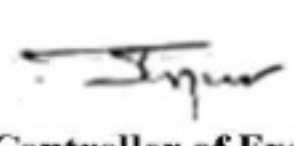
Additional Resources

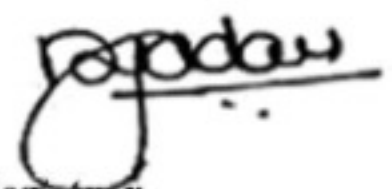
Value addition to course content/ Skill enhancement content:

- Exposure to vernacular settlements, traditional villages, historic precincts, and indigenous construction systems through immersive field-based learning.
- Hands-on training in measured drawing, settlement mapping, architectural documentation, and field recording techniques.
- Workshops on sketching, field photography, cultural mapping, interviewing techniques, and architectural interpretation.
- Learning through on-site observation of spatial organisation, climate-responsive architecture, traditional materials, and socio-cultural practices.
- Documentation exercises involving cluster layouts, individual houses, streetscapes, architectural elements, and environmental responses.
- Integration of architectural history, building construction, climatology, sociology, and cultural studies through field documentation.


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 110: Study Tour I

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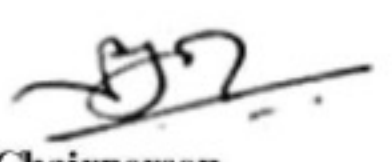
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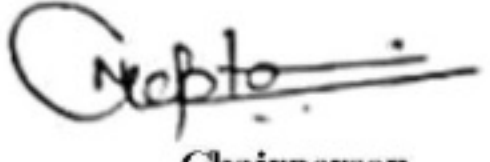
- Exposure to digital documentation methods, including CAD drafting, GIS mapping basics, photography, and presentation tools.
- Development of teamwork, analytical thinking, research aptitude, and presentation skills through collaborative fieldwork and post-field studio exercises.
- Interaction with local communities, craftsmen, artisans, and traditional knowledge systems for understanding cultural continuity and indigenous practices.
- Learning through heritage walks, museum visits, archival studies, and documentation-based case studies.

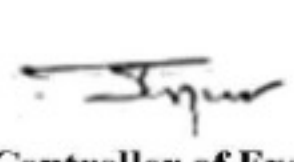
Remedial classes for slow learners: As per institutional academic support and mentoring guidelines for slow and advanced learners.

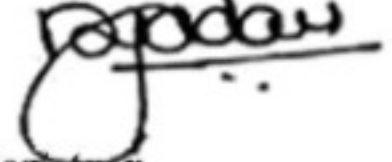
Suggested Readings:

Reference Books	<i>Architecture Without Architects</i> – Rudofsky, B. (1964). <i>Architecture without architects: An introduction to non-pedigreed architecture</i>. Museum of Modern Art. <i>Encyclopedia of Vernacular Architecture of the World</i> – Oliver, P. (1997). <i>Encyclopedia of vernacular architecture of the world</i>. Cambridge University Press. <i>Experiencing Architecture</i> – Rasmussen, S. E. (1962). <i>Experiencing architecture</i>. MIT Press. <i>Architecture: Form, Space and Order</i> – Ching, F. D. K. (2007). <i>Architecture: Form, space, and order</i> (3rd ed.). John Wiley & Sons. <i>Design Drawing</i> – Ching, F. D. K., & Juroszek, S. P. (2010). <i>Design drawing</i> (2nd ed.). Wiley. <i>Graphic Thinking for Architects and Designers</i> – Laseau, P. (2001). <i>Graphic thinking for architects and designers</i>. John Wiley & Sons. <i>The Vernacular Architecture of India</i> – Singh, V. P. (2009). <i>The vernacular architecture of India</i>. Wisdom Tree. <i>Traditional Dwellings and Settlements Review</i> – International Association for the Study of Traditional Environments (IASTE). <i>Traditional Dwellings and Settlements Review</i>. <i>The Speaking Tree</i> – Lannoy, R. (1971). <i>The speaking tree: A study of Indian culture and society</i>. Oxford University Press. <i>The Image of the City</i> – Lynch, K. (1960). <i>The image of the city</i>. MIT Press. <i>Measured Drawing manuals</i> (CEPT / SPA references) Oliver, P. <i>Encyclopedia of Vernacular Architecture of the World</i> Rudofsky, B. <i>Architecture Without Architects</i> Ching, F.D.K. <i>Architectural Graphics</i>
Suggested e-resources (Websites/e-books)	Archnet – Vernacular architecture, heritage, settlement studies, and documentation archives. UNESCO World Heritage Centre – Cultural heritage, traditional settlements, and conservation resources. Charles Correa Foundation – Research and documentation initiatives related to Indian architecture and urbanism. CEPT University Portfolio – Academic documentation studies, settlement analysis, and measured drawing projects. ArchDaily – Architectural documentation, heritage studies, and vernacular architecture references. STIRworld – Architecture, culture, heritage, and regional design discourse. Senses Atlas – Sensory urbanism, cultural landscapes, and spatial perception studies. RIBApix – Architectural drawings, heritage archives, and visual references. Internet Archive – Repository of books, village studies, heritage reports, and architectural documentation references.


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 110: Study Tour I

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	Harvard GSD – Lectures on architecture, settlements, urbanism, and heritage discourse. Louisiana Channel – Interviews with architects, historians, and cultural thinkers. CNA Insider – Documentaries on settlements, housing, cultural landscapes, and urban issues. NOWNESS – Visual storytelling on architecture, landscapes, craft, and cultural environments. Matter – Indian platform discussing architecture, culture, urbanism, and heritage. SWAYAM Portal NPTEL – Courses on architecture, heritage, settlements, and documentation methods. https://l1nk.dev/nik4vf Resources by Ar Shrikanth Bhate
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Course Delivery Framework

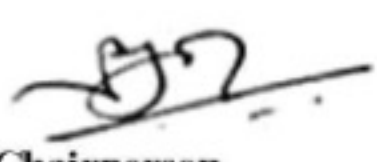
Sr. No.	Category	Component	Description
1	Sessional Work	Field Documentation	Measured drawings, sketches, notes
		Settlement Mapping	Layouts and spatial analysis
		Detail Drawings	Architectural elements
		Documentation Report	Analytical written report
		Portfolio	Compilation of all work
		Viva Voice	Final evaluation
2	Teaching Methodology	Field Study	On-site learning and observation
		Documentation Practice	Measurement and recording
		Studio Work	Post-field drafting
		Group Learning	Collaborative documentation
3	Skills & Knowledge Transfer	Measured Drawing	Accuracy in recording
		Observation Skills	Understanding the built environment
		Cultural Sensitivity	Interpreting social context
		Analytical Thinking	Linking theory with the field
		Teamwork	Coordination in fieldwork
4	Course Emphasis	Experiential Learning	Learning through field exposure
		Vernacular Architecture	Understanding traditional systems
		Documentation Accuracy	Precision in drawings
		Integration	Linking multiple subjects
		Research Orientation	Foundation for future studies

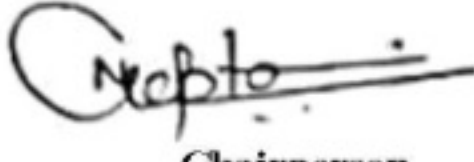
Course Articulation Matrix (Mapping of COs with POs)

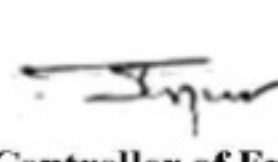
Course Outcomes	Correlation with POs												Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	3	2	2	2	1	2	2	–	2	2	–	2	2	3	1
CO2	3	2	3	2	2	–	2	–	2	3	–	2	3	3	1
CO3	2	3	2	2	–	3	2	–	2	2	–	2	2	3	1
CO4	3	3	3	2	2	2	2	–	3	2	–	3	3	3	2
CO5	2	2	2	1	2	2	–	–	3	3	–	2	2	2	1

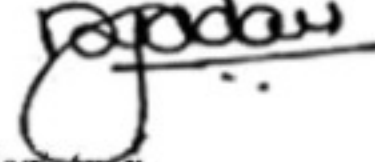
Assessment Scheme

Component	Method	COs Mapped	Weightage
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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 110: Study Tour I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME								CREDITS	
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Field Work	On-site documentation & sketches	CO1, CO2	30%
Drawings	Measured drawings & detailing	CO2, CO4	25%
Report	Documentation & analysis	CO3, CO4	15%
Portfolio	Final compilation	CO4, CO5	20%
Viva Voce	Oral presentation	CO5	10%

Evaluation Rubrics

Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Documentation Accuracy	Highly precise and detailed	Minor errors	Basic accuracy	Inaccurate
Drawing Quality	Clear, well-drafted	Good clarity	Acceptable	Poor
Analytical Understanding	Deep interpretation	Good analysis	Limited	Weak
Cultural Interpretation	Strong contextual insight	Moderate	Basic	Missing
Presentation	Highly effective	Clear	Average	Poor

Studio Components & Suggested Work

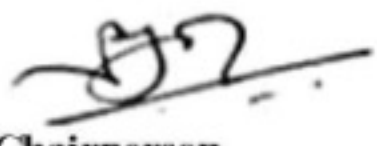
Component	Studio Work	Output Format
Pre-Field Study	Context understanding, base maps	A3 sheets + reference sketches
Settlement Mapping	Site layout, streets, hierarchy	A2 sheet (measured/approx.)
Cluster Documentation	Group of houses	Plans + sections (A2 sheets)
Individual Building	Measured drawing	Plan, section, elevation (A2 sheets)
Architectural Details	Elements study	Doors, windows, roof, joinery (A2 sheets)
Material & Construction	On-site analysis	Sketches + notes
Socio-Cultural Mapping	Activity, use patterns	Diagrams + written inputs
Environmental Analysis	Climate response	Orientation, shading diagrams
Field Sketching	Continuous observation	Sketchbook (mandatory)
Post-Field Synthesis	Final drawings + interpretation	Portfolio sheets

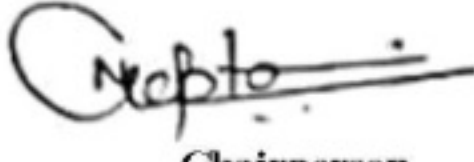
Submission Structure (Studio-Based)

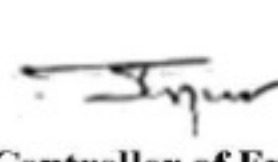
- 8–12 A2 Sheets (Measured + Analytical Drawings)
- 1 Settlement Mapping Sheet
- 2–3 Detail Sheets
- Field Sketchbook (Daily Work – Mandatory)
- Documentation Report (Concise)
- Final Portfolio + Jury/Viva

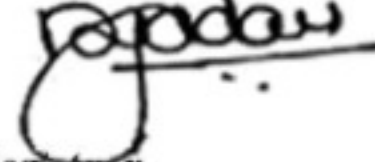
Studio Nature (Important Clarification)

- 100% field + studio integration
- Focus on measured drawing, documentation, and analysis
- Less theory, more recording → interpreting → representing
- Works as a bridge between 105 (History) + 203 (Construction) + Design Studio


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 119: Elective – I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME									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 Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%				TOTAL MARKS		
SEC	VAC	THEORY/ STUDIO	ARCH 1119	ELECTIVE- I	Max				00	100	100				2	2
					Min				00	46	46					

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

ARCH 119: Elective – I

Students shall opt for any ONE of the following electives:'

1 Sem		Elective- I
	119.1	Traditional Arts & Crafts/Building & Village Documentation
	119.2	Ms Office /Prezi/Ppt /Photoshop/ Pottery
	119.3	Caricature, Sketching & Rendering
	119.4	Architecture and human behaviour

Course Educational Objectives (CEOs):

S. No.	CEO	Bloom's Level	Domain
CEO1	To expose students to creative, cultural, and practical domains beyond conventional architecture	Understand (L2)	Cognitive
CEO2	To develop hands-on skills through material, digital, and visual exploration	Apply (L3)	Psychomotor
CEO3	To encourage interdisciplinary thinking and creative expression	Analyse (L4)	Cognitive
CEO4	To build sensitivity towards art, craft, behaviour, and communication	Understand– Apply	Affective

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

Course Alignment With UNSDG

This course contributes to:

SDG 4: Quality Education

SDG 8: Decent Work and Economic Growth

SDG 9: Industry, Innovation and Infrastructure

SDG 11: Sustainable Cities and Communities

Course Alignment With IKS and AI:

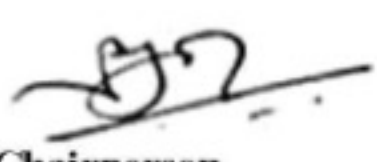
Traditional arts and crafts , Indigenous documentation methods ; Vernacular knowledge systems ; Traditional representation and storytelling methods ; Human-environment relationships rooted in Indian cultural contexts
AI-assisted visualisation tools; AI-based image generation platforms; Digital documentation tools; Behavioural mapping applications; AI-supported research and presentation tools

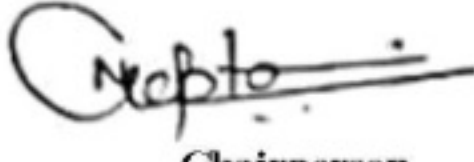
Course outcomes (COs):

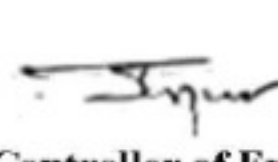
At the end of the course, students will be able to

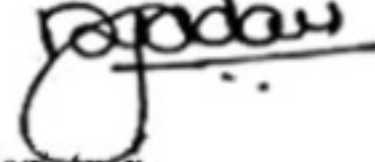
CO	Outcome	Bloom's Level	SDG
CO1	Demonstrate creative, manual, digital, or analytical skills in the selected elective domain.	Apply (L3)	SDG 4, 9
CO2	Apply techniques of representation, documentation, communication, or observation.	Apply (L3)	SDG 4
CO3	Analyse artistic, cultural, technical, or behavioural aspects related to architecture	Analyse (L4)	SDG 11
CO4	Develop a portfolio reflecting process, exploration, and outcomes	Apply (L3)	SDG 4
CO5	Integrate interdisciplinary knowledge into architectural thinking and creative practice.	Analyse (L4)	SDG 4, 11

Course Focus	- Creative exploration through arts, crafts, digital tools, and behavioural studies. - Hands-on learning and interdisciplinary skill development. - Visual communication, representation, and documentation techniques.
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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 119: Elective – I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME										
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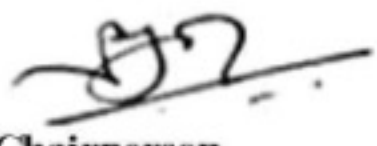
Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

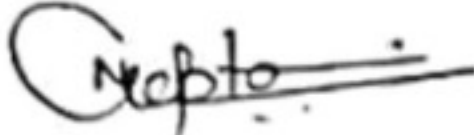
Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

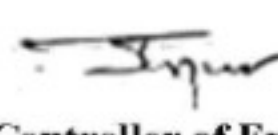
	- Understanding culture, craft, and human interaction in built environments. - Development of creative thinking, observation, and presentation skills. - Integration of traditional knowledge systems with contemporary tools and media
Experiential Learning Component	This elective course adopts an experiential learning approach through hands-on activities, observation, field exposure, creative exploration, skill-based exercises, demonstrations, workshops, documentation, and reflective learning. Depending on the chosen elective, students engage directly with traditional arts and crafts, architectural documentation, digital tools, visual representation techniques, or behavioural studies, enabling learning through practice, experimentation, analysis, and application. Experiential Activities - Hands-on workshops and demonstrations - Field visits and documentation exercises (where applicable) - Sketching, rendering, and visual communication activities - Craft-based and material exploration exercises - Digital tool applications and presentation exercises - Observation and behavioural mapping studies - Group discussions and collaborative learning - Mini-projects and creative assignments - Portfolio development and process documentation - Reflective learning and presentations Expected Learning Outcomes Through Experience - Develop practical and creative skills through direct engagement - Strengthen observation, representation, and analytical abilities - Understand traditional knowledge, crafts, and cultural practices - Enhance communication and presentation skills - Gain familiarity with contemporary digital tools and workflows - Apply experiential knowledge to architectural learning and design processes
Course Overview:	This elective course introduces students to diverse creative and interdisciplinary domains that complement architectural education. Through hands-on workshops, studio exercises, documentation activities, visual communication techniques, and behavioural studies, students explore traditional arts and crafts, digital presentation tools, sketching and rendering methods, and relationships between architecture and human behaviour. The course encourages experimentation, observational learning, cultural sensitivity, and the enhancement of practical skills beyond the conventional studio framework. Through experiential, activity-based learning, students develop creative portfolios, documentation and visual representation skills, and an interdisciplinary understanding.

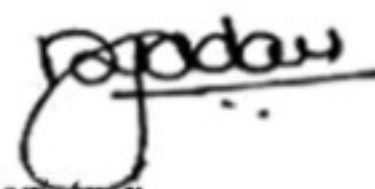
Teaching Pedagogy

Code	Method
T1	Studio-based experiential learning
T2	Hands-on workshops and demonstrations
T3	Field documentation and observation
T4	Creative exercises and portfolio development
T5	Collaborative learning and group activities
T6	Presentations, reviews, and reflective discussions


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 119: Elective – I

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Assessment Tools

Code	Tool
AT1	Sketchbook / Process Journal
AT2	Practical Exercises / Workshop Output
AT3	Documentation Sheets / Reports
AT4	Portfolio Submission
AT5	Presentation / Viva Voce
AT6	Creative Project / Installation / Demonstration

Course Information

Component	Details
Prerequisites	None (Foundation level / interest-based elective)
Mode	Studio / Workshop / Hands-on
Delivery	Practical Sessions, Workshops, Demonstrations, Case Studies, Interactive Learning Exercises, Field Exposure Activities

ELECTIVE OPTION 1

ARCH 119.1 Traditional Arts & Crafts / Building & Village Documentation

Course Overview

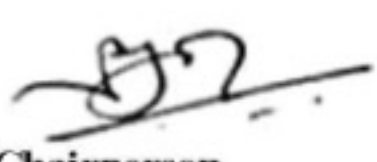
This elective introduces students to traditional arts, crafts, vernacular architecture, and documentation techniques. Students learn to document buildings, settlements, crafts, and cultural practices through visual and analytical methods.

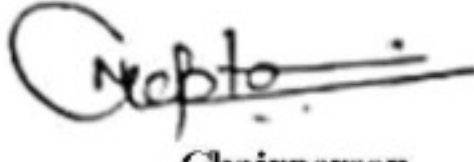
Course Contents

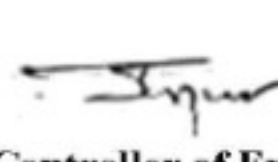
Unit	Syllabus Topic	Subtopics	Hours	Assessment
I	Introduction to Traditional Arts & Crafts	Traditional crafts, artisans, craft heritage, vernacular practices	6 hrs	AT1 (Sketchbook / Process Journal)
II	Vernacular Architecture & Craft Traditions	Traditional buildings, materials, and construction techniques	10 hrs	AT1, AT2 (Sketchbook / Process Journal; Practical Exercises / Workshop Output)
III	Documentation Techniques	Measured drawings, photography, visual recording, and mapping	10 hrs	AT2, AT3 (Practical Exercises / Workshop Output; Documentation Sheets / Reports)
IV	Village / Building Documentation	Field study, surveys, recording and analysis	10 hrs	AT3, AT5 (Documentation Sheets / Reports; Presentation / Viva Voce)
V	Portfolio Documentation & Report	Compilation, interpretation, presentation and viva	9 hrs	AT4, AT5, AT6 (Portfolio Submission; Presentation / Viva Voce; Creative Project / Installation / Demonstration)

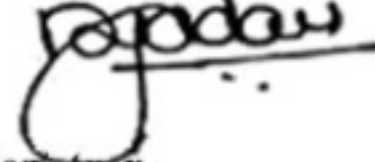
Studio Components & Suggested Work

Component	Studio Work	Output Format
Pre-Field Study	Context understanding, base maps, and literature review	A3 sheets + reference sketches
Settlement Mapping	Village/site layout, streets, open spaces, hierarchy	A2 Sheet


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 119: Elective – I

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Cluster Documentation	Documentation of a group of houses/buildings	Plans, Sections & Sketches
Individual Building Documentation	Measured drawing of the selected building	Plan, Section & Elevation
Architectural Details	Doors, windows, roof forms, joinery, decorative elements	Detail Drawings
Material & Construction Study	Traditional materials and construction systems	Sketches + Notes
Socio-Cultural Mapping	Activities, livelihoods, use patterns, traditions	Diagrams + Written Analysis
Environmental Analysis	Climate response, orientation, shading, ventilation	Analytical Diagrams
Field Sketching	Continuous observation and recording	Sketchbook (Mandatory)
Post-Field Synthesis	Final documentation and interpretation	Portfolio Sheets

Submission Structure

- 8–12 A2 Documentation Sheets
- 1 Settlement Mapping Sheet
- 2–3 Architectural Detail Sheets
- Field Sketchbook (Mandatory)
- Documentation Report (Concise)
- Final Portfolio
- Jury Presentation & Viva Voce

Studio Nature

- 100% Field and Studio Integration
- Learning through Observation, Measurement, Documentation and Analysis
- Emphasis on Recording → Understanding → Interpreting → Representing
- Exposure to Vernacular Architecture, Traditional Settlements and Indigenous Knowledge Systems
- Strong linkage with the History of Architecture, Building Construction and Design Studio courses
- and graphic communication skills

ELECTIVE OPTION 2

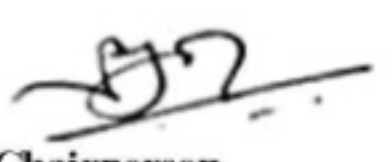
ARCH 119.2 MS Office / Prezi / PPT / Photoshop

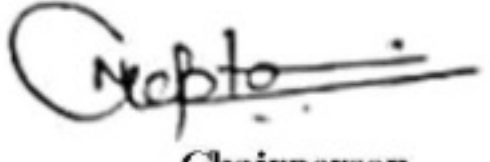
Course Overview

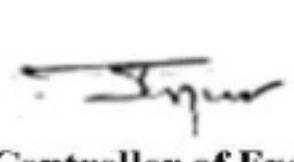
is elective develops professional digital communication skills through document preparation, presentations, graphics, image editing, and portfolio design.

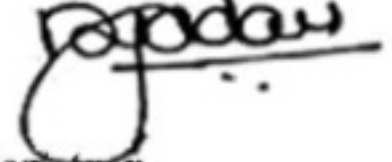
Course Contents

Unit	Syllabus Topic	Subtopics	Hours	Assessment
I	Introduction to Digital Communication Tools	Overview of Word, Excel, PowerPoint, Prezi, and Photoshop	5 hrs	AT1 (Sketchbook / Process Journal)
II	MS Word & Excel Applications	Formatting, documentation, tables, reports, and data handling	10 hrs	AT1, AT2 (Sketchbook / Process Journal; Practical Exercises / Workshop Output)
III	PowerPoint & Prezi	Presentation design, storytelling, and visual communication	10 hrs	AT2 (Practical Exercises / Workshop Output)


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 119: Elective – I

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IV	Photoshop & Graphic Editing	Image editing, layouts, posters, portfolio graphics	10 hrs	AT2, AT3 (Practical Exercises / Workshop Output; Documentation Sheets / Reports)
V	Digital Portfolio Development	Portfolio design, presentation and review	10 hrs	AT4, AT5, AT6 (Portfolio Submission; Presentation / Viva Voce; Creative Project / Installation / Demonstration)

Studio Components & Suggested Work

Component	Studio Work	Output Format
Software Familiarisation	Introduction to MS Office, PPT, Prezi, and Photoshop	Practical Exercises
Graphic Composition	Layouts, typography, colour and visual hierarchy	Digital Sheets
Presentation Design	Academic and architectural presentations	PPT / Prezi Files
Image Editing	Photo correction, collage, rendering and visual enhancement	Photoshop Outputs
Infographics	Data visualisation and architectural communication	Digital Posters
Architectural Portfolio Design	Portfolio layout and graphic standards	Digital Portfolio
Pottery Exercises	Hand-building, clay modelling and surface treatment	Physical Models
Craft Exploration	Basic pottery products and creative forms	Clay Artefacts
Creative Project	Integrated digital or pottery-based project	Presentation + Model
Final Compilation	Documentation of all exercises	Portfolio

Submission Structure

- 5–8 Digital Assignments
- 2–3 Presentation Design Exercises
- 2–3 Photoshop Exercises
- 2–3 Pottery/Craft Outputs
- Digital Portfolio
- Final Presentation
- Jury & Viva Voce

Studio Nature

- Hands-on learning through digital tools and craft making
- Development of graphic communication and presentation skills
- Integration of traditional craft practices with contemporary media
- Focus on creativity, visual communication and professional presentation

ELECTIVE OPTION 3

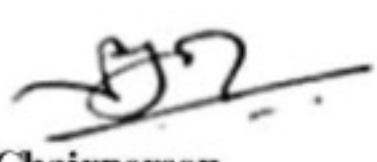
ARCH 119.3 Caricature, Sketching & Rendering

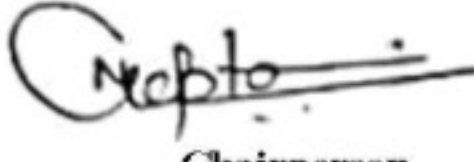
Course Overview

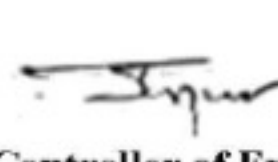
is elective develops observation, freehand drawing, rendering, visual storytelling, and artistic communication relevant to architecture and design.

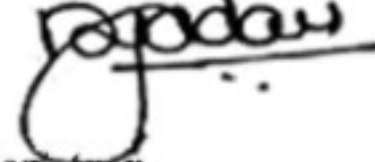
Course Contents

Unit	Syllabus Topic	Subtopics	Hours	Assessment
I	Introduction to Visual Communication	Drawing as communication, observation techniques	5 hrs	AT1 (Sketchbook / Process Journal)
II	Sketching Fundamentals	Lines, textures, objects, people, streetscapes	10 hrs	AT1, AT2 (Sketchbook / Process Journal; Practical Exercises / Workshop Output)


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 119: Elective – I

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III	Architectural Drawing & Perspective	One-point, two-point perspective, urban sketching	10 hrs	AT2 (Practical Exercises / Workshop Output)
IV	Rendering & Visual Storytelling	Colour media, markers, caricatures, composition	10 hrs	AT2, AT3 (Practical Exercises / Workshop Output; Documentation Sheets / Reports)
V	Portfolio & Exhibition	Presentation, portfolio compilation, viva	10 hrs	AT4, AT5, AT6 (Portfolio Submission; Presentation / Viva Voce; Creative Project / Installation / Demonstration)

Studio Components & Suggested Work

Component	Studio Work	Output Format
Observation Drawing	Everyday objects and spaces	Sketchbook
Line & Tone Exercises	Shading, texture and tonal values	Drawing Sheets
Perspective Sketching	One-point and two-point perspectives	A3/A2 Sheets
Architectural Sketching	Buildings, streetscapes and landscapes	Sketchbook
Human Figure Sketching	Proportion, posture and movement	Sketch Sheets
Caricature Development	Facial expressions and character exaggeration	Sketch Sheets
Rendering Techniques	Pencil, ink, markers and mixed media	Rendered Drawings
Outdoor Sketching	On-site sketching exercises	Field Sketchbook
Visual Storytelling	Sequential sketches and narratives	Sketch Panels
Final Artwork Compilation	Curated body of work	Portfolio

Submission Structure

- Sketchbook (Mandatory)
- 8–10 Drawing Sheets
- 2–3 Architectural Rendering Sheets
- 2–3 Caricature Exercises
- Outdoor Sketching Record
- Portfolio
- Final Jury & Viva

Studio Nature

- Learning through observation and visual interpretation
- Development of freehand drawing and rendering skills
- Emphasis on architectural representation and artistic expression
- Enhancement of visual communication and creativity

ELECTIVE OPTION 4

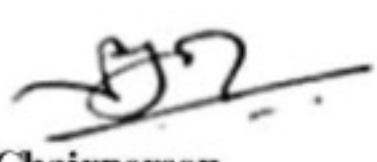
ARCH 119.4 Architecture & Human Behaviour

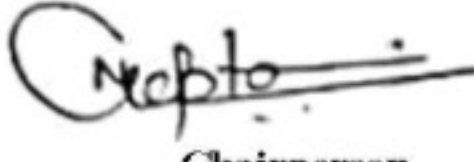
Course Overview

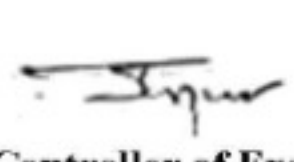
This elective introduces students to human-environment relationships and behavioural studies in architecture through observation, mapping, and analysis of users and spaces.

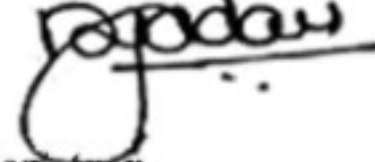
Course Contents

Unit	Syllabus Topic	Subtopics	Hours	Assessment
I	Introduction to Architecture & Human Behaviour	Human needs, activities, space and behaviour	5 hrs	AT1 (Sketchbook / Process Journal)


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ARCH 119: Elective – I

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II	Behaviour and Space	Personal space, territoriality, privacy, and social interaction	10 hrs	AT1, AT2 (Sketchbook / Process Journal; Practical Exercises / Workshop Output)
III	Behavioural Mapping Techniques	Observation methods, mapping and recording behaviour	10 hrs	AT2, AT3 (Practical Exercises / Workshop Output; Documentation Sheets / Reports)
IV	Environmental Psychology	User experience, perception, wayfinding, place attachment	10 hrs	AT3, AT5 (Documentation Sheets / Reports; Presentation / Viva Voce)
V	Behaviour Analysis Project	Case study, portfolio, presentation and viva	10 hrs	AT4, AT5, AT6 (Portfolio Submission; Presentation / Viva Voce; Creative Project / Installation / Demonstration)

Studio Components & Suggested Work

Component	Studio Work	Output Format
Behaviour Observation	Observation of users in different spaces	Observation Notes
Activity Mapping	Recording activities and movement patterns	Mapping Sheets
Behavioural Analysis	User-space interaction studies	Diagrams
Place & Space Study	Understanding behaviour in public and private spaces	Analytical Sheets
Environmental Perception Study	Comfort, wayfinding and sensory experiences	Observation Reports
User Interviews	Interaction with users and stakeholders	Documentation Sheets
Behaviour Documentation	Time-based and activity-based mapping	Behaviour Maps
Case Studies	Analysis of built environments	Reports
Small Behavioural Study Project	Space-use and behaviour analysis	Report + Presentation
Final Synthesis	Interpretation and recommendations	Portfolio

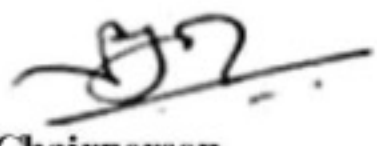
Submission Structure

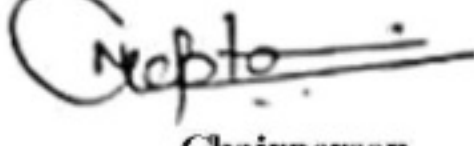
- 4–6 Observation Exercises
- 2–3 Activity Mapping Sheets
- 2 Case Study Reports
- Behavioural Analysis Project
- Portfolio Compilation
- Presentation
- Final Jury & Viva

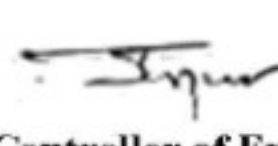
Studio Nature

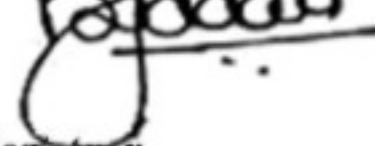
- Observation-based and research-oriented learning
- Understanding relationships between people and built environments
- Application of behavioural theories to architectural spaces
- Development of analytical, research and communication skills
- Bridge between Architecture, Psychology, Sociology and Urban Design

Value Addition / Skill Enhancement


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B. ARCH (2026)

1ST YEAR / I Semester

ARCH 119: Elective – I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME										
						THEORY			STUDIO			L	T	S	CREDITS	
						END SEM University Exam 50 % OR 40 %	Two-Term Exam 20%	Teachers Assessment*30% OR 20%	END SEM University Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%						TOTAL MARKS
SEC	VAC	THEORY/ STUDIO	ARCH 1119	ELECTIVE- I	Max				00	100	100				2	2
					Min				00	46	46					

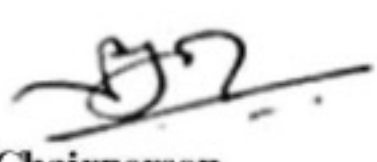
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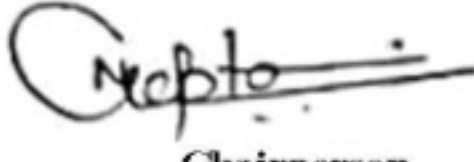
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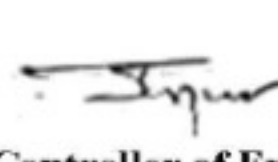
- Traditional arts and crafts workshops
- Building and village documentation exercises
- Digital presentation and graphics training
- Sketching and rendering workshops
- Behavioural mapping and observation studies
- Portfolio development skills
- Exposure to AI-assisted creative tools
- Guest lectures and demonstrations
- Site visits and field documentation
- Interdisciplinary learning beyond conventional architectural studios

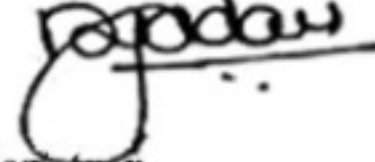
Course Delivery Framework

Sr. No.	Category	Component	Description
1	Sessional Work	Practical Exercises	Elective-specific studio/workshop exercises
		Process Journal / Sketchbook	Documentation of learning, observations, and reflections
		Creative Project	Individual or group elective-based project
		Documentation / Study Sheets	Drawings, reports, behavioural studies, or digital outputs as applicable
		Portfolio	Compilation of semester work and outcomes
		Viva Voce	Final presentation and evaluation
2	Teaching Methodology	Studio & Workshop Learning	Hands-on experiential learning
		Demonstrations	Faculty-led skill demonstrations
		Field Exposure	Site visits, observations, documentation, or user studies
		Collaborative Learning	Group exercises and peer learning
3	Skills & Knowledge Transfer	Creative Thinking	Development of imagination and innovation
		Representation Skills	Visual, graphic, digital, or analytical communication
		Observation Skills	Understanding people, places, crafts, and environments
		Technical / Manual Skills	Elective-specific practical competencies
		Professional Communication	Presentation, documentation, and portfolio skills
4	Course Emphasis	Experiential Learning	Learning through doing and exploration
		Interdisciplinary Understanding	Exposure beyond conventional architectural studios
		Creativity & Innovation	Development of creative confidence
		Cultural Awareness	Understanding arts, crafts, and human contexts
		Skill Development	Manual, digital, visual, and behavioural skills


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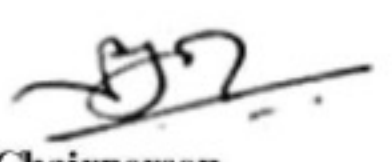
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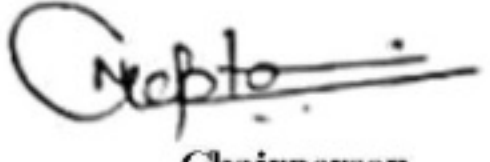
Additional Resources

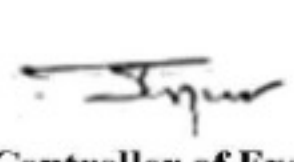
Value addition to course content / Skill enhancement content:

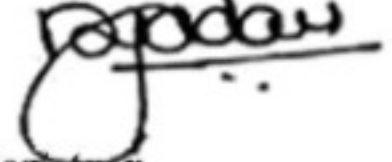
- Exposure to traditional arts, crafts, vernacular practices, visual culture, and interdisciplinary creative exploration through workshops, demonstrations, and field-based learning.
- Hands-on learning in sketching, rendering, caricature, pottery, craft-making, visual storytelling, portfolio development, and architectural documentation.
- Practical training in digital communication tools, including MS Office, PowerPoint, Prezi, Photoshop, and presentation software for academic and professional use.
- Exposure to behavioural studies, art appreciation, film appreciation, and cultural interpretation related to architecture and society.
- Learning through site visits, village documentation, interaction with artisans/craft communities, exhibitions, photography, and live documentation exercises.
- Development of manual skills, observation, creativity, communication, presentation techniques, and interdisciplinary thinking beyond conventional architectural studios.

Reference Books	Traditional Arts, Crafts & Documentation Berger, J. (1972). <i>Ways of seeing</i>. Viking Press. Rudofsky, B. (1964). <i>Architecture without architects</i>. Museum of Modern Art. Oliver, P. (1997). <i>Encyclopedia of vernacular architecture of the world</i>. Cambridge University Press. Ranjan, A., & Ranjan, M. P. (2007). <i>Handmade in India</i>. Council of Handicraft Development Corporations. Jaitly, J. (2012). <i>Craft Atlas of India</i>. Niyogi Books. Pallasmaa, J. (2010). <i>The thinking hand: Existential and embodied wisdom in architecture</i>. Wiley. Rasmussen, S. E. (1962). <i>Experiencing architecture</i>. MIT Press. Architectural Documentation & Representation Ching, F. D. K. (2015). <i>Architectural graphics</i> (6th ed.). Wiley. Ching, F. D. K., & Juroszek, S. P. (2010). <i>Design drawing</i> (2nd ed.). Wiley. Yee, R. (2003). <i>Architectural drawing: A visual compendium of types and methods</i>. Wiley. Laseau, P. (2001). <i>Graphic thinking for architects and designers</i>. Wiley. Lin, M. W. (1985). <i>Architectural rendering techniques</i>. Wiley. Farrelly, L. (2008). <i>Representational techniques</i>. AVA Publishing. Metzger, P. (2007). <i>The art of perspective</i>. North Light Books. Digital Media / MS Office / Presentation Williams, R. (2014). <i>The non-designer's design book</i>. Peachpit Press. White, A. (2011). <i>The elements of graphic design</i>. Allworth Press. Poulin, R. (2012). <i>Graphic design + architecture</i>. Rockport Publishers. Art, Film & Behaviour Studies Arnheim, R. (1969). <i>Visual thinking</i>. University of California Press. Itten, J. (1997). <i>Design and form</i>. Thames & Hudson. Munari, B. (1987). <i>Design as art</i>. MIT Press. Whyte, W. H. (1980). <i>The social life of small urban spaces</i>. Conservation Foundation. Pallasmaa, J. (2012). <i>The eyes of the skin: Architecture and the senses</i>. Wiley. Berger, J. (1972). <i>Ways of seeing</i>. Penguin. Bordwell, D., & Thompson, K. (2012). <i>Film art: An introduction</i>. McGraw-Hill.
Suggested e-resources (Websites/e-books)	Academic & Learning Platforms NPTEL Architecture Courses; SWAYAM Portal; MIT OpenCourseWare – Architecture JSTOR ;Getty Publications Virtual Library ;Archnet ;SAH Archipedia ;ArchInform ;ISSUU Architecture & Design Platforms ArchDaily ;Dezeen;STIRworld ;World Architects ;Arquitectura Viva ;Archeyes ;Architexturez


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Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA

B. ARCH (2026)

1ST YEAR / I Semester

ARCH 119: Elective – I

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						THEORY			STUDIO			L	T	S		
						END SEM University Exam 50 % OR 40 %	Two-Term Exam 20%	Teachers Assessment*30% OR 20%	END SEM University Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%					TOTAL MARKS	
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	RIBA Insights and Resources; Canadian Architect; Matter (ThinkMatter); Charles Correa Foundation; CEPT Portfolio Archive Visual Culture / Sensory / Research Platforms Senses Atlas; Colossal; The Charnel House; Architectural Association Photo Library; Harvard VIA (Visual Information Access); RIBApx; New York Public Library Photographic Archives Documentation / Representation / Portfolio Support Show It Better; 30X40 Design Workshop ;Arqui9 Visualisation ;Learn Upstairs ;Design Docs Blessed Arch; James Hamilton Architects Film / Art / Media / Cultural Channels Louisiana Channel ;NOWNESS ;CNA Insider ;Articulate ;Surviving Architecture ;Sfera Podcast Harvard GSD; Architecture Foundation Construction / Craft / Material Awareness The B1M; Iris Ceramica Group; World of Brands Studio; Living Big in a Tiny House Architecture Forums & Discussion Platforms Matter (ThinkMatter) ;Reddit Architecture Communities ;Archinect ;World Architects Community Designboom Discussions Resource Collections Resources for Students and Teachers of Architecture by Ar. Shrikanth Bhate https://l1nk.dev/nik4vfu
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- Exposure to digital media tools, AI-assisted graphic tools, image-generation platforms, behavioural mapping tools, and online creative learning resources.
- Workshops, seminars, guest lectures, MOOCs, tutorials, and creative studios supporting imagination, visualisation, representation, and design sensitivity.
- Portfolio-based learning encourages experimentation with materials, techniques, crafts, graphics, photography, film, and storytelling.

Remedial classes for slow learners:

As per institutional academic support and mentoring guidelines for slow and advanced learners.

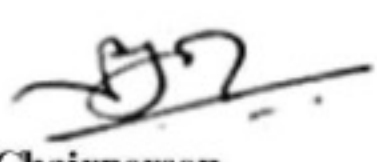
Suggested Readings:

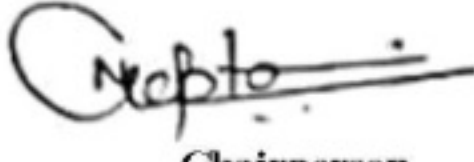
Course Articulation Matrix (Mapping of COs with POs)

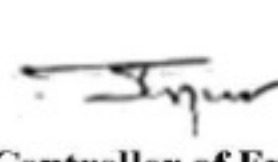
Course Outcomes	Correlation with POs												Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	3	2	2	1	1	-	-	-	2	2	-	1	3	2	-
CO2	3	2	2	1	2	-	-	-	2	3	-	2	3	3	-
CO3	2	3	2	2	-	1	1	-	2	2	-	2	2	3	1
CO4	2	2	2	1	2	-	-	-	2	3	-	1	2	3	1
CO5	2	3	2	2	1	1	-	-	2	2	-	2	2	3	1

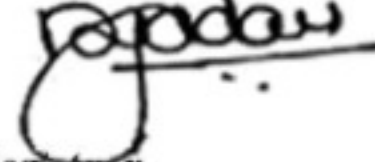
Assessment Scheme

Component	Method	COs Mapped	Weightage
Practical / Studio Work	Exercises, workshops, fieldwork, creative outputs	CO1, CO2	30%
Assignments	Documentation, reports, presentations, artwork, digital work	CO2, CO3	20%
Mid Review	Interim evaluation and discussion	CO3, CO4	10%
Portfolio	Compilation of semester work	CO4, CO5	20%


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B. ARCH (2026)
1ST YEAR / I Semester

ARCH 119: Elective – I

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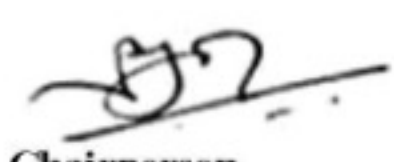
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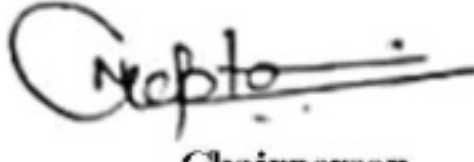
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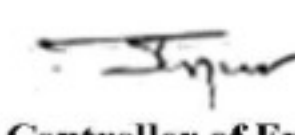
Final Presentation & Viva	Final submission, presentation and viva voce	CO4, CO5	20%
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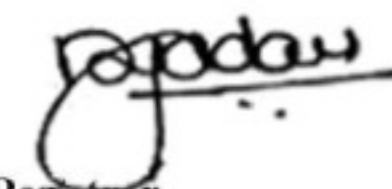
Evaluation Rubrics

Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Technical / Practical Skill	Highly proficient and accurate	Good competency	Basic competency	Limited competency
Creativity & Innovation	Original and exploratory	Some originality	Limited creativity	Minimal innovation
Analytical Understanding	Deep understanding and interpretation	Good understanding	Basic understanding	Weak understanding
Application of Knowledge	Effective application in exercises/projects	Good application	Partial application	Poor application
Presentation & Communication	Highly effective and professional	Clear and organised	Adequate	Poor and incomplete


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B. ARCH (2026)

1ST YEAR / I Semester

HUCS 101: Communication Skills I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME								L	T	S	CREDITS
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SEC	SK	THEORY	HUCS 101	COMMUNICATION SKILLS	Max	50	20	30	20		120	1		1	2		
					Min	23	9	14	9		54						

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HUCS 101: Communication Skills I

Course Educational Objectives (CEOs):

S. No.	CEO	Bloom's Level	Domain
CEO1	To develop proficiency in basic English language skills (LSRW)	Understand (L2)	Cognitive
CEO2	To enable effective written and verbal communication in academic and professional contexts	Apply (L3)	Cognitive Psychomotor +
CEO3	To build confidence in presentations, discussions, and professional interactions	Apply (L3)	Affective Psychomotor +

Course Alignment with UNSDG

This course contributes to **SDG 4: Quality Education**, **SDG 9: Industry, Innovation & Infrastructure**, and **SDG 11: Sustainable Cities & Communities** by strengthening communication skills essential for academic growth, professional collaboration, and effective participation in the built environment.

Course Alignment with IKS and AI

This course promotes awareness of India's rich linguistic and communication traditions by exposing students to storytelling, oral traditions, public discourse, contextual language use, and indigenous architectural vocabulary. It encourages students to appreciate culturally rooted modes of expression, effective communication practices, and language's role in understanding people, places, and the built environment.

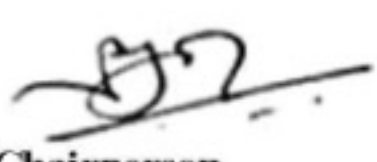
This course introduces students to the responsible use of AI-assisted tools for language learning, grammar enhancement, vocabulary development, writing support, presentation preparation, and communication practice. It also develops awareness of ethical AI usage, critical evaluation of AI-generated content, and the role of emerging technologies in professional and academic communication.

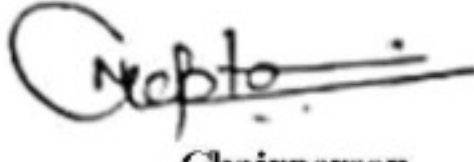
Course outcomes (COs):

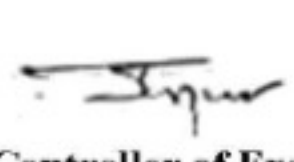
At the end of the course, students will be able to:

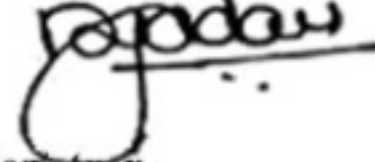
CO	Outcome	Bloom	SDG
CO1	Demonstrate understanding of English grammar, vocabulary, and sentence structure.	L2 (Understand) Cognitive	SDG 4
CO2	Use architectural terminology effectively in written and spoken communication.	L2–L3 (Understand) Cognitive	SDG 4, 11
CO3	Construct grammatically correct and meaningful sentences for academic communication.	L3 (Apply) Cognitive + Psychomotor	SDG 4
CO4	Develop presentation skills in writing and public speaking	L3 (Apply) Cognitive + Psychomotor	SDG 4, 9
CO5	Apply listening, reading, speaking, and writing skills to communicate ideas.	L3–L4 (Apply) Cognitive + Psychomotor (Analyse) Cognitive	SDG 4, 11

Course Focus	- Development of core language skills (Listening, Speaking, Reading, Writing) - Building clarity, accuracy, and confidence in communication - Academic and professional writing skills for architectural studies - Verbal communication for presentations, discussions, and jury interactions - Use of appropriate architectural terminology and expression - Preparation for interviews, group discussions, and professional practice
Course Overview:	To provide an adequate mastery of technical and communicative English Language training, primarily reading and writing skills, secondarily listening and speaking skills.


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1ST YEAR / I Semester

HUCS 101: Communication Skills I

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Teaching Pedagogy

Code	Method
T1	Interactive lectures & language exercises
T2	Practice-based learning (writing, speaking, listening)
T3	Presentations & group discussions
T4	Language lab / audio-visual learning
T5	Continuous feedback & viva

Assessment Tools

Code	Tool
AT1-1	Written assignments/grammar exercises
AT1-2	Oral presentations / JAM/group discussion
AT1-3	Listening & reading comprehension tests
AT1-4	Midterm test
AT1-5	Final exam
AT1-6	Viva voce & portfolio

Course Information

Component	Details
Prerequisites	None (Foundation level)
Mode of Delivery	Theory + Practical (Lectures, Language Lab, Interactive Sessions)

Course Contents:

Sr. No.	Syllabus : Topic	Subtopic	Teaching Hours:	Assessment Tools
1	Unit I	“Communication: Nature, Meaning, Definition, Verbal and Non-Verbal Communication, Barriers to Communication	6 Hrs.	AT1-1 (Written Assignments/Grammar Exercises)
2	Unit II	Basic Language Skills: Grammar And Usage, Parts of Speech, Tenses, Subject And Verb Agreement, Prepositions, Articles	6 Hrs.	AT1-1 (Written Assignments/Grammar Exercises)
3	Unit III	Basic Language Skills: Types Of Sentences, Direct and Indirect, Active and Passive Voice, Phrases and Clauses	6 Hrs.	AT1-1, AT1-4 (Written Assignments/Grammar Exercises; Midterm Test)
4	Unit IV	Business Correspondence: Business Letter, Parts and Layouts of Business Resume and Job Application, Email Writing, E-Mail Etiquette.	6 Hrs.	AT1-2, AT1-4 (Oral Presentations / JAM / Group Discussion; Midterm Test)
5	Unit V	Report Writing: The Importance of The Report, Types of Reports, The Structure of a Report	6 Hrs.	AT1-2, AT1-5 (Oral Presentations / JAM / Group Discussion; Final Exam)
	Practical :	Self-Introduction, Reading Skills, Listening Skills, Oral Presentation, Linguistics and Phonetics, JAM (Just A Minute), Group Discussion, Role Plays		

Suggested Readings:

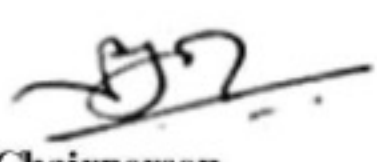
A.J.Thomson and A.V.Martinet (1991) A Practical English Grammar (4th ed) New York: Oxford IBH Pub

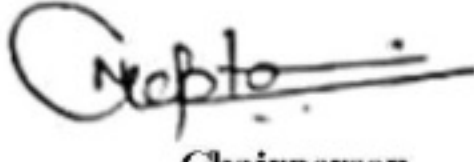
Adair, John (2003). Effective communication. London: Pan Macmillan Ltd

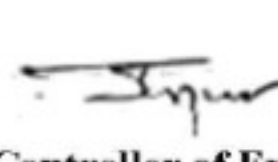
Ashraf Rizvi(2005). Effective Technical Communication, New Delhi: Tata McGraw-Hill

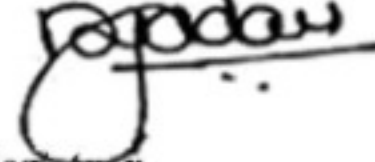
Kratz, Abby Robinson (1995). Effective Listening Skills, Toronto: Irwin Professional Publishing

Pease, Allan (1998). Body language, Delhi: Sudha Publications


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B. ARCH (2026)

1ST YEAR / I Semester

HUCS 101: Communication Skills I

COURSE CORE	COURSE AREA	COURSE TYPOLOGY	COURSE CODE	COURSE NAME	MARKS	TEACHING & EVALUATION SCHEME								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 Viva Voice Exam 50% OR 20%	Teachers Assessment* 50%					TOTAL MARKS
SEC	SK	THEORY	HUCS 101	COMMUNICATION SKILLS	Max	50	20	30	20		120	1		1	2
					Min	23	9	14	9		54				

Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

Prasad, H.M(2001). How to prepare for group discussion and Interview. New Delhi: Tata McGraw-Hill

Course Delivery Framework

S. No.	Category	Component	Description
1	Sessional Work	Presentation Assignment	One major presentation (topic-based)
		Written Exercises	Grammar and writing assignments
		Oral Activities	JAM, GD, role plays
		Portfolio	Compilation of written and oral work
		Viva Voce	Final oral evaluation
2	Teaching Methodology	Lectures	Conceptual explanation of language
		Practice Sessions	Writing and speaking exercises
		Interactive Learning	Group discussions and activities
		Language Lab	Audio-visual learning
3	Skills & Knowledge Transfer	Language Skills	Grammar, vocabulary, comprehension
		Communication Skills	Speaking, writing, articulation
		Professional Skills	Presentation, interviews, discussions
		Confidence Building	Public speaking and expression
4	Course Emphasis	Communication Clarity	Accuracy and correctness
		Professional Readiness	Academic and workplace communication
		Presentation Skills	Jury and design communication
		Language Confidence	Listening and articulation

Course Articulation Matrix (Mapping of COs with POs)

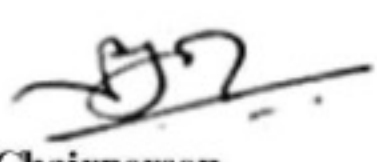
Course Outcomes	Correlation with POs												Correlation with PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	1	2	–	–	–	–	–	–	–	3	–	2	1	1	–
CO2	1	2	1	–	–	1	–	1	2	3	–	2	2	2	–
CO3	2	2	1	–	–	–	–	–	2	3	–	2	2	1	–
CO4	1	2	2	–	–	1	–	1	2	3	–	2	2	2	–
CO5	2	2	2	–	–	–	–	–	2	3	–	2	2	2	–

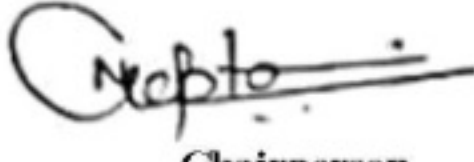
Assessment Scheme

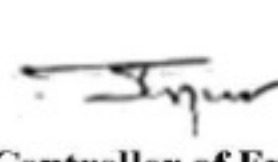
Component	Method	COs Mapped	Weightage
Assignments	Grammar & writing exercises	CO1, CO3	20%
Oral Work	Presentations, GD, JAM	CO2, CO4	20%
Mid-Sem Exam	Written + oral	CO1, CO2, CO3	20%
Final Exam	Comprehensive evaluation	CO1–CO5	30%
Portfolio & Viva	Documentation + oral	CO4, CO5	10%

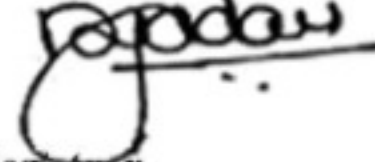
Evaluation Rubrics

Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
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HUCS 101: Communication Skills I

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Legends: L – Lecture; T – Tutorial (guided academic exercises); S – Studio (design, drawing, model work); C – Credits.

Teachers' Assessment / sessional: Based on quizzes, assignments, studio work, projects, and participation; each component not exceeding 10 marks.

Grammar & Language	Accurate and fluent	Minor errors	Basic level	Frequent errors
Writing Skills	Clear, structured, professional	Mostly clear	Limited clarity	Poor structure
Speaking Skills	Confident and articulate	Clear but hesitant	Basic communication	Poor expression
Comprehension	Strong understanding	Good understanding	Partial	Weak
Presentation	Highly effective	Good	Average	Poor

Studio Components & Suggested Work (Communication Skills for Architects)

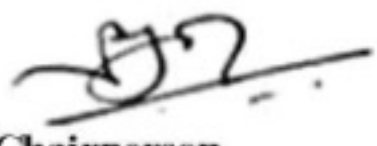
Component	Studio Work	Output Format
Language Skills Exercises	Grammar, vocabulary, sentence construction	Worksheets / Assignments
Reading & Comprehension	Articles, architectural texts, case readings	Written Responses
Vocabulary Building	Architectural terminology and usage	Vocabulary Journal
Technical Writing	Paragraphs, reports, descriptions, summaries	Written Assignments
Oral Communication	Group discussions, conversations, interviews	Classroom Activities
Presentation Skills	Individual and group presentations	PPT + Oral Presentation
Listening Skills	Audio/video-based exercises	Listening Worksheets
Creative Communication	Storytelling, reflective writing, opinion writing	Written Submissions
Professional Communication	Emails, notices, letters, resumes, CVs	Communication Portfolio
Final Communication Project	Integrated speaking and writing exercise	Portfolio + Presentation

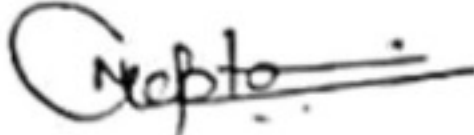
Submission Structure

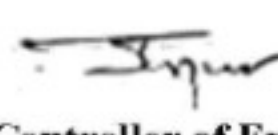
- 4–6 Language Skill Assignments
- 2–3 Reading & Comprehension Exercises
- 2 Technical/Professional Writing Assignments
- 1 Vocabulary Journal
- 1 Presentation Assignment
- Communication Portfolio
- Final Presentation & Viva Voce

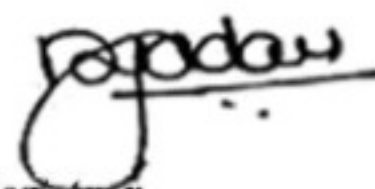
Studio Nature (Important Clarification)

- Activity-based and practice-oriented learning.
- Focus on listening, speaking, reading, and writing skills.
- Emphasis on communication in academic and architectural contexts.
- Learning through discussion, presentation, interaction, and reflection.
- Integration of traditional communication practices with contemporary digital tools.
- Development of confidence, articulation, professional communication, and presentation abilities.
- Serves as a foundation for architectural documentation, presentations, seminars, and professional practice.


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