1. PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)
   I. Become a practicing architect who can provide holistic and innovative solutions to needs and problems of society.
   II. Find gainful employment in architectural firms/building sector and contribute in design and decision making.
   III. Be a part of organisations that influence policy and contribute to larger changes in society and environment.
   IV. Contribute to the discipline of architecture through higher studies, research and development.
   V. Become a thinker and entrepreneur who can direct creative vision, explorations, services and products towards a better future in an interconnected world.

2. PROGRAMME OUTCOMES (POs)
After going through the five years of study, our B.Arch. graduates will exhibit ability to:

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<tr>
<th>PO#</th>
<th>Graduate Attribute</th>
<th>Programme Outcome</th>
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<tbody>
<tr>
<td>1</td>
<td>Analysis and Design Skill</td>
<td>Analyse and design architectural projects of all scales in a competent, innovative and appropriate manner as the situation</td>
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<tr>
<td>2</td>
<td>Understanding of Form and Architecture</td>
<td>Represent, understand and analyse forms and attributes of architecture in different ways (manual/ graphic/ diagrammatic/ digital means) so as to inform the architectural design process.</td>
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<tr>
<td>3</td>
<td>Ability for Cognition, Expression and Communication</td>
<td>Understand situations through experience and express ideas through various modes- reading, writing, speaking, art, cognitive mapping, etc., that are consistent with the self and the world.</td>
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<tr>
<td>4</td>
<td>Historical, Social and Cultural Awareness</td>
<td>Identify/ analyse/ understand with sensitivity the various cultural, social and historical aspects of architecture as well as make meaningful and contextual design decisions.</td>
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<tr>
<td>5</td>
<td>Critical and Creative Thinking</td>
<td>Critically understand/ theorise existing situations and make positive creative transformations towards the future.</td>
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<tr>
<td>6</td>
<td>Knowledge in Making of Building</td>
<td>Understand and contribute to constructional aspects of buildings involving material strength and choice, building component and structural design.</td>
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<tr>
<td>7</td>
<td>Support and Services to Buildings</td>
<td>Understand and work out basic and advanced services for a building in an optimal manner so as to enhance the quality of life</td>
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<td>8</td>
<td>Environment and Physical Context</td>
<td>Understand the relationships between environment and architecture and design livable buildings that are sensitive to as well as tap the potential of the environment at different</td>
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<td>9</td>
<td>Skill in Building Analysis and Optimisation of Design</td>
<td>Calculate/analyse building costs and environmental performance and optimise design for varied criteria.</td>
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<td>10</td>
<td>Profession and Ethics</td>
<td>Serve as a competent and ethical professional architect.</td>
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<tr>
<td>11</td>
<td>Life Long Learning, Research and Development</td>
<td>Understand and address specific aspects of the discipline of architecture in depth through rigorous exploratory and experimental studies and research.</td>
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<tr>
<td>12</td>
<td>Larger contribution to Society</td>
<td>Understand broader interdisciplinary connections with architecture and engage them to serve as a catalyst for positive change.</td>
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### PEO / PO Mapping:

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### Mapping of Course Outcome and Programme Outcome

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# ANNA UNIVERSITY: CHENNAI
Non-Autonomous Affiliated Colleges
B. Arch. Full-Time Programme
Regulations 2021
Choice Based Credit System
Curricula and Syllabi for 1 to X Semesters

## Semester I

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*NCC Credit Course level 1 is offered for NCC students only. The grades earned by the students will be recorded in the Mark Sheet, however the same shall not be considered for the computation of CGPA.
### SEMESTER III
(Prerequisite - Pass in Basic Space Design Studio)

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### SEMESTER IV
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* NCC Credit Course level 2 is offered for NCC students only. The grades earned by the students will be recorded in the Mark Sheet, however the same shall not be considered for the computation of CGPA.
**SEMESTER V**  
(Prerequisite - Pass in Rural Habitat Design Studio)

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* Mandatory Course-I is a Non-credit Course (Student shall select one course from the list given under MC-I)

**SEMESTER VI**  
(Prerequisite - Pass in Urban Architecture Design Studio)

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* Mandatory Course-I is a Non-credit Course (Student shall select one course from the list given under MC-II)
* NCC Credit Course level 3 is offered for NCC students only. The grades earned by the students will be recorded in the Mark Sheet, however the same shall not be considered for the computation of CGPA
### SEMESTER VII
(Prerequisite - Pass in Environmental Design Studio)

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### SEMESTER VIII

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If SEM IX - Prerequisite - Pass in Urbanism & Architecture Design Studio of VIII

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<td>History of Tamil Nadu</td>
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<td>AR3018</td>
<td>History of Non-Western Architecture</td>
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<td>7</td>
<td>AR3019</td>
<td>Art Appreciation</td>
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### ELECTIVE V

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<td>2</td>
<td>AR3021</td>
<td>Building Automation and Control Systems</td>
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<td>3</td>
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<td>Construction Technology</td>
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<td>AR3023</td>
<td>Data Visualisation and Analysis</td>
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<td>Heritage Conservation</td>
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### ELECTIVE VI

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<td>Artificial Intelligence in Design Process</td>
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<td>Smart Cities</td>
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<td>6</td>
<td>AR3031</td>
<td>Human Settlements Planning</td>
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<td>7</td>
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<td>Architectural Journalism and Photography</td>
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# PROFESSIONAL ABILITY ENHANCEMENT COMPULSORY COURSES (PAECC)

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# SKILL ENHANCEMENT COURSES (SEC)

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## SUMMARY

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<tr>
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6. Mandatory Course Non Credit/ Other courses

| SL. NO | Subject Area        | Credits per Semester | Credits Total | Percentage |
|--------|---------------------|----------------------|---------------|------------|------------|
| 1      | Induction Programme | I: NCC II: NCC III: MC-I IV: NCC V: MC-II | | 0 |
IP3151

INDUCTION PROGRAMME

This is a mandatory 2 week programme to be conducted as soon as the students enter the institution. Normal classes start only after the induction program is over.

The induction programme has been introduced by AICTE with the following objective:

“Engineering colleges were established to train graduates well in the branch/department of admission, have a holistic outlook, and have a desire to work for national needs and beyond. The graduating student must have knowledge and skills in the area of his/her study. However, he/she must also have broad understanding of society and relationships. Character needs to be nurtured as an essential quality by which he/she would understand and fulfill his/her responsibility as an engineer, a citizen and a human being. Besides the above, several meta-skills and underlying values are needed.”

“One will have to work closely with the newly joined students in making them feel comfortable, allow them to explore their academic interests and activities, reduce competition and make them work for excellence, promote bonding within them, build relations between teachers and students, give a broader view of life, and build character. “

Hence, the purpose of this programme is to make the students feel comfortable in their new environment, open them up, set a healthy daily routine, create bonding in the batch as well as between faculty and students, develop awareness, sensitivity and understanding of the self, people around them, society at large, and nature.

The following are the activities under the induction program in which the student would be fully engaged throughout the day for the entire duration of the program.

(i) Physical Activity

This would involve a daily routine of physical activity with games and sports, yoga, gardening, etc.

(ii) Creative Arts

Every student would choose one skill related to the arts whether visual arts or performing arts. Examples are painting, sculpture, pottery, music, dance etc. The student would pursue it everyday for the duration of the program. These would allow for creative expression. It would develop a sense of aesthetics and also enhance creativity which would, hopefully, grow into engineering design later.

(iii) Universal Human Values

This is the anchoring activity of the Induction Programme. It gets the student to explore oneself and allows one to experience the joy of learning, stand up to peer pressure, take decisions with courage, be aware of relationships with colleagues and supporting stay in the hostel and department, be sensitive to others, etc. A module in Universal Human Values provides the base. Methodology of teaching this content is extremely important. It must not be through do's and don'ts, but get students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real life activities rather than lecturing.

Discussions would be conducted in small groups of about 20 students with a faculty mentor each. It would be effective that the faculty mentor assigned is also the faculty advisor for the student for the full duration of the UG programme.

(iv) Literary Activity

Literary activity would encompass reading, writing and possibly, debating, enacting a play etc.

(v) Proficiency Modules

This would address some lacunas that students might have, for example, English, computer familiarity etc.
(vi) Lectures by Eminent People

Motivational lectures by eminent people from all walks of life should be arranged to give the students exposure to people who are socially active or in public life.

(vii) Visits to Local Area

A couple of visits to the landmarks of the city, or a hospital or orphanage could be organized. This would familiarize them with the area as well as expose them to the underprivileged.

(viii) Familiarization to Dept./Branch & Innovations

They should be told about what getting into a branch or department means what role it plays in society, through its technology. They should also be shown the laboratories, workshops & other facilities.

(ix) Department Specific Activities

About a week can be spent in introducing activities (games, quizzes, social interactions, small experiments, design thinking etc.) that are relevant to the particular branch of Engineering/Technology/Architecture that can serve as a motivation and kindle interest in building things (become a maker) in that particular field. This can be conducted in the form of a workshop. For example, CSE and IT students may be introduced to activities that kindle computational thinking, and get them to build simple games. ECE students may be introduced to building simple circuits as an extension of their knowledge in Science, and so on. Students may be asked to build stuff using their knowledge of science.

**Induction Programme is totally an activity based programme and therefore there shall be no tests / assessments during this programme.**

References:

Guide to Induction program from AICTE

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**AR3101 INTRODUCTION TO ARCHITECTURE**

**OBJECTIVES**

- To give understanding of architecture as an outcome of the act of design by human society across history and region.
- To give an introduction to the discipline of architecture and its various facets.
- To introduce importance of form and its relation to design through study of nature and manmade environment.
- To introduce the vocabulary of form and space in terms of elements, principles, attributes and organisation as giving cognitive experience in the realm of architecture.

**UNIT I INTRODUCTION TO ARCHITECTURE**

Origin and definitions of architecture as need based, cultural, environmental, social, psychological response of human society. Architecture as phenomenological mediation of nature. Components of architecture: use, means, site, shelter, relation to nature, structure, skin, materials, services, circulation, typology, aesthetics, expression, character, symbolism, experience, etc., History and types of design in architecture- unself-conscious/ self-conscious design, design through craft/ design through drawing, pragmatic/ iconic/ canonic/ analogic design.
UNIT II  FORM IN NATURE AND MANMADE ENVIRONMENT

UNIT III  FORM AS GEOMETRIC ELEMENTS AND THEIR EFFECTS
Form as embodied in and/or constituted by geometric elements such as point, line, plane, volumes. Attributes, generation and interrelationships among elements. Perceptual effects and use of specific manifestations of the elements- planes as shapes and volumes as geometric forms/space such as sphere, cube, pyramid, cylinder, cone and their sections/ derivatives. Architectural use of elements. Exercises and architectural case studies.

UNIT IV  ATTRIBUTES AND PRINCIPLES OF FORM
Form as manifesting attributes such as pattern, light, colour, surface, texture. Effects of these attributes. Form in its basic state, in combinations, composite organisations and configurations as manifesting characteristics such as proportion, scale, balance, symmetry, asymmetry, rhythm, axis, hierarchy, datum, unity, harmony, dominance, climax, focus. Characteristics acting as principles to generate architectural design. Exercises and architectural case studies.

UNIT V  ORGANISATION OF FORM AND SPACE

OUTCOMES
- Ability to recognise different facets of architecture.
- Basic understanding of form and design in all aspects and scales.
- Ability to discern the relationship between manifestations of form and its effects on humans.

REQUIRED READING

REFERENCES
OBJECTIVES

- To give an introduction to the concepts and evolution of language in human society including its various expressions and functions
- To give basic skills of English language in everyday situations involving speaking, listening, reading, writing, presenting.
- To enable the use of language to think, express experience and communicate larger meaning.

UNIT I  INTRODUCTION TO LANGUAGE AND LINGUISTICS  
Communication in humans and animals. Language in humans— definition, function and hypotheses of evolution. Some concepts of language- Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics.

UNIT II  ENGLISH- SPEAKING AND LISTENING  
Everyday communication and human interaction through language. Speaking and listening. Simple class exercises.

UNIT III  ENGLISH- READING, WRITING, PRESENTING  
Reading and writing. Language comprehension skills through reading and writing. Presenting information and ideas. Simple exercises.

UNIT IV  LANGUAGE AS EXPRESSION AND COGNITION  

UNIT V  LANGUAGE AS DISCOURSE  
Thinking, talking and writing about ideas and situations within a social context and conveying broader meaning and abstraction. Discourse, dialectic. Simple class exercises.

TOTAL: 45 PERIODS

OUTCOMES

- An understanding of basic role of language in humans.
- Skill and confidence in everyday requirements of the English language.
- Ability to express experience, explore meaning and construct reality through language.

REQUIRED READING

- Sharon Hendenreich, ‘English for Architects and Civil Engineers’, Springer, 2014
- www.cambridgescholars.com
- www.robertdawkins.com/Englishworkbook.pdf

REFERENCES

OBJECTIVES
- To help derive solutions involving trigonometric and exponential functions in practical problems.
- To inform about three dimensional analytical geometry.
- To enable understanding of functions of more than one variable.
- To give information to solve differential equation of certain type.
- To enable data analysis and interpretation of results using statistical tools.

UNIT I TRIGONOMETRY AND MENSURATION
Trigonometric (sine, cosine and tan functions) and exponential functions. De- Moiver’s theorem. Area of plane figures. Computation of volume of solid figures.

UNIT II THREE DIMENSIONAL ANALYTICAL GEOMETRY

UNIT III INTEGRATION AND FUNCTIONS OF TWO VARIABLES

UNIT IV ORDINARY DIFFERENTIAL EQUATIONS
Linear equations of second order with constant coefficients. Simultaneous first order linear equations with constant coefficients. Homogeneous equation of Euler type. Equations reducible to homogeneous form.

UNIT V BASIC STATISTICS AND PROBABILITY

TOTAL: 45 PERIODS

OUTCOME
- Ability to understand the mathematical properties of geometric figures and objects.
- Skill in solving mathematical problems that would be useful for the field of architecture.
- Ability to analyse and interpret data.

REQUIRED READING

REFERENCES
OBJECTIVES

- To introduce geometrical understanding as one of the bases of architecture.
- To give an understanding of basic and derived geometry of form in terms of their generation and attributes.
- To give skills of representation of forms in terms of technical drawing and projections.

UNIT I
Relation between geometry and form. Introduction to point, line, plane, solid. Definition of geometrical drawing. Drawing lines and angles. Drawing shapes/planar surfaces - triangle, square, rhombus, rectangle, polygon, hexagon, etc. Drawing of circles, tangents, curves, conic sections (hyperbola, parabola, ellipse).
Construction of physical planar models of all the above. Viewing the physical planar models from different angles and sketching them with light and shade, shadow as a prelude to understanding the concepts of different types of projections and sciography. Introduction and explanation of terminologies - orthographic, isometric, axonometric, perspective projections and sciography.

UNIT II
Drawing problems on orthographic, isometric and axonometric projections of lines and planes of different types in different positions. Sciography for the same.
Types of perspective projections- one point, two point, three point. Terminologies- picture plane, stationary point, vanishing point, cone of vision, eye level, etc., Methods of constructing perspectives.
Drawing perspective projections of simple planar surfaces/ shapes. Sciography for the same.

UNIT III
Introduction to geometric solids- cube, prism, pyramids, cones, cylinders. Generation of geometric solids through construction of physical models from lines and planar surfaces (including concept of development). Construction of block models of solids. Viewing the models from different angles and sketching them with light and shade, shadow in order to understand them in different types of projections.
Drawing problems on orthographic, isometric and axonometric projection of solids of different types in different positions. Sciography for the same.
Perspective projection of simple solids. Sciography for the same.

UNIT IV
Understanding sections of solid and true shape of sections through cutting of block models, viewing them from different angles and sketching them. Understanding simple intersection of solids and composite forms through making block models and viewing them from different angles and sketching them.
Simple drawing problems on orthographic, isometric and axonometric projection of the above.

TOTAL: 60 PERIODS

OUTCOME

- Ability to understand the relationship between geometry and architectural form.
- Understanding of various attributes of geometric forms and skill in their creation and dissection.
- Ability to represent geometric forms through technical drawings.

REQUIRED READING

REFERENCES

AR3122 ART AS COGNITION AND EXPRESSION  L T P/S C
1 0 3 4

OBJECTIVES
- To give understanding of the role and importance of art as a means of understanding the world.
- To give skills in techniques and media of art.
- To enable expression of ideas, thoughts and experience through various visual modes both in terms of realism and abstraction.

UNIT I INTRODUCTION TO ART
Origin and evolution of art as human cognition, representation, expression. Role of art. Understanding representation in art - naturalistic, realistic, symbolic, stylistic, abstract, non-objective art, etc., through study of important works across history from different cultures of the world. Simple studio exercises in basic modes of representation through observation or thought.

UNIT II ART AS OBSERVATION AND RECORDING OF HUMAN EXPERIENCE
Properties and uniqueness of different media for art. Studio exercises to observe and record the nature of simple indoor and outdoor subjects through techniques of line, colour, light and shade, texture, etc., using different media- drawing, sketching, painting, sculpture, watercolour, tempera, oil, acrylic, pencils, pastels, crayons, paper, canvas, brush, airbrush, pen and ink, mixed media, clay, Plaster of Paris, wire, papiermache.

UNIT III ART AS HEIGHTENED REPRESENTATION OF REALITY
Understanding role of art in heightening reality through accentuation of line, colour, light and shade, texture, emphasis, contrast, balance, etc., by the study of examples from world of art. Studio exercises to understand and bring out the essential characteristics of landscapes, people, places, built environment, situations and objects by heightened reality through appropriate ideas/tools/techniques.

UNIT IV ART AS ABSTRACTION OF REALITY
The power and role of abstraction as a way of expressing experience and reality through understanding exemplary artists’ works and art movements. Studio exercises in abstract expression of real environment, thoughts and emotions through any appropriate media and technique.

TOTAL: 60 PERIODS

OUTCOME
- Sensitivity and knowledge of art as basic human endeavour.
- Ability and skill to record experience through art.
- Ability to abstract thought, observation and experience through art.

REQUIRED READING
REFERENCES

AR3111 FOUNDATIONAL DESIGN STUDIO

OBJECTIVES
- To give an understanding of design as creating form towards a purpose at various scales.
- To enable exploration of the universal visual, experiential and cognitive aspects of design through engaging elements and principles of form.
- To give an insight into the ways in which form/ morphology and use/effect can come together.

CONTENT
Architecture as a discipline starts with morphology as the answer to questions and needs of human society. While the needs are multifarious, including shelter and comfort, social and psychological wellbeing, culture and meaning, expression of time and context, etc., the means are negotiated through the fundamentals of form in its various attributes. In the foundational studio, the exploration would be on understanding these fundamentals as universals as well as in terms of particular manifestations in specific cultural and temporal contexts. The word form here means all physical manifested aspects.

The explorations in the foundational studio would be of two types. One would be to understand and break down form to its component elements and principles in order to get insight into the most important aspects that give a totality of cognitive effect (perceptive, behavioural, cultural etc..) or use (anthropometrics, activities, scale, etc..). Design exploration would continue after this to create a form for use/effect. Another would be to explore component elements like point, line, planes, volume, shape, colour, texture light, pattern, etc., using principles such as balance, unity, dominance, transparency, proportion, scale, solid, void, fluidity, movement, fractal, order, chaos, gestalt, etc., This exploration could be an end in itself or could lead to the creation of a higher level of or composite form/design through using elements and principles in conjunction towards human need/ use (perceptive, behavioural, cultural, anthropometrics, activities, scale, etc..).

The whole studio would be conducted through a series of related design exercises with multiple stages as well as standalone independent exercises. Observational/ analytical study and design exploration could go hand in hand or one could precede the other, based on the specific project. The exercises would be mediated through situations and contexts, historic and contemporary references, local or global character, aesthetics, basics of human response and behaviour, etc., Different media would be explored in 2D and 3D. The final exercise(s) would be focussed towards small product/ furniture/ architectural design/ component design in urban context, etc.,

TOTAL: 135 PERIODS

OUTCOME
- Awareness of the totality and components of form in the creation of design.
- Ability to explore the visual/ cognitive language and grammar of the universal elements and principles of design.

21
• Ability to understand needs as encompassing functional, behavioural, cultural, experiential, etc.,
• Ability to engage awareness towards creating a morphology that fulfils stated intents and needs.

REQUIRED READING


REFERENCES


AR3201 WORLD ARCHITECTURE AND URBANISM: EARLY CIVILISATIONS TO RENAISSANCE

OBJECTIVES

• To introduce the timeline and geography of evolution of human society in order to set the context for the study of architecture and urbanism across the ages.
• To give knowledge about early civilisations and their productions.
• To enable an understanding of the contributions of Classical Greece and Rome.
• To enable understanding of the intersecting forces in Europe such as religion, trade, technology, etc from the decline of Roman empire to the Medieval period and the resultant architecture and urbanism.
• To create awareness of the emergence of Renaissance and humanism in Europe and the resultant architecture and urbanism.

UNIT I PREHISTORY TO RIVER VALLEY CIVILISATIONS

Different ages of human history. Time line and geography of human civilisations. Elements and determinants of human settlements. Prehistoric habitats and art. River Valley civilisations of Nile, Indus, Tigris/Euphrates and Yellow river; their geographical context; their political, social, religious, cultural and economic systems; settlement patterns, dwellings and other buildings.

UNIT II PERSIA, GREECE AND ROME

Early Persian empire, its cities and architecture.


Political empires of Persia, Greece and Rome and their larger effects.
UNIT III JUDAISM, CHRISTIANITY AND ISLAM

UNIT IV MEDIEVAL EUROPE

UNIT V RENAISSANCE IN EUROPE

TOTAL: 45 PERIODS

OUTCOME
- An overall understanding of the timelines and early history of civilisations and their contributions across the world.
- Knowledge about the contributions of Greece and Rome to architecture and urbanism.
- Familiarity with the intersecting forces in Europe from decline of Roman empire to Medieval times and their manifestation in cities and architecture.
- An understanding of Renaissance and humanism and the resultant architecture and urbanism.

REQUIRED READING

REFERENCES
OBJECTIVES

- To give familiarity about structural resolutions and its important in realisation of architectural design concepts
- To give exposure to forces, moments and resolution of forces.
- To give understanding of geometrical properties such as centroid, moment of inertia, etc of sections of different shapes.

UNIT I  FORCE SYSTEM  9

UNIT II  SUPPORTS AND REACTIONS  6
Types of supports and reactions-Bending moment and Shear forces-Determination of reactions for simply supported beams. Relation between bending moment and shear force.

UNIT III  SECTIONAL PROPERTIES  10
Properties of section – Centre of gravity, Moment of Inertia, Section modulus, Radius of gyration for various structural shapes. Theorem of perpendicular axis. Theorem of parallel axis.

UNIT IV  ELASTIC PROPERTIES AND CONSTANTS  12

UNIT V  COMPLEX STRESSES  8
Principal stresses and strain. Numerical and Graphical method. Mohr’s diagram.

TOTAL: 45 PERIODS

OUTCOME

- Ability to apply the concepts of action of forces on a body and should be able to apply the equilibrium concepts.
- Understanding the concept of bending moment and shear force of beam.
- Understanding of the basic geometrical properties of sections.
- Knowledge about elastic properties of solids.
- Ability to solve problems of principal stresses and strains using numerical and graphical method.

REQUIRED READING


REFERENCES

OBJECTIVES

- To introduce the basic concepts of environment, ecosystems and biodiversity and emphasise on the biodiversity of India and its conservation.
- To impart knowledge on the causes, effects and control or prevention measures of environmental pollution and natural disasters.
- To facilitate the understanding of global and Indian scenario of renewable and non-renewable resources, causes of their degradation and measures to preserve them.
- To familiarise about influence of societal use of resources on the environment and introduce the legal provisions, National and International laws and conventions for environmental protection.
- To inculcate the effect of population dynamics on human and environmental health and inform about human right, value education and role of technology in monitoring human and environmental issues.

UNIT I  ENVIRONMENT, ECOSYSTEMS AND BIODIVERSITY  14
Definition, scope and importance of environment – need for public awareness - concept of an ecosystem – structure and function of an ecosystem – producers, consumers and decomposers – energy flow in the ecosystem – ecological succession – food chains, food webs and ecological pyramids – Introduction, types, characteristic features, structure and function of the (a) forest ecosystem (b) grassland ecosystem (c) desert ecosystem (d) aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) – Introduction to biodiversity definition: genetic, species and ecosystem diversity – bio geographical classification of India – value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values – Biodiversity at global, national and local levels – India as a mega-diversity nation – hot-spots of biodiversity – threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts – endangered and endemic species of India – conservation of biodiversity: In-situ and ex-situ conservation of biodiversity. Field study of common plants, insects, birds Field study of simple ecosystems – pond, river, hill slopes, etc.
Introduction to the design of built environment with consideration of environment, ecosystems and biodiversity.

UNIT II  ENVIRONMENTAL POLLUTION  8
Definition – causes, effects and control measures of: (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards – soil waste management: causes, effects and control measures of municipal solid wastes – role of an individual in prevention of pollution – pollution case studies – disaster management: floods, earthquake, cyclone and landslides. Field study of local polluted site – Urban / Rural / Industrial / Agricultural.
Built environment and its relation to environmental pollution, both as a cause and as a response.

UNIT III  NATURAL RESOURCES  10
Forest resources: Use and over-exploitation, deforestation, case studies- timber extraction, mining, dams and their effects on forests and tribal people – Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems – Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies – Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies – Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. case studies – Land resources: Land as a resource, land 47 degradation, man induced landslides, soil erosion and desertification – role of an individual in conservation of natural resources – Equitable use of resources for sustainable lifestyles. Field study of local area to document environmental assets – river / forest / grassland / hill / mountain. The use of natural resources in architecture and the built environment through principles and case studies.
UNIT IV  SOCIAL ISSUES AND THE ENVIRONMENT
Socially and environmentally sensitive design of built environment through case studies.

UNIT V  HUMAN POPULATION AND THE ENVIRONMENT
Architectural design and density.

TOTAL: 45 PERIODS

OUTCOME
• Understanding of the functions of environment, ecosystems and biodiversity and their conservation.
• Ability to identify the causes, effects and environmental pollution and natural disasters and contribute to the preventive measures in the immediate society.
• Understanding of renewable and non-renewable resources and contribute to the sustainable measures to preserve them for future generations.
• Familiarity with different forms of energy and apply them for suitable applications in for technological advancement and societal development.
• Knowledge of societal activity on the long and short term environmental issues and abide by the legal provisions, National and International laws and conventions in professional and personal activities and to identify and analyse effect of population dynamics on human value education, consumerism and role of technology in environmental issues.
• An understanding of the design of built environment with due consideration of environmental implications.

REQUIRED READING

REFERENCES
### NCC Credit Course Level 1*

**NX3251**  
(ARMY WING) NCC Credit Course Level - I  
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- **NCC 2** Incentives  
- **NCC 3** Duties of NCC Cadet  
- **NCC 4** NCC Camps: Types & Conduct  

#### NATIONAL INTEGRATION AND AWARENESS
- **NI 1** National Integration: Importance & Necessity  
- **NI 2** Factors Affecting National Integration  
- **NI 3** Unity in Diversity & Role of NCC in Nation Building  
- **NI 4** Threats to National Security  

#### PERSONALITY DEVELOPMENT
- **PD 1** Self-Awareness, Empathy, Critical & Creative Thinking, Decision Making and Problem Solving  
- **PD 2** Communication Skills  
- **PD 3** Group Discussion: Stress & Emotions  

#### LEADERSHIP
- **L 1** Leadership Capsule: Traits, Indicators, Motivation, Moral Values, Honour Code  
- **L 2** Case Studies: Shivaji, Jhasi Ki Rani  

#### SOCIAL SERVICE AND COMMUNITY DEVELOPMENT
- **SS 1** Basics, Rural Development Programmes, NGOs, Contribution of Youth  
- **SS 4** Protection of Children and Women Safety  
- **SS 5** Road / Rail Travel Safety  
- **SS 6** New Initiatives  
- **SS 7** Cyber and Mobile Security Awareness  

**TOTAL: 30 PERIODS**

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**TOTAL : 30 PERIODS**

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**TOTAL : 30 PERIODS**

### AR3221 BUILDING COMPONENTS AND THEIR REPRESENTATION

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**OBJECTIVES**

- To introduce the components of a typical building and their nomenclature.
- To introduce the concept of scale and enable understanding of a building through measured drawing.
- To give skills of representing physical characteristics of materials.
- To give skills in isometric and perspective projections of the measured building.
UNIT I  INTRODUCTION TO BUILDING COMPONENTS AND THEIR NOMENCLATURE  12
Building as act of construction for human use layered over the earth - foundation, structural systems, enclosures, weather protection. Understanding building components and their nomenclature using historic and contemporary examples from literature study, site visits, sketches. The nomenclature to include 1) basic types of construction such as load bearing/framed/space structure 2) basic components in a building such as foundation, plinth, walls, floors, roofs(flat, sloped, vaulted), roof covering, ceilings, staircases (principles and different geometric types), doors, windows and ventilators, lintel, sunshade, coping, cornice, stringcourse, parapet, waterproofing, finishing, mortar, decoration, paving3) basic materials for the components.

UNIT II  MEASURED DRAWING AND PROJECTIONS OF BASIC COMPONENTS  16
Introduction to concept of scale and measured drawing through basic components such as handrails, furniture, arches, etc., Orthographic (plan, elevation, section) and isometric projection of the simple components. Representation of different materials through rendering, Perspective projection of simple components.

UNIT III  MEASURED DRAWING OF HISTORICAL BUILDING  18
Understanding a historic building in totality or in part through measuring drawing.

UNIT IV  MEASURED DRAWING OF CONTEMPORARY BUILDING  14
Understanding a contemporary building in totality or in part through measuring drawing.

TOTAL: 60 PERIODS

OUTCOME

- Ability to recognise and name components of a building.
- Ability to measure and draw components of a building.
- Ability to make isometric and perspective projections of components of a building.
- Understanding a building in total or in part through the process of measured drawing.

REQUIRED READING


REFERENCES


AR3222  THINKING THROUGH DIAGRAMS AND MODELS  L  T  P/S  C  1  0  3  4

OBJECTIVES

- To introduce diagrams and models as representation of reality and thought.
- To enable understanding of the important attributes of built environment through diagrams and models.
- To introduce how design thinking can be enhanced through diagrams and models.
UNIT I  INTRODUCTION TO DIAGRAMS IN ARCHITECTURE  12
Introduction to idea of diagrams and models as basic representation of reality and thought. Historical evolution of diagrams and models in architecture with key examples from the past to the present, illustrating how attributes are identified and diagrammed for study and for design.

UNIT II  UNDERSTANDING BUILT ENVIRONMENT THROUGH DIAGRAMS  18
Introduction to conventional functional diagramming such as activity, zoning, matrix, proximity chart, etc., Overview of diagrammable aspects of a building. Understanding key attributes of a real building through diagrammatic aspects. Exploring various methods to diagram the same building. Exploring different real buildings with the same methods to discern key differences in them.

UNIT III  UNDERSTANDING BUILT ENVIRONMENT THROUGH MODELS  18
Model making as a tool to understand buildings through analogical thinking. Understanding different degrees of representations in models from the most realistic to the most abstract, based on purpose for which model is done. Techniques and materiality in model making.

UNIT IV  DIAGRAMS AND MODELS AS AID TO DESIGN THINKING  12
Creating simple diagrams and models as proposition towards the future for an existing simple real life situation or for a future projection. The scale could range from macro to micro.

TOTAL: 60 PERIODS

OUTCOME
• An understanding of diagrams and models as a mode of thought and analysis.
• An ability to discern the important attributes of a building through diagrams and models.
• Ability to project thoughts towards the future through diagrams and models.

REQUIRED READING

REFERENCES
OBJECTIVES

- To enable the understanding of the qualitative and quantitative aspects of basic space design for human use.
- To facilitate exploration of ways to address timeless aspects involved in the design of human built habitat in a micro scale.
- To enable a sensitivity towards the cultural, particular and temporal aspects of architecture.

CONTENT

Humans create and shape spaces/forms for use. Use includes all aspects of human life-starting from containing the human as a unit (anthropometrics), the needs for carrying out of basic activities, spatial requirements for them, relationship between spaces, requirements of shelter, privacy, social and cultural factors, environmental response, psychological well being, light and air, meaning and symbolism, structure and economy, and so on. Architecture as a discipline brings all these needs together into a coherent totality through the act of conscious design. Conscious design involves the study/analysis of the existing and extrapolating towards the future through speculation.

In the Basic Space Design Studio, the focus would be on simple architectural design projects that would enable the learning of the fundamentals of space with respect to all the above. The projects would be based on small, everyday situations involving simple circulation, materials and use. It could a typology of private or public nature. Some suggestive projects are bedroom, bathroom, kitchen, shop, pavilion, creche, snack bar, residence, petrol bunk, fire station, bus stop. There would be a maximum of three projects.

The techniques used for study and presentation can align themselves towards the above, such as cognitive maps, sketches, manual drawings, physical models with simple materials.

TOTAL: 135 PERIODS

OUTCOME

- Ability to design simple spaces for human use addressing spatial, social, cultural and temporal human needs.
- Ability to consider the particular context in the process of designing.

REQUIRED READING


REFERENCES

OBJECTIVES

- To give an overall understanding of the architecture in India up to the colonial period as parallel and sequential productions rising from the cumulative effect of forces operating and intersecting in the Indian subcontinent.
- To inform about prominent modes of architecture in India terms of evolution, function, morphology and character.
- To give exposure to works that are architecturally exemplary and/or representative.
- To appreciate architecture as giver of particular and universal meaning.

UNIT I  EARLY INDIA AND ITS CULTURAL PRODUCTIONS  8
Overview of early history of the Indian subcontinent bringing out different conjectures. Indus Valley Civilisation and its society, culture and urbanism. Vedic culture, settlements and architecture through textual and inscriptive sources as well as conjectures. Outline of textual sources related to architecture and town planning in ancient India.

Political, religious and cultural history of India in the first millennium outlining various empires. Evolution of Hinduism, Buddhism and Jainism. Interrelationships among them and timelines.


UNIT II  ARCHITECTURE OF SOUTHERN INDIA  11
Outline history of South India with particular emphasis on Bhakthi movement and evolution of temple town urbanism and architecture. Art and architecture under the Pallavas, Cholas, Pandyas, Nayaks and Vijayanagara kingdom with specific focus on Hindu temple architecture. Influence of social and political history on them. Hoysala architecture. Study of important monuments for all the above.

UNIT III  ARCHITECTURE OF NORTHERN INDIA  8
Architecture of Gujarat, Orissa, Madhya Pradesh and Rajasthan with specific focus on Hindu temple architecture. Study of important monuments. Architecture of step wells in Northern India and their socio-cultural importance.

UNIT IV  INTRODUCTION TO ISLAMIC ARCHITECTURE AND EARLY ISLAMIC ARCHITECTURE IN INDIA  8
Brief history of Islam. Islamic architecture of the world as rising from Islam as a socio-cultural and political phenomenon. Evolution of building types in terms of forms and functions. Principles and characteristics of Islamic architecture - to include aspects of religion, geometry, structure, materials, decoration, light.

Early political history of Islam in India. Evolution of Islamic architecture under the Delhi Sultanate - Slave, Khaji, Tughlaq, Sayyid and Lodi dynasties. Study of important monuments. Early Islamic architecture of Punjab.

UNIT V  REGIONAL ISLAMIC ARCHITECTURE, MUGHAL ARCHITECTURE AND AFTER  10
Spread of Islam into other regions of India and their architectural expressions - Gujarat, Bengal, Malwa and the Deccan. Study of important monuments.

Political History of the Mughals. Mughal architecture and urbanism under Humayun, Akbar, Shahjahan and Aurangazeb. Study of important monuments.

Outline of Post Mughal Islamic architecture. Outline of architecture related to Islam in Tamil Nadu.

TOTAL: 45 PERIODS
OUTCOME
- An understanding of the diversity of architecture in India and sensitivity towards its syncretic aspects.
- Ability to appreciate particular cultural, symbolic, spatial and material qualities in architecture and cities as givers of meaning and continuity.
- Ability to appreciate universal qualities of architecture and their effects.

TEXTBOOKS

REFERENCES

AR3302 STRUCTURAL SYSTEMS AND THEIR ANALYSIS

OBJECTIVES
- To introduce the principles of loads and distribution.
- To enable understanding of the basic concepts of shear force and bending moment acting on beams subjected to various loading conditions through exercises.
- To give knowledge about how to determine stresses in beams and strength of sections.
- To give knowledge about how to calculate deflection of beams using different methods and to explain theory and analysis of columns.
- To give understanding of the concept of statically indeterminate structures and their analysis.

UNIT I LOADS AND LOAD DISTRIBUTION
Types of Load - Gravity, Wind, Dead, Live Load. Introduction to structural systems, Load flow and distribution. Concept of load distribution for structural systems and overall stability like a) One way slab b) Two way slab c) Arches e) portal frames f) Space Structures.

UNIT II BENDING OF BEAMS
Beams and supporting conditions. Types of supports. Shear force and bending moment for simply supported, cantilever and over hanging beams. Theory of simple bending. Stress distribution at a cross section due to bending moment and shear for Rectangular, I and T sections. Concept of Flitched beams (no mathematical calculation).
UNIT III  DEFLECTION OF BEAMS  11
Relation between slope, deflection and curvature. Determination of deflection and slope for simply supported and Cantilever beams using Double Integration Method, Macaulay's method and Moment Area Method.

UNIT IV  COLUMNS  8

UNIT V  STATICALLY INDETERMINATE STRUCTURES  9

TOTAL: 45 PERIODS

OUTCOME
- Understanding of concept of loads.
- Ability to apply the concepts of determining the techniques of finding the stresses.
- Ability to use the theory of simple bending to find the deflection in beams.
- Ability to analyse and solve the different types of columns and analyse the different types of indeterminate beams.

TEXTBOOKS

REFERENCES

AR3303  CLIMATE AND BUILT ENVIRONMENT  L T P/S C  3 0 0 3

OBJECTIVES
- To introduce climate and concept of human comfort.
- To inform about the effects of sky and sun on the earth and building.
- To inform about the effects of wind and air with respect to siting and design of buildings.
- To inform about principles of day lighting in architecture.
- To understand architecture as a response to environment in totality, including climate, sun, sky, wind, lighting, vegetation, microclimate.

UNIT I  CLIMATE, HUMAN COMFORT AND HEAT  9
UNIT II BUILDING RESPONSE TO SUN AND SKY
Concepts and principles of daylight in buildings - transmission, reflection, glare, daylight factor, room proportion, opening size and distribution.

UNIT III HEAT FLOW THROUGH BUILDING ENVELOPE - CONCEPTS

UNIT IV AIR MOVEMENT AND BUILDINGS

UNIT V ENVIRONMENT AND DESIGN OF BUILDINGS
Design strategies in warm humid climates, hot humid climates, hot and dry climates and cold climates. Understanding through case studies and site visits.

OUTCOME
- An understanding of climate, comfort and heat balance in human beings.
- An understanding of material effects in buildings.
- Ability to conceptually design buildings considering the effect of sun and wind on buildings.

TEXTBOOKS

REFERENCES

AR3321 NON STRUCTURAL BUILDING ELEMENTS AND FINISHES
OBJECTIVES
- To introduce the different types of doors, windows, ventilators, etc., in a building and to enable an understanding of their making, fixing and operating mechanisms in different materials-timber, steel, aluminium, PVC/UPVC.
- To give familiarity about building interior components.
- To give knowledge about building finishes.
UNIT I  INTRODUCTION TO DOORS, WINDOWS AND VENTILATORS; TIMBER DOORS, WINDOWS AND VENTILATORS 20

Introduction to doors, windows and ventilators. Their types according to material (timber, industrial timber, steel, aluminium, concrete), swing (single, double, degree of swing), mechanisms of operation (fixed, openable, sliding, folding, sliding and folding, pivoted, revolving, top hung, bottom hung, louvred), nature (french, corner, bay). Understanding through sketches/product literature/case studies.

Outline of timber as a material for doors, windows and ventilators (including industrial timber such as plywood, blockboard, particle board, etc.). Basic components for timber door/window/ventilator of different types - outer frame, shutter frame, shutter material, hardware, fixtures, etc.. Their joining and fixing procedures, insect screens. Finishing materials and procedures. Drawings/models of the principles. Understanding of detailed drawings/published work. Site visits with documentation in the form of sketches/drawings/photos.

UNIT II  STEEL, ALUMINIUM AND PVC/UPVC DOORS, WINDOWS AND VENTILATORS 16

Outline of steel, aluminium, PVC/UPVC material for doors, windows and ventilators. Comparing their characteristics and context of use. Basic components for door/window/ventilator of different types - typical sections for outer and shutter frame, shutter material, hardware and fixtures, etc.. Their joining and fixing procedures, insect screens. Finishing materials and procedures. Sketches/models of the principles. Understanding of product literature/shop drawings. Site visits with documentation in the form of sketches/photos. Outline of specialised products such as steel rolling shutters.

UNIT III  INTERIOR ELEMENTS 10

Introduction to building interior elements such as partitions, flooring, false ceiling, panelling, handrails, etc., and their different types. Materials for them - timber, industrial timber, gypsum, steel, aluminium, PVC/UPVC, glass, etc.. Different kinds of systems and methods. Drawings/sketches of the principles. Understanding of product literature. Site visits with documentation in the form of sketches/photos. Outline of specialised products such as steel rolling shutters.

UNIT IV  BUILDING FINISHES 14

Introduction to building finishes. Different types of paints, their composition, characteristics and uses. Types to include enamels, distemper, plastic emulsion, polyurethane, special paints such as fire retardant, luminous and bituminous paints. Preparation of surface and application for different paints/finishes. Gypsum and POP finishes. Adhesives and sealants. Basic waterproofing of buildings. Understanding of product literature. Understanding construction techniques through site visits/case studies.

Outline of applied finishes and their techniques like tiling, cladding, stone and stone based, wood and wood based, terracotta, cement based, stucco, vinyl, carpets, plastic

TOTAL: 60 PERIODS

OUTCOME

- Ability to design and detail appropriate doors, windows, ventilators, etc., for a building using wood, metal and plastic based materials.
- Familiarity with building interior elements and systems.
- Knowledge about building finishes and related techniques.

TEXTBOOKS

REFERENCES

AR3322  DIGITAL DRAWING, VISUALISATION AND REPRESENTATION  L T P/S C
1 0 3 4

OBJECTIVES
- To introduce computer operation principles and explore image editing through a graphical composition.
- To impart training in computer aided 2D drafting and 3D modelling through projects.
- To enable the use of computer applications to develop a design from the initial stages to the final outcome.
- To enable the rendering of a building so as to create a photo realistic image.

UNIT I  INTRODUCTION TO COMPUTER AND IMAGE EDITING  9
Technology of small computer system. Computer terminology. Operation principles of P.C. Introduction to application software, graphic system, use of printers, scanner, plotter, file management, etc. Understanding bitmap images and vector graphics, image size and resolution. Basic tools for editing and creating graphics. Exercise in creating visual compositions using digital graphics (pixels/vector).

UNIT II  BASICS OF BUILDING MODELLING AND VIEWING THE BUILDING MODEL  18
Creating a basic floor plan. Temporary dimensions. Adding and modifying walls. Working with compound walls. Using editing tools. Adding and modifying doors. Adding and modifying windows. Understanding the drawing unit’s settings, scales, limits, drawing tools, drawing objects, object editing, and text, dimensioning. Transparent overlays, hatching utilities, line type, line weight and colour. Multiline, polyline, etc. Styles, blocks and symbol library. 2D Drafting exercise of a simple building.

UNIT III  INTRODUCTION TO 3D MODELLING  18
Slide facilities script attributes, V-port, editing session. Introduction to 3D-modelling technique and construction planes, drawing objects, 3D surfaces setting up elevation thickness and use of dynamic projections. Solid modelling with primitive command and Boolean operation. 3D sculpture exercise using 3D primitives (cubes, spheres etc.)

UNIT IV  3D RENDERING AND SETTING  15
Rendering and scene setting to create a photo realistic picture, understanding material mapping, environment setting and image filling. Exercise on visualising a building and exploring the potential of lights and camera.

TOTAL: 60 PERIODS

OUTCOME
- Ability to express using digital tools in the realm of visual composition, drafting, 3D visualisation and rendering.

TEXTBOOKS

REFERENCES

AR3311 ADVANCED SPACE DESIGN STUDIO

OBJECTIVES
- To enable an understanding of the fundamental possibilities of architectural form and space in relation to human experience and use within the context of the immediate living environment.
- To get the above understanding through personal, first hand exploration as well as through theoretical and literature studies.
- To use this understanding to create meaningful built environment in the context of small scale projects that involve simple function and experience.

CONTENT
Designing a built environment requires the development of individual capacity for thought with respect to subjective and objective aspects. Studying and designing projects of small scale that involve a more immediate and basic experience is important in this context. The study and project exploration will involve the following aspects from first principles as well as through live studies and theory – human behaviour, activities and needs for various purposes, role of specific form/space in creating particular experiences and effects, built form-open space relationships, spatial organisation, environment behaviour aspects (especially those relating to children), lighting and ventilation, site as a positive tool in all scales, potential of materials and construction. Through this, both the qualitative and quantitative attributes of design can be understood and engaged. This would give training in the ingenious use of architecture to fulfil goals towards a responsive and stimulating environment.

The techniques used for study and presentation can align themselves towards the above, such as cognitive maps, sketches, manual drawings, physical models with simple materials. The scale and complexity of projects will be commensurate with this - small to medium size projects involving buildings/ small campuses with simple circulation, passive energy, multiples of single unit space, single use buildings. Some suggestive projects are small buildings or small campuses involving civic/ cultural use, uses related to children such as schools, facilities for people with special requirements. The number of projects is left to the discretion of the faculty based on scale and complexity.

OUTCOME
- Ability to perceive, understand and represent fundamental attributes of form-space with respect to human experience and use.
- Ability to ideate, innovate and create meaningful built environment in basic human situations.

TEXTBOOKS

REFERENCES

AR3401 REGIONAL AND VERNACULAR BUILT ENVIRONMENTS IN INDIA L T P/S C
3 0 0 3

OBJECTIVES
- To introduce the nature of evolution/ determinants of human settlements.
- To give an understanding of regional manifestations in settlements and architecture as evolving from contextual forces.
- To give familiarity to the methods and approaches for the study of regional/ vernacular built environment.
- To study the important manifestations of regional/ vernacular architecture and settlements in different regions of India.

UNIT I HUMAN SETTLEMENTS AND THEIR DETERMINANTS 7
Determinants of morphology of human settlements – climate, culture, socio-economic aspects, geography, etc. Differentiating between rural and urban settlements. Overview of settlement evolution in India. Relation between settlement morphology and architecture. Discussion of the terms traditional architecture, regional architecture, indigenous architecture, vernacular architecture, etc.,

UNIT II STUDY OF VERNACULAR/ REGIONAL ARCHITECTURE 8
Vernacular/ regional architecture as a process and responsive design. Concepts, approaches, survey and study of vernacular/ regional architecture -aesthetic, architectural, anthropological, etc., General aspects to be studied in vernacular/ regional architecture of India –climatic response, forms, spatial planning, socio-cultural aspects, symbolism, colour, art, materials of construction and construction technique, etc.,

UNIT III SETTLEMENT MORPHOLOGY AND REGIONAL ARCHITECTURE OF GUJARAT AND RAJASTHAN 10
Determinants and morphology of rural and urban settlements in Gujarat. Vernacular/ regional architecture of Gujarat as particular productions. Determinants and morphology of rural and urban settlements in Rajasthan. Vernacular/ regional architecture of Rajasthan as particular productions.

UNIT IV SETTLEMENT MORPHOLOGY AND REGIONAL ARCHITECTURE OF KASHMIR AND BENGAL 10
UNIT V  SETTLEMENT MORPHOLOGY AND REGIONAL ARCHITECTURE OF TAMILNADU AND KERALA

Determinants and morphology of settlements in Kerala. Vernacular/ regional architecture of Kashmir as particular productions. Determinants and morphology of rural and urban settlements in Tamil Nadu. Vernacular/ regional architecture of Tamil Nadu as particular productions. Colonial and modern influences.

TOTAL: 45 PERIODS

OUTCOME

- An understanding of the built environment as a process and knowledge of its determinants.
- Ability to analyse built environment through the knowledge of approaches to its study.
- Knowledge of settlement morphologies and regional/ vernacular architecture in specific regions of India.

TEXTBOOKS


REFERENCES


AR3402 Structural Design of Masonry and Timber

OBJECTIVES

- To introduce soil mechanics.
- To enable the learning of design of masonry walls.
- To give knowledge to design different timber components in a building.

UNIT I  SOIL MECHANICS


UNIT II  BASIC MASONRY DESIGN

Analysis and design of masonry wall with and without openings. Use of nomograms. Code requirements.

UNIT III  DESIGN OF TIMBER BEAMS


UNIT IV  DESIGN OF TIMBER COLUMNS


UNIT V  ANALYSIS AND DESIGN OF TIMBER TRUSSES

Analysis of plane trusses. Introduction to Determinate and Indeterminate plane trusses. Analysis of simply supported and cantilevered trusses by method of joints and method of sections. Analysis and design of timber trusses.

TOTAL: 45 PERIODS
OUTCOME

- Knowledge about soil mechanics.
- Ability to design structural masonry walls.
- Ability to design timber beams, columns and trusses by applying the code provisions.

TEXTBOOKS


REFERENCES

2. IS 883 – Code of Practice for Design of Structural Timber in Buildings.
4. Sp 10- Nomograms for Thickness of Masonry Walls - 1975

AR3403 WATER SUPPLY AND SANITATION IN BUILDINGS

OBJECTIVES

- To introduce and give knowledge about the different environmental services for human environment- water supply, sewerage, drainage, waste management and plumbing systems.
- To give familiarity about sustainable practices and systems for environmental services.
- To enable the conceptual design of small buildings/ campuses for environmental services.

UNIT I WATER SUPPLY

Water supply system at macro level - sources, pumping, reservoirs, water treatment, tanks, piping systems and materials. Quantitative and qualitative requirements of water for different activities in a small building/campus of simple typologies. Overhead tanks, underground sumps, fire fighting storage, water meter, R.O. Plant, water heating systems, fixtures and fittings for a small building/ campus. Design calculations for the same and related mechanical equipment. Sustainable practices and systems. Site visits with documentation in the form of sketches/ drawings/ photos.

UNIT II SEWERAGE

Sewage and sullage. Sewerage systems. Different types/stages of sewage treatment at city level. Sewer line, gradients, manholes, inspection chambers. One pipe/ two pipe plumbing systems. Sewage treatment at campus/ building level -sewage treatment plants, septic tank, leach pits. Sustainable practices and systems. Site visits with documentation in the form of sketches/ drawings/ photos.

UNIT III DRAINAGE AND WASTE MANAGEMENT

UNIT IV  PLUMBING SYSTEMS IN BUILDINGS  9

UNIT V  DESIGN FOR ENVIRONMENTAL SERVICES  10
Site planning, building and room design principles for water supply, sewage and storm water in an integrated manner for a small building and campus. Understanding of service drawings. Site visits and documentation in the form of sketches/ drawings/ photos. Conceptual design for a small building.

OUTCOME
- Ability to understand environmental services from macro to micro level human environment.
- Ability to adopt sustainable practices and systems for environmental services.
- Ability to design environmental services in a building/ small campus.

TEXTBOOKS

REFERENCES

NCC Credit Course Level 2*

NX3451  (ARMY WING) NCC Credit Course Level - II  L T P C
3 0 0 3

PERSONALITY DEVELOPMENT  9
PD 3  Group Discussion: Change your mindset, Time Management, Social Skills  6
PD 5  Public Speaking  3

LEADERSHIP  7
L 2  Case Studies: APJ Abdul Kalam, Deepa Malik, Maharana Pratap, N Narayan Murty, Ratan Tata, Rabindra Nath Tagore, Role of NCC cadets in 1965  7

DISASTER MANAGEMENT  13
DM 1  Disaster Management Capsule: Organisation, Types of Disasters, Essential Services, Assistance, Civil Defence Organisation  3
DM 2  Initiative Training, Organising Skills, Do’s & Don’ts, Natural Disasters, Man Made Disasters  9
DM 3  Fire Service & Fire Fighting  1

ENVIRONMENTAL AWARENESS & CONSERVATION  3
EA 1  Environmental Awareness and Conservation  3

42
GENERAL AWARENESS
GA 1  General Knowledge

ARMED FORCES
AF 1  Armed Forces, Army, CAPF, Police

ADVENTURE
AD 1  Introduction to Adventure Activities

BORDER & COASTAL AREAS
BCA 1  History, Geography & Topography of Border/Coastal areas

TOTAL: 45 PERIODS

NCC Credit Course Level 2*

NX3452  (NAVAL WING) NCC Credit Course Level - II  L T P C
3 0 0 3

PERSONALITY DEVELOPMENT
PD 3  Group Discussion: Change your mindset, Time Management, Social Skills  6
PD 5  Public Speaking  3

LEADERSHIP
L 2  Case Studies: APJ Abdul Kalam, Deepa Malik, Maharana Pratap, N Narayan Murty, Ratan Tata, Rabindra Nath Tagore, Role of NCC cadets in 1965  7

DISASTER MANAGEMENT
DM 1  Disaster Management Capsule: Organisation, Types of Disasters, Essential Services, Assistance, Civil Defence Organisation  3
DM 2  Initiative Training, Organising Skills, Do's & Don't's, Natural Disasters, Man Made Disasters  9
DM 3  Fire Service & Fire Fighting  1

ENVIRONMENTAL AWARENESS & CONSERVATION
EA 1  Environmental Awareness and Conservation  3

GENERAL AWARENESS
GA 1  General Knowledge

NAVAL ORIENTATION
AF 1  Armed Forces and Navy Capsule  3
EEZ 1  EEZ Maritime Security and ICG  3

ADVENTURE
AD 1  Introduction to Adventure Activities

BORDER & COASTAL AREAS
BCA 1  History, Geography & Topography of Border/Coastal areas

TOTAL: 45 PERIODS
NCC Credit Course Level 2

NX3453 (AIR FORCE WING) NCC Credit Course Level - II

PERSONALITY DEVELOPMENT
PD 3  Group Discussion: Change your mindset, Time Management, Social Skills 6
PD 5  Public Speaking 3

LEADERSHIP
L 2  Case Studies: APJ Abdul Kalam, Deepa Malik, Maharana Pratap, N Narayan Murty, Ratan Tata, Rabindra Nath Tagore, Role of NCC cadets in 1965 7

DISASTER MANAGEMENT
DM 1  Disaster Management Capsule: Organisation, Types of Disasters, Essential Services, Assistance, Civil Defence Organisation 3
DM 2  Initiative Training, Organising Skills, Do's & Don't's, Natural Disasters, Man Made Disasters 9
DM 3  Fire Service & Fire Fighting 1

ENVIRONMENTAL AWARENESS & CONSERVATION
EA 1  Environmental Awareness and Conservation 3

GENERAL AWARENESS
GA 1  General Knowledge 4

GENERAL SERVICE KNOWLEDGE
GSK 1  Armed Forces & IAF Capsule 2
GSK 2  Modes of Entry in IAF, Civil Aviation 2
GSK 3  Aircrafts - Types, Capabilities & Role 2

ADVENTURE
AD 1  Introduction to Adventure Activities 1

BORDER & COASTAL AREAS
BCA 1  History, Geography & Topography of Border/Coastal areas 2

TOTAL: 45 PERIODS

AR3421 BUILDING CONSTRUCTION WITH BASIC MATERIALS

OBJECTIVES
- To give introduction to the basic materials such as lime, mud, stone, brick, bamboo, thatch, straw and timber.
- To give knowledge about construction using basic materials in simple situations.
- To facilitate in the design of buildings using a combination of the basic materials.

UNIT I LIME, MUD AND STONE FOR STRUCTURAL USE AND FINISHES
Lime as basic binding material/mortar. Extracting, slaking, hardening, storage, precautions in handling. Lime putty.
Mud as basic material for construction, Mud plaster and mortar. Types of soil and soil stabilisation.

Stone in building construction. Sources, characteristics selection, seasoning, dressing, testing, deterioration, preservation and durability of stone.

Basic principles of masonry with stone. Different types of stone masonry walls. Mortar, plastering, pointing and finishes for stone masonry. Structural use of stone masonry in foundation, walls, piers, columns, arches and lintels. Masonry integrated elements such as openings, cornices and copings. Structural use of stone for beams and slabs.

Understanding all the above through sketches/drawing/models/product catalogues/site visits.

UNIT II   BRICK AND CLAY PRODUCTS FOR STRUCTURAL USE AND FINISHES 18


Basic principles of masonry with brick. Types of brick bonding. Mortar, plastering, pointing and finishes for brick masonry. Structural use of brick masonry in foundation, walls, piers, columns, arches and lintels. Masonry integrated elements such as openings, cornices and copings. Structural use of stone for beams and slabs. Structural use of brick for roofing as Madras Terrace.

Introduction to innovative and composite construction using brick and clay products - prefabricated brick panels, precast curved brick arch panels, reinforced brick/ reinforced brick concrete slabs, prefabricated floor/ roof using structural clay units, Hourdi block roofing,

Understanding construction principles and procedures through sketches/drawings/models/site visits/documentation.

UNIT III   BAMBOO, STRAW, THATCH AND TIMBER FOR STRUCTURAL USE AND FINISHES 18


Straw and thatch as building materials. Physical aspects. Properties with respect to fire, moisture, insects and pests. Thatch and straw bale roofing details.

Types of timber, their classification and characteristics. Timber sources, defects, conversion, seasoning, storage, preservation, finishes.


Understanding construction principles and procedures through sketches/drawings/models/site visits/documentation.

UNIT IV   DESIGN WITH BASIC MATERIALS 12

Design of a small and simple structure for a specific purpose using basic building materials in appropriate and innovative combinations and design Design to be submitted in the form of sketches/drawings/detailing/model.

TOTAL: 60 PERIODS

OUTCOME

- Familiarity with the properties and uses of basic building materials.
- Knowledge about the construction details of the basic building materials.
- Ability to design buildings using a combination of basic materials.

TEXTBOOKS

AR3422 SITE SURVEYING AND PLANNING LT P/S C 1 0 3 4

OBJECTIVES
- To inform about the ways in which the characteristics of sites can be understood.
- To enable an understanding of the macro and micro impact of buildings on it.
- To give understanding of the potential/ limitations site offers to the design of buildings.
- To give exposure to different terminologies and techniques associated with site, site surveying, site analysis and site planning.
- To explore all the above through a project.

UNIT I INTRODUCTION TO SITE AND SITE SURVEYING
Definition of plot, site, land and region, units of measurements. Introduction to survey and need for surveying. Methods of surveying and context of use. Chain survey and Triangulation - instruments used, method of survey and plotting into survey drawing. Plain table, Compass and the odolite surveys - method, instruments used and application. Modern surveying Instruments such as EDMs and Total Stations and their application.
Understanding of administrative maps and site drawings, including FMB.
Introduction to measuring a site, drawing out a site plan from measurements and computing area by geometrical figures and other methods. Introduction to marking plans, layout plans and centre-line plans. Importance and procedure for making these drawings and dimensioning. Procedure and precautions of setting out a plan on site.
Understanding the above through site visits to real projects.

UNIT II SITE CONTEXT AND ANALYSIS
Detailed understanding of context of the site. Introduction to master plans, land use for cities, development control rules. Site selection criteria for different building typologies. Impact of building developments on the surroundings including aspects such as traffic, noise, pollution, microclimate, etc., especially in the context of large scale projects. Understanding the above through real projects/ case studies.
Site as offering potential/ limitations to architectural design. Importance of site analysis. On site and off site factors. Analysis of natural, cultural and aesthetic factors. Factors to include topography, hydrology, soils, vegetation, climate and microclimate, surface drainage, accessibility, size and shape, infrastructure, sources of water supply and means of disposal system, visual aspects, context
of built environment. Introduction to detailed analysis involving aspects like contours, slope analysis, grading process, grading criteria, functional and aesthetic considerations. Maps of matrix analysis and composite analysis methods. Understanding the above through real projects/case studies.

UNIT III PRINCIPLES OF SITE LAYOUT AND DEVELOPMENT 15
Organisation of pedestrian and vehicular circulation. Geometric calculation for movement. Types of roads, hierarchy of roads, networks, road widths and parking regulations. Principles of positive drainage and grading for drainage. Location and design of sewage treatment plants. Methods to control soil erosion. Location of utility lines to simplify maintenance. Planning for rain water harvesting. Incorporation of services such as drinking water pipelines, fire hydrants, communication and networking facilities at site. Vegetation, landforms and water as modifiers of microclimate. Understanding the above through real projects/case studies.

UNIT IV EXERCISE IN SITE SURVEYING AND PLANNING 15
Application of all the knowledge gained in previous units through a real/hypothetical project involving a real site. The process would involve choosing site for a building typology or vice versa, field exercise in measuring and drawing the site, detailed site analysis, schematic site layout and development. The project will be explored through analysis/models/sketches/drawings.

TOTAL: 60 PERIODS

OUTCOME
- Sensitivity towards aspects of site at macro and micro contexts.
- Ability to exploit potential of site to design the built environment.
- Ability to measure, draw, analyse and plan a particular site for a specific purpose.

TEXTBOOKS

REFERENCES

AR3411 RURAL HABITAT DESIGN STUDIO L T P/S C
0 0 9 9

OBJECTIVES
- To create understanding of human built environment as a holistic, living entity from macro to micro scales, and shaped by geographic and socio-cultural forces as well as by historic, political and economic factors, through study of and design within the context of rural settlements.
- To enable a comprehensive study of rural settlement and architecture in order to understand them as exemplar of collective design that evolved through various parameters.
- To observe changes in the above, analyse their nature and causes for them.
- If required, to explore possible policy and physical interventions towards positive changes within the context studied.
- To enable design process that engages context and community.

CONTENT
Rural settlements offer an opportunity to understand basic aspects of human built environment and what goes into its making/influences it. The interrelationship between built form and society will be studied, understood and established, starting from either end as required. Study of specific modes of rural/vernacular/traditional architecture including their morphology, local materials and construction techniques, details, meaning, etc., will be done to give an insight into the particulars and universals of architecture.

Appropriate tools and processes can be used to aid the understanding. These include different methods of historical and socio-cultural study, oral history, discussions, information collection, surveys, maps, perceptual sketches, documentation through drawings, demographic study, assimilation and analysis.

Transformations across time need to be traced to understand constants and dynamics in human society. They will also be critically evaluated through discussions with experts. Rising from this, future changes can be projected/envisaged and if found required, policy and physical interventions can be suggested/explored. The physical interventions found necessary will be taken up as design situations. This could range from individual to community level and involve any aspect of the physical environment (including building projects) as the situation/viewpoint warrants.

If the context does not warrant a building need, a small community oriented building design will be given as a separate project in addition to the rural project. For building projects, the scale and complexity of planning and construction usually involved will be simple - small or medium span, ground plus two storeyed maximum, simple horizontal and vertical movement, simple/local materials and construction, passive energy.

**TOTAL: 135 PERIODS**

**OUTCOME**
- Ability to collect, assimilate and integrate knowledge in a holistic manner.
- Sensitivity towards the nature and values of unselfconscious and collective design as well as the interconnectedness of human society and environment.
- Ability to observe and analyse changes in the above.
- Ability to project future transformations and give possible/appropriate ways to address issues, if any.
- Sensitivity in design approach in community oriented projects with respect to context, collective values and needs.

**TEXTBOOKS**

**REFERENCES**

**OBJECTIVES**
- To introduce the condition of modernity and outline its impact on society, cities and architecture.
- To give a detailed understanding of modern architecture as new expression with different strands rising from various aspects and effects of modernity.
- To create an overall understanding of the architectural developments in India rising out of colonialism, modernity and nationalism.

**UNIT I COLONIALISM, INDUSTRIAL REVOLUTION AND MODERNITY**

Voyages of trade, colonialism, political and economic strategies and socio-cultural intersections. Modernity as historical phenomenon and its various aspects and manifestations, encompassing

UNIT II REACTIONS TO INDUSTRIALISATION

UNIT III EVOLUTION OF MODERN ARCHITECTURE - IDEOLOGIES, MOVEMENTS AND STYLES

UNIT IV ARCHITECTURE OF COLONIALISM, MODERNITY AND NATIONALISM IN INDIA

UNIT V MODERN ARCHITECTURE – SPREAD AND LATER DIRECTIONS
Brutalism. Team X. Ideas, works and evolution of Philip Johnson, Louis Kahn, Paul Rudolph, Eero Saarinen, SOM, Eames, I.M.Pei. Modern architecture and post independence India - national building, institutions and PWD architecture. Chandigarh and Corbusier’s other works in India. Outline of evolution of the architectural profession in India, influences on architects. Outline of modernist architecture of India. Works of Kanvinde, Habib Rehman, Raje, early works of B.V. Doshi, Charles Correa, Uttam C.Jain, Hasmukh Patel

OUTCOME
- An understanding of modernity as a fundamental transformation in Western society that spread across the world and the resultant architectural production.
- An insight into the development of various strands of modernism and modern architecture.
- An understanding of architecture of colonialism, nationalism and modernity in India.

TEXTBOOKS

REFERENCES
4. Norma Evenson, 'The Indian Metropolis: A View Toward the West', Yale University Press,
AR3502 STRUCTURAL DESIGN OF CONCRETE

OBJECTIVES
- To inform about different methods of design of structures.
- To enable design of concrete beams, slabs, staircase, column, foundations under different conditions using limit state method of design.

UNIT I DESIGN METHODS - INTRODUCTION
Concept of elastic method, Ultimate load method and limit state method. Advantages of limit state method over other methods.

UNIT II LIMIT STATE DESIGN OF BEAMS
Analysis and design of singly and doubly reinforced rectangular and flanged beams for bending and shear. Design of Continuous Beams using IS 456 codal coefficients.

UNIT III LIMIT STATE DESIGN OF SLABS
Behavior of one way and two way slabs. Design of one way and two way slabs for various edge conditions. Torsion effects. Design of simply supported and fixed circular slabs subjected to uniformly distributed loads. Types of staircases. Design of dog legged staircase.

UNIT IV LIMIT STATE DESIGN OF COLUMNS

UNIT V LIMIT STATE DESIGN OF FOUNDATION AND RETAINING WALL

OUTCOME
- Ability to understand the different concepts of WSM and LSM.
- Ability to design RCC beams, slabs, staircase, columns, foundations and retaining wall.

TEXTBOOKS
1. Dr. B.C. Punmia, 'Reinforced Concrete Structures' Vol, 1 and 2', Laxmi Publication, Delhi, 2015.

REFERENCES
OBJECTIVES

- To give familiarity about the different requirements of electrical services in a building.
- To give knowledge about sources, principles, products and design of lighting from artificial sources.
- To give knowledge about basics of acoustics and acoustical design of buildings.

UNIT I  GENERATION OF ELECTRICITY AND DISTRIBUTION IN BUILDINGS  11
Site visits with documentation in the form of sketches/ drawings/ photos. Understanding of products, product catalogues for a small building.

UNIT II  ELECTRIC LIGHTING  9
Site visits with documentation in the form of sketches/ photos. Understanding of products, product catalogues.

UNIT III  LIGHTING DESIGN FOR BUILDINGS  8
Lighting calculations. Brief overview of lighting simulation and performance analysis using software. Design exercise involving lighting design for appropriate projects of simple scale through choice, calculations, layout, drawings, physical models.

UNIT IV  FUNDAMENTALS OF ACOUSTICS  9

UNIT V  DESIGN FOR ACOUSTICS  8
Basic principles in acoustic designing of classroom, lecture and conference hall, offices, open air theatre, auditorium, concert hall, theatre, cinema, recording studio. Understanding of drawings/ details related to real acoustic design projects. Site visits with documentation in the form of sketches/ drawings/ photos Simple problems based on reverberation time and absorption coefficients.

TOTAL:45 PERIODS

OUTCOME

- Ability to understand electrical services in a building.
- Ability to design artificial lighting in a building.
- Knowledge of principles of acoustic design in different building typologies.

TEXTBOOKS


REFERENCES

OBJECTIVES

- To give an introduction to cement and concrete as materials for building construction.
- To help understand the principles, types, methods of construction and applications of concrete for structural and non-structural building components.
- To enable design and detail using concrete in buildings.

UNIT I  INTRODUCTION TO CEMENT AND CONCRETE


UNIT II  CAST IN-SITU CEMENT CONCRETE IN BUILDING CONSTRUCTION

Construction principles and procedures for building components using cast in situ cement concrete (plain and reinforced). Components to include different types of foundations, columns, beams, slabs, walls, lintels and sun shades, staircases, sump, water tank, flooring. Drawings/models of the principles. Understanding of detailed drawings/published work. Site visits with documentation in the form of sketches/photos.

UNIT III  PRECAST CONCRETE, SPECIAL CONCRETES AND INNOVATIONS

Types and characteristics of simple precast concrete products. Construction principles and procedures for structural and non structural building components using precast concrete. Components to include different types of blocks/tiles for walls, floors and roof, jali, parapet, paving. Outline of manufacture, laying/constructing and finishing.


Sketching/drawing/models of the principles. Understanding of product literature/published work. Site visits with documentation in the form of sketches/photos.

UNIT IV  DESIGN AND DETAILING USING CONCRETE

Design and detailing exercise involving concrete as primary construction material in an appropriate typology involving a simple scale project. The project will integrate knowledge from all the previous units. Design and construction details in the form of drawings, sketches and models.

TOTAL: 60 PERIODS

OUTCOME
- Ability to use concrete as a versatile material in different contexts.
- An understanding of the concepts of concrete as a building construction material.
- Ability to design and detail specific components in concrete where there is scope for architectural design.
- Ability to use concrete innovatively in simple projects.

**TEXTBOOKS**


**REFERENCES**

5. Alan Blanc, 'Stairs, Steps and Ramps', Butterworth, Heinemann Ltd., 1999
8. Pamphlet and Manuals of SERC, BMPTC, HUDCO and other research organisations.

**AR3511 URBAN ARCHITECTURE DESIGN STUDIO**

**OBJECTIVES**

- To introduce the challenges involved in the design of projects and typologies related to diverse needs and ways of contemporary urban life.
- To enable exploration of the above projects and typologies with perception, socio-cultural awareness and innovation.

**CONTENT**

Human environment today is synonymous with heterogeneity of populace and their diverse needs and lifestyles. Private and public spaces for varied programmes such as living, working and socio-cultural needs bring individuals and groups in intersection or proximity to each other. Further, current transformations in urban society have led to many changes in buildings. The challenge within the discipline of architecture is not only to create conducive spaces for contemporary ways of life within particular contexts, but also to identify issues and programmes and address them in innovative ways. These would include urban living, urban working, socio-cultural life, urban recreation, etc., Achieving comfort without sacrificing on density would also be a concern, along with exposure to building byelaws and barrier free environment. The approach and projects will be directed towards one or more of these aspects.

The tools and techniques engaged for study and design can be those which are best suited to study the above, including mapping of urban patterns/ways of life and needs, demographics, socio-cultural aspects, densities, land use, etc., Projects will address specific situations/scenarios/typologies characteristic of urban life and context,
either single or mixed use. They will be of medium to large scale, involving repetitive or unique
spaces, low or mid rise buildings with passive/active energy. The number of projects is left to the
discretion of the faculty based on scale and complexity.

TOTAL: 150 PERIODS

OUTCOME

- Ability to understand the nature, needs and ways of contemporary urban society as well as
  relate the existing built environment as a reflection of this.
- Ability to draw from this understanding and identify issues/ challenges involving
  contemporary urban life and the built environment.
- Ability to give appropriate/ innovative design solutions in the above context.

TEXTBOOKS

   Hill, 2010.

REFERENCES

6. Luis Alexandre Casanovas Blanco (Ed), ‘After Belonging: Objects, Spaces, and Territories of
   the Ways We Stay in Transit’, Lars Muller Publishers, 2016.

AR3601

SPECIFICATION, ESTIMATION AND BUDGETING

OBJECTIVES

- To facilitate choosing materials for building based on building performance, economy, etc., and
  give knowledge about calculating quantities, estimating costs.
- To enable understanding with respect to quality and quantity of materials, quantity and classes
  of skilled and unskilled labours, and tools and plants required for projects.
- To give an understanding of how to draw up specifications for the different items of a building
  project and also to prepare the schedule of programming of the project.
- To give knowledge on how to prepare approximate as well as detailed estimates and to have a
  clear picture of the project expenditure.
- To help calculate the exact quantities of items of work done for effecting payment especially
  when direct measurements are difficult and also to determine the quantities of different materials
  required for various items of work.
- To give understanding of how to prepare valuation report of real and landed property.
- To give exposure to budgeting in projects.

UNIT I  SPECIFICATION AND SPECIFICATION WRITING

Necessity of specification, importance of specification. How to write specification. Types of
Sources of information. Classification of Specification. Brief Specification for 1st class, 2nd class, 3rd
class building. Detailed specification for earthwork excavation, plain cement concrete, reinforced
concrete, first class and second class brickwork, damp proof course, ceramic tiles/marble flooring and dado, woodwork for doors, windows frames and shutters, cement plastering, painting and weathering course in terrace.

UNIT II ESTIMATION

UNIT III DETAILED ESTIMATE
Deriving detailed quantity estimates for various items of work for a single storied building. To include earthwork excavation, brick work, plain cement concrete, reinforced cement concrete works, wood work, iron works, plastering, painting, flooring, weathering course.

UNIT IV VALUATION

UNIT V BUDGETING

TOTAL: 45 PERIODS

OUTCOME
- An understanding of the art of building construction through specification writing.
- Ability to work out the approximate estimate and detailed estimate for small scale building projects and low cost housing.
- An understanding of valuation and budgeting.

TEXTBOOKS

REFERENCES
1. 'I.S.1200-1968 Methods of Measurements of Buildings and Civil Engineering works'.
2. Latest schedule of rates of P.W.D.
3. Latest Data book of P.W.D.

AR3602 STRUCTURAL DESIGN OF STEEL

OBJECTIVES
- To introduce basic structural members in steel.
- To enable an understanding of the types, efficiency and strength, advantages and disadvantages of bolted and welded joints.
- To enable the design of tension members, beams and columns under different conditions.
UNIT I  INTRODUCTION TO STRUCTURAL STEEL  6
Introduction to properties of steel, Standard sections, advantages and disadvantages of steel as construction material.

UNIT II  BOLTED AND WELDED JOINTS  10

UNIT III  TENSION MEMBERS  10

UNIT IV  COMPRESSION MEMBERS  10

UNIT V  FLEXURAL MEMBERS  9
Introduction. Laterally supported and unsupported beams. Design of laterally supported beams using limit state method.

TOTAL: 45 PERIODS

OUTCOME
- Ability to design steel joints for maximum efficiency and strength.
- Ability to design tension and compression members for different conditions by applying the code provisions.
- Ability to design different types of laterally unsupported and supported steel beams for different conditions.

TEXTBOOKS

REFERENCES
5. SP 6 IS Handbook for Structural Engineers.

AR3603  ADVANCED BUILDING SERVICES  L T P/S C
3 0 0 3

OBJECTIVES
- To give exposure to the science behind air-conditioning systems, the different types and applications.
- To enable understanding of architectural aspects related to air-conditioning systems and take appropriate design decisions.
- To inform about fire protection, fire safety and fire fighting in buildings and how to plan for the same.
- To inform about mechanical transportation systems for buildings and how to plan for the same.

UNIT I  PRINCIPLES AND SYSTEMS OF AIR CONDITIONING  12
Thermodynamics. Transfer of heat. Refrigeration cycle components. Vapor compression cycle. Refrigerant, Compressor, condenser, evaporator, refrigerant control devices, electric motors, air handling units, cooling towers. Cooling load. Air conditioning systems for buildings of different scales and their requirements - window type, split system, package unit, direct expansion system, chilled water system, fan coil unit, district cooling systems. Energy efficient systems, environmental aspects and latest innovations.
Understanding all the above through product literature/ field visits.

**UNIT II  **   DESIGN ASPECTS OF AIRCONDITIONING SYSTEMS  9
Design criteria for selection of air conditioning. Configuring/ sizing of mechanical equipment, equipment and spaces for them. Horizontal and vertical distribution of services for large buildings. Exercise on the above through choice, calculations, layout, drawings.

**UNIT III  **   FIRE SAFETY  6
Understanding all the above through product literature/ field visits. Exercise on design of fire safety systems for different building types through choice, calculations, layout and drawings.

**UNIT IV  **  MECHANICAL, COMMUNICATION AND SECURITY SYSTEMS  9
Access control CCTV system. Security and surveillance systems. Telecommunication and related information technology based facilities. Understanding the above through product literature/ field visits.

**UNIT V  **  INTEGRATION OF SERVICES INTO ARCHITECTURAL DESIGN  9
Principles of grouping and integrating of all services for horizontal and vertical distribution in a multi-storeyed building/ large building. Services to include vertical transportation, electrical, communication, air conditioning and fire safety, communication and security systems. Integrating service requirements into architectural design in an appropriate typology involving a simple scale project through sketches/ conceptual layout and sections/ drawings.

**TOTAL: 45 PERIODS**

**OUTCOME**
- Familiarity with different air conditioning systems, their context of use and basics of planning involved.
- An understanding of fire safety, fire fighting, fire prevention and installations in buildings.
- An understanding of mechanical, communication and security systems in a building.
- Ability to design building layouts and sections for service integration.

**TEXTBOOKS**

**REFERENCES**
4. ISHRAE, 'All about AHUs- Air Handling Units'.
NCC Credit Course Level 3*

NX3651  (ARMY WING) NCC Credit Course - III  L T P C
        3 0 0 3

PERSONALITY DEVELOPMENT  9
PD 3  Group Discussion: Team Work  2
PD 4  Career Counselling, SSB Procedure & Interview Skills  3
PD 5  Public Speaking  4

BORDER & COASTAL AREAS  4
BCA 2  Security Setup and Border/Coastal management in the area  2
BCA 3  Security Challenges & Role of cadets in Border management  2

ARMED FORCES  3
AF 2  Modes of Entry to Army, CAPF, Police  3

COMMUNICATION  3
C 1  Introduction to Communication & Latest Trends  3

INfantry  3
INF 1  Organisation of Infantry Battalion & its weapons  3

MILITARY HISTORY  23
MH 1  Biographies of Renowned Generals  4
MH 2  War Heroes - PVC Awardees  4
MH 3  Study of Battles - Indo Pak War 1965, 1971 & Kargil  9
MH 4  War Movies  6

TOTAL: 45 PERIODS

NCC Credit Course Level 3*

NX3652  (NAVAL WING) NCC Credit Course - III  L T P C
        3 0 0 3

PERSONALITY DEVELOPMENT  9
PD 3  Group Discussion: Team Work  2
PD 4  Career Counselling, SSB Procedure & Interview Skills  3
PD 5  Public Speaking  4

BORDER & COASTAL AREAS  4
BCA 2  Security Setup and Border/Coastal management in the area  2
BCA 3  Security Challenges & Role of cadets in Border management  2

NAVAL ORIENTATION  6
NO 3  Modes of Entry - IN, ICG, Merchant Navy  3
AF 2  Naval Expeditions & Campaigns  3
NAVAL COMMUNICATION 
NC 1 Introduction to Naval Communications 1
NC 2 Semaphore 1

NAVIGATION 
N 1 Navigation of Ship - Basic Requirements 1
N 2 Chart Work 1

SEAMANSHIP 15
MH 1 Introduction to Anchor Work 2
MH 2 Rigging Capsule 6
MH 3 Boatwork - Parts of Boat 2
MH 4 Boat Pulling Instructions 2
MH 5 Whaler Sailing Instructions 3

FIRE FIGHTING FLOODING & DAMAGE CONTROL 4
FFDC 1 Fire Fighting 2
FFDC 2 Damage Control 2

SHIP MODELLING 3
SM Ship Modelling Capsule 3

TOTAL : 45 PERIODS

NCC Credit Course Level 3*
NX3653 (AIR FORCE WING) NCC Credit Course Level - III

PERSONALITY DEVELOPMENT 9
PD 3 Group Discussion: Team Work 2
PD 4 Career Counselling, SSB Procedure & Interview Skills 3
PD 5 Public Speaking 4

BORDER & COASTAL AREAS 4
BCA 2 Security Setup and Border/Coastal management in the area 2
BCA 3 Security Challenges & Role of cadets in Border management 2

AIRMANSHP 1
A 1 Airmanship 1

BASIC FLIGHT INSTRUMENTS 3
FI 1 Basic Flight Instruments 3

AERO MODELLING 3
AM 1 Aero Modelling Capsule 3
AR3621 STEEL, GLASS AND PLASTIC IN BUILDING CONSTRUCTION

OBJECTIVES
- To give an introduction to metals, predominantly iron and in building construction.
- To give an overview about glass and plastics, especially in building envelope/roofing.
- To give detailed knowledge about the principles, methods of construction and applications of steel in building construction.
- To enable design and detail using steel, glass and plastic in buildings.

UNIT I METAL, GLASS AND PLASTIC IN BUILDING CONSTRUCTION

Glass as a building material. Brief history of its use through examples. Manufacture, properties and uses of glass. Types of glass - float glass, cast glass, glass blocks, foamed glass, decorative glass, solar control, toughened glass, wired glass, laminated glass, fire-resistant glass, glass blocks, structural glass. Glass and energy efficiency in buildings. Current innovations
Plastic as a building material. Brief history of their use through examples. Manufacture, properties, types, uses and application of plastics in building industry. Different types of adhesives and sealants. Plastic joints. Plastic based materials for roofs such as fibre glass, etc., Specific materials such as polycarbonate sheet and teflon. Current innovations.
Understanding of product literature and site visits with documentation in the form of sketches/photos for all the above.

UNIT II STEEL IN BASIC STRUCTURES

Construction principles and procedures for structural building components using steel of different sections. Components to include foundations, columns, beams, staircases, roofs (different types of trusses, space frames, etc), roofing and glazing material. Connections between the different components and fixing. Drawings/models of the principles. Understanding of product literature/shop drawings. Site visits with documentation in the form of sketches/drawings/photos.
UNIT III  ADVANCED STEEL STRUCTURES  15
Total structures such as geodesic dome, space frame, diagrid, etc., Outline of prefabrication in steel. Preco beams, cellular beams, composite slim floor beam. Steel curtain wall glazing. Recent trends in roofing materials like corrugated Gi Sheets, corrugated hypar shells, pre-coated metal sheets. Cable Structures.

UNIT IV  DESIGN AND DETAILING USING STEEL, GLASS AND PLASTIC  12
A design and detailing exercise involving steel as primary construction material with glass and plastic in building envelope in an appropriate typology involving a simple scale project. The project will integrate knowledge from all the previous units. Design and construction details in the form of sketches/ drawings/ models.

TOTAL: 60 PERIODS

OUTCOME
• Knowledge of properties of ferrous and non ferrous metals as materials for buildings.
• Knowledge of the use of glass and plastics in building industry.
• An understanding of possibilities of steel as an important building construction material.
• Ability to use steel, glass and plastic appropriately in building projects.

TEXTBOOKS

REFERENCES

AR3611  ENVIRONMENTAL DESIGN STUDIO  L  T  P/S  C
0  0  10  10

OBJECTIVES
• To introduce buildings as consumers of resources for human needs and to enable responsible, creative addressing of this fact through design choices.
• To enable an understanding of architectural design as integrating diverse functional concerns in a complex building through analysis and innovation.
• To impart training in the resolving of spatial considerations with other physical aspects such as structures, services and climate.
CONTENT
Architecture is a man made addition to the world and is resource intensive. The questions in this regard are how to simplify needs and means. Concerns of sustainability drive the basic act of designing through the act of making. Further, architecture today is also required to integrate several physical concerns in a building as human needs in built environment have become more complex with respect to intensity, distribution and interdependency of activities/programmes. Here the challenge is to address complex, service intensive needs in an efficient and innovative manner so as to conserve/optimise resources and use them in an ingenious manner. Appropriate tools and techniques can be used in study and design.

Following this, the nature of projects can be either or both of these- 1) simple scale, ordinary or special use projects examining design through resources of different types 2) large, complex projects (multi storeyed buildings, office complexes, buildings for healthcare, performing art centre, etc.,) that need technical resolution and/or balance of various aspects. Aspects to be addressed can be urban land as resource, planning integration and detailing, sustainable building practices, green issues, alternative energy, intelligent building techniques and service integration, advanced building practices, appropriate materials and construction, sensitive and optimal use of resources. The number of projects are left to the discretion of the faculty based on scale and complexity.

TOTAL: 150 PERIODS

OUTCOME
- Ability to critically and sensitively understand and address issue of resources.
- Ability to balance diverse aspects/concerns of buildings by making informed choices and innovative design in the context of buildings with intense or complex programmes.
- Ability to apply knowledge intensively in realms such as sustainable built environment, services.

TEXTBOOKS
5. Stephen A. Kliment, Editor 'Building Type Basics' Series, Wiley.

REFERENCES

AR3701 CONTEMPORARY ARCHITECTURE: THEORIES AND PRACTICE L T P/S C 3 0 0 3

OBJECTIVES
- To introduce the large scale changes from 1960s as context for new thought in architecture.
- To give exposure to the critiques of modern architecture.
- To study in detail the different post modern directions in architecture.
- To give an outline of architectural approaches across the world from late 20th century.
- To give an understanding of the trajectory of post independence architecture of India till the present.
UNIT I THE POSTMODERN WORLD - CRITIQUE AND THEORIES 7
The postmodern world and multiple world views- to include the realms of literature, economics, technology, culture, society, environment. Critique of modernist cities by Jane Jacobs. Theories and works of Christopher Alexander. Aldo Rossi’s ideas on the city. Neorationalism. Semiology. Writings of Venturi and Umberto Eco. Poststructuralism and Deconstruction.

UNIT II TECHNOLOGY AND ARCHITECTURE 7
Urban ideas/works of Soleri, Archigram and Metabolism. High Tech architecture, works of Stirling, Rogers and Piano.

UNIT III POSTMODERNISM AND DECONSTRUCTIVISM 9

UNIT III CONTEXT AND MODERN ARCHITECTURE 10

UNIT V CONTEMPORARY ARCHITECTURE 12
Nature of contemporary society. Architectural responses and movements today -parametric design and digital processes, sustainability, globalisation, phenomenology, complexity. Ideas and works of ZHA, contemporary Dutch architecture, Bjarke Engels and BIG, OMA and Rem Koolhaas, Steven Holl, Mcdonough, Yeong, Zumthor, Pallasma, Murcutt. Outline of contemporary architecture in the non Western world. Large scale changes in India from the 90s. Outline of post 1990s architecture of India.

TOTAL: 45 PERIODS

OUTCOME
- An awareness of the spread and varied later directions of modern architecture across the world.
- An understanding of architectural production from the 1960s as driven by large scale changes across the world.
- Familiarity with contemporary forces and directions in architecture across the world.
- An understanding of post independence architecture in India contemporaneous with the rest of the world, along with its own particular influences.

TEXTBOOKS
5. Bhatt and Scriver, 'Contemporary Indian Architecture- After the Masters', Grantha Corporation, 1999

REFERENCES

<table>
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<th>AR3702</th>
<th>PROFESSIONAL PRACTICE OF ARCHITECTURE</th>
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**OBJECTIVES**

- To introduce the evolution of the architectural profession.
- To give familiarity about the role of professional and statutory bodies as well as ethics of the profession.
- To introduce the basic aspects of running an architectural practice – fees, services, project management, etc.,
- To inform about legal aspects and legislations associated with the profession.
- To give exposure to the larger implications of professional practice in the globalised world today.

**UNIT I**

**INTRODUCTION TO ARCHITECTURAL PROFESSION CODE OF CONDUCT AND ETHICS**

- Historical evolution of the architectural profession and changing role of architects in society.
- Architecture as a professional service towards clients. Architect's office and its management - organisational structure, infrastructure requirement, skills required, elementary accounts, tax liabilities. Setting up architectural practice.

**UNIT II**

**ARCHITECT’S SERVICES, SCALE OF FEES and COMPETITIONS**

- Mode of engaging an architect. Comprehensive services, partial services and specialised services.
- Scope of work of an architect. Schedule of services. Scale of fees - Council of Architecture norms.

**UNIT III**

**PROJECT MANAGEMENT - TENDER and CONTRACT**


**UNIT IV**

**LEGAL ASPECTS**

architectural profession. Consumer Protection Act - intent, architects responsibility towards his clients.

UNIT V IMPORTANT LEGISLATIONS AND CURRENT TRENDS

TOTAL: 45 PERIODS

OUTCOME
- An understanding about the evolution of the architectural profession.
- An awareness of the role and responsibilities of an architect in all realms.
- Familiarity with the laws related to architecture.
- Knowledge about current issues and aspects related to the architectural profession.

TEXTBOOKS
1. Acts and Regulations of Council of Architecture
5. Manual of Architectural Practice 2022 (Published by Registrar Council of Architecture, India)

REFERENCES
- Tamil Nadu Combined Building Rules 2019
- Master plans of CMDA.
- Chennai City Corporation Building Rules 1972.
- Arbitration Act, 1996.
- Factories Act, 1948.
- Tamil Nadu Cinematography Act. DTCP Act.

AR3703 CONTEMPORARY HOUSING L T P/S C
3 0 0 3

OBJECTIVES
- To introduce housing in the Indian context and the various agencies involved in the production of housing.
- To outline factors, aspects and standards related to housing.
- To inform about the various housing design typologies and the processes involves in housing project development.
- To inform about current issues and aspects in housing.

UNIT I INTRODUCTION TO HOUSING AND HOUSING ISSUES IN INDIA
UNIT II   SOCIOC-ECONOMIC ASPECTS  

UNIT III   HOUSING STANDARDS  
UDPFI guide lines, standard and regulations. DCR. Performance standards for housing.

UNIT IV   SITE PLANNING AND HOUSING DESIGN  
Site Planning for housing. Selection of site for housing, consideration of physical characteristics of site, location factors, orientation, climate, topography, landscaping. Integration of services and parking. Housing design relating to Indian situations – traditional housing, row housing, cluster housing, apartments, high-rise housing. Case studies in India of the various types.

UNIT V   CURRENT ASPECTS AND ISSUES IN HOUSING  
Green building and sustainable practices. Disaster resistance and mitigation. Prefabrication Community participation.

TOTAL: 45 PERIODS

OUTCOME
- Knowledge of various issues concerning housing and housing development in Indian and global context covering a cross section of income groups.
- Ability to appreciate socio-economic aspects in housing.
- An understanding of housing standards, site planning principles, housing concepts and types.
- An understanding of key issues in housing today.

TEXTBOOKS

REFERENCES
4. HUDCO Publications, 'Housing for Low Income, Sector Model'.

AR3711   CRITICAL DESIGN STUDIO  
L T P/S C  
0 0 11 11

OBJECTIVES
- To enable an understanding of architecture as having the capacity to critically interpret and transform status quo in the built environment and society through the act of design.
- To guide in the taking of critical/ philosophical/ ideological positions respect to various aspects of contemporary life and to explore architectural morphology as an expression of those positions.
- To encourage propositions/projections directed at positive future transformations.

CONTENT
Architecture as a discipline balances many concerns in the creation of buildings. However, it also represents ideas and production reacting to/ reinforcing/ anticipating/ transforming specific aspects
of the existing world towards a more desirable future. This could spring from individual perspectives as well as through concerted efforts which then become movements. Architecture can thus seek to understand, reflect, strengthen, question, change status quo. The process of design can thus offer a possible, intended future.

Projects/design situations will be given in this regard which address issues/programmes of current society with a larger impact in terms of scale or importance. Different realms/aspects of contemporary life can be explored. Some possible projects/area of inquiry are institutional campuses of significance, mixed use projects involving diverse user groups, culturally and socially important buildings, urban life, technological developments, culture, globalisation, place, meaning, identity, appropriate architecture, etc.

Suitable processes can be engaged for critical and creative thinking which could include wide and interdisciplinary reading to take critical positions, social processes, contemporary processes such as mapping and diagramming, methods related to technical or empirical aspects, etc.

The particular line of thought will be taken through to completion through the processes. It is preferable to have one major project with small exercises under it if required.

TOTAL: 165 PERIODS

OUTCOME
- Ability to understand the wider implication of design decisions and their interdependency with larger processes of society.
- Ability to take creative, critical and informed decisions in the context of significant projects that could shape society in positive ways.

TEXTBOOKS

REFERENCES

AR3811 PRACTICAL TRAINING L T P/S C
0 0 0 26

OBJECTIVES
- To give overall exposure to the practice of architecture, its scope, needs and challenges.
- To give familiarity about different stages in real life architectural projects.
- To create involvement in these stages as much as possible within the scope of a specific architectural practice.

CONTENT
Practical Training will be done in offices/firms in India, empaneled by the institution, in which the principal architect is registered with the Council of Architecture. The student will attempt to learn as much of aspects involved in real life projects as possible through direct involvement, and wherever
that is not possible, through study and indirect observation. The aspects include initiation and ideation of project (including competitions), study research in specific areas, development of concepts into schematic drawings, or approval process, presentations and working drawings, involvement in office discussions and client meetings, integrating structural and service concerns, estimation and tendering processes, site supervision and coordination in the construction process. The progress of practical training will be assessed periodically internally through submission of log books along with work done by the students in terms of drawings, reports, etc., along with the regular progress report from the employers. The students will be evaluated based on the criteria related to their contribution in the office some of which are given below.

- Understanding and involvement in the process of architectural practice within the scope of the specific office in which training is undertaken.
- Adherence to time schedule, overall responsibility and professional conduct.
- Ability to carry out the instructions on preparation of schematic drawings, presentation drawings, working drawings and skill in this regard.
- Ability to participate and contribute to research, study, ideation.
- Ability to work as part of a team in an office and contribute to related activities.
- Ability to participate in client meetings and discussions.
- Involvement in supervision at project site.
- Involvement/initiative/participation in any other aspects during the course of the training.

At the end of the Practical Training, a portfolio of the specific work done by the student during the period of internship certified by the office should be submitted for evaluation through a viva voce examination.

**TOTAL: PERIODS**

**OUTCOME**

- An overall idea of the nuances of architectural practice.
- An understanding about the total process that goes into the making of a building.
- Clarity about the field of architecture that could be carried forth to the higher semester(s).

**AR3901 URBAN DESIGN**

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**OBJECTIVES**

- To create an understanding of urbanism and urban morphology as rising from various forces through history.
- To introduce the components of the modern city and their interdependencies.
- To introduce the scope and nature of urban design as a discipline
- To introduce key theories associated with urbanism and cities.
- To create awareness of contemporary urban issues and how they are addressed.
- To give exposure to ways of perceiving, documenting and analysing cities.

**UNIT I URBANISM IN HISTORY**


**UNIT II MODERN URBANISM**

Industrialisation and impact on urbanism. American grid iron planning. Theories, ideas and practice of good urban planning/cities/urbanism in early 20th century. Outline of modernist cities and urbanism across the world. Morphology of Indian modernist cities of Chandigarh, Bhuvaneshwar and Gandhi Nagar. Components of modern urbanism such as blocks, density, neighbourhood, streets etc., and their interdependencies. Evolution of urban design as a discipline, its scope and objectives.
UNIT III CITIES AND URBANISM THROUGH TEXTS AND THEORIES
Introduction to and discussion of key texts and theories of cities and urbanism - Imageability and Lynch, Townscape and Cullen, Genius Loci and Schulz, historic city and Rossi, social aspects of urbanism and the works of Jane Jacobs, William Whyte and Jan Gehl, Collage City and Colin Rowe, current theories and texts.

UNIT IV CONTEMPORARY URBANISM AND URBAN INTERVENTIONS
Understanding aspects, issues and solutions related to urbanism today through study of literature and best practices/case studies in urban design. Topics to include urban decay, change and renewal, place making, heritage, conservation, identity, suburban sprawl, gated communities, generic form, privatisation of public realm, role of real estate, transportation, zoning, globalisation, technology, digital age, sustainability, community participation, gender, class, power.

UNIT V URBAN STUDIES
Introduction to study and interpretation of cities (especially Indian) through understanding published studies/analysis. The focus will be on components/aspects as well as tools/methods. Tools and methods to include different types of maps/mapping, drawings, sketches, photo documentations, reading, data collection, analysis. Aspects to include topography, geology, hydrology, micro climate, vegetation, urban density, growth, city limits/boundaries, history, urban architecture, typologies, infrastructure, land parcels, public space, demographics, patterns of usage, land use.

TOTAL: 45 PERIODS

OUTCOME
- Awareness of the evolution and characteristics of urban forms, their components and interdependencies.
- Understanding of urbanism through theories, aspects, issues and solutions.
- Knowledge of ways to look at and interpret urbanism today.

TEXTBOOKS

REFERENCES

AR3902 LANDSCAPE AND ECOLOGY

OBJECTIVES
- To introduce the different ways in which humans have shaped and designed landscapes across history and region in terms of need, culture and experience.
- To give an overview of ecological balance and impacts of human activities today and stress on the role and scope of landscape design in sustainability and environmental conservation.
- To provide familiarity with the various elements and principles of landscape design and its contribution to human built environment.
- To introduce analytical, artistic and technical aspects involved in site planning, open space and outdoor design.
UNIT I  LANDSCAPES IN HISTORY  10

UNIT II  BASICS OF ECOLOGY  7
Introduction to landscape architecture as a discipline and field. Basic concepts of ecology and the impact of human activities on them. Bio, Geo, chemical cycles including water cycle, carrying capacity of an ecosystem. Environmental impact assessment. Reclamation and restoration of derelict lands.

UNIT III  ELEMENTS IN LANDSCAPE DESIGN  10
Introduction to hard and soft landscape elements. Different types of hard landscape elements. Plant materials, water and landform - classification, characteristics, use and application in landscape design.

UNIT IV  SITE PLANNING  10
Organisation of spaces in the outdoor environment. Role of circulation and built form in shaping the environment. Role of landscape design in design of neighbourhood parks, children’s play area and campus development.

UNIT V  LANDSCAPING OF FUNCTIONAL AREAS  8
Urban open spaces and principle of urban landscape. Street landscaping, landscape design for waterfront areas and functional areas in urban centres. Green infrastructure including green roofs and walls.

TOTAL: 45 PERIODS

OUTCOME
• An understanding of reasons for evolution of landscapes across time and context.
• Ability to discern the role of natural and human actions with respect to macro scale of sustainability and ecology as well as in the micro scale of shaping of outdoor environments.
• Knowledge about the elements of landscape design and their scope.
• An understanding of landscape design with respect to site planning and different functional typologies of spaces.

TEXTBOOKS

REFERENCES
2. Grant W Reid, 'From Concept to Form in Landscape Design', Wiley, 2007.
OBJECTIVES
- To introduce different management techniques suitable for planning and construction projects.
- To enable understanding of management systems for accomplishing the task efficiently in terms of quality, time and cost.

UNIT I  INTRODUCTION TO PROJECT MANAGEMENT  7

UNIT II  PROJECT PROGRAMMING AND CRITICAL PATH METHOD  11

UNIT III  RESOURCE PLANNING  7
Cost model- project cost, direct cost, indirect cost, slope curve, total project cost. Optimum duration contracting the network for cost optimisation. Steps in cost optimisation, updating, resource allocation, resource smoothing, resource leveling.

UNIT IV  COMPUTERISED PROJECT MANAGEMENT  11
Creating a new project, building task. Creating resources and assessing costs, refining project. Project tracking, recording actual. Reporting on progress. Analysing financial progress. Introduction to BIM.

UNIT V  CONCEPT TO COMMISSIONING  9
Project feasibility study. Real estate and regulatory strategies. Facility programming and planning. Design management. EPC. testing and commissioning.

TOTAL: 45 PERIODS

OUTCOME
- Ability to understand a project from concept to commissioning, feasibility study and facility programme, design, construction to commissioning.
- Ability to apply project management techniques in achieving objectives of a project like client needs, quality, time and cost.
- An understanding of principles of management, construction scheduling, scope definition and team roles.

TEXTBOOKS

REFERENCES
OBJECTIVES
1. To inculcate the spirit of exploration and research in architecture.
2. To enable the acquisition of in-depth knowledge in a specific aspect/issue in the discipline of architecture as well as develop perspectives on the same through thought, reading, study, analysis, expression, documentation.
3. To enable the conversion of effort into a coherent line of thought through writing/documentation/models/any media.
4. To serve as prelude to Thesis.

CONTENT
Design studio emphasises on explaining and understanding architecture primarily through the mode of making. However, architecture as a field itself is driven by explicitly stated or implicitly understood ideas/points of view of particular society and individuals. Dissertation offers an opportunity to look at architecture and built environment through phenomena, ideas, texts, intent. It involves process of observation, reflection and abstraction. Students are encouraged to choose any topic of their interest. Topics may range from analysing the works of an architect, history, typological changes, materiality, visual culture, contemporary society, cities, design process and many more. They could involve research based on primary sources in terms of doing actual field studies and/or secondary sources through reading. The dissertation proposal in about 1000 words stating the topic, issues to be explored and the scope must be submitted for approval. Work on the approved topic should start from the beginning of the semester and would be periodically reviewed.

At the end of the semester, a report that is a maximum of 100 pages should be submitted in the prescribed format. The suggested structure for the report is open-it could be writing, visual, documentation, sketches or analysis based depending on the topic. However, a written structure should tie the research together with the following areas-outline/background of the area of study, statement of objectives or research questions within the area of study, outline of methodology/way to achieve the objectives or answer the questions of research, core section with necessary content such as study/documentation (any suitable way based on the nature of topic-drawings, sketches, photos, surveys, etc.)/analysis/arguments, etc., final conclusion. The report will be presented in the viva-voce exam and defended.

OUTCOME
- A dissertation report with a coherent line of thought as reflected in the written structure and the core content which could be open ended.
- Ability to research deeply into a subject and develop depth in thought in any specific area based on point of view, observation, analysis and study.
- Ability to look at architecture from an informed, analysed and well thought out personally unique or objective perspective which would help strengthen the thesis process.

TEXTBOOKS

REFERENCES

AR3912 URBANISM AND ARCHITECTURE DESIGN STUDIO

OBJECTIVES
- To enable an understanding of urbanism as a continuous experience involving the interrelated disciplines of architecture, urban design and town planning.
- To understand architecture as influenced by and influencing the dynamics of cities/urbanism.
- To facilitate the taking of architectural design decisions in the context of the urban environment.

CONTENT
Urbanism is a dynamic phenomenon involving many aspects - urban growth, land use distribution and change, urban form, demographics including gender and class, cultural aspects such as place and heritage, physical infrastructure such as roads and transportation nodes, public spaces, etc., Architecture is an integral and large part of urbanism, shaping and being shaped by it. It can serve to include/gather society and enrich the urban environment in a seamless manner.
Understanding of this aspect of architecture will be achieved by architectural projects involving interdependencies between architecture and the city. Some of the issues and areas that could be addressed are transportation nodes, heritage areas, adaptive reuse, suburban sprawl, place making, identity, collective memory, mixed use programming, large scale urban interventions, revitalisation and renewal of urban fragments, urban waterfront development, urban nodes, multi-use urban complexes.
The tools and techniques can include contemporary ways/tools of perceiving, gathering and analysing data, inclusive, collaborative and participatory approaches, etc., It is preferable to have one major project with small exercises under it if required.

TOTAL: 165 PERIODS

OUTCOME
- Ability to perceive and design buildings as contributing to transforming the urban fabric.
- Ability to bring inclusivity into the architectural design process.

TEXTBOOKS

REFERENCES

AR3081 THESIS

OBJECTIVES
- To ensure consolidation and application of the knowledge gained in preceding years of architectural education in the context of an architectural design project of the student’s choice.
To enable identification and addressing of key issues/aspects inherent in a project or to enable development of thought processes in specific issues/aspects/situations leading organically to an architectural design project.  
To facilitate development of ability to handle and complete projects independently as a precursor to professional life in architecture.

CONTENT
Thesis is the culmination in the journey of architectural education that encapsulates ability of design exploration and skills of design execution. Students should decide a thesis topic of their choice in terms of design potential and/or idea/issue exploration. The topic could be project based with specific areas of study/approach or study/approach based leading to a project. If the latter, care should be taken to choose topics that can lead to sufficient architectural design component. Students should submit the topic for approval with a rough outline of their interest in the topic, the nature of the project, area of focus, study and design scope, challenges, possible case studies, methodology and outcome. The areas of study/research/design can include any of the broad areas of the discipline - contemporary needs of society, history, theory, architectural philosophy, sustainability, structural or service oriented design, projects that involve complex planning and integration of several aspects, appropriate architecture, urban design, contemporary processes, social housing, urban oriented architectural design, conservation oriented architectural design, etc. The progress of work will be reviewed periodically throughout the semester. At the end of the semester, students should submit the final thesis project for the viva voce exam. The final submission will comprise of study sheets, optional study models, design approach sheets, optional design process models, design presentation sheets, final model, detailed drawings of an important part of the project, project report summarising the entire thesis work and soft copy of all the work.

OUTCOME
- Skill, knowledge and expertise in the domain of architectural design.
- Ability to handle a major architectural project independently through all stages.
- Ability to intensify thought process directed at a specific area of focus and convert it to a product.

TEXTBOOKS

REFERENCES
- Stephen A. Kliment, Editor 'Building Type Basics' Series, Wiley.

AR3001 DESIGN PROCESS AND THINKING L T P/S C 2 0 1 3

OBJECTIVES
- To give understanding of design as a broader field and the changing role of designer in society.
- To give exposure to methodologies, theories and models of the design process.
- To give deeper understanding of the process of creativity as well as to introduce techniques which will enable creative thinking.
- To introduce collaborative design and consideration of all stakeholders.

UNIT I INTRODUCTION TO DESIGN 7
Definition and understanding of design as a fundamental activity of humans. History of design process - earliest times through Renaissance, Beaux Arts, Bauhaus, contemporary processes. Classification of design - according to scale, process, mode of production, etc., Self-conscious and unselfconscious design. Design through drawing and design through craft. Pragmatic design, iconic design, analogic design, canonic or syntactic design.
UNIT II DESIGN METHODOLOGY

Context for the rise of the design methodology movement from the 1950s with the critique of modernism. Theories of the first generation and the second generation design methodologists. Design as wicked problem. Escalation and regression in design. Different approaches to design process - parametric or analysis/synthesis/evaluation, conjecture-refutation, paradigmatic. Current ideas on Design Thinking in different disciplines including IDEO.

UNIT III CREATIVE THINKING


UNIT IV CREATIVITY AND PEOPLE

Design as social process. Team work and group creativity. Consensus in design decisions. Participatory approach to design. Stakeholders, iteration and the design process.

TOTAL: 45 PERIODS

OUTCOME

- Ability to think about architecture as one of the many fields under the broader ambit of design as a fundamental human activity.
- Self awareness with respect to the creative process.
- Ability to engage different processes to give creative output in an appropriate manner.
- Awareness of the importance of considering people/stakeholders in the design process.

TEXTBOOKS

10. Design Process in Architecture, Geoffrey Makstutis, Laurence King 2018

REFERENCES

OBJECTIVES

- To give understanding of the concept of sustainability and sustainable development in the context of issues like climate change, ecological footprint, etc.
- To inform about concepts of sustainable settlements design.
- To give knowledge about passive building design.
- To inform about the role of material and construction practices in sustainability.
- To inform about the concept of green buildings and rating systems.

UNIT I  INTRODUCTION TO SUSTAINABILITY


UNIT II  SUSTAINABILITY IN SETTLEMENT DESIGN


UNIT III  SUSTAINABILITY IN BUILDING DESIGN

Sustainable site selection and development. Simple passive design considerations involving site conditions, building orientation, plan form and building envelope for sun and wind. Passive heating of buildings - direct, indirect and isolated gain. Passive cooling of buildings – shading of buildings, insulation, induced ventilation (air vents, wind tower, etc..), radiative cooling, evaporative cooling, earth coupling, dessicant cooling.

UNIT IV  SUSTAINABILITY IN MATERIALS AND CONSTRUCTION


UNIT V  BUILDING RATING SYSTEMS

Concept of Green Architecture/ Buildings. Rating systems - LEED, TERI, GRIHA and BREEAM.

OUTCOME

- An overall understanding of sustainability and its relation to human activities.
- Knowledge about sustainable design of settlements, buildings, materials and technology.
- Familiarity with evaluation systems for green buildings.

TEXTBOOKS


REFERENCES


AR3003 STRUCTURE AND ARCHITECTURE

OBJECTIVES
- To outline the evolution of structural systems through history.
- To introduce concepts of structural design through works of architects/ engineers.
- To create understanding about the relationship between architectural expression/ form and structure.
- To give information about contemporary structures and architecture.

UNIT I STRUCTURES IN THE PRE INDUSTRIAL ERA

UNIT II STRUCTURES IN THE INDUSTRIAL AND POST INDUSTRIAL PERIOD
Industrial revolution, evolution of modern typologies such as railway stations, factories, etc., Use of iron and steel. Concrete in modern architecture. Modular construction. Suspension structures. Projects by Pier Niugi Nervi, Maillart, Candella, Buckminster Fuller, Eero Saarinen, Calatrava.

UNIT II BUILDING TYPOLOGIES AND LARGE SPAN STRUCTURES
Evolution of building typologies with need for larger spans - airports, stadia, multiuse architecture, public architecture, exhibition pavilions, etc., Corresponding structural and material innovations based on need. Contemporary use of steel, concrete, glass, plastic and other materials, Examples of different building typologies with large span structures from late 20th century and early 21st century with focus on iconic structures.

UNIT III STRUCTURAL DESIGN AND PARAMETRIC PROCESSES
Parametric/ digital processes and structure. Structural calculations. Iterative design process. Material and technical advancements including structural calculations, simulations, etc. Examples of buildings using all this.

UNIT V CASE STUDY
Detailed case study of any innovative structure based on history/ typology/ structural innovation/ material innovation/ design process.

TOTAL: 45 PERIODS

OUTCOME
- Familiarity with concepts of structural design and its influence on the functional and aesthetic domains of architectural design relating to historic and contemporary periods.
- Understanding of architectural expression and its relation to form, structure and changing technology.
- Awareness of contemporary innovations in structures.

TEXTBOOKS
REFERENCES
2. Christopher Beorkrem, 'Material Strategies in Digital Fabrication', Routledge, 2012

AR3004 CONTEMPORARY PROCESSES IN ARCHITECTURAL DESIGN  L  T  P/ S  C
1  0  2  3

OBJECTIVES
• To introduce theories of media and its influence on the perception of space.
• To enable study of the various aspects of digital architecture and its exploration through emerging phenomena that relies on abstraction of ideas.
• To give understanding of the works of contemporary architects who have illustrated the influence of digital media in architecture.

UNIT I INTRODUCTION
Investigation of contemporary theories of media and their influence on the perception of space and architecture. Technology and art. Technology and architecture. Digital technology and architecture.

UNIT II CONTEMPORARY PROCESS
Emerging phenomena such as increasing formal and functional abstractions. Diagrams, diagrammatic reasoning, diagrams and design process. Animation and design. Digital hybrid. Exercises.

UNIT III GEOMETRIES AND SURFACES

UNIT IV CONTEMPORARY PROCESS AND ARCHITECTURAL WORKS
Ideas and works of architects related to contemporary processes. The architects to include Greg Lynn, Reiser + Umemoto, Lars Spuybroek / NOX Architects, UN studio, Diller Scifidio, Dominique Perrault, Decoi, Marcos Novak, Foreign Office Architects, Asymptote, Herzog and de Meuron, Neil Denari, Serie Architects, BIG Architects. Study to be undertaken in the form of assignments/discussions/seminars/presentations.

COURSE OUTCOMES:
On completion of the course, the student is expected to be able to

CO1 An understanding of the effect of contemporary theories of media on contemporary architectural design.

CO2 Insight into contemporary design process/theories and their relation to computation.

CO3 Ability to understand specific aspects of contemporary processes appropriate to a design situation.

CO4 Familiarity with architectural works derived from contemporary processes.

TEXTBOOKS

REFERENCES

AR3005 HUMAN BEHAVIOUR AND BUILT ENVIRONMENT

OBJECTIVES
- To introduce the relationship between human behaviour and the built environment.
- To give familiarity about theories and frameworks related to human behaviour and built environment.
- To give knowledge about methods and techniques to study human behaviour in the context of specific situations.
- To give theoretical and practical basis to approach architectural design through the understanding of human behaviour.

UNIT I INTRODUCTION TO ENVIRONMENTAL PSYCHOLOGY
Introduction to the term environmental psychology as relation between human behaviour and natural and built environment. Interdisciplinary and multidisciplinary aspect of environmental psychology. Outline of history of study of human behaviour with respect to context.

UNIT II ENVIRONMENTAL PERCEPTION AND COGNITION

UNIT III ENVIRONMENT AND BEHAVIOUR

UNIT IV ENVIRONMENT BEHAVIOUR STUDIES AND DESIGN
Environment behaviour studies. Methods of study such as physical traces, observation, interviews, self reporting, experimental methods, mock up, post occupancy evaluation. Methods and case studies to apply environment-behaviour studies in design.

TOTAL: 45 PERIODS

OUTCOME
- An overall understanding of the relationship between human behaviour and built environment.
- Knowledge about various terms and aspects related to human behaviour.
- An ability to study physical situations with respect to human behaviour.
- Sensitivity to apply knowledge of human behaviour in design situations.
TEXTBOOKS

REFERENCES

AR3006 PRODUCT DESIGN

OBJECTIVES
- To give understanding about the evolution of form and space in product design.
- To facilitate the interpretation of design concepts in different ways and layers.

UNIT I INTRODUCTION TO PRODUCT DESIGN

UNIT II PRODUCT DESIGN
Selection of the projects is based on the possibility of user interaction leading to innovation. Projects end with a comprehensive presentation through working/ mock up models, design drawing and a report. The project is supported by detailed discussion on various stages in the design process emphasising the complementary nature of systematic and creative thinking. This is achieved by short supporting assignment in following topics: Creativity techniques like brain storming and synectics to develop creative attitude and open mind, design opportunity, problem perception, Idea Sketching, clustering of ideas for concept development, exploratory mock up models for concept development, evaluation of concepts, final concept selection, concept development, refinement and detailing.

UNIT III PRODUCT DETAILING

UNIT IV PRODUCT DESIGN PROTOTYPING AND ADVANCED MANUFACTURING PROCESSES
Introduction to automation and Computer Aided Design (CAD), Principles of Basic Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM). Hardware and graphics software in CAD. CAD applications and integration with other software packages. Evolution of Numerically Controlled

TOTAL: 45 PERIODS

OUTCOME

- An understanding of product design as a discipline.
- Ability to interpret real life situation into design.
- Knowledge about contemporary design process and manufacturing process of design.

REFERENCES


AR3007 DESIGN DETAILING L T P/S C

OBJECTIVES

- To introduce various aspects involved in the construction of buildings through the understanding of different types of architectural and technical drawings.
- To enable the understanding of architectural design as integrating spatial and technical concerns.
- To enable development of an architectural design project into schematic drawings through integrating concerns of structure, construction and services.
- To give knowledge to create architectural drawings for construction and as a base for structures and services drawings.
- To give knowledge to design, incorporate and detail architectural and interior components of the architectural design project.

UNIT I UNDERSTANDING ARCHITECTURE THROUGH BUILDING DRAWINGS

Understanding architecture as a physical, workable product through study of comprehensive set of drawings for any live building project, interpreting them and presenting their characteristics through seminars/ assignments. The drawings to be studied should include architectural working drawings from macro to micro scale- site plan, building plans, staircase details, kitchen and toilet detail of joinery, etc., structural drawings and service drawings to include electrical, plumbing, mechanical and HVAC details.
UNIT II SCHEMATIC DESIGN INTEGRATING ARCHITECTURAL DESIGN WITH STRUCTURAL AND SERVICE CONSIDERATIONS

Evolving a conceptual design project into schematic design, balancing different technical considerations. Considerations include appropriate structural, plumbing, electrical, mechanical and HVAC systems. Working out schemes to decide and finalize on the best possible design that integrates everything together. Scale of the project could be small to medium and include any typology, involving a newly created, quick, simple design or an older design from previous academic years.

UNIT III ARCHITECTURAL WORKING DRAWINGS

Preparation of architectural working drawings for the resolved schematic design. Drawings to include site plan, centre line drawings, building drawings, detailed drawings of specific areas like staircases and wall sections, dimensions explaining the various components, joinery schedule. Design and preparation of layouts of service intensive rooms like kitchens and toilets.

UNIT IV DETAILED DRAWINGS OF ARCHITECTURAL AND BUILT IN COMPONENTS

Design and preparation of detailed drawings of joinery including doors, windows and ventilators. Design and detailing out of floor, wall and ceiling finishes/construction/laying. Design and preparation of detailed drawings of built-in furniture and components based on the room/typology to include counters, cabinets, wardrobes, storage, fittings and fixtures, display units, workstation.

TOTAL: 45 PERIODS

OUTCOME

- An understanding of all the aspects that go into the making of a building through study of drawings related to construction.
- Ability to resolve spatial concerns with technical aspects of a building.
- Ability to design and detail components within a building.

TEXTBOOKS


REFERENCES


AR3008 CLIMATIC DESIGN PROCEDURES

OBJECTIVES

- To introduce the procedure of climatic design of buildings.
- To emphasize on the climatic significance of architectural “form”.
- To learn through application; the understandings of climatic design in form of design exercises.

UNIT I SITE AND BUILDING FORM

Climatic data of a place: sourcing, analysing and inferring. Mahoney tables, periodic chart, Overheated periods, other climatically significant periods, activity charts of building. Site specific climatic factors; identification, listing and analysis. Land form and orientation – its effects on radiation and daylight. Open space and built form – its effects on radiation and air flow. Ground character. Climatic design of outdoor spaces and adjacent outdoor spaces – its design considerations; lowering surface temperature and air temperatures of outdoor spaces. Orientation of building; evaluation of
best orientation, optimum orientation climatically. Form and proportion of the overall building and site. Exercises on analysis of the above aspects at different climatic conditions.

The geometrical form of building envelop and its climatic significance; varieties of form and its influence of heat gain and wind flow. Study of various roof forms and Study of various building form in plan, for various climatic conditions. Form and its relation to radiant and convective cooling. Optimum built form. Exercises on the application of the above understandings.

UNIT II FORM, MATERIAL AND HEAT FLOW - 10
Form, material and heat flow. Selection of materials for climatic performance. U value and time lag calculations for various climatic situations. Homogenous material elements and Heterogeneous material elements Thermal properties of commonly used building materials. Thermal performance of some typical building section and building components. Exercises on the application of the above understandings.

UNIT III CLIMATIC DESIGN OF BUILDING ELEMENTS – I 10
Wall opening varieties. Wall opening design considering wind, light and heat gain. Orientation, Size, Position; its climatic significance. Protection and Control of wall openings. Sunshade and Louver design; its varieties, its performance optimization considering wind, light and heat. Exercises on design and detailing of wall openings for different of climatic conditions.

UNIT IV CLIMATIC DESIGN OF BUILDING ELEMENTS – II 10
Courtyards and its effect on heat gain and heat loss in building interiors. Form, scale and proportion of courtyards; their climatic effect. Courtyards and ventilation inside building. Exercises on design of courtyards for applying the understanding of above aspects. Verandahs, corridors and other transition spaces and their roles. Different varieties of roof openings; their climatic significance. Water bodies in building and evaporative cooling.

TOTAL: 45 PERIODS

OUTCOME
- An understanding of procedures involved in climatic design of buildings
- An understanding on the significance of architectural “form”; climatically.
- Ability to design and generate multiple iterations for various building elements climatically.

TEXTBOOKS

REFERENCES

AR3009 EARTHQUAKE RESISTANT ARCHITECTURE L T P/S C 3 0 0 3

OBJECTIVES
- To enable an understanding of the fundamentals of earthquake and the basic terminologies.
- To give basic knowledge of earthquake resistant design concepts.
- To provide familiarity with design codes and building configuration.
• To enable understanding of the different types of construction details to be adopted in a seismic prone area.
• To give knowledge for applying earthquake resistant principles in an architectural design project.

UNIT I  FUNDAMENTALS OF EARTHQUAKES  7
Earth's structure, seismic waves, plate tectonics theory, origin of continents, seismic zones in India. Predictability, intensity and measurement of earthquake. Basic terms- fault line, focus, epicentre, focal depth etc.

UNIT II  SITE PLANNING, PERFORMANCE OF GROUND AND BUILDINGS  10
Historical experience, site selection and development. Earthquake effects on ground, soil rupture, liquefaction, landslides. Behaviour of different types of building structures, equipments, lifelines, collapse patterns. Behaviour of non-structural elements like services, fixtures in earthquake-prone zones

UNIT III  SEISMIC DESIGN CODES AND BUILDING CONFIGURATION  10
Seismic design code provisions. Introduction to Indian codes. Building configuration - scale of building, size, horizontal and vertical plane, building proportions, symmetry of building - torsion, re-entrant corners, irregularities in buildings like short storeys, short columns, etc.

UNIT IV  DIFFERENT TYPES OF CONSTRUCTION DETAILS  11
Seismic design and detailing of masonry structures, wood structures, earthen structures. Seismic design and detailing of RC and steel buildings. Design of non-structural elements - architectural elements, water supply, drainage, electrical and mechanical components.

UNIT V  URBAN PLANNING AND ARCHITECTURAL DESIGN  7

TOTAL: 45 PERIODS

OUTCOME
• Ability to understand the formation and causes of earthquakes
• An understanding of the factors to be considered in the design of buildings and services to resist earthquakes.

TEXTBOOKS

REFERENCES
1. Ian Davis, 'Safe Shelter within Unsafe Cities: Disaster Vulnerability and Rapid Urbanization', Open House International, UK, 1987
2. 'Socio-economic developmental record'- Vol.12, No.1, 2005.

AR3010  PARAMETRIC MODELLING AND CODING  L T P/S C
1 0 2 3

OBJECTIVES
• To introduce parametric platform, various tools and its potentials.
• To impart training in parametric tools by 2D and 3D modelling through projects.
• To enable the use of parametric platform to develop a design from the initial stages to the final outcome.
UNIT I  INTRODUCTION TO PARAMETRIC MODELLING  12
Introduction to Parametric Modelling: Difference between Parametric and Non-Parametric Modelling; Advantages of Parametric Modelling; Introduction of Software tools like Rhino/Grasshopper, and its interface; Etc.,

UNIT II  INTRODUCTION TO CODING  11
Exercises in Processing (java) /Phython to understand Input/Output; Variable, Integers, Array, Operations, Object, Data Structure, List and Sort, Series/Range, Class, Function, Etc.,

UNIT III  DIGITAL FORMATION  11
Construct Curve, Surface, Solid, Mesh Etc., in parametric setup difference between Polygon & Nurbs modelling, Poly-surfaces, b-reps and meshes, Field, Operations, Modifiers, Manipulations, Etc.,

UNIT IV  GENERATIVE & PERFORMATIVE MODELS  11
(Grasshopper/ Processing/Phython, Etc.),
Computational Geometry: Voronoi, Delaunay Triangle, Etc;
Rule-based System: L-System (LS), Fractals, Etc.,
Performative: Simulation, Analysis, Evaluation, Etc.,

TOTAL: 45 PERIODS

OUTCOME
- Familiarity with digital tools and techniques in the realm of contemporary design processes;
- Ability to use parametric software to generate design variants ;
- Understanding of emergent possibilities in digital design, analysis and fabrication;

TEXTBOOK
1. Form+Code by Casey Reas, Chandler McWilliams, Lust, Princeton Architectural Press/New York;
2. The Nature of Code: Simulating Natural Systems with Processing by Daniel Shiffman;
3. Elements of Parametric Design by Robert Woodbur, Bentley Institute Press & Routledge;
4. From Control to Design Paperback by Tomoko Sakamoto, Actar;
5. The Alphabet and the Algorithm by Mario Carpo, The MIT Press;
6. AAD Algorithms-Aided Design by Arturo Tedeschi, Le Penseur;

REFERENCES:
1. Patrick Schumaker, ‘ Parametricism as Epochal Style n, Antoine. ‘Digital culture in Architecture’

AR3011  DISASTER MANAGEMENT  L T P/S C  3 0 0 3

OBJECTIVES
- To provide knowledge about disasters, their significance and types.
- To inform about the relationship between vulnerability, disasters, disaster prevention and risk reduction.
- To give a preliminary understanding of approaches to Disaster Risk Reduction (DRR).
- To enhance awareness of institutional processes in the country.
- To give information about how to respond to surroundings with potential disaster response in familiar areas.
UNIT I    INTRODUCTION TO DISASTERS
Disaster, hazard, vulnerability, resilience, risks. Types of disasters – earthquake, landslide, flood, drought, fire etc. Classification and causes. Impact including social, economic, political, environmental, health, psychosocial, etc. Differential impacts in terms of caste, class, gender, age, location, disability. Global trends in disasters: urban disasters, pandemics, complex emergencies, climate change. Dos and don'ts during various types of disasters.

UNIT II    APPROACHES TO DISASTER RISK REDUCTION (DRR)
Disaster cycle.. Culture of safety, prevention, mitigation and preparedness. Structural and non structural measures. Roles and responsibilities of community, Panchayat Raj Institutions/ Urban Local Bodies (PRIs/ULBs), States, Centre, and other stake-holders. Institutional processes and framework at State and Central Level. State Disaster Management Authority (SDMA). Early warning . Advisories from appropriate agencies.

UNIT III    INTER-RELATIONSHIP BETWEEN DISASTERS AND DEVELOPMENT
Factors affecting vulnerabilities. Differential impacts. Impact of development projects such as dams, embankments, changes in land-use etc. Climate change adaptation. IPCC scenario and scenarios in the context of India. Relevance of indigenous knowledge, appropriate technology and local resources.

UNIT IV    DISASTER RISK MANAGEMENT IN INDIA

UNIT V    DISASTER MANAGEMENT: APPLICATIONS, CASE STUDIES AND FIELD WORK

OUTCOME
• Ability to differentiate the types of disasters, causes and their impact on environment and society.
• Knowledge about assessing vulnerability and various methods of risk reduction measures as well as mitigation.
• Familiarity with real situations and responses during disasters.

REQUIRED READING
• Gupta Anil K, Sreeja S. Nair. 'Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi, 2011.

REFERENCES
OBJECTIVES

- To provide familiarity with the characteristics of interior spaces and furniture across history.
- To introduce the profession of interior design and bring out its role.
- To inform about the various components of interior space and give an understanding of the design aspects involved in each.

UNIT I  INTERIOR SPACES AND FURNITURE ACROSS HISTORY

Outline of the characteristics of representative/ exemplary interior spaces, interior decoration and furniture in the Western world from the beginnings to twentieth century. Outline of characteristics of representative/ exemplary interior spaces, interior decoration and furniture in India across the ages, including living folk traditions.

Exercises in understanding historical aspects of interior spaces through literature review and case studies. Exercises involving conceptual design of contemporary interiors inspired by precedents.

UNIT II  VOCABULARY OF INTERIOR DESIGN

Introduction to the professions of interior decoration, interior design and furniture design, bringing out their origin, evolution and current scope of work. Definition and process of interior design.

Introduction to the design of interior spaces as related to typology, function and themes. Vocabulary of design in terms of elements (point, line, shape, form, space, colour, light, pattern, texture) and principles (balance, proportion, scale, rhythm, hierarchy, unity, contrast, harmony, emphasis, movement) with specific reference to examples from interior design.

Exercises in understanding vocabulary of design through case studies and conceptual design.

UNIT III  COMPONENTS OF INTERIOR SPACE

Role of interior treatment and finishes in the experience of interior spaces. Outline of the design of components such as floors, ceilings, walls, partitions, window treatments and accessories based on parameters such as context, function, ambience, materials, properties, methods of construction, colour, texture.

Role of lighting in the experience of interior spaces. Outline of different types of interior lighting systems and fixtures based on their effects and suitability in different contexts.

Role of landscaping in the experience of interior space. Outline of interior landscaping elements such as rocks, plants, water, flowers, fountains, paving, artefacts. Their physical properties and effects on spaces.

Study of representative examples for all the above. Conceptual design exercises in all the above.

UNIT IV  FURNITURE

Introduction to furniture design as related to parameters such as human comfort and function (including anthropometrics and ergonomics), built in or freestanding, materials and methods of construction, cultural particularities, changing trends and lifestyles, innovations and design ideas.

Study of representative examples.

Furniture design exercises involving conceptual understanding of the above

TOTAL: 45 PERIODS

OUTCOME

- An understanding of interior design as an integral part of architecture and as an interdisciplinary and allied field related to architecture.
- An overall exposure to the ways in which interior spaces can be enriched through the design of specific interior components.

TEXTBOOKS


REFERENCES

AR3013 SOFT SKILLS L T P/S C
3 0 0 3

OBJECTIVES
- To introduce soft skills as important human attribute/ quality to be developed.
- To enable development of communication skills in various scales and media.
- To enable development of skills in terms of group and team behaviour.

UNIT I INTRODUCTION TO SOFT SKILLS

UNIT II INTRODUCTION TO COMMUNICATION SKILLS; LISTENING AND TALKING

UNIT III COMMUNICATION SKILLS – READING AND WRITING

UNIT IV GROUP COMMUNICATION
UNIT V  PRESENTATIONS, INTERVIEW AND GROUP DISCUSSIONS  9

OUTCOME:
- Familiarity with the importance of soft skills.
- Knowledge about how to communicate effectively in various scales and media.
- Exposure to importance of appropriate team and group behaviour.

TEXTBOOKS
1. Soft Skills, K.Alex, S.Chand, 2010

REFERENCES
2. Interpersonal Communication, Steven A. Beebe, Susan J. Beebe, Mark V. Redmond, Pearson 2011.

AR3014  DIGITAL TOOLS FOR BUILDING MODELLING AND ANALYSIS  L T P/S C  1 0 2 3

OBJECTIVES
- To give knowledge about the importance of analysing a building design on various parameters.
- To give familiarity with digital tools available to model the attributes and information of a building.
- To enable the analysis and simulation of attributes and qualities of a building in order to improve the quality of design from different considerations.

UNIT I  INTRODUCTION  6
Importance of analysing a building design based on various parameters- energy performance, attributes of lighting and ventilation, structure, cost estimating, phasing of project, construction, administration and management, etc., Overview of different platforms available to analyse a building on its various parameters. Difference between CAD and BIM. Outline of the whole process- building modelling, giving information in terms of inputs, understanding the attributes/parameters of the model and extracting information in terms of analysis and performance. Various BIM platforms currently available- Revit, Bently, Archicad, Digital Project, Vector works, Tekla Structures, DProfiler, etc., Knowledge required by an architect as designer and as advisor in the building projects with respect to analysis of a building.

UNIT II  BASIC BUILDING MODELLING  15
Overview of modelling of a building - components, materials, assemblies, relational structures, objects, libraries, parametric shapes, details, property, attributes, etc., Basic modelling of a building - creating components such as walls, roofs, floors and ceilings, doors and windows, skylights, staircases and railings, etc., Adding information in terms of dimensioning. Exercise in some of the above.

UNIT III  APPLYING DETAILED ATTRIBUTES TO BUILDING MODEL  12
Overview of applying specification, material information, consideration of day lighting and sunpath, artificial lighting fixtures, MEP (Mechanical, Electrical, Plumbing) components, site and landscape components, applying performance information, installation and application info, sustainability information, management information, quality control information, etc., to a basic building model. Exercise in some of the above.
UNIT IV UNDERSTANDING THE QUALITIES OF BUILDING THROUGH MODEL 12
Overview of how to understand, analyse the qualities and working of a modelled building through knowledge and theoretical concepts studied in previous semesters as well as through simulation of the building model. The qualities will include thermal performance, cooling load, lighting effects, etc., Extracting information from the model in terms of BOQ, cost, etc.,
Exercises in some of the above.

TOTAL: 45 PERIODS

OUTCOME
- An understanding of the importance of modelling information and analysing model for a building.
- A familiarity with making basic models, applying attributes/parameters to the model, understanding aspects of a building design through analysing the model.

TEXTBOOKS

REFERENCES

AR3015 CONTEMPORARY BUILDING MATERIALS L T P/S C 3 0 0 3

OBJECTIVES
- To introduce current materials and products in architecture that are eco-friendly, composite, durable, advanced, smart.
- To inform about innovations in materials and practices in building industry.
- To focus on materials and systems, their properties and connections, intrinsic relationship with structural systems and environmental performance.

UNIT I INTRODUCTION 7
Introduction and need for ultra-performance materials in building design as a substitute to conventional materials. Newer application for special performance, thermal/ sound/ moisture protection, fitting, equipment and furnishing. Properties of contemporary materials – multidimensional, repurposed ,recombinant ,intelligent , interfacial, transformant, etc.

UNIT II ADVANCED CONCRETE AND COMPOSITE REINFORCEMENT 10

UNIT III COMPOSITE MATERIALS 10
Types, terminology and classification of composite materials based on particle reinforced, fiber reinforced, structural and composite benefit in building construction. Composite materials manufacturing process. Use of composite materials namely Polymer Matrix Composites (PMCs) and Fibre- Reinforced Polymers (FRPs) along with cement, steel, aluminium ,wood, glass, etc., for thermal insulation, fire protection, coating, painting and structural monitoring, etc.
UNIT IV  NANO-MATERIALS AND NANO-COMPOSITES

Definition, manufacture and types of nano materials. Properties, performance of nano materials in building construction, types and application of nano-materials like carbon, nanotubes etc., Nano composite used with cement, steel, aluminium, wood, glass for thermal insulation, fire protection, coating and painting and structural monitoring etc.. Nano technologies in building and construction.

UNIT V  DIGITAL AND TENSILE MATERIALS


OUTCOME

- Exposure to the need and use of various contemporary materials in creating innovation and ultra-performance in building design.
- An understanding of characteristics and performance of the newer materials in terms of detailing and application to the context.

TEXTBOOKS


REFERENCES

UNIT III  SUBTRACTION FABRICATION  9
Laser Cut, CNC Milling, Water Jet Cutting, Etc., it’s Possible Materials Etc., Case studies of Application of Subtractive Fabrication in practice at different scales;

UNIT IV  TRANSFORMATIVE FABRICATION  9
Robotic Fabrication, Mechanically Transformative Process, Etc., it’s Possible Materials Etc., Case studies of Application of Transformative Fabrication in practice at different scales;

UNIT V  FILE TO FACTORY PROCESS  9
Preparation of File to Factory Process, Optimization of meshes/files, STL Formats, Etc.,

TOTAL: 45 PERIODS

OUTCOMES

- Awareness to the machines, different methods of fabrication and the workability with materials.
- Ability to correlate between the design processes and Digital Prototype or Model attribute.

REFERENCES

2. Digital Fabrication, Paul Andersen, David Salomon, Sanford Kwinter, David Carson, Architecture of Patterns, W. W. Norton & Co, 2010
7. Emergent Design Group, Morphogenetic Design Strategies AD, 2004
8. Farshid Moussavi, Daniel Lopez, Garrick Ambrose, Ben Fortunato, Ryan R. Ludwig and Ahmadreza Schrick, The Function of Form

AR3017  HISTORY OF TAMIL NADU  L T P/S C
3 0 0 3

COURSE OBJECTIVES

- To introduce Tamil Nadu in terms of land, people, culture and civilization.
- To give knowledge about the historical forces in Tamil Nadu and the corresponding evolution of architecture and urbanism in Tamil Nadu upto colonial times.
- To give familiarity with Tamil Nadu and its cultural productions during colonial rule.
- To introduce modern Tamil Nadu and its processes and the effects on architecture and urbanism.

UNIT I  TAMIL NADU – EARLY HISTORY TO 600 AD  9
Prehistoric sites of Tamil Nadu. Origin of Tamil Nadu. Geography and regions of Tamil Nadu. Cultural regions. Economic basis. Language and literature of the Tamil region.

UNIT II  TAMIL NADU - AGE OF EMPIRES - 600-1300  9
Political events within the Tamil region and across the subcontinent - Pallavas, Cholas, Pandyas. Different regions and capitals- timeline and intersections. Religious and cultural forces and resulting architecture and urbanism.
UNIT III - TAMIL NADU - ISLAM AND PAN INDIAN FORCES – 1300 TO COLONIAL RULE

Emergence of distinct and unique urbanism and architecture. Bhakthi movement and cities. Influences from Islam and North India. Urban nuclei and cross cultural influences.

UNIT IV - COLONIALISM AND TAMIL NADU


UNIT V - MODERN TAMIL NADU


TOTAL: 45 PERIODS

OUTCOME

- Familiarity with the origin and evolution of Tamil Nadu and its people.
- Knowledge about historical processes in Tamil Nadu before colonial rule and their effects on architecture and urbanism of Tamil Nadu.
- Familiarity with the effects of colonial rule in Tamil Nadu.
- Overall understanding of modern Tamil Nadu and development processes in urbanism and architecture.

TEXTBOOKS

2. Srinivasa Iyengar, P.T. History Of The Tamils, From The Earliest Times To 600 A. D.
3. Champakalakshmi R, Trade Ideology and Urbanization: South India 300 BC To AD 1300, OUP, 1999

REFERENCES

2. Chithra Madhavan, History and Culture of Tamil Nadu, D.K. Print World Ltd, 2005

AR3018 HISTORY OF NON-WESTERN ARCHITECTURE L T P/S C

3 0 0 3

OBJECTIVES

- To create awareness about the history of non-Western Architecture
- To give outline knowledge of various non-Western Architectural traditions.
- To inform about colonial influences on non-Western architecture.

UNIT I - CHINESE, JAPANESE AND KOREAN ARCHITECTURE

China - Prehistoric history, regional architecture, dynasty architecture, architecture of the general public, imperial architecture, religious architecture, Horizontality, Enclosure, hierarchy, symmetry, influences of Chinese architecture on neighbouring regions, influence of neighbouring regions on Chinese architecture

Japanese - Prehistoric history, regional architecture and architecture of different periods, pagodas, shrines, temples, wooden structures, zen architecture, gardens, castles, imperial architecture, early minimalism, Japanese-Western eclectic architecture, colonial architecture, FLW, Corbusier, Tange’s architecture in Japan.
Korea – Dolmens, Buddhist architecture, hanoks, semi-subterranean houses, Korean forts, pagodas, differences from Chinese and Japanese pagodas, tombs.

UNIT II SOUTH-EAST ASIAN ARCHITECTURE 11
Historic architecture of Thailand, Cambodia, Laos, Myanmar and Indonesia, Khmer architecture, Buddhist architecture, Dutch architecture of Indonesia, British colonial architecture of Singapore and Sri Lanka, French architecture of Vietnam, Spanish colonial architecture of Philippines, temple complexes, Angkor wat, Borobudur, Angkor thom, Luang Prabang, Preah Vihear.

UNIT III AFRICAN ARCHITECTURE 9
Early history – Egyptian, Phoenician, Nubian, Roman architecture, Aksumite architecture, Nigerian dry stone buildings, Islamic and Moorish architecture of north Africa- in the regions of Tunisia, Egypt, Morocco, Great Mosque of Djenné, Tomb of Aksia, Ibwami of Rwanda, Swahili architecture, Colonial architecture of Cape Town, Saint-Louis, Grand-Bassam, Gold Coast, etc.

UNIT IV RUSSIA AND MONGOLIA AND KOREA 7
Russia - Slav medieval forts, Christian architecture of Kievan Rus, Veliky Novgorod, Kiev, Murom. Muscovite architecture, Imperial architecture of Russia – castles, cathedrals and palaces, post-revolution architecture.
Mongolia – Stupas, Yurts, Imperial architecture at Karakorum, Buddhist monasteries.

UNIT V OCEANIA 7

TEXTBOOKS
1. Banister Fletcher, A History of Architecture, CBS 1999

OUTCOME
• Familiarity with the architecture of non-Western traditions
• Exposure to colonial influence on non-Western cultures
• Broader awareness of historical processes across the world in the realm of architecture

AR3019 ART APPRECIATION L T P/S C
2 0 1 3

OBJECTIVES
• To introduce art as a fundamental human activity, its characteristics and ways in which it can be understood. To introduce the vocabulary of art and to enable the appreciation of art.
• To understand different productions of art as manifestations within particular contexts.

UNIT I INTRODUCTION TO ART 9
Definition of art, need for art, role of art. Art, reality, perception, representation. Appreciating art in terms of form (means, types, tools and techniques, vocabulary of art - principles and elements), content (story conveyed, meaning) and context (the situation and time of production of art).

UNIT II CHARACTERISTICS AND APPRECIATION OF ART - PREHISTORY TO MODERN 15
UNIT III CHARACTERISTICS AND APPRECIATION OF ART - POSTMODERN


UNIT IV CHARACTERISTICS AND APPRECIATION OF ART – CONTEMPORARY


TOTAL: 45 PERIODS

OUTCOME

- An understanding and appreciation of art as basic and varied human creation related to cognition and experience.
- Awareness of important art productions in the West and India.
- Sensitivity towards collective and individual cultural productions as unique expressions of historical and geographic context.

TEXTBOOKS


REFERENCES

4. 'Indian Art since the early 1940s- A Search for Identity', Artists Handicrafts Association of Cholamandal Artists Village, Madras, 1974.

AR3020 DESIGN COMMUNICATION

OBJECTIVES:

- To introduce design communication as an important part of an architect's work.
- To give knowledge about different modes and media for design communication/presentation.
- To give exposure to the current trends in architectural design communication.
- To provide opportunities for experimentation through study and implementation.

UNIT I INTRODUCTION TO DESIGN COMMUNICATION

Introduction to design communication as an integral part of the architectural design process. Outline of attributes of architecture that can be communicated and the modes of communication - text, visuals, drawings etc., Brief overview of how design has been communicated across history through popular diagrams and drawings of notable architecture/architects' works. Design Communication by contemporary architects/visualisers – Diagrams by BIG, Models by Richard Meier, Visualisations by Squint/Opera, Presentations by Heatherwick Studio, Social Media by Malone Maxwell Borson Architects. Analysis of award-winning competition drawings and media. Understanding of popular modes of design communication through exercises based on case studies of architects' work through first hand study, websites, other collected data, etc.

UNIT II COMMUNICATING STUDY, SITE ANALYSIS AND CONCEPT

Exercises in design communication involving presenting of study, requirements, site analysis and concept. Exercises can be based on a studio project completed in the previous semester by students themselves or other students' work. Discussion and dialogue on the various attributes to be communicated and finalising best way to communicate. Use of various modes and media-Software/plug-ins like Modelur, climate consultant etc., Storyboarding and hand drawn art, Combination of hand-drawn and digital techniques of design context and site models. Montage

UNIT III   COMMUNICATING DESIGN INTENT IN THE DESIGN PRODUCT  
13 Exercises in design communication involving bringing out the design intent inherent in the design product. Exercises can be based on a studio project completed in the previous semester by students themselves or other students’ work. Discussion and dialogue on the various attributes to be communicated and finalising best way to communicate. Sheet sizing, scale and composition. Manual sketching and rendering, 2D & 3D Digital Drawings Revit, Sectional Perspective, Exploded Axonometry, Hybrid Visualisation, Interactive 3D rendering, Immersive 3D, Presentations in Videos, GIFS, Visualisation overlays on Videos. Projection mapping and interactive 3D printed models, VR Animation, Augmented Reality and Immersive Experiences - exploring design studio projects using any of the tools like Unity 3D, Maya, 3DS Max. Autodesk Live, Fuzor, Shapespark, Unreal Engine, Autodesk Stingray, Steam Unigine, Arki.

UNIT IV   DESIGN NARRATIVE AND WRITING  
10 Exercises in design communication involving descriptive writing about a studio project. Exercises can be based on a studio project completed in the previous semester by students themselves or other students' work. Discussion and dialogue on the various attributes to be communicated and finalising best way to communicate. Communicating Design with the help of relevant vocabulary - Design Narratives, Project Description, salient points, key design ideas. Narrative to mix visual and verbal in a composite manner. Putting together everything in different modes- social media, paper, digital, etc.,

OUTCOMES:
• Awareness of the importance of design communication as a necessary part of architect’s work.
• Knowledge about current trends in design presentation and communication.
• Ability to employ latest technology in expressing design intent and programs.
• Exposure to allied fields that are associated with architectural design communication.

TEXTBOOKS:
3. Hybrid Drawing Techniques by Contemporary Architects and Designers by M. Saleh Uddin, Wiley & Sons, Incorporated, John, 1999

AR3021   BUILDING AUTOMATION AND MANAGEMENT SYSTEMS  
L T P/S C  
3 0 0 3

OBJECTIVES:
• To give introduction to automation and management systems in buildings.
• To give knowledge about specific systems in the field of fire safety, security, communication, HVAC, lighting, climate control, etc.,
• To give information about integration of systems with each other and with building construction.

UNIT I   INTRODUCTION TO BUILDING AUTOMATION AND CONTROL SYSTEMS  
9 Introduction to and History of Building Automation Systems (BAS). Building Types and Key Requirements. Different systems in BAS which includes HVAC, security and surveillance, communication, fire, lighting systems, climate control, etc. Ideas of intelligent buildings, Human Machine Interface (HMI), facilities management and life cycle costs. The fundamental concepts of building control, and building automation. Control Theory. Building automation topics include device
technology (sensors, control elements), direct digital control, control applications, communication systems, and Building Automation Protocols. Role of different stakeholders (Architect, contractor, consultant, application engineer and engineer) in BAS system design.

UNIT II   FIRE SAFETY SYSTEMS  9
Statutory Standards and codes for fire safety. Objective and essential components and working of a Fire Alarm System. Type of detection technology in the Fire alarm system. Basic knowledge on working, design and installation of Fire alarm system. Fire suppression systems. Components, working and installation.
various types of technologies currently in use.

UNIT III   SECURITY, SURVEILLANCE AND COMMUNICATION SYSTEMS  6
Introduction to Access Control, Intruder Alarm, Essential Components of each System, and Various types of Technologies employed in the system, Basic knowledge as how they work, are designed and installed. Introduction to CCTV, Perimeter protection system, Essential Components of each System, and Various types of Technologies employed in the system, Basic knowledge as how they work, are designed and installed.
Public Address System and other communication systems and their requirements.

UNIT IV   HVAC, LIGHTING, CLIMATE CONTROL  12

UNIT V   INTEGRATED BUILDING MANAGEMENT SYSTEM  9
Overview of various components, technology, sensors, etc., that are common to more than one system. Integrated Building Management System IBMS. Integrated approach in design, maintenance and management system. Current trend and innovation in building automation systems. Impact of Information Technology.

TOTAL: 45 PERIODS

OUTCOME:
- Overall knowledge of building automation and managements systems.
- Knowledge about different building automation control systems.
- Overall understanding of integration of different systems with each other and with architecture

TEXTBOOKS:
2. National Building Code of India

REFERENCES
1. George Clifford , Modern Heating Ventilating and Air Conditioning
2. Vaughn Bradshaw, Building control Systems
4. James E. Brumbaugh, HVAC Fundamentals
5. Herman Kruegle, CCTV Surveillance,
7. Vivian Capel, Security Systems and Intruder Alarm System,
OBJECTIVES
- To inform about the technology involved in the construction of buildings, especially situations requiring advanced construction.
- To give familiarity about advanced construction technology in concrete and steel.
- To inform about the construction practices and equipment in different situations.
- To give an overview of construction planning and scheduling.

UNIT I SOIL AND FOUNDATIONS 7

UNIT II ADVANCED CONSTRUCTION TECHNOLOGY 11

UNIT III CONSTRUCTION PRACTICE 11
Modern Construction Materials. Manufacture, storage, transportation and erection of precast component forms. Types of moulds and scaffolding in construction. Safety in erection and dismantling of constructions. Formwork systems (including slip-form), temporary works and enabling works. Insitu/field tests for materials.

UNIT IV CONSTRUCTION METHODS AND EQUIPMENT 9
Choice and use of equipment for different situations and materials. Tractors, bulldozers, shovels, draglines, cableways and belt conveyors, batching plants, transit mixers and agitator trucks for ready mix concrete, guniting equipment, air compressors, welding equipment, cranes and other lifting devices.

UNIT V CONSTRUCTION PLANNING AND SCHEDULING 7

TOTAL: 45 PERIODS

OUTCOME
- Familiarity with advanced construction technology and systems.
- Knowledge about construction practices and equipment.
- Familiarity with construction management, planning and scheduling processes.

TEXTBOOKS

REFERENCES
5. http://www.cmdachennai.gov.in
OBJECTIVES
- To give exposure to the importance of understanding Information through visual thinking.
- Enabling skill in exploring the various ways of visualising and analysing data.
- To enable generating innovative diagrams from the collected data to discern and recognise patterns and phenomena.

UNIT I  INTRODUCTION TO DATA VISUALISATION  9

UNIT II  OUTLINE OF DATA VISUALISATION TOOLS  12
Overview on Visual analysis languages. Interactive data visualisations. Multivariate visualisation. Geospatial visualisation. Data Visualisation platforms-Tableau, Polaris, GGplot2, Matplotlib,PowerBI, etc.
Exercises using some of the above platforms using sample datasets.

UNIT III  DATA VISUALISATION IN ARCHITECTURE  12
Introduction to mapping and data visualisation in architecture. Types of visualisation tools -2D/3D. Architectural design process outline. Various Data collection techniques. Basics sets of architecture and urban design data required. Quantitative and Qualitative data: Spatial and Non-Spatial data. Introduction to functional visualisation of various attributes of buildings - Activity, zoning, matrix, proximity chart, human behaviour, demographics, circulation patterns, etc.
Exercises related to above.

UNIT IV  ANALYSIS OF ARCHITECTURAL AND URBAN DATA  12
Overview of recent design approach related to study and design for people and space with help of big data. Analysis and visualisation of data. Quantitative and Qualitative data. Programme, Microclimate, Geospatial Analysis, Energy modelling, Vegetation, User behaviour studies, Sensory analysis, Post occupancy studies, Participatory/Interactive approach etc.
Case studies of Data Visualisation as design process- Works of Rem Koolhaas, UN Studio, FOA etc.

OUTCOME
- Knowledge about the importance of data visualisation.
- Familiarity with different methods and techniques of data visualisation.
- Skill in working out simple exercises related to data visualisation in the realm of architecture and urban design.

TEXTBOOKS
5. David McCandless, ”Knowledge is Beautiful”,William Collins,2014

REFERENCES

AR3024 HERITAGE CONSERVATION L T P/S C 3 0 0 3

OBJECTIVES
- To introduce the need for heritage and rationale for architectural conservation and to provide familiarity with the history of conservation.
- To give familiarity about various agencies involved in the field of conservation worldwide.
- To give an overview of conservation of architecture and heritage towns of India.
- To give detailed information about the materials and methods of heritage preservation.
- To give an overview of conservation practice and strategies in India.

UNIT I INTRODUCTION TO HERITAGE AND CONSERVATION 12

UNIT II CONSERVATION IN INDIA 7
Museum conservation. Monument conservation and the role of ASI, SDA, INTACH. Central and state government policies and legislations. Inventories and projects. Selected case studies of sites such as Hampi, Golconda, Mahabalipuram. Craft issues of conservation.

UNIT III CONSERVATION MATERIALS, METHODS AND STRUCTURAL SYSTEMS 10

UNIT IV CONSERVATION PRACTICE 7

UNIT V URBAN CONSERVATION STRATEGIES 9

TOTAL: 45 PERIODS
OUTCOME

- An understanding of the importance of heritage and scope of conservation.
- Familiarity with issues and practices of conservation through case studies.
- Knowledge about methods for preserving and repairing historic buildings.
- Familiarity with conservation strategies through principles and project case studies.

TEXTBOOKS

6. Publications of INTACH

REFERENCES

3. B.P. Singh, 'India's Culture- The State, The Arts and Beyond', Oxford University Press, 2009

AR3025 TECHNIQUES OF DIGITAL ART

OBJECTIVES

- To give introduction to digital art as a domain.
- To give exposure to different types of and media for digital art.
- To develop skills in basic techniques of digital art.

UNIT I INTRODUCTION TO DIGITAL ART


UNIT II 2D ART

- Software and techniques for raster image editing. Editing and creating digital raster images through various kinds of manipulation based on elements and principles for a selected theme. Creating 2D vector art based on elements and principles for a selected theme.

UNIT III 3D ART

- Software and techniques for 3D drawing and video. Creating 3D art based on elements and principles for a selected theme.

UNIT IV MIXED MEDIA

- Introduction to different types of mixed media in digital art. Project involving mixed media on any theme.

TOTAL: 45 PERIODS

OUTCOME

- Awareness of digital art as a domain.
- Knowledge about the types and media for digital art.
- Skill in basic techniques for digital art.
TEXTBOOKS

REFERENCES
10. 3DTotal.com, 'Digital Art Masters'.

AR3026 PROFESSIONAL SERVICE FIRM: MANAGEMENT AND EXCELLENCE

OBJECTIVES
- To introduce the idea of profession, professional and professional service firm.
- To introduce the key areas of attention involved in a professional service firm.
- To inform about ways to maximise the potential of human resource for individual, organisational and societal benefit.
- To give familiarity about the different ways to protect ideas and knowledge.
- To introduce the idea of reflective practice to enable lifelong learning and professional excellence.

UNIT I PROFESSION, PROFESSIONAL AND PROFESSIONAL SERVICE FIRM
Definition of profession and professional. Attributes of a profession- unique body of knowledge, standards of entry, code of ethics, service orientation to the profession, sanctioning organisation. Professional service firm. Differences between a professional service firm and business firm, manufacturing firm and other services firm. Brief outline of aspects involved in a professional service firm - ethical and professional vision of firm, legal foundation of firm, form of organisation, organisational structure, financial strategies, project implementation, client relationship, professional conduct, human resource practices, team work, leadership, nurturing of key competencies, innovation and excellence, perception of firm by clientele and public, future vision.

UNIT II EFFECTIVE PROFESSIONAL
UNIT III  HUMAN RESOURCE MANAGEMENT  9

UNIT IV  KNOWLEDGE MANAGEMENT  9

UNIT V  REFLECTIVE PRACTICE  9
Reflective practice as approach to enable professionals use their knowledge explicitly in practical situations, combine action and learning effectively, give flexibility and openness to innovate and evolve. Concept of Reflective Practice. Approaches to address problems. Theory in Use and Espoused Theory. Reflective practice as thinking in action. Ways of generating knowledge to solve issues and problems- Experimentation, Speculation, Imagination, Scientific Method, Statistical Analysis, cycle SECI, Modelling, Mental models and virtual worlds. Framing (tacit framing, Analysing and understanding assumptions and values, reframing, paradigm shifts), Conceptual innovation, Design. New democratic, collaborative and innovative approaches to reflective practice. Social enterprises and entrepreneurship. Literature case studies and first hand studies of practices in different creative disciplines, including architecture, in the above topics.

TOTAL: 45 PERIODS

TEXTBOOKS

REFERENCES

AR3027  GREEN BUILDING  L T P/S C
3 0 0 3

OBJECTIVES
- To give introduction to the concept of green building.
- To give exposure to the different systems and organisations associated with green building concept.
- To give knowledge about the various areas/ realms of architecture in which green building concepts can be applied.
UNIT I INTRODUCTION TO CONCEPT OF GREEN BUILDING


UNIT II SITE AND RESOURCES


UNIT III ARCHITECTURAL MORPHOLOGY

Building footprint, shape, size and proportion to optimise comfort and energy consumption. Building components such as openings, courtyards, skylights, shading devices, fenestration, etc., Designing for lighting, ventilation and rain within the local climatic context. Case studies.

UNIT IV ENERGY AND MATERIALS


UNIT V ZERO CARBON BUILDING

Different techniques and methods for zero carbon building. Case studies.

TOTAL: 45 PERIODS

OUTCOME

- Familiarity with concept of green building.
- Knowledge about different systems of green buildings
- Exposure to green buildings in practice in various areas of architecture.

TEXTBOOKS

1. GRIHA Manuals
3. Michael Bauer, Peter Mösle, Michael Schwarz, Green Building, Guidebook for Sustainable Architecture, Springer 2010

REFERENCES


AR3028 ADVANCED STRUCTURES

OBJECTIVES

- To give an understanding of the loss of pre- stress and design requirements for determinate beams.
- To provide familiarity with the concept of industrial structures and high rise structures.
- To enable the study of concepts of tensile structures, domes, shells and folded plate

UNIT I PRESTRESSED CONCRETE

Losses of Prestress. Design requirements. Design of determinate beams.
UNIT II INDUSTRIAL STRUCTURES 8
Classification, planning and layout requirements, functional requirements. Types of industrial structures—power plants, bunkers and silos, cooling towers, containment structures, chimneys. Merits.

UNIT III HIGH–RISE BUILDINGS 7

UNIT IV TENSILE STRUCTURES 10
Concept, development, laws of formation, merits and demerits of pneumatic structures. Basic principles, forms, merits and demerits of cable structures.

UNIT V SHELLS, DOMES AND FOLDED PLATES 10

TOTAL: 45 PERIODS

OUTCOME
- An understanding of concepts and applications of pre-stressed concrete.
- An understanding of concepts and application of industrial structures and skyscrapers.
- Familiarity with the theory and applications of tensile structures, grids, domes, shells and folded plates.

TEXTBOOKS

REFERENCES

AR3029 ARTIFICIAL INTELLIGENCE IN DESIGN PROCESS LT P/S C 3 0 0 3

OBJECTIVES
- To give knowledge and understanding about the discipline of Artificial Intelligence as a totality and its potential in Architectural Design.
- To give understanding about the relationship between architecture and computing within methodological design process.

UNIT I INTRODUCTION TO AI
Introduction to Artificial Intelligence; Introduction to Internet of Things (IoT), Big Data, Machine Learning (ML), Block Chain, Etc.,
UNIT II  CYBERNETICS & MACHINES
Definition of Cybernetics; Cybernetic architecture; Cyberspace; Virtual-Reality; The Architectural Relevance of Cybernetics;

UNIT III  DESIGN INTELLIGENCE SYSTEM
Algorithm in Architecture; Data driven/informed process; Multi-Agent Design System; Automation in Design; Swarm Intelligence, Neural Networks, Morphogenetic, Self-Organising, Behavioural; Evolutionary and cognitive aspects;

UNIT IV  CONSTRUCTION INTELLIGENCE SYSTEM
Robotic construction, 4d Printer, Real-time Fabrication, Virtual/Augmented Reality, Flying Robots; Human-free construction process;

UNIT V  STUDENT SEMINAR
Application of AI in Architectural Projects/by Architects: Zaha Hadid Architects (ZHA), Foster + Partners, Buro Happold, Arup Group, Matias Del Campo, Sidewalk Labs/Delve, Regen Villages, Phil Bernstein, Etc.,

TOTAL: 45 PERIODS

OUTCOMES
- Knowledge about artificial intelligence as a domain.
- Familiarity with artificial intelligence in architectural design process.
- Exposure to various intelligence design processes and new trans-disciplinary design methodologies.

TEXTBOOKS:
2. The Routledge Companion to Artificial Intelligence in Architecture, Imdat As, Prithwish Basu, Routledge;
3. Artificial Intelligence and Architecture, From Research to Practice, Stanislas Chaillou, Birkhäuser.

REFERENCES
15. Holmes, Aaron, AI could be the key to ending discrimination in hiring, but experts warn it can be just as biased as humans / 03.03.2020 / Business insider, https://www.businessinsider.com/ai-hiring-tools-biased-as-humans-experts-warn-2019-10?IR=T
UNIT IV ECOLOGY, ENERGY AND SMART CITY
Geography of the city. Ecological aspects. Climate change. Flooding patterns. Energy and sustainability in cities. Incorporating smart concepts to enhance and mitigate positive and negative effects with respect to these areas. Case studies.

UNIT V SMART CITIES MISSION INDIA
Smart cities in the context of India. Urban projects in India- JNNURM, Smart city mission. Detailed case studies with focus on technology as enabling mechanism.

OUTCOME
- Familiarity with the concepts of smart cities.
- Knowledge about different domains/areas in which smart cities can be realised.
- Exposure to smart city practices.

TEXTBOOKS
1. Rajeswari Ray, GIS for Smart Cities, Ane Books 2017
2. Binti Singh and Manoj Parmar, Smart City in India, Routledge 2020
3. Mike Barlow and Cornelia Levy-Bencheton, Smart Cities Smart Future, Wiley 2019
5. Antoine Picon, Smart Cities: A Spatialised Intelligence, Wiley 2015

REFERENCES
1. Mohammad S. Obaidat and Petros Nicopolitidis, Smart Cities and Homes, Morgan Kaufmann 2016.
2. Poonam Sharma, Swati Rajput, Sustainable Smart Cities in India, Springer 2019

AR3031 HUMAN SETTLEMENTS PLANNING

OBJECTIVES
- To introduce the vocabulary, elements and classification of human settlements.
- To give exposure to planning concepts at different scales of settlements.
- To give an understanding of planning addressing current issues.

UNIT I INTRODUCTION TO HUMAN SETTLEMENTS

UNIT II FORMS OF HUMAN SETTLEMENTS

UNIT III RURAL AND REGIONAL DEVELOPMENT IN INDIA
Rural development plans, programmes and policies from case studies. Regional Plan. Area delineation, land utilisation plan, hierarchical system of settlements, their sizes and functions.

UNIT IV URBAN PLANNING AND URBAN RENEWAL
UNIT V ASPECTS IN CONTEMPORARY URBAN PLANNING IN INDIA

Globalisation and its impact on cities. Sustainable planning concepts. New forms of developments, to include self sustained communities, SEZ, transit oriented development (TOD), integrated townships, smart cities. Case studies.

TOTAL: 45 PERIODS

OUTCOME
- Ability to understand morphology of settlements and their generating forces and characteristics.
- An understanding of the role of planning processes in making positive changes to settlements.
- Awareness of planning interventions with respect to the current world.

TEXTBOOKS

REFERENCES

AR3032 ARCHITECTURAL JOURNALISM AND PHOTOGRAPHY

OBJECTIVES
- To give an overview of the domain of journalism, its various aspects and strategies.
- To give particular exposure to architectural journalism.
- To give knowledge about aspects and techniques of architectural photography.

UNIT I INTRODUCTION TO JOURNALISM
Introduction to journalism, key concepts and objectives of journalism. Overview of different types of specialised journalism. Outline of journalism skills: research, reporting, writing, editing, photography, columnists, public relationships, criticism. Introduction to copyright, code of ethics, press laws, Press Council of India.

UNIT II ASPECTS OF JOURNALISM

Introduction to software needed in journalism and photography, video coverage. Understanding the individual demands in the context of newspapers, radio, film, and television. Multimedia/online journalism and digital developments.
UNIT III ARCHITECTURAL PHOTOGRAPHY AND VIDEOGRAPHY


UNIT IV ARCHITECTURAL JOURNALISM


TOTAL: 45 PERIODS

OUTCOME

- Exposure to the domain of journalism and architectural journalism in particular.
- Skills with respect to architectural photography.
- Knowledge about important themes and works of architectural journalism.
- Ability to critically think, analyse and write about architecture.

TEXTBOOKS


REFERENCES

MANDATORY COURSES I

MX3081 INTRODUCTION TO WOMEN AND GENDER STUDIES  L T P C  3 0 0 0

COURSE OUTLINE

UNIT I CONCEPTS
Sex vs. Gender, masculinity, femininity, socialization, patriarchy, public/ private, essentialism, binaryism, power, hegemony, hierarchy, stereotype, gender roles, gender relation, deconstruction, resistance, sexual division of labour.

UNIT II FEMINIST THEORY
Liberal, Marxist, Socialist, Radical, Psychoanalytic, postmodernist, ecofeminist.

UNIT III WOMEN’S MOVEMENTS: GLOBAL, NATIONAL AND LOCAL
Rise of Feminism in Europe and America.
Women's Movement in India.

UNIT IV GENDER AND LANGUAGE
Linguistic Forms and Gender.
Gender and narratives.

UNIT V GENDER AND REPRESENTATION
Advertising and popular visual media.
Gender and Representation in Alternative Media.
Gender and social media.

TOTAL : 45 PERIODS

MX3082 ELEMENTS OF LITERATURE  L T P C  3 0 0 0

OBJECTIVE:

• To make the students aware about the finer sensibilities of human existence through an art form. The students will learn to appreciate different forms of literature as suitable modes of expressing human experience.

1. COURSE CONTENTS
Introduction to Elements of Literature

1. Relevance of literature
   a) Enhances Reading, thinking, discussing and writing skills.
   b) Develops finer sensibility for better human relationship.
   c) Increases understanding of the problem of humanity without bias.
   d) Providing space to reconcile and get a cathartic effect.

2. Elements of fiction
   a) Fiction, fact and literary truth.
   b) Fictional modes and patterns.
   c) Plot character and perspective.

3. Elements of poetry
   a) Emotions and imaginations.
   b) Figurative language.
c) (Simile, metaphor, conceit, symbol, pun and irony).

d) Personification and animation.

e) Rhetoric and trend.

4. **Elements of drama**

a) Drama as representational art.

b) Content mode and elements.

c) Theatrical performance.

d) Drama as narration, mediation and persuasion.

e) Features of tragedy, comedy and satire.

3. **READINGS:**


3.1 Textbook:

3.2 *Reference Books:: To be decided by the teacher and student, on the basis of individual student so as to enable him or her to write the term paper.

4. **OTHER SESSION:**

4.1*Tutorials:

4.2*Laboratory:

4.3*Project: The students will write a term paper to show their understanding of a particular piece of literature

5. **ASSESSMENT:**

5.1 HA:

5.2 Quizzes-HA:

5.3 Periodical Examination: one

5.4 Project/Lab: one (under the guidance of the teachers the students will take a volume of poetry, fiction or drama and write a term paper to show their understanding of it in a given context; sociological, psychological, historical, autobiographical etc.

5.5 Final Exam: 

**TOTAL : 45 PERIODS**

**OUTCOME OF THE COURSE:**

- Students will be able to understand the relevance of literature in human life and appreciate its aspects in developing finer sensibilities.

**MX3083** **FILM APPRECIATION**

L T P C  3 0 0 0

In this course on film appreciation, the students will be introduced broadly to the development of film as an art and entertainment form. It will also discuss the language of cinema as it evolved over a century. The students will be taught as to how to read a film and appreciate the various nuances of a film as a text. The students will be guided to study film joyfully.

**Theme - A: The Component of Films**

A-1: The material and equipment

A-2: The story, screenplay and script
A-3: The actors, crew members, and the director
A-4: The process of film making… structure of a film

Theme - B: Evolution of Film Language
B-1: Film language, form, movement etc.
B-2: Early cinema… silent film (Particularly French)
B-3: The emergence of feature films: Birth of a Nation
B-4: Talkies

Theme - C: Film Theories and Criticism/Appreciation
C-1: Realist theory; Auteurists
C-2: Psychoanalytic, Ideological, Feminists
C-3: How to read films?
C-4: Film Criticism / Appreciation

Theme – D: Development of Films
D-1: Representative Soviet films
D-2: Representative Japanese films
D-3: Representative Italian films
D-4: Representative Hollywood film and the studio system

Theme - E: Indian Films
E-1: The early era
E-2: The important films made by the directors
E-3: The regional films
E-4: The documentaries in India

READING:
A Reader containing important articles on films will be prepared and given to the students. The students must read them and present in the class and have discussion on these.
UNIT III DISASTER MANAGEMENT  
Components of Disaster Management – Preparedness of rescue and relief, mitigation, rehabilitation and reconstruction- Disaster Risk Management and post disaster management – Compensation and Insurance- Disaster Management Act (2005) and Policy - Other related policies, plans, programmers and legislation - Institutional Processes and Framework at State and Central Level- (NDMA –SDMA-DDMA-NRDF- Civic Volunteers)

UNIT IV TOOLS AND TECHNOLOGY FOR DISASTER MANAGEMENT  

UNIT V DISASTER MANAGEMENT: CASE STUDIES  
Discussion on selected case studies to analyse the potential impacts and actions in the contest of disasters-Landslide Hazard Zonation: Earthquake Vulnerability Assessment of Buildings and Infrastructure: Case Studies, Drought Assessment: Case Studies, Coastal Flooding: Storm Surge Assessment, Floods: Fluvial and Pluvial Flooding: Case Studies; Forest Fire: Case Studies, Man Made disasters: Case Studies, Space Based Inputs for Disaster Mitigation and Management and field works related to disaster management.- Field work-Mock drill -

TOTAL : 45 PERIODS

TEXT BOOKS:
1 Taimpo (2016), Disaster Management and Preparedness, CRC Publications

REFERENCES

COURSE OUTCOME:
CO1: To impart knowledge on the concepts of Disaster, Vulnerability and Disaster Risk reduction (DRR)
CO2: To enhance understanding on Hazards, Vulnerability and Disaster Risk Assessment prevention and risk reduction
CO3: To develop disaster response skills by adopting relevant tools and technology
CO4: Enhance awareness of institutional processes for Disaster response in the country and
CO5: Develop rudimentary ability to respond to their surroundings with potential Disaster response in areas where they live, with due sensitivity

CO’s – PO’s & PSO’s MAPPING

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COURSE OBJECTIVES:

- To enjoy life happily with fun-filled new style activities that help to maintain health also
- To adapt a few lifestyle changes that will prevent many health disorders
- To be cool and handle every emotion very smoothly in every walk of life
- To learn to eat cost-effective but healthy foods that are rich in essential nutrients
- To develop immunity naturally that will improve resistance against many health disorders

UNIT I  HEALTH AND ITS IMPORTANCE 2+4

Health: Definition - Importance of maintaining health - More importance on prevention than treatment

Ten types of health one has to maintain - Physical health - Mental health - Social health - Financial health - Emotional health - Spiritual health - Intellectual health - Relationship health - Environmental health - Occupational/Professional health.


Causes of the above diseases / disorders - Importance of prevention of illness - Takes care of health - Improves quality of life - Reduces absenteeism - Increase satisfaction - Saves time

Simple lifestyle modifications to maintain health - Healthy Eating habits (Balanced diet according to age) Physical Activities (Stretching exercise, aerobics, resisting exercise) - Maintaining BMI - Importance and actions to be taken

UNIT II  DIET 4+6

Role of diet in maintaining health - energy one needs to keep active throughout the day - nutrients one needs for growth and repair - helps one to stay strong and healthy - helps to prevent diet-related illness, such as some cancers - keeps active and - helps one to maintain a healthy weight - helps to reduce risk of developing lifestyle disorders like diabetes – arthritis – hypertension – PCOD – infertility – ADHD – sleeplessness -helps to reduce the risk of heart diseases - keeps the teeth and bones strong.


Food additives and their merits & demerits - Effects of food additives - Types of food additives - Food additives and processed foods - Food additives and their reactions

Definition of BMI and maintaining it with diet
Importance - Consequences of not maintaining BMI - different steps to maintain optimal BM

Common cooking mistakes
Different cooking methods, merits and demerits of each method
UNIT III ROLE OF AYURVEDA & SIDDHA SYSTEMS IN MAINTAINING HEALTH 4+4

AYUSH systems and their role in maintaining health - preventive aspect of AYUSH - AYUSH as a soft therapy.

Secrets of traditional healthy living - Traditional Diet and Nutrition - Regimen of Personal and Social Hygiene - Daily routine (Dinacharya) - Seasonal regimens (Ritucharya) - basic sanitation and healthy living environment - Sadvritta (good conduct) - for conducive social life.

Principles of Siddha & Ayurveda systems - Macrocosm and Microcosm theory - Pancheekarana Theory / (Five Element Theory) 96 fundamental Principles - Uyir Thathukkal (Tri-Dosha Theory) - Udal Thathukkal

Prevention of illness with our traditional system of medicine
Primary Prevention - To decrease the number of new cases of a disorder or illness - Health promotion/education, and - Specific protective measures - Secondary Prevention - To lower the rate of established cases of a disorder or illness in the population (prevalence) - Tertiary Prevention - To decrease the amount of disability associated with an existing disorder.

UNIT IV MENTAL WELLNESS 3+4

Emotional health - Definition and types - Three key elements: the subjective experience - the physiological response - the behavioral response - Importance of maintaining emotional health - Role of emotions in daily life - Short term and long term effects of emotional disturbances - Leading a healthy life with emotions - Practices for emotional health - Recognize how thoughts influence emotions - Cultivate positive thoughts - Practice self-compassion - Expressing a full range of emotions.


Sleep - Sleep and its importance for mental wellness - Sleep and digestion.

Immunity - Types and importance - Ways to develop immunity

UNIT V YOGA 2+12

Definition and importance of yoga - Types of yoga - How to Choose the Right Kind for individuals according to their age - The Eight Limbs of Yoga - Simple yogasanas for cure and prevention of health disorders - What yoga can bring to our life.

TEXT BOOKS:
1. Nutrition and Dietetics - Ashley Martin, Published by White Word Publications, New York, NY 10001, USA
2. Yoga for Beginners_ 35 Simple Yoga Poses to Calm Your Mind and Strengthen Your Body, by Cory Martin, Copyright © 2015 by Althea Press, Berkeley, California

REFERENCES:
1. WHAT WE KNOW ABOUT EMOTIONAL INTELLIGENCE How It Affects Learning, Work, Relationships, and Our Mental Health, by Moshe Zeidner, Gerald Matthews, and Richard D. Roberts
2. The Mindful Self-Compassion Workbook, Kristin Neff, Ph.D Christopher Germer, Ph.D, Published by The Guilford Press A Division of Guilford Publications, Inc.370 Seventh Avenue, Suite 1200, New York, NY 10001
1. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4799645/
2. Simple lifestyle modifications to maintain health
   https://www.niddk.nih.gov/health-information/diet-nutrition/changing-habits-better-health#:~:text=Make%20your%20new%20healthy%20habit,t%20have%20time%20to%20cook.
3. Read more: https://www.legit.ng/1163909-classes-food-examples-functions.html
7. BMI https://www.hsph.harvard.edu/nutritionsource/healthy-weight/
   https://www.who.int/europe/news-room/fact-sheets/item/a-healthy-lifestyle---who-recommendations
8. Yoga https://www.healthifyme.com/blog/types-of-yoga/
   https://yogamedicine.com/guide-types-yoga-styles/
   Ayurveda: https://vikaspedia.in/health/ayush/ayurveda-1/concept-of-healthy-living-in-ayurveda
10. CAM: https://www.hindawi.com/journals/ecam/2013/376327/
11. Preventive herbs: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3847409/

COURSE OUTCOMES:
After completing the course, the students will be able to:
- Learn the importance of different components of health
- Gain confidence to lead a healthy life
- Learn new techniques to prevent lifestyle health disorders
- Understand the importance of diet and workouts in maintaining health

MX3086 HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA L T P C 3 0 0 0

UNIT-I CONCEPTS AND PERSPECTIVES
Meaning of History
Objectivity, Determinism, Relativism, Causation, Generalization in History: Moral judgment in history
Extent of subjectivity, contrast with physical sciences, interpretation and speculation, causation verses evidence, concept of historical inevitability, Historical Positivism.
Science and Technology-Meaning, Scope and Importance, Interaction of science, technology & society, Sources of history on science and technology in India.

UNIT-II HISTORIOGRAPHY OF SCIENCE AND TECHNOLOGY IN INDIA
Introduction to the works of D.D. Kosambi, Dharmpal, Debiprasad Chattopadhyay, Rehman, S. Irfan Habib, Deepak Kumar, Dhruv Raina, and others.

UNIT-III SCIENCE AND TECHNOLOGY IN ANCIENT INDIA
Technology in pre-historic period
Beginning of agriculture and its impact on technology
Science and Technology during Vedic and Later Vedic times
Science and technology from 1st century AD to C-1200.

UNIT-IV SCIENCE AND TECHNOLOGY IN MEDIEVAL INDIA
Legacy of technology in Medieval India, Interactions with Arabs
Development in medical knowledge, interaction between Unani and Ayurveda and alchemy
Astronomy and Mathematics: interaction with Arabic Sciences
Science and Technology on the eve of British conquest
UNIT-V SCIENCE AND TECHNOLOGY IN COLONIAL INDIA
Science and the Empire
Indian response to Western Science
Growth of techno-scientific institutions

UNIT-VI SCIENCE AND TECHNOLOGY IN A POST-INDEPENDENT INDIA
Science, Technology and Development discourse
Shaping of the Science and Technology Policy
Developments in the field of Science and Technology
Science and technology in globalizing India
Social implications of new technologies like the Information Technology and Biotechnology

TOTAL : 45 PERIODS

MX3087 POLITICAL AND ECONOMIC THOUGHT FOR A HUMANE SOCIETY L T P C
3 0 0 0

Pre-Requisite: None. (Desirable: Universal Human Values 1, Universal Human Values 2)

OBJECTIVES:
- This course will begin with a short overview of human needs and desires and how different political-economic systems try to fulfill them. In the process, we will end with a critique of different systems and their implementations in the past, with possible future directions.

COURSE TOPICS:
Considerations for humane society, holistic thought, human being's desires, harmony in self, harmony in relationships, society, and nature, societal systems. (9 lectures, 1 hour each)

(Refs: A Nagaraj, M K Gandhi, JC Kumarappa)

Capitalism – Free markets, demand-supply, perfect competition, laissez-faire, monopolies, imperialism. Liberal democracy. (5 lectures)

(Refs: Adam smith, J S Mill)

Fascism and totalitarianism. World war I and II. Cold war. (2 lectures)

Communism – Mode of production, theory of labour, surplus value, class struggle, dialectical materialism, historical materialism, Russian and Chinese models.

(Refs: Marx, Lenin, Mao, M N Roy) (5 lectures)

Welfare state. Relation with human desires. Empowered human beings, satisfaction. (3 lectures)

Gandhian thought. Swaraj, Decentralized economy & polity, Community. Control over one’s lives. Relationship with nature. (6 lectures)

(Refs: M K Gandhi, Schumacher, Kumarappa)

Essential elements of Indian civilization. (3 lectures)

(Refs: Pt Sundarlal, R C Mazumdar, Dharampal)

Technology as driver of society, Role of education in shaping of society. Future directions. (4 lectures) (Refs: Nandkishore Acharya, David Dixon, Levis Mumford)

Conclusion (2 lectures)
Total lectures: 39
Preferred Textbooks: See Reference Books

Reference Books: Authors mentioned along with topics above. Detailed reading list will be provided.

GRADING:

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<td>Mid sem</td>
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<td>Home Assign</td>
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<td>Term paper</td>
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**TOTAL : 45 PERIODS**

OUTCOME:
- The students will get an understanding of how societies are shaped by philosophy, political and economic system, how they relate to fulfilling human goals & desires with some case studies of how different attempts have been made in the past and how they have fared.

MX3088  
STATE, NATION BUILDING AND POLITICS IN INDIA  

OBJECTIVE:
The objective of the course is to provide an understanding of the state, how it works through its main organs, primacy of politics and political process, the concept of sovereignty and its changing contours in a globalized world. In the light of this, an attempt will be made to acquaint the students with the main development and legacies of national movement and constitutional development in India, reasons for adopting a Parliamentary-federal system, the broad philosophy of the Constitution of India and the changing nature of Indian Political System. Challenges/ problems and issues concerning national integration and nation-building will also be discussed in the contemporary context with the aim of developing a future vision for a better India.

TOPICS:
Understanding the need and role of State and politics.

Development of Nation-State, sovereignty, sovereignty in a globalized world.

Organs of State – Executive, Legislature, Judiciary. Separation of powers, forms of government-unitary-federal, Presidential-Parliamentary,
The idea of India.

1857 and the national awakening.

1885 Indian National Congress and development of national movement – its legacies. Constitution making and the Constitution of India.
Goals, objective and philosophy.
Why a federal system?
National integration and nation-building.

Challenges of nation-building – State against democracy (Kothari)
New social movements.
The changing nature of Indian Political System, the future scenario.
What can we do?

**TOTAL : 45 PERIODS**

OUTCOME OF THE COURSE:
It is expected that this course will make students aware of the theoretical aspect of the state, its organs, its operationalization aspect, the background and philosophy behind the founding of the present political system, broad streams and challenges of national integration and nation-building in
India. It will equip the students with the real understanding of our political system/ process in correct perspective and make them sit up and think for devising ways for better participation in the system with a view to making the governance and delivery system better for the common man who is often left unheard and unattended in our democratic setup besides generating a lot of dissatisfaction and difficulties for the system.

**SUGGESTED READING:**


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**MX3089 INDUSTRIAL SAFETY**

**OBJECTIVES**

- To Understand the Introduction and basic Terminologies safety.
- To enable the students to learn about the Important Statutory Regulations and standards.
- To enable students to Conduct and participate the various Safety activities in the Industry.
- To have knowledge about Workplace Exposures and Hazards.
- To assess the various Hazards and consequences through various Risk Assessment Techniques.

**UNIT I  SAFETY TERMINOLOGIES**

Hazard-Types of Hazard- Risk-Hierarchy of Hazards Control Measures-Lead indicators- lag Indicators-Flammability- Toxicity Time-weighted Average (TWA) - Threshold LimitValue (TLV) - Short Term Exposure Limit (STEL)- Immediately dangerous to life or health (IDLH)- acute and chronic Effects- Routes of Chemical Entry-Personnel Protective Equipment- Health and Safety Policy-Material Safety Data Sheet MSDS

**UNIT II  STANDARDS AND REGULATIONS**


**UNIT III  SAFETY ACTIVITIES**


**UNIT IV  WORKPLACE HEALTH AND SAFETY**

Noise hazard- Particulate matter- musculoskeletal disorder improper sitting poster and lifting Ergonomics RULE & REBA- Unsafe act & Unsafe Condition- Electrical Hazards- Crane Safety- Toxic gas Release

**UNIT V  HAZARD IDENTIFICATION TECHNIQUES**

Job Safety Analysis-Preliminary Hazard Analysis-Failure mode and Effects Analysis- Hazard and Operability- Fault Tree Analysis- Event Tree Analysis Qualitative and Quantitative Risk Assessment- Checklist Analysis- Root cause analysis- What-If Analysis- and Hazard Identification and Risk Assessment

**TOTAL : 45 PERIODS**
COURSE OUTCOMES
on completion of this course the student will be able:

- Understand the basic concept of safety.
- Obtain knowledge of Statutory Regulations and standards.
- Know about the safety Activities of the Working Place.
- Analyze on the impact of Occupational Exposures and their Remedies
- Obtain knowledge of Risk Assessment Techniques.

TEXTBOOKS
2. L. M. Deshmukh Industrial Safety Management: Hazard Identification and Risk Control McGraw-Hill Education

REFERENCES
5. Society of Safety Engineers, USA

ONLINE RESOURCES

CO’s – PO’s & PSO’s MAPPING

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<th>Course Outcomes</th>
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<td>Understand the basic concept of safety.</td>
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<td>CO2</td>
<td>Obtain knowledge of Statutory Regulations and standards.</td>
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<td>CO3</td>
<td>Know about the safety Activities of the Working Place.</td>
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<td>Analyze on the impact of Occupational Exposures and their Remedies</td>
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<td>CO5</td>
<td>Obtain knowledge of Risk Assessment Techniques.</td>
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