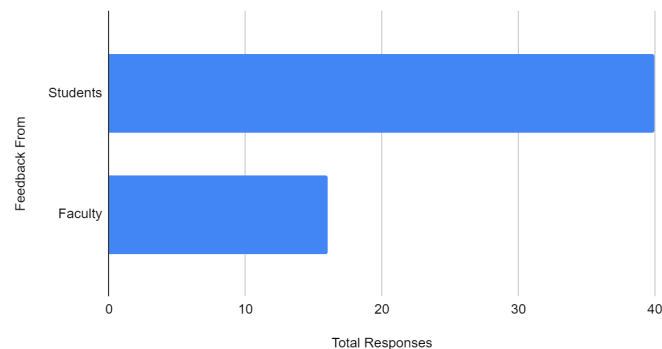


FEEDBACK ANALYSIS ON CURRICULUM

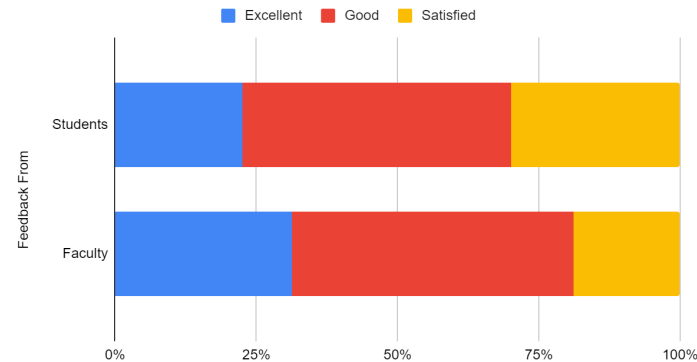
Feedback was collected from the stakeholders on the existing curriculum for the Academic year 2021-22. The analysis of the feedback is shown below

Feedback From	Total Responses	Excellent	Good	Satisfied
Students	40	22.5%	47.5%	30%
Faculty	16	31.3%	50%	18.8%

Total Responses vs Feedback From



Overall rating of the syllabus



Detailed Analysis attached as Annexure

Summary of the feedback analyzed

[Signature]
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School of Architecture
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CHRIST DEEMED TO BE UNIVERSITY

SCHOOL OF ARCHITECTURE

Date of Meeting	Cluster	Stakeholder Feedback		Action Proposed	Action Taken in BoS
		Students	Faculty		
01/04/2022	Design	Anything related to material technology and advanced construction methods	Frame work of the syllabus of design studios to be reviewed again and tightened a bit with a brief specificity of design exercises.	Material and construction studies subjects could strengthen the skills by introducing more technical drawings in material studies students to be better equipped for design. (Ref: ARC151, ARC251)	
		More lecture series and field trips	Studio on wheels may be considered in a way where it is possible to take the students out from 3 days to 2 weeks.	Incorporating Studio on wheels with all the subjects than just with studio subjects	Rural studio as an open program and summer program. Design consultancy and labs for services beyond academic programs.
		The topic which help us to get a career. There are lot of skill and requirements once you step out of the college to have a required skill set.	The skills obtained by design studies could be objectified. Working drawing as a subject could be included in the 4th semester and a second part in 7th sem.	Objective of the 6th semester studio - ARC 651 has to be set as preparation of Working Drawings	
		have classes on how to do analysis explaining the basics such as pattern recognition.	'Reading the Site' ARC 233 Studio and the 'Landscape Architecture and Site Planning' ARC 533, subject may be combined or at least use the same site for design processes.	Since 6th sem design is 6 hours, if 'Landscape Architectue and Site Planning' is added it could be more hours too, which helps the studio.	
		More studio hours or practical learning	The design hours should be minimum 8 in a week.	Redistribute the no of contact hours based on credits	The No of Hours Changes for the courses - ARC 453, 533, 651 The No. of Hours and Credit Changes for courses ARC 851, 841A.
01/05/2022	Material and Construction Studies	Anything related to material technology and advanced construction methods	Focus should be given in developing skill development on Technical drawing from initial level itself	The first semester course ARC154 Material strategies for physical world could also include technical drawing exercises, for the students to be equipped with drawing nomenclature from the beginning.	
		More material based workshops, as done with plaster, carpentry and so on.	Industry experts/ resource person has to be involved in skill development as it will help in familiarizing with emerging trends	Year 1 could have a workshop module of one/two weeks, embedded into the syllabus so as to provide technical making skill and understanding of the material.	5 courses are documented under value added programs and Course codes assigned; 1] Visual Arts [Semester 1] - ARC111 VISUAL ARTS ; 2]Carpentry [Semester 3] - ARC311 Carpentry; 3] Body and Space [Semester 2] - ARC211 Body And Space; 4] Design and Heritage Walks [Semester 4] - ARC411 Heritage Walk; 5]Design Thinking Masterclasses [Semester 4] - ARC412 Design Thinking
		To stay up to date with new technology and innovations in the coursework.	Working drawing courses has to be introduced in the later semesters as the initial semesters are engaged with technical drawing introductory level	A second level course on working drawings may be introduced, forst being in the 4th semester.	

01/06/2022	Cultural Studies	Integrate the different subjects in the same semester allowing for what is taught in lectures to be reinforced in studio. perhaps by having work done in one class being marked in both subjects.	The syllabus follows a theme of 'frames' that is not just limited to a material. This gives the tutor an advantage of introducing specific examples as per the requirement of the studio.		A new open elective is offered from the Department of Media Studies
		Students having the option to add 1 or 2 topics of interest that they would like study during the introduction of a course syllabus.	The name 'Architectural Tradition & Modernism' needs to be reconsidered. A lot of other movements have had significant roles to play in shaping the architecture of today.	The name of the course suddenly loses the generic nature that was followed through in the preceding semesters and puts a certain significance to modernism only.	
		More material based workshops, as done with plaster, carpentry and so on.	A support framework is required for the new faculty such that they can easily navigate through the system. There is a need to ascertain what we want the students to learn as a whole at the end of their course.	There is a need to rename the subjects such that they follow a certain theme. The cultural studies domain does not consist of history alone but of other components as well. Thus defining a single name is difficult. The new names for the courses are yet to be discussed.	
01/07/2022	Research and Theory	I would suggest. A mapping subject as an elective. Where we learn details on how to analyze the data given to us. It can be information or maps	ARC752 - Suggested: Surveying of Urban spaces to be included.	Research Methodology - Suggested that the data collection and survey part be included in the UD Theory course (ARC752) and the RM course be shifted to Semester 10 to accompany and develop the Thesis report making as a mandatory course.	
		Library access with more available book collection, University authorized access to study sites for free subscription	ARC441 - Urban Anthropology and Urban Water systems are suggested to be shifted to Semester 7 Elective basket A.	Urban Anthropology - Unit 1 can be renamed as: Origin of Indian and International cities. Water and architecture - the main focus of the elective can be oriented towards Design. Architectural Journalism - the course details needs to be streamlined in a way that the weightage of the units are equally distributed.	


 Head
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Minutes of 5th Meeting of the Board of Studies of the School of Architecture held on Wednesday, 17th February 2021 at 11:00 am on the Webex Meeting Platform and at the Panel Room [Block 1], CHRIST (Deemed to be University), Kengeri Campus, Bengaluru.

In the Chair: Dr. Anitha Suseelan, Professor and Head, School of Architecture.

Members Present:

All the members as per the attendance list.

Leave of Absence:

There was no leave of absence

Declaration of Quorum:

The Chairperson commenced the meeting by a note of welcome to all the members and invitees. Thereafter the Chairperson declared the validity of the Quorum and called the meeting to order.

Matters on the Agenda:

1. To consider and approve the Online meeting of the Board of Studies under the circumstance of COVID-19 restrictions until the pandemic ends and normalcy is restored as permitted by the Vice Chancellor

The Board approved the Online meeting of the Board of Studies under the circumstance of COVID-19 restrictions as approved by the Vice Chancellor until the end of the pandemic and restoration of normalcy.

2. To confirm the Minutes of the previous meeting held on 12 February, 2020

The minutes of the previous meeting of the Board of Studies were duly reviewed and approved by the board. All the recommended changes were considered and further adopted in the 2020-21 syllabus.

1. M.Arch 2020-22 Revisions - Restructuring of the Course Structure to 4 verticals of Studio, Theory, Workshop and Seminar.
2. B.Arch 2020 - 21: Syllabus updation of all courses as per the Minimum Standards of Architectural Education Regulation 2020 announced by the Council of Architecture with stress on ECBC (Energy Conservation and Building Codes).
3. Suggestions regarding more collaborative works well received
4. Suggested changes for Architecture Minor have been effected.
5. Suggestion to involve Professional Architects has been effected
6. Suggestion to reduce the number of courses in due course of time has been discussed and attempted in the 2021-22 syllabus.

3. To consider and recommend the changes in the curriculum for B. Arch Program 2021-26 & M. Arch 2021-23.

2a. B.Arch (5 Years Course) – 2020-21 Syllabus

1. Curriculum; the Selective Revision of the Course in the B. Arch Syllabus 2020-21 Semesters 1-6 [13 courses] - ARC 151, 153, 131, 133, 332, 451, 452, 431, 441, 551, 532, 651, 641
2. The No of Hours Changes for the courses - ARC 453, 533, 651
3. The No of Hours and Course Code Changes for courses ARC531 (earlier was 532), 532 (earlier was 534)
4. The Course Code Changes for courses ARC 554 (earlier was 531), 652 (earlier was 631)
5. The Course Name Changes for courses ARC 551, 552, 554, 531, 533, 651, 652
6. New Courses Added ARC642
7. Evaluation Method changes for courses ARC 233, 554 .
8. Course Removed ARC652
9. Three Summer Internships/Program each with 2 credits.

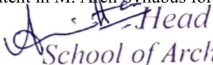
B.Arch (5 Years Course) – 2018-19 Syllabus

1. Curriculum; the Selective Revision of the Course in the B. Arch Syllabus 2020-21 Semesters 7-10 [10 courses] -ARC 752, 741, 742, 851, 852, 832, 841, 842, 843, 1051.
2. The No of Hours Changes for the courses - ARC 742, 841.
3. The No. of Hours and Credit Changes for courses ARC 851, 841A.
4. The Course Code Changes for courses ARC 841 (earlier was 842), 842 (earlier was 843)
5. The Course Name Changes for courses ARC 741
6. Course Removed ARC841


2b. Curriculum changes in M. Arch Program 2021-23:

Following changes were presented and proposed by Prof. Kirti, for inclusion in the curriculum.

1. Selective revision of course content in M. Arch Syllabus for semesters I to IV for 7 courses out of 15 courses:


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2. **No. of hours and course code changes for MARC181S (corrected in the detailed syllabus)**
 3. Addition of a mandatory, 2 weeks Collaborative and interdisciplinary workshop for Design Studio I and Design Studio III (MARC151 and MARC 351) to run as an intensive Vertical Studio.
- 2c. Minor in Architecture curriculum for non-architecture UG students:** The syllabus is considering no changes
Actions: After due review the proposals were approved by the Board.
4. **To ratify the changes in B. ARCH and M. ARCH Teaching, Learning and Evaluation for Theory and Practical in view of the present pandemic COVID-19.**
 1. The course ARC751 Practical Training (mandatory B. Arch internship) of Semester VII was postponed to Semester IX ARC951.
 2. All the courses of Semester VIII B. Arch Syllabus was advanced to Semester VII.
 3. All the courses of Semester IX B. Arch Syllabus was advanced to Semester VIII.
 4. The School of Architecture has undertaken Online Teaching Learning since April 2020 for B. Arch and the M. Arch Program Dec 2020 after a dedicated Faculty Development Program. Since February 2021, hybrid teaching and learning is being undertaken for B. Arch and M. Arch keeping all the Covid-19 protocols in place.
 5. Open Book Examination has been introduced at the Mid Semester Examination for all semesters of B.Arch. Online examinations were conducted for the ESE in association with Mettle Platform.
 6. **A new open elective is offered from the Department of Media Studies****Actions:** After due review the proposal was approved by the Board.
 5. **To consider and recommend the changes in the curriculum for B. Arch Program 2020-25, 2019-24, 2018-23 & M. ARCH Program 2020-22** - The summary captured in point no. 2a and 2b above.
 6. **To recommend and approve Electives, Summer Internships, Swayam/NPTEL online courses.**
 1. Recommended for 3 summer internship/programs of 2 credits each and additional electives.
 2. B. Arch VIII Semester Professional Training and Orientation Program.**Action:** After due review & consideration for above suggestions to be incorporated in Syllabus, the proposals were approved by the Board.
 7. **To consider and approve the evaluation scheme - CIA pattern and the End semester examination of School of Architecture**
The evaluation scheme remains unchanged with following recommendations
As per Council of Architecture (COA) 2020 norms on evaluation: [a] that the student has to complete and pass the Architecture Design Studio of every semester to enroll for the next following semester, it was suggested that an improvement [CIA Repeat] chance may be given to the student immediately (before the ESE) and also a ESE Viva Voce examination be given to the failing student, to be able to prevent a year's detention. The board discussed the alternative as a good method. [b] Practical Training to be completed successfully to enroll for semester X.
Action: After due review the proposal was approved by the Board.
 8. **To consider and recommend NEW PROGRAMS – PhD Program of School of Architecture**
The Ph.D. Program at SoA is proposed in two tracks on Ecological Urbanism and Alternative Construction Technologies.
Actions: After due review the proposal was approved by the Board.
 9. **Approval of the selection criteria, admission process, etc. UG and PG program.**
Admission process for academic year 2020-21 undertaken for B. Arch and M. Arch through online interviews through GMeet with a portfolio review. The eligibility criteria for B Arch and M Arch admissions remain unchanged.
Actions: After due review the proposal was approved by the Board.
 10. **Approval of the panel of examiners and BOS Members.**
 1. Prof. Srivatsan, is proposed as the new BOS member, who is Executive Director CAU [Centre for Research on Architecture and Urbanism] under CEPT Research and Development Foundation [CRDF] CEPT University. The earlier member, Prof. Neelkanth Chhaya Practicing Architect & Former Dean of School of Architecture, CEPT University continue in the role.
 2. 65 examiners are identified, and proposed for UG and PG Programs as per COA 2020 norms**Action:** After due review the proposal was approved by the Board.
 11. **To review the Results of the ESE JUNE/JULY and October 2020 for B. Arch Program**
 1. The result analysis observed that overall performance has been good for 3B.Arch and 7B.Arch with more number of distinctions. The number of failures in 5B.Arch has increased.
 12. **To review Ongoing / Completed Research & Funded Projects and Consultancy.**


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The next generation Teacher is beyond the confines of mere teaching he/she sets and adds value to their teaching career through their research, practice, social and environmental outreach initiatives.

1. The following is the Way forward and Set Targets:
 - a. Rural Studio 1: Completed a social outreach project along with students
 - b. Adopted materials for research: Paper and Bamboo in built environment
 - c. Art in Social Outreach Project - Tie & Dye start up unit
 - d. Research focus areas - Applied Art [Furniture Design, Fabric], Thermal Performance Analysis
 - e. Design Consultancy - SOA New Building, Anti venom treatment Centre,
 - f. Advocacy project with Banks for Bamboo construction
 - g. Academic progression of teachers - 3 PhD Registrations on board
 - h. Labs are being upgraded and equipped for research, consultancy and upskilling of the students to participate with larger spectrum and govt related projects/establishments; while they offer regular academic engagements
2. **Consultancy Cell:** The consultancy cell has [a] completed the bamboo project- Anti Venom Treatment Centre at Hallikere Hundi, Mysore. [b] The new building of SoA under construction - Barrier free green building, scheduled to be completed by the end of 2021.

13. To review Cocurricular activities for students' development & holistic education

Student Association - ANSH – Coordinates the co-curricular activities;

1. Magnovite 2021 – Inter School Techno, Design management Festival DAKSH 2021– Virtual Exhibition on Kunstmatrix platform is under construction; [2] Organised Workshops, Travel (Studio on Wheels); [3] Students of 5.B Arch Won the Social initiative National workshop and Competition project organised by TERI; [4] Rural Studio 2018 sent for an International Competition Lafarge Holcim Award for sustainable construction 2020. and sent for an International Exhibition – London Biennale 2021

14. To review Value added programs for quality standard of students

5 courses are documented under value added programs and Course codes assigned; 1] Visual Arts [Semester 1] - ARC111 VISUAL ARTS ; 2]Carpentry [Semester 3] - ARC311 Carpentry; 3] Body and Space [Semester 2] - ARC211 Body And Space; 4] Design and Heritage Walks [Semester 4] - ARC411 Heritage Walk; 5]Design Thinking Masterclasses [Semester 4] - ARC412 Design Thinking

15. To review Methods of improving teacher quality – induction and training programs

1. **Induction:**
 - a. Involving Visiting Faculty from foreign institutes: Dr. Caroline, Utah State University, USA
 - b. PhD Registration: Prof. Vriddhi under IIT Kharagpur, Prof. Ranjitha Grace under CHRIST University. Induction of Faculty w/PhD: Dr. Uma Jadhav
2. Rural studio as an open program and summer program. Design consultancy and labs for services beyond academic programs.
3. Teacher Training: The SoA faculty have taken part in various MOOC courses, QIP, FDP organized by Christ (Deemed to University) & CoA, extensive online webinars.

16. To review Research publications by students & teachers; methods adopted

The following research publications have been presented to the Board.

1. Chapter in Book - Dr. Anitha Suseelan. (Edited by Kathilieke University, Belgium); Conference Publications: a. Dr. Anitha Suseelan and Prof. Kirti Patnaik, Prof. Nitika Torvi and Krishna Revanth (6.B Arch); Conference Presentations: Prof. Kirti Patnaik, Prof. Nitika Torvi.
2. Events: Guest Lecture at National Level by Dr. Anitha Suseelan; b. National Level Events moderated by Prof. Vijay S Narnapatti.
3. UN Policy Drafting International Competition: Prof Anay and Prof Elsa.
 - a. Way forward and set targets: At least one publication per faculty per year; Rural Studio - 2 publications / Participation in competitions; Studio Journal Publication - 2 publications/ year

17. Activities Conducted during COVID-19

Faculty Development Programs – Quality Improvement Programs (QIP) on Online Teaching; Upskilling as a strategy to improve teacher quality through MOOC courses, several webinars, training modules on GIS undertaken; Students Training given by faculty cohort on Portfolio Development; Open Book Evaluation methods; Conduct of online exams through Mettl Platform;

18. Steps towards NEP-2020

Towards NEP 2020: Strengthening the existing liberal realm within arts, & electives; Vocational training and connect with the industry to be further strengthened under Rural Studio and more

19. **Internationalization:** initiatives for European Cultural Academy at Venice and the Boston College of Architecture USA for practice oriented teaching learning experience and pedagogies, for student and faculty exchange possibilities started

20. Strategic Plan 2018-23: Faculty of Architecture: Expansion with B. Arch as well as B. Des. special programs, research labs: Rural lab, Urban lab, Environment lab; Faculty of Integrated Design: Expansion with multi-disciplinary programs; Faculty of Applied Arts: Expansion with B Des and Furniture Design, Furniture Lab, Event Centre and Artists' Residency programs; Centre for Design and Innovation

21. Any other matter to be discussed with the permission of the Chairman.

20a. Suggestions for B. Arch Curriculum:

1. Ar. Prem Chandavarkar made the following comments: on Student inquisitiveness; evaluation of of Vision and Mission statement across courses and their outcomes; the student portfolio and reduction of contact hours; peer and group learning methods; Interim Semester idea (of 2-4 weeks) integration of social connect and context in the curriculum, climate change, social equity and social rootedness; he further appreciated the Rural Studio
2. Prof. Neelkanth Chhaya appreciated the progress of the School and suggested that the design studios should think about current, social, economic and climate realities, that shall affect the teaching methods for courses; suggestion to introduce more Elective courses from the streams of humanities, literature, sociology, economics.
3. Prof. Srivathsan suggested that the current curriculum might seem overloaded and can be changed subsequently; to consider the learning that happens outside the School; integration of courses to reduce the total number of credits; the current COA norms to be treated more as a guideline only.
4. The Chair suggested restructuring of Elective Courses Basket for review in the forthcoming curriculum revision: by restructuring the current semester-wise structure of Elective courses to a common catalogue with limits set to total number of credits that may be registered in a semester.
5. Prof. Vijay presented the Integrated teaching to reduce the number of courses per semester

20b. Suggestions for M. Arch Curriculum:

1. Prof. Neelkanth Chhaya opined strengthening of M. Arch program; he emphasized that the teachers have more awareness of the world reality has to sufficiently affect thinking and practice & projects set in studio should think about social realities inculcating an exploratory approach in students.
2. Prof. Srivathsan suggested M. Arch program to be more focused in its ecological component.

3. General Suggestions


1. Prof. Neelkanth Chhaya appreciated that in the last few years the School has become more self-aware and thinking in its territory and wished good luck for the future.
2. Ar. Prem Chandavarkar, with reference to the Strategic Plan's proposal of Faculty of Integrated Design, he opined that the current programs of the B. Arch and M. Arch needs to be stabilized for a period of 2 years, before venturing further ahead.
3. Prof. Srivathsan suggested that the future plans of the institute depend on the kind of resources available, thus resource planning considering financial components and prepare FDP
4. Student representative Eshitha Iyer thanked the School for giving the insights on the structure of the syllabus and courses offered.
5. Dr. Fr. Benny appreciated the overall performance of the School of Architecture in 2020-21 and thanked the experts and emphasised on inculcating the research culture among faculty.
6. Prof. Raghunandan, enquired on the possibility of testing material quality and characteristics, suggested the inclusion of sustainable development

Prof. Kirti Patnaik proposed the Vote of Thanks.

With no further matters to discuss, Chairperson thanked all the Board of Studies members including experts and invitees for their presence and valuable suggestions. The Chairperson adjourned the meeting.

Dr. Anitha Suseelan

Chairperson,
School of Architecture,
CHRIST (Deemed to be University), Bangalore


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BACHELOR OF ARCHITECTURE

SCHEME AND SYLLABUS

2021 - 2022

SCHOOL OF ARCHITECTURE

CHRIST

(Deemed to be University)

CHRIST Deemed to be University

VISION

CHRIST (Deemed to be University), a premier educational institution, is an academic fraternity of individuals dedicated to the motto of 'EXCELLENCE AND SERVICE.'

We strive to reach out to the star of perfection through an earnest academic pursuit for 'excellence,' and our efforts blossom into 'service' through our creative and empathetic involvement in the society to transform it.

Education prepares one to face the challenges of life by bringing out the best in him/her. If this is well accepted, education should be relevant to the needs of the time and address the problems of the day. Being inspired by Blessed Kuriakose Elias Chavara, the founder of Carmelites of Mary Immaculate and the pioneer in innovative education, CHRIST (Deemed to be University) was proactive to define and redefine its mission and strategies reading the signs of the time.

MISSION

"CHRIST (Deemed to be University) is a nurturing ground for an individual's holistic development to make an effective contribution to the society in a dynamic environment."

CORE VALUES

The values which guide us at CHRIST (Deemed to be University) are:

- Faith in God
- Moral Uprightness
- Love of Fellow Beings
- Social Responsibility
- Pursuit of Excellence

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SCHOOL of ARCHITECTURE
CHRIST (Deemed to be University)

OVERVIEW

The School of Architecture, approved by the Council of Architecture (COA) New Delhi and All India Council of Technical Education (AICTE) India, is conceived in the Academic year 2017-18. It offers a five-year Bachelor's Degree Program in Architecture aspiring to make a compelling presence in the field of Architectural education. The School's core strength of academic rigor focuses on experiential learning as a pedagogy, specialization of faculty, the best of infrastructure facilities and **involvement** of practicing architects in design teaching.

VISION:


The School of Architecture CHRIST is dedicated to an architectural education through excellence and rigor in learning, research and community engagement to nurture individuals to become ethical professionals, creative designers and responsible citizens.

MISSION

We believe in a responsible design thinking that is deeply sensitive to ecology, cultural diversity and social equity.

Architectural education at our School will nurture inquisitiveness, creative inquiry and critical thinking towards the built environment and its related natural and cultural setting.

The School commits itself to an integrated education in the art, science, history and technical skill for a sensitive, inclusive and collaborative practice in the discipline of architecture.


School of Architecture
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SCHOOL of ARCHITECTURE
CHRIST (Deemed to be University)

B ARCH PROGRAMME OBJECTIVES

The B Arch Programme intends a deep immersion in an ecosophical perspective of architecture, as part of an inspired understanding of larger discourses: environmental, social, political, artistic and technological.

Sensitivity:


- Sensitize students to be socially and environmentally responsible and to work effectively in multi-disciplinary teams within the field of human habitat.
- Engage learners in community outreach programs and assimilate knowledge in built environment related disciplines that are relevant to ethical practice in architecture.

Knowledge:

- Nurture quality education that enables use and extension of appropriate knowledge for designing built environment.
- Stimulate and develop critical thinking to assess existing environment in the service of the discipline of architecture.
- Offer sound knowledge in design theories and their applications, building technology, social, cultural and environmental factors.
- Learning to apply interdisciplinary knowledge and use tools that enable it.

Skilled practice:

- Inculcate skills necessary for the physical, social and creative realms of crafting architecture.
- Prepare students to recognize and act upon opportunities and aspirations.
- Instill creative problem-solving skills by offering active and experiential learning by working with varied materials and media;
- Develop skills to demonstrate design concepts and solutions, and adopt effective communication of those ideas to peers, clients, decision makers, and the public.


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UNDERGRADUATE PROGRAMME BACHELOR OF ARCHITECTURE

The Bachelor's Degree Program in Architecture, affiliated to the Christ University, is a five-year program approved by the Council of Architecture New Delhi and AICTE. The Programme has two components, Studio and Theory. Theory encompasses the current theoretical positions on Architecture, understanding historical precedents of the built environment in India and across the world, building sciences and technology. Studio courses address the issues of methods in documentation, analysis and interpretations and design process of physical environments. The studio cycle is aimed at developing design language, tools and skills to design sustainable built environments. The programme entails Practical training of one year with a registered practicing architect. The Programme thus intends to render a holistic understanding of Architecture.

A. ADMISSION

Admission is open to the Bachelor of Architecture to all the candidates who have passed the Qualifying Examination of

an examination at the end of the 10+2 scheme of examination of Central/State Govts with at least 50% aggregate marks in Physics, Chemistry and Mathematics and also 50% marks in aggregate of the 10+2 level examination or passed 10+3 Diploma Examination with mathematics as compulsory subject with at least 50% marks in aggregate.

And have passed the Aptitude Test with a qualified NATA score for the aptitude test conducted by the Council of Architecture OR Qualified JEE Mains Paper II Aptitude test in Architecture

B. DURATION

The Architecture course shall be of minimum duration of 5 years or 10 semesters of approximately 16 working weeks each inclusive of six months or one semester of approximately 16 working weeks of Practical training after the first stage in a professional office. (As per COA 2017 Rules)

C. ASSESSMENT PATTERN

The assessment pattern comprises two components; the Continuous Internal Assessment (CIA) and the End Semester Examination (ESE). The weightage of marks for subjects having both CIA marks as well as ESE marks have the ratio of 50:50. The courses are classified into two types – Studio Courses and Theory Courses.

a. CREDIT STRUCTURE as referred in the detailed syllabus

b. CONTINUOUS INTERNAL ASSESSMENT (CIA): 50%

For Studio courses CIA is conducted by the respective faculty in the form of different assignments throughout the semester for 150 marks (Major Studio) and 50 Marks (Minor Studio). For theory courses CIA is conducted as CIA 1, 2 and 3. CIA 1 and 3 are conducted by the respective faculty members whereas CIA 2 is a mid semester examinations conducted centrally. The breakup of CIA marks for theory courses is given below.

CIA 1- 10 marks

CIA 2 - 15 marks (conducted out of 50 marks and converted to out of 15 marks)

CIA 3 - 20 marks

Attendance -5 Marks

5 marks for attendance is distributed as follows

Attendance Percentage	Marks
95%-100%	05
90%-94%	04
85%-89%	03
80%-85%	02
76%-79%	01

For Theory courses a minimum of 50% marks in CIA is required to be eligible for the End Semester Examination (ESE). For Studio courses a minimum of 50% marks in CIA is required to be eligible for VIVA VOCE which is conducted as ESE. A student who fails the CIA of a course is not eligible to appear for the ESE and shall repeat CIA immediately after the announcement of the results and pass in the CIA to become eligible for the ESE in the supplementary examinations conducted in the subsequent semester

c. END SEMESTER EXAMINATION (ESE): 50%

- For theory course ESE is conducted at the end of the semester by the Office of Examinations. Duration of the examination is three hours with maximum marks of 100 which is then reduced to out of 50 marks
- For studio courses ESE is in the form of VIVA VOCE and is conducted by the dept for 150 marks and 50 marks for major studio courses and minor studio courses respectively

d. PERMISSION FOR ADMISSION TO THE ESE IS GRANTED ONLY IF

- A student has passed in CIAs for that course with 50% minimum marks
- A student has at least 85% of the attendance in aggregate at the end of the semester
- The Vice Chancellor is satisfied with the character and conduct of the student


D. PASS CRITERIA


1. A student shall pass each course with a minimum aggregate (CIA+ESE) of 45% and a minimum CIA Score of 50% and ESE score of 40%.
2. The overall aggregate of 50% and pass in all courses is required to pass the semester.
3. Students passing the semester shall be awarded different class as per Table 3
4. Students passing the programme shall be awarded different class as per Table 3

E. GRADING PATTERN

Grading system: Grades are awarded based on absolute grading. The University follows a 4-point grading system. However, the transcripts will also show grading on a 10-point scale.

1. All marks cards will indicate the marks, grade and Grade Point Average.
2. The Grade Point Average is calculated as follows: For each subject, multiply the grade points with the Number of Credits; divide the sum of product by the total number of credits.
3. The CGPA (Cumulative Grade Point Average) is calculated by adding the total number of earned points (GP x Cr) for all completed semesters and dividing by the total number of credits for completed semesters.


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GRADING SCHEME FOR SCHOOL OF ARCHITECTURE

Percentage	Grade	Grade point (10 point scale)	Grade point (4 Point scale)	Interpretation
80-100	O	10	4	Outstanding
70-79	A+	9	3.6	Excellent
60-69	A	8	3.2	Very Good
55-59	B+	7	2.8	Good
50-54	B	6	2.4	Above Average
45-49	C	5	2	Average*

F. PROMOTION POLICY

- Candidates who have not passed in at least 50% of the courses of the previous semesters are not promoted to the next year.
- Should pass in all the courses of the first year to be promoted to the third year.
- Should pass in all the courses of the first and second years to be promoted to the fourth year.
- Should pass in all the courses of the first, second and third years to be promoted to the fifth year.

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Scheme of teaching and examination of I SEM B.Architecture 2021-22

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC151	Studio 1_Discovering Design		6		6	150		150	300	9
2	ARC152	Creative Inquiry	1	4		5	50		50	100	3
3	ARC153	Technique of Drawing-I	2	2		4	50		50	100	3
4	ARC154	Material Strategies for Physical World	1	4		5	50		50	100	3
5	ARC131	Myth, History and Architecture	3			3	50	50	-	100	3
6	ARC132	Logic of Structures	3			3	50	50	-	100	3
7	ARC133	Communication – Art of Description	3			3	50	50	-	100	3
8	HOL111	Holistic Education-I	1			1	-	-	-	-	1
			14	16	0	30	450	150	300	900	28

L = Lecture, S=Studio, P=Practical, 1Period=60minutes,
CIA = Continuous Internal Assessment, ESE = End Semester Exam

Scheme of teaching and examination of II SEM B.Architecture 2021-22

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC251	Studio 2_Designing the Frame		6		6	150		150	300	9
2	ARC252	Art of Joinery	2		2	4	50		50	100	3
3	ARC253	Technique of Drawing-II	2	2		4	50		50	100	3
4	ARC254	Material Strategies for Frames	1	4		5	50		50	100	3
5	ARC231	Architecture Traditions - Frames	3			3	50	50	-	100	3
6	ARC232	Logic of Structures - Frames	3			3	50	50	-	100	3
7	ARC233	Reading the Site	2		2	4	50	50	-	100	3
8	HOL211	Holistic Education-II	1			1	-	-	-	-	1
			14	12	4	30	450	150	300	900	28

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CIA = Continuous Internal Assessment, ESE = End Semester Exam

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Scheme of teaching and examination of III SEM B.Architecture 2021-22 - Summer Programme-1

CIA = Continuous Internal Assessment, ESE = End Semester Exam

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC3811	Summer Programme-I	4 weeks				-	-	Viva Voce	-	2

Scheme of teaching and examination of III SEM B.Architecture 2021-22

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC351	Designing the Masonry Envelope		6		6	150		150	300	9
2	ARC352	Technique of Digital Representation-I	2		2	4	50		50	100	3
3	ARC353	Material Strategies for Masonry	1	4		5	50		50	100	3
4	ARC331	Architecture Traditions - Masonry	2	2		4	50	50	-	100	3
5	ARC332	Logic of Structures - Masonry	3			3	50	50	-	100	3
6	ARC333	Building Environmental Systems-I	3			3	50	50	-	100	3
7	ARC334	Climate Responsive Architecture-I	2	2		4	50	50	-	100	3
8	HOL311	Holistic Education-III	1			1	-	-	-	0	1
			14	14	2	30	450	200	250	900	28

L = Lecture, S=Studio, P=Practical, 1Period=60minutes,

CIA = Continuous Internal Assessment, ESE = End Semester Exam

Scheme of teaching and examination of IV SEM B.Architecture 2021-22

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC451	Rural Studio		6		6	150		150	300	9
2	ARC452	Technique of Digital Representation-II	2		2	4	50		50	100	3
3	ARC453	Climate Responsive Architecture-II	2		2	4	50	-	50	100	3
4	ARC454	Material Strategies for an Appropriate Architecture	1	4		5	50		50	100	3
5	ARC431	Logic of Structures - Advanced	3			3	50	50	-	100	3
6	ARC432	Building Environmental Systems-II	3			3	50	50	-	100	3
7	ARC441	Elective-I	3			3	50	50	-	100	3
8	HOL411	Holistic Education-IV	1			1	-	-	-	0	1
			15	10	4	29	450	300	900	900	28

L = Lecture, S=Studio, P=Practical, 1Period=60minutes,

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ARC441	Elective-I	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
		L	S	P	Total		Theory Exam	Viva Voce		
ARC441 A	Set Design	1	2	-	3	50	-	50	100	3
ARC441 B	Water & Architecture	3	-	-	3	50	50	-	100	3
ARC441 C	Vernacular Architecture	3	-	-	3	50	50	-	100	3
ARC441 D	Urban Anthropology	3	-	-	3	50	50	-	100	3
ARC441 E	Tribal Architecture and Craft	3	-	-	3	50	50	-	100	3
ARC441 F	Algorithmic Design -I	3	-	-	3	50	50	-	100	3
ARC441 G	Architectural Journalism	1	2	-	3	50	-	50	100	3
ARC441 H	Clay and Pottery	1	-	2	3	50	-	50	100	3
ARC441 J	Furniture Design	1	2	-	3	50	-	50	100	3
ARC441 K	Art of Photography	1	2	-	3	50	-	50	100	3
ARC441 L	Urban Water Systems	3	-	-	3	50	50	-	100	3
ARC441 M	Art Appreciation-I	3	-	-	3	50	50	-	100	3
ARC441 N	Theory of Design	3	-	-	3	50	50	-	100	3

Scheme of teaching and examination of VI SEM B.Architecture 2021-22

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC651	Habitat Studio		6	2	8	150		150	300	10
2	ARC652	Material Strategies Advanced -II	1	4		5	50		50	100	3
3	ARC631	Housing and Human Settlement Planning	2	2		4	50	50	-	100	3
4	ARC632	Specifications, Estimation and Costing	3			3	50	50	-	100	3
5	ARC633	Professional Practice I	3			3	50	50	-	100	3
6	ARC641	Elective-II	2	2		4	50	50	-	100	3
7	ARC642	Elective - III	1		4	5	50		50	100	3
			12	14	6	32	450	200	250	900	28

L = Lecture, S=Studio, P=Practical, 1Period=60minutes,
CIA = Continuous Internal Assessment, ESE = End Semester Exam

Scheme of teaching and examination of V SEM B.Architecture 2021-22 - Summer Programme-II

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC581I	Summer Programme-II	4 weeks				-	-	Viva Voce	-	2

Scheme of teaching and examination of V SEM B.Architecture 2021-22

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC551	Altering Landscapes and Institutional Architecture		6		6	150		150	300	9
2	ARC552	Logic of Structures - Form Finding	1	4		5	50		50	100	3
3	ARC553	Digital Graphics and Art	2		2	4	50		50	100	3
4	ARC554	Material Strategies Advanced - 1	1	4		5	50		50	100	3
5	ARC531	Architectural Tradition & Modernism	2	2		4	50	50	-	100	3
6	ARC532	Building Environmental Systems-III	3			3	50	50	-	100	3
7	ARC533	Landscape architecture and Site Planning	2	2		4	50	50	-	100	3
			11	18	2	31	450	150	300	900	27

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ARC641	Elective-II	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
		L	S	P	Total		Theory Exam	Viva Voce		
ARC641 A	Appropriate Building Technologies	2	2		4	50	50	-	100	3
ARC641 B	Earthquake Resistant Architecture	2	2		4	50	50	-	100	3
ARC641 C	Interior Design	2	2		4	50	50	-	100	3
ARC641 D	Architectural Design with Steel	2	2		4	50	50	-	100	3
ARC641 E	Thermal Performance of Building	2	2		4	50	50	-	100	3
ARC641 F	GIS (Geographic Information Systems) Mapping Techniques	2	2		4	50	50	-	100	3
ARC641 G	Research Methodology	2		2	4	50	50	-	100	3

ARC642	Elective-III	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
		L	S	P	Total		Theory Exam	Viva Voce		
ARC642 A	Public Art	1		4	5	50	-	50	100	3
ARC642 B	Installation Art	1		4	5	50	-	50	100	3
ARC642 C	Contemporary Processes in Architecture	1		4	5	50	-	50	100	3
ARC642 D	Theatre Studies	1		4	5	50	-	50	100	3
ARC642 E	Graphic and Product Design	1		4	5	50	-	50	100	3
ARC642 F	Architectural Design with Glass	1		4	5	50	-	50	100	3

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Scheme of teaching and examination of VII SEM B.Architecture 2021-22 - Summer Programme-III

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC781I	Summer Programme-III	4 weeks				-	-	Viva Voce	-	2

Scheme of teaching and examination of VII SEM B.Architecture 2021-22

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC751	Architectural Design-VII		8		8	150	-	150	300	12
2	ARC752	Urban Design	1		4	5	50	-	50	100	3
3	ARC753	Building Information Modelling	1		4	5	50		50	100	3
4	ARC731	Professional Practice II	3			3	50	50	-	100	3
5	ARC741	Elective-IV	1		4	5	50		50	100	3
6	ARC742	Open Elective-I	2		2	4	50		50	100	3
			8	8	14	30	400	50	350	800	27

L = Lecture, S=Studio, P=Practical, 1Period=60minutes,
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ARC741	Elective-IV	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
		L	S	P	Total		Theory Exam	Viva Voce		
ARC741 A	Art Appreciation-II	1		4	5	50		50	100	3
ARC741 B	Art in Architecture	1		4	5	50		50	100	3
ARC741 C	Applied Art	1		4	5	50		50	100	3

ARC742	Open Elective-I	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
		L	S	P	Total		Theory Exam	Viva Voce		
ARC742 A	Foreign language-I	2		2	4	50	-	50	100	3
ARC742 B	Music-I	2		2	4	50	-	50	100	3
ARC742 C	Dance-I	2		2	4	50	-	50	100	3

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Scheme of teaching and examination of VIII SEM B.Architecture 2021-22

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC851	Architectural Design-VIII		6		6	150	-	150	300	9
2	ARC881S	Dissertation Seminar	1	4		5	50	-	50	100	3
3	ARC831	Project and Construction Management	3			3	50	50	-	100	3
4	ARC832	Entrepreneurship Skills for Architects	3			3	50	50	-	100	3
5	ARC841	Elective-V	1	4		5	50	50	-	100	3
6	ARC842	Open Elective-II			3	3	50	-	50	100	3
			8	14	3	25	400	150	250	800	24

L = Lecture, S=Studio, P=Practical, 1Period=60minutes,
CIA = Continuous Internal Assessment, ESE = End Semester Exam

ARC841	Elective-V	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
		L	S	P	Total		Theory Exam	Viva Voce		
ARC841 A	Architectural Conservation	1	4		5	50	50	-	100	3
ARC841 B	Building Systems Integration and management	1	4		5	50	50	-	100	3
ARC841 C	Green Buildings & Rating Systems	1	4		5	50	50	-	100	3
ARC841 D	Building Performance and Compliance	1	4		5	50	50	-	100	3
ARC841 E	Sustainable Cities & Communities	1	4		5	50	-	50	100	3

ARC842	Open Elective-II	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
		L	S	P	Total		Theory Exam	Viva Voce		
ARC842 A	Foreign language	3			3	50	-	50	100	3
ARC842 B	Music	3			3	50	-	50	100	3
ARC842 C	Dance	3			3	50	-	50	100	3
ARC842 D	Virtual Reality and Digital Drawing Skills in Architecture	3			3	50	-	50	100	3

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Scheme of teaching and examination of IX SEM B.Architecture 2021-22

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC9811	Practical Training	16 weeks				-		400	400	12

L = Lecture, S=Studio, P=Practical, 1Period=60minutes,
CIA = Continuous Internal Assessment, ESE = End Semester Exam

Scheme of teaching and examination of X SEM B.Architecture 2021-22

Sl. No.	Course Code	Course Name	Teaching scheme in periods per week				CIA 50%	ESE Marks (50%)		Total	Credits
			L	S	P	Total		Theory Exam	Viva Voce		
1	ARC1051	Architectural Design Thesis	-	10	-	10	250		250	500	15

L = Lecture, S=Studio, P=Practical, 1Period=60minutes,
CIA = Continuous Internal Assessment, ESE = End Semester Exam

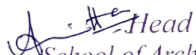
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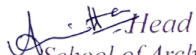
Course Name: Elective III – Public Art					
Course Code: ARC642 A					
	L	S	P	Category	STUDIO
Contact Hrs./Week	1	-	4	CIA Marks	50
Contact Hrs./Sem.	15	-	60	ESE Marks	50
Credits	-	-	3	Exam Hours	Viva Voce
Course Objectives:					
1. This course is a project style course intended to advance our understanding of the evolving history and role(s) of public art in the allied arts and in the life of our communities.					
2. To engage in exploratory dialogues/conversations about public art [asking questions].					
3. An opportunity to explore the potential realms, manifestations and mediums of public art.					
Level of Knowledge: - Basic					
Units					Teaching Hours
Unit-1 Introduction of Public Art					
An overview of the course and brief introduction of history on public art pertaining to western and Indian art.					15
Unit-2 Types of Public Art					
Understanding of public art and its manifestations through various mediums. for instance art installation, Earth/Sound/Kinetic/Public sculpture, site specific installation in Urban, Rural, Suburban sites etc.					25
Unit-3 Public Art and Public/Responsibility					
Involvement of public art in public space such as wall murals, graffiti etc. Identity, interpretation and collaboration of community response on public art, artist and thought process. New directions in public art - Earthworks/ Land Art/ Environmental Art					30
Unit-4 Portfolio					
Compilation of all works done at the studio for portfolio development					5
List of Engagements					Hours
1. Documentation					-
2. Literature reading and writing					-

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3. Presentation	-
4. Interaction with Artist, architects and Public	-
5. Public Installation works	-
Self-Study: Practice of conceptual sketching and developing public art forms for installation.	
Site/Industrial Visits: Public places and Art biennale	
Course outcomes:	
CO1: Understand the importance and evolution of public art and its influences. Level: Basic	
CO2: Analyse various forms of public art and explore the importance and its relationship to the places. Level: Intermediate	
CO3: Critical study of public art in view of public's perception and artist interpretation in relation to culture, time, space, material etc. Level: Intermediate	
Text Books:	
T1. O'Doherty B. (1999) <i>Inside the White Cube: The Ideology of the Gallery Space</i> , Expanded, Lapis Press, San Francisco. First University of California Press edition.	
T2. Watson S. (2007) <i>Museums and their communities</i> edited by, Abingdon: Routledge,.	
T3. Krauss, R. (1979) <i>The anti-aesthetic essays on postmodern culture, sculpture in an expanded field</i> , The MIT Press.	
Reference Books:	
Shetty, S. (2017) <i>Forming in the pupil eye</i> , Kochi-Muziris Bienalle, 2016, www.kochimuzirisbiennale.org	
Online Resources:	
W1. https://www.thehindu.com/entertainment/art/art-for-arts-sake-why-indian-street-art-is-not-necessarily-anti-establishment/article27671963.ece .	
W2. https://issuu.com/forecastpublicart/docs/par08	
W3. https://issuu.com/forecastpublicart/docs/par59_compiled_r8 .	
W4. http://www.harrietsenie.com/wp-content/uploads/2015/08/Critical-Issues-in-Public-Art-chapter-16.pdf	

Course Name: Elective-III - Installation Art					
Course Code: ARC 642 B					
	L	S	P	Category	STUDIO
Contact Hrs./Week	1	-	4	CIA Marks	50
Contact Hrs./Sem.	15	-	60	ESE Marks	50
Credits	-	-	3	Exam Hours	Viva voce
Course Description:					
Elective subjects have been suggested which are related to specialized areas in Architecture. The student may choose any one subject of interest. The detailed syllabus of the electives chosen and the modus operandi of teaching will be taken up by the faculty-in-charge.					
Course Objective: - To expose the students to specialized areas of architecture.					
Level of Knowledge: - Basic					
Elective - Options					Teaching Hours
ARC642- B Installation Art: Introduction to art installations, Object and space relation, object and human relation, Object manipulation and compositions, Material identification, selection and interpretations, Theme development and concept, conveying message or information through art installations, Relevance and impact of art installation on space, Exploring biennale works, Studying the works of selected artists, Photography installations, Digital and contemporary installations.					
Course Outcome: -To acquire the knowledge of the chosen area of specialization; to apply or innovate the fundamentals and details learnt, in design.					



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Course Name: Elective III – Contemporary Processes in Architecture					
Course Code: ARC642 - C					
	L	S	P	Category	STUDIO
Contact Hrs./Week	1	-	4	CIA Marks	50
Contact Hrs./Sem.	15	-	60	ESE Marks	50
Credits	-	-	3	Exam Hours	Viva Voce
Course Objectives: <ul style="list-style-type: none"> To introduce the Theories of media and its influence on the perception of space. To identify digital techniques like Virtual Reality and Augmented Reality. 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 the digital media in architecture. Level of Knowledge: - Basic					
Units					Teaching Hours
Unit-1 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.					15
Unit-2 Virtual Reality and Augmented Reality					
Tools related to virtual reality & augmented reality in architecture					15
Unit-3 Digital Architecture					
Aspects of digital architecture. Design and computation. Difference between digital process and non-digital process. Abstraction of ideas - formal and functional abstractions. Diagrams, diagrammatic reasoning, diagrams and design process. Animation and design. Digital hybrid.					15
Unit-4 Contemporary Process and Architectural Works					
Ideas and works of architects related to contemporary processes. The architects to include Greg Lynn, Reiser, Umemotto, Lars Spuybroek / NOX Architects, UN studio, Diller Scofidio, 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.					20
Unit-4 Portfolio					


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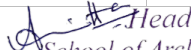
Portfolio development - To organize and review all works done in the semester. To compile a comprehensive portfolio for the subject. Establish connections with other subjects where possible.	10
List of Engagements	Hours
Self-Study: As Applicable	
Site/Industrial Visits:	
Course outcomes: CO1: An understanding of the effect of contemporary theories of media on contemporary architectural design. Level: Basic CO2 Familiarity with architectural works derived from contemporary processes. Level: Basic CO3 Identify digital techniques and Formulate ideas using contemporary processes Level: Intermediate	
Text Books: T1: Fox, M. (2009) <i>Interactive Architecture: Adaptive World</i> , Princeton Architectural Press, ISBN-10 : 1616894067. T2: Linn C. D. & Fortmeyer, R. (2014) <i>Kinetic Architecture: Designs for Active Envelopes</i> , Images Publishing Group Pty Ltd., ISBN-10 : 1864704950 T3: Ali Rahim, 'Contemporary Process in Architecture', John Wiley & Sons, 2000. T4: Ali Rahim (Ed), 'Contemporary Techniques in Architecture', Halsted Press, 2002.	
Reference Books: R1: Eisenmann, P. (1999) <i>Diagram Diaries</i> , Universe Publishing, ISBN-10 0789302640. R2: Morales, I. S. (1997) <i>Differences: Topographies of Contemporary Architecture</i> , MIT Press. R3: Hunt G. (2001) 'Architecture in the Cyberspace II', John Wiley & Sons. R4: L. Convey et al, (1995) <i>Virtual Architecture</i> , Batsford.	
Online Resources: As per the course instructor	


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Course Name: Elective-III Theatre Studies					
Course Code: ARC 642 - D					
	L	S	P	Category	STUDIO
Contact Hrs./Week	1	-	4	CIA Marks	50
Contact Hrs./Sem.	15	-	60	ESE Marks	50
Credits	-	-	3	Exam Hours	Viva voce
Course Description:					
Elective subjects have been suggested which are related to specialized areas in Architecture. The student may choose any one subject of interest. The detailed syllabus of the electives chosen and the modus operandi of teaching will be taken up by the faculty-in-charge.					
Course Objective: - To expose the students to specialized areas of architecture.					
Level of Knowledge: - Basic					
Elective - Options					Teaching Hours
ARC 642- D Theatre Studies: Physical Exercise & Improvisation, Aesthetics of Theatre, Foundations of Modern Theatre, Folklore and Performance Studies, Fundamental of Visual Design, Voice, Diction and Music, Acting for Stage, Participation in Play Production, Acting Theory, Mime and Choreography, Acting for Camera, Theatre Technology: Lighting Design and Set design, Famous Actors and Directors as Creative Artists, The Art of Play Production, Direction: Play Production, Theatre Journalism and reviews, Street Theatre, Folk Theatre					
Course Outcome: -To acquire the knowledge of the chosen area of specialization; to apply or innovate the fundamentals and details learnt, in design.					


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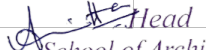
Course Name: Elective III – Graphic and Product Design					
Course Code: ARC642 - E					
	L	S	P	Category	STUDIO
Contact Hrs./Week	1	-	4	CIA Marks	50
Contact Hrs./Sem.	15	-	60	ESE Marks	50
Credits	-	-	3	Exam Hours	Viva Voce
Course Objectives:					
<ol style="list-style-type: none"> To understand the interpretation of symbols and logos in graphic design To create technical skill in developing industrial drawing for product development. To understand the product-user relation and interaction based on the context. Level of Knowledge: - Intermediate					
Units					Teaching Hours
Unit-1 Introduction to graphics					
Concept of visual language and visual design, Concept of Symbol and Logo. Symbol and symbolism, cultural interconnection and identification on symbol, evolution and transformation of logo and symbol, Colour meanings in traditions and psychological use of colours, Graphic development and design compositions.					15
Unit-2 Product study					
Exploration of surface textures in different materials, Exploration of form to develop imagination and insight, Form exploration of products based on the context, Expressions in Form like soft, hard, warm, cold, precise, gross, strong, fragile, rugged .etc., Study of product expressions by analysing in terms of elements like form, proportion, colour, texture etc.					25
Unit-3 Product and user relationship					
Different concerns and issues in the context of design. Emerging areas of design, Relevance of design in the context of India, Importance of sustainable design practices, designing for the underserved communities, Exposure to biomimicry design, green design. Exposure to digital form development.					25
Unit-4 Portfolio					
Product presentation in various media like pencil, ink, colour and digital, Presenting thoughts and ideas in design through sketches, perspective and exploded views, Presentation of product design concepts through simplified graphics presentation. The practice of photography/videography for documentation.					10
List of Engagements					Hours


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1. Workshop- Graphic & Product	-
2. Model making	-
3. Videography/Photography	-
4. Interaction with Professionals	-
5. Industrial visit	-
Self-Study: Practice of sketching and drawing. Digital practice	
Site/Industrial Visits: Product/Graphic Design studio	
Course outcomes:	
CO1: Ability to understand the logic of symbol and Logo to develop a skill for conveying visual meanings. Level: Basic	
CO2: Explore the systematic way to express the product details through technical drawings. Level: Intermediate	
CO3: Understand the relevance of considering social aspects to develop a meaningful product based on user demand. Level: Intermediate	
Text Books:	
T1. Roizenburg, N. F. M. (1995) <i>Product Design: Fundamentals and Methods</i> , John Wiley & Sons Inc; New Ed edition.	
T2. Ulrich, Karl T., Eppinger, Steven D. (2004) <i>Product Design and Development</i> , McGraw-Hill.	
T3. Goodrich, K. (2003) <i>Design Secrets: Products: 50 Real-Life Projects Uncovered</i> , Industrial Designers Society of America, Rockport Publishers.	
T4. Cagan, J. (2002) <i>Creating Breakthrough Products: Innovation from Product Planning to Program Approval</i> , Financial Times Prentice Hall.	
T5. Byers, M. (1994) <i>The Design Encyclopedia</i> , John Wiley & Sons Publications.	
T6. Lidwell, W.; Holden, K. & Butler, J. (2003) <i>Universal Principles of Design</i> , Rockport Publishers.	
Reference Books:	
R1. Csikszentmihalyi, M. (1981) <i>The Meaning of Things</i> , Cambridge University Press.	
R2. Dormer, P. (1990) <i>The Meanings of Modern Design: Towards the Twenty-First Century</i> , Thames & Hudson.	
R3. Aicher, O. (1994) <i>The World As Design: Writings on Design</i> , Imprint unknown.	
R4. Papanek, V. (1985) <i>Design for the Real World: Human Ecology and Social Change</i> , Academy Chicago Publishers.	
R5. Lindinger, H. (1991) <i>Ulm Design: The Morality of Objects</i> , The MIT Press.	
Online Resources:	
W1. www.scribd.com	
W2. www.abduzeedo.com	
W3. www.pinterest.com	

W4. https://www.designweek.co.uk/
W5. www.creativeboom.com
W6. https://dropbox.design/
W7. https://thedieline.com/?
W8. https://99u.adobe.com/
W9. www.eyemagazine.com

Course Name: Virtual Reality and Digital Drawing Skills in Architecture					
Course Code: ARC842 D					
	L	S	P	Category	STUDIO
Contact Hrs./Week	-	-	3	CIA Marks	50
Contact Hrs./Sem.	-	-	45	ESE Marks	50
Credits	-	-	3	Exam Hours	03
Course objectives:					
To apply knowledge of Tilt Brush in the development of art work; To use drawing and design skill to visually communicate abstract concepts with Tilt Brush; To observe data, and transform it into graphical drawings.					
Units					Teaching Hours
Unit-1 Introduction to Virtual Reality					
1. Introduction to Virtual Reality 2. History of Virtual Reality 3. Use of VR equipment Demonstration 4. Warning					6
Unit-2 Elements of Design					
<ul style="list-style-type: none"> Describing the definition of elements of design Demonstrating them how to creatively use the elements of design using VR tilt brush. Assigning them to draw with elements of design using VR tilt brush Giving tasks to create own work with elements of design using VR Tilt Brush 					18
Unit-3 Principles of Design					
<ul style="list-style-type: none"> Describing the definition of the principles of design Demonstrating them how to creatively use the principles of design using VR tilt brush. Assigning them to draw with principles of design using VR tilt brush Giving tasks to create own work with principles of design using VR Tilt Brush 					15
Unit-4					
Final project					6
Total Hours					45
List of Engagements					Hours



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1. Role play	N.A.
2. Readings	N.A.
3. Site Visits	N.A.
4. Demonstration by Craftsmen	N.A.
5. Interaction with Professionals	N.A.
6. Film & Video	N.A.
Self-Study: Practice on VR sets and try to get a hang of the movements in virtual space.	
Site/Industrial Visits: N.A.	
Course outcomes:	
CO1: To repeat what has been taught that enables in constructing great designs	
Level: Basic	
CO2: To express their learning and creativity which will enable them to make amazing immersive art works	
Level: Basic	
CO3: To practice the different elements of design in order to produce best designs	
Level: Basic	
CO 4: To experiment its different techniques that will equip them with the knowledge to create stunning designs and illustration	
Level: Intermediate	
CO 5: To design, model and draw their own art work using Virtual Reality Tilt Brush	
Level: Basic	
Text Books:	
T1. Bertol, D. (1996). <i>Designing digital space: an architect's guide to virtual reality</i> . John Wiley & Sons	
Reference Books:	
R1. Mihelj, M., Novak, D., & Beguš, S. (2014). <i>Virtual reality technology and applications</i>	
R2. W1Jerald, J. (2015). <i>The VR book: Human-centered design for virtual reality</i> . Morgan & Claypool	


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**Analysis of
Student Feedback on Syllabus
for
BoS - 2022**

Conducted during NOV & DEC 2021


Head
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CHRIST (Deemed to be University)
Bengaluru - 560 074

STUDENT FEEDBACK FORM (2022-23) SYLLABUS

SECTION 1 / 3

Email:

Name:

Reg. number:

Programme:

1. B.Arch
2. M.Arch

Semester:

1. 1
2. 3
3. 5
4. 7
5. 9

SECTION 2 / 3

Rate the following statements to indicate the level of agreement. 1 means that you strongly disagree with the statement and indicates that you strongly agree with the statement.

I am aware of the objectives and stated outcomes of the syllabus.

The syllabus satisfies the stated objectives and learning outcomes.

I am introduced to emerging topics in the subject area in the syllabus

I am introduced to advanced topics well within the syllabus.

My knowledge and skills in the relevant domain were enhanced through the syllabus

My critical and analytical thinking skills have been enhanced.

I am oriented towards pursuing a higher education.

I am enabled to apply knowledge in real life situations.

I am sensitized me towards environmental and social aspects.

Employability is given importance in the design and development of the syllabus.

I am prompted to enhance my self study skills.

My research aptitude has been enhanced during the coursework.

My overall expectations are addressed through the syllabus

I recommend the following to improve the syllabus' coverage of emerging and advanced topics:

I recommend the following to improve the development of my critical and analytical thinking.

I recommend the following to improve sensitization towards the environmental and social aspects.

I suggest the following to improve the level of employability in the design and development of the syllabus.

I suggest the following to improve the promotion of self-study and research component.

Listed below are workshops/training/additional courses that I would like to attend to improve my skills.


Following are the skill sets I should learn in my foundational year studios:

Section 3 / 3

Suggestions & Recommendations

How would you rate the overall syllabus? (1-5, Poor - Excellent)

I recommend the following to improve the course objectives and outcomes:


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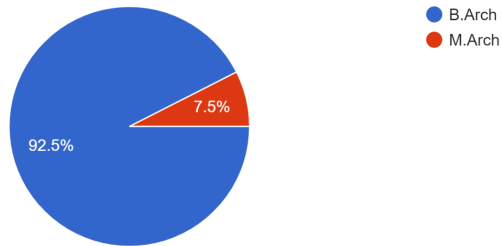
Overall Analysis

40/170

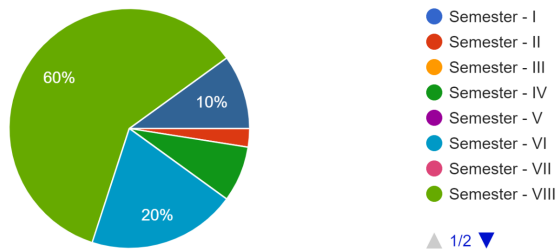
Section 2 / 3

Section 1 / 3

Programme currently enrolled in
40 responses

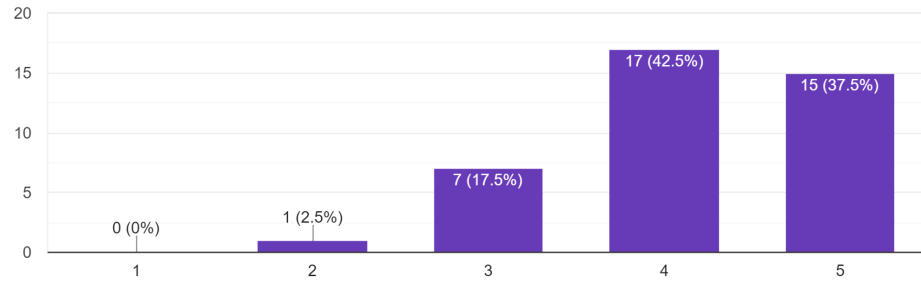


Semester currently enrolled in
40 responses



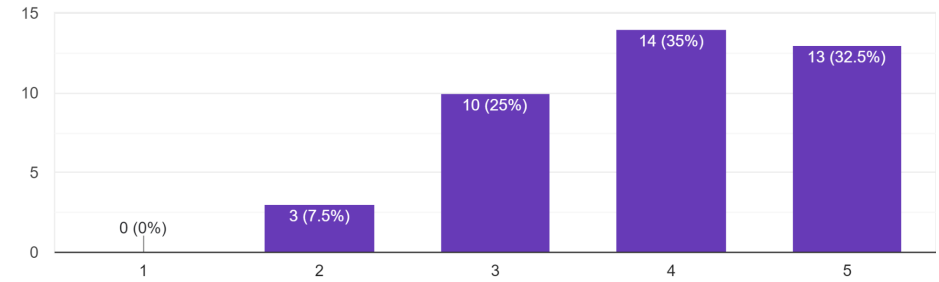
I am aware of the objectives and stated outcomes of the syllabus.

40 responses



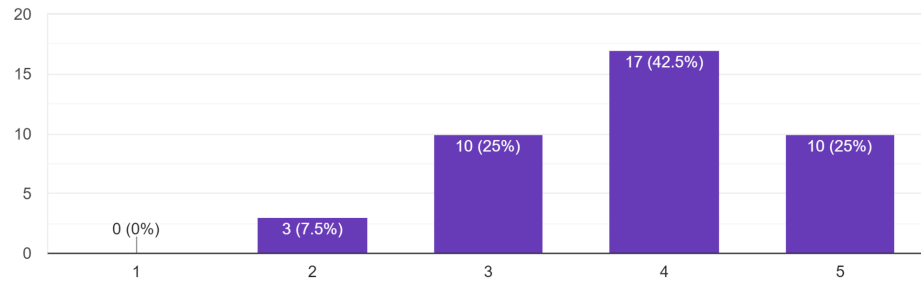
I am introduced to emerging topics in the subject area in the syllabus

40 responses



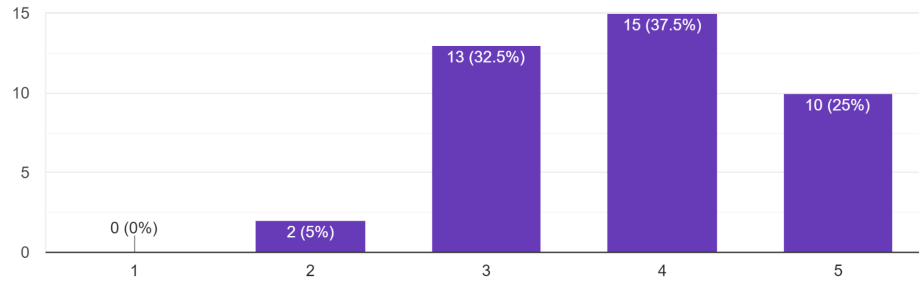
The syllabus satisfies the stated objectives and learning outcomes.

40 responses



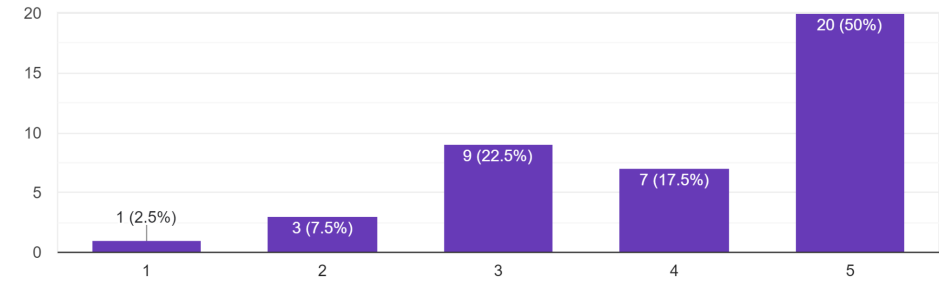
I am introduced to advanced topics well within the syllabus.

40 responses



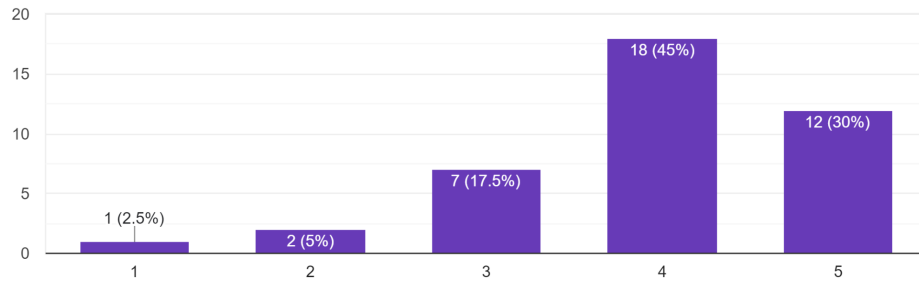
I am oriented towards pursuing a higher education.

40 responses



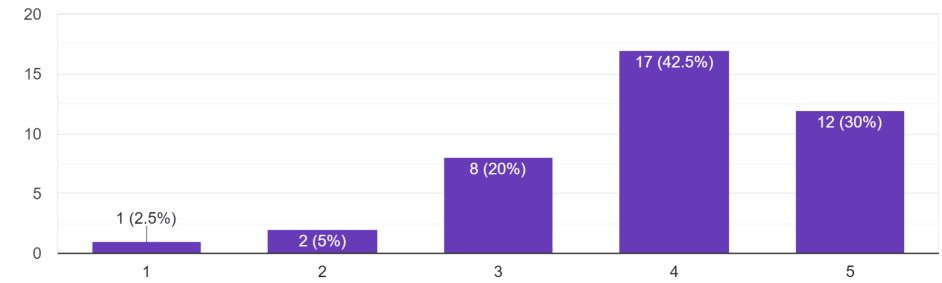
My knowledge and skills in the relevant domain were enhanced through the syllabus

40 responses



I am enabled to apply knowledge in real life situations.

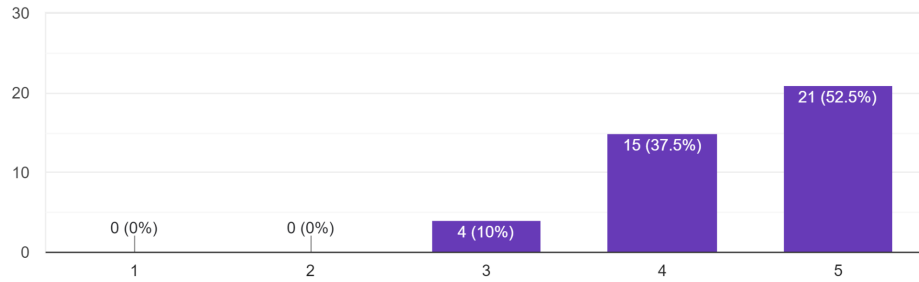
40 responses



The Head
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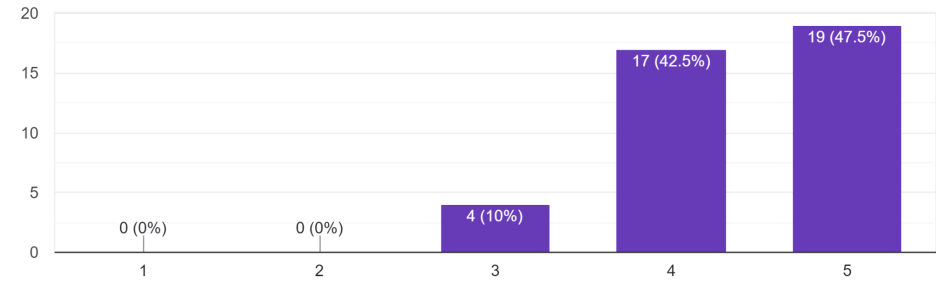
I am sensitized me towards environmental and social aspects.

40 responses



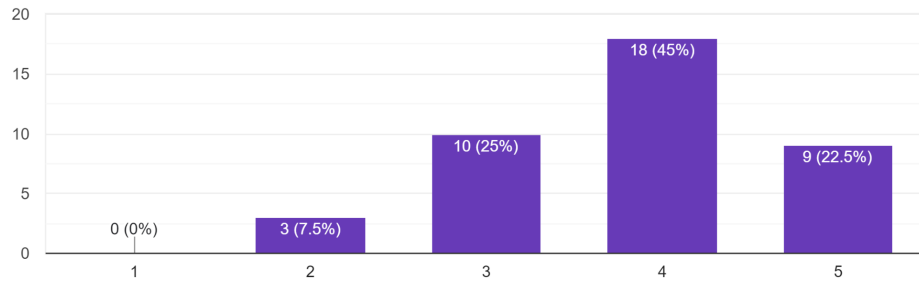
I am prompted to enhance my self study skills.

40 responses



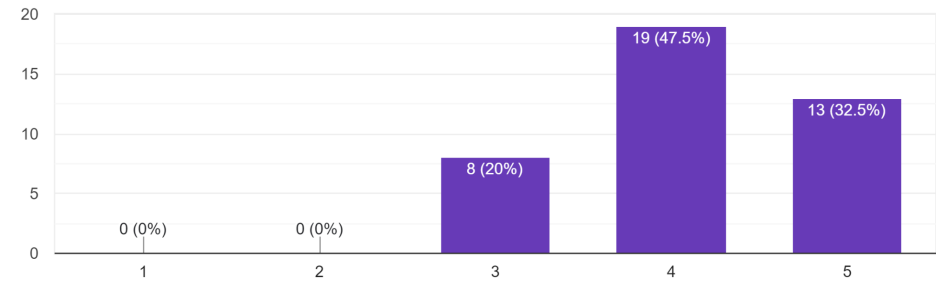
Employability is given importance in the design and development of the syllabus.

40 responses



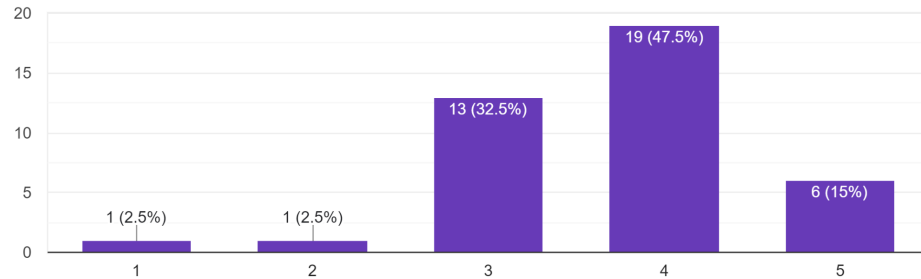
My research aptitude has been enhanced during the course work.

40 responses



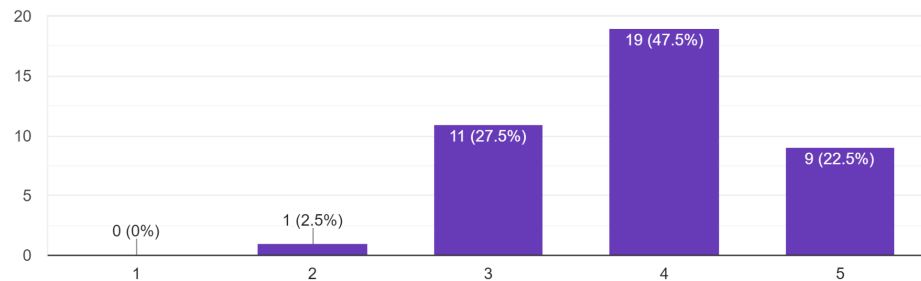
My overall expectations are addressed through the syllabus

40 responses



How would you rate the overall syllabus?

40 responses



Section 3 / 3

Suggestions & Recommendations

I recommend the following to improve the course objectives and outcomes:

Syllabus is fine but the way it is approached could be changed like one at a time instead of bombarding assignment for every class and that really stops to explore and focuses us to do it before deadline

I would recommend to understand how others colleges are tackling the syllabus. It might help to get the standard of education right.

The existing ones are good.

Some syllabus could be related to design as it was done in 3semsters where 4th semester was quite different

Integrate the different subjects in the same semester allowing for what is

taught in lectures to be reinforced in studio. perhaps by having work done in one class being marked in both subjects.

have a clear step by step path charted for the semester for the student so both students and faculties are on the same page WRT amount of work expected and steps to be taken.

ensure that the expected work for different students are of similar quantity and difficulty.

provide opportunities for students to earn marks rather than lose marks as semester progresses to avoid despair spiral if students performance is affected mid semester

assess a batch's technical capabilities before assigning tasks. and if they need training provide it before or during the time they are required to perform the exercise

assign grades that inform students of their strengths and weaknesses in the subject not a number that has no meaning besides its numerical value.

where possible have students complete their works in class to avoid the possibility that some might be getting their works done by someone else.

Public Toilet project which was introduced in semester 3 was not much interesting even though being involved completely. Thesis should be only subject we should have in final semester to avoid distraction from thesis.

I recommend the following to improve the syllabus' coverage of emerging and advanced topics:

Options can be given students to pick and do study on their interest basis.

Students having the option to add 1 or 2 topics of interest that they would like study during the introduction of a course syllabus.

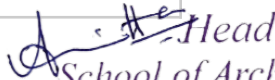
By providing seminar on the advanced topics by the professors to clarify and understand

The topic which help us to get a career. There are lot of skill and requirements once you step out of the college to have a required skill set.

To stay up to date with new technology and innovations in the coursework.

QGIS should be giving importance than excel or revit

I recommend the following to improve the development of my critical and analytical thinking.


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Research activities.
More studio hours or practical learning
I would suggest. A mapping subject as an elective. Where we learn details on how to analyze the data given to us. It can be information or maps
Introduction of more innovative design projects, as done with the rural studio.
Graphical notes or sketches .
have classes on how to do analysis explaining the basics such as pattern recognition.

I recommend the following to improve sensitization towards the environmental and social aspects.

Presenting live examples to students.
More lecture series and field trips
Workshop and on site study
A lot of workshops related to environments.

I am satisfied with the way the syllabus tackles the sensitisation of the students.
Practical works and site visits.

I suggest the following to improve the level of employability in the design and development of the syllabus.

To include classes on working drawings.
More application level questions or examples.
Encourage students to involve in live projects

I suggest the following to improve the promotion of self-study and research component.

Library access with more available book collection, University authorized access to study sites for free subscription
To have minor coursework based on research work included in the syllabus.
Topic suggestions for research or reference materials.
either provide a list of topics a student should be able to answer questions about or provide a document for them to peruse. "everything is there on the internet" is like asking students to find a needle in a stack of other needles and will inevitably lead to a disappointing first draft. followed by a decent second draft and a passable final draft

Students should be allowed to work in studios even during night time which a culture of architecture

Listed below are workshops/training/additional courses that I would like to attend to improve my skills.

Workshops related to graphic design, fashion, pottery, etc.

More lectures from other Artists/ Architecture professionals/ professionals from the design field.

Sustainability workshops, software workshops. Mapping workshops. Materials workshops.

Workshops like: Photography, Working drawing are some of the additional courses that would help my skills

More material based workshops, as done with plaster, carpentry and so on.

Hands on experience, workshops

Workshops and training

Communication, public speaking

Anything related to material technology and advanced construction methods

Make a list of software and prepare a work flow of how each can be used to produce results with the least amount of effort required ensuring that the students will continue to use it and not abandon it once the semester is over. do not assume equal competence of all students unless it has been verifiably demonstrated. skill levels can vary from master to absolute beginner. and the course must be able to provide value to both types and everyone in between

1. QGIS and its integration into OSM is a MUST.
2. Word- managing sources. making content page, sections etc.
3. Excel- use of formulas and how to use it in conjunction with word
4. plugins for sketch up as well
5. there are many urban design programs which have not being even touched upon during the course.

FACULTY FEEDBACK ON SYLLABUS

16 responses

[Publish analytics](#)

Your name:

16 responses

Abinaya J
Pratikkumar Anand
Shynu
Reshu Gupta
Elsa Anna Simon
M Venkata Janardhan Rao
Betty B Sharath
JAYPRAKASH SHIVARUDRAPPA CHADCHAN
Sonal Gupta
Shyam N. Gandhi
MITHUN NATESH.M
Richard Manoharan
Nimisha Varghese
Moses Johnson
anay anand
Gayathri Pramod

Employee Id

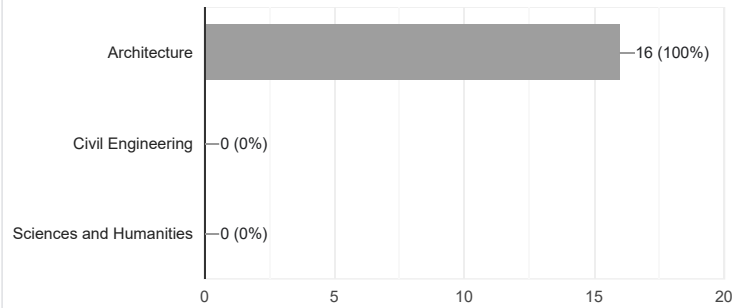
16 responses

3358
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School/Department associated with

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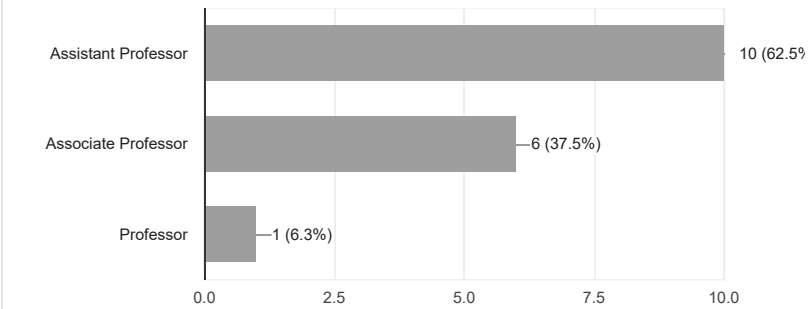
16 responses



Designation

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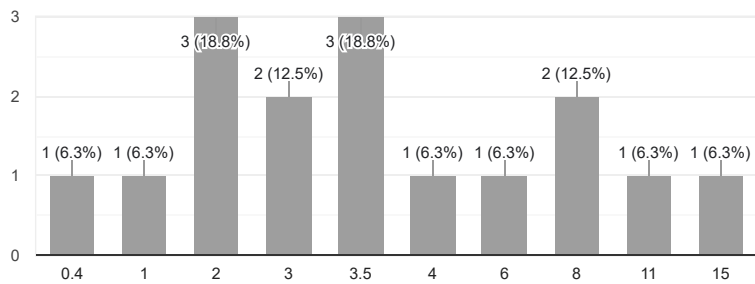
16 responses



Experience in Teaching (Number of Years)

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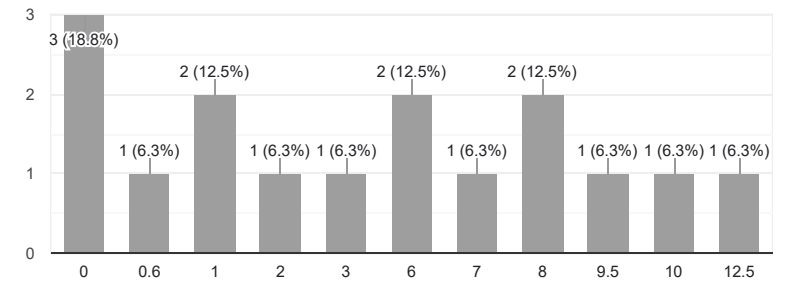
16 responses



Experience in Industry/R&D (Number of Years)

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16 responses



Please list the courses (either name/code) handled in the academic year

15 responses

Habitat studio, Furniture design

Architecture Design VII

Graphic and product design, Art of joinery, Reading the site, Landscape architecture

Discovering Design for First Year BArch and MArch Students, Professional Practice I - BArch Sem 6, Myth History & Architecture - BArch Sem 1, Reading The Site - BArch Sem 2

ARC 151, ARC 451, ARC 251, ARC 133, ARC 441 Theory of Design, ARC 641 G Research methodology, ARC 532: History and Theory of Architecture and Culture, ARC 841 A Architectural Conservation

ARC 152, ARC 153, ARC 154

ARC454, ARC652

Research Methodology

5B.Arch Design Studio, 1M.Arch Design Studio

Architectural Design Studio I Year, History of Architecture

MARC181S, Arc251, ARC351, Arc254, Arc131, Arc231, Arc331, Arc531, Arc631, Arc642D, Arc843E

Technique of drawing -II , Vernacular architecture, Design studio - VIII

Techniques of Digital Representation I & II, Technique of Drawing-II, Art if Joinery, BIM, Designing the Masonary Envelope, Digital Graphics and Arts

MARC151, MARC252, MARC331

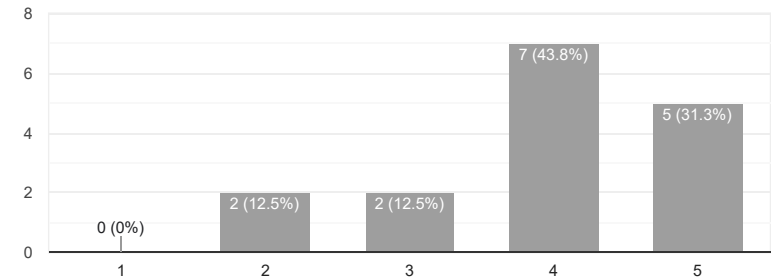
Architectural Traditions Frames, Urban Design Theory, Material Strategies for Physical World, Architectural Design Thesis

For the following questions, please select the appropriate option as per the following rating scale:

To what extent does the syllabus satisfy the stated program objectives and learning outcomes?

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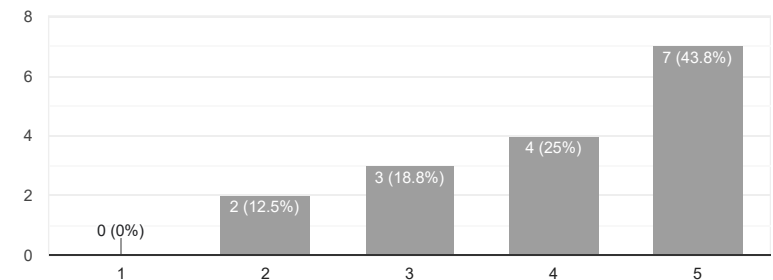
16 responses



How would you rate the continuous processes used to propose, modify, suggest and incorporate new topics in the syllabus?

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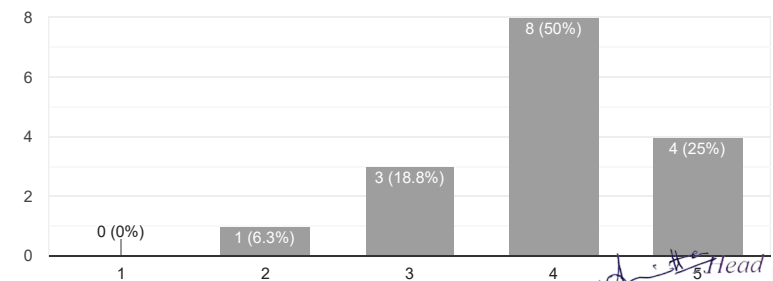
16 responses



To what extent is the syllabus effective in developing independent thinking?

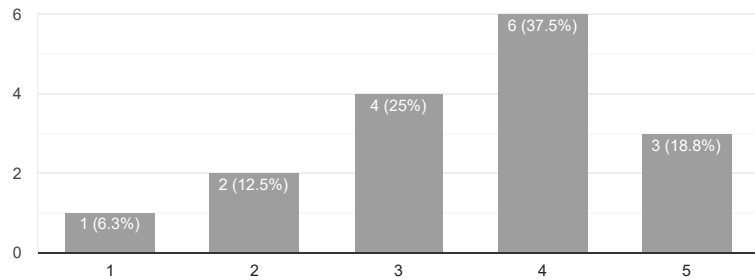
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16 responses



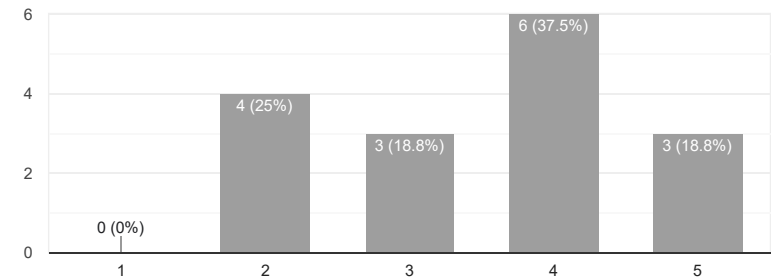
How would you rate the departmental level expert committee meetings to review the syllabus? [Copy](#)

16 responses



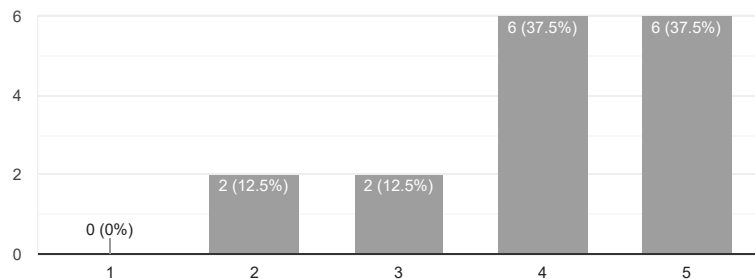
To what extent does the syllabus demand research inclusive teaching of the teacher? [Copy](#)

16 responses



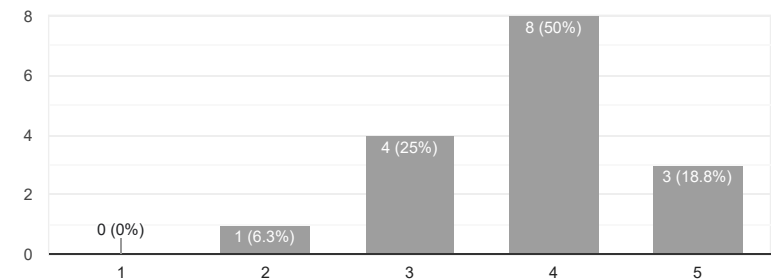
To what extent did the syllabus trigger you to enhance your knowledge in the subject area? [Copy](#)

16 responses



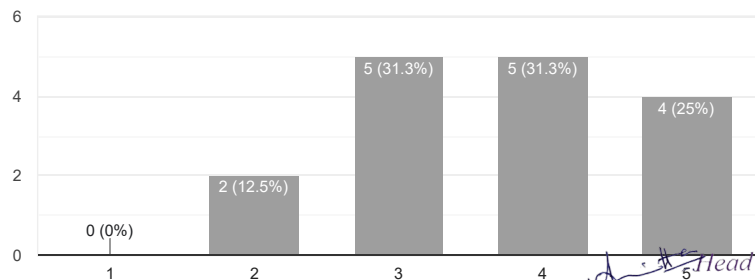
To what extent does the syllabus include value added course on environment, culture & society? [Copy](#)

16 responses



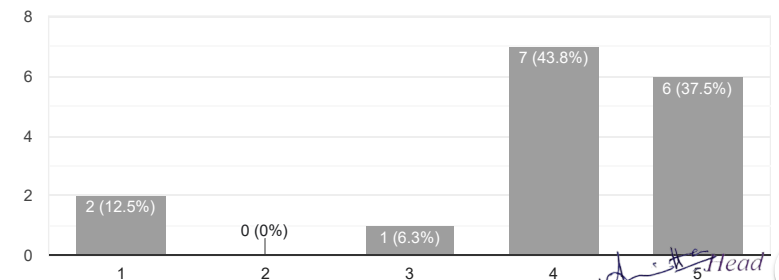
To what extent does the syllabus enable the students to apply their knowledge in real life? [Copy](#)

16 responses



To what extent was your course integrated with the other courses offered in the semester? [Copy](#)

16 responses

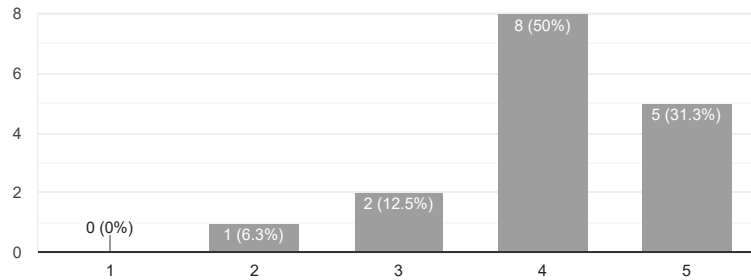


Suggestions & Recommendations

Please rate the overall syllabus



16 responses



Your suggestions/recommendations for improvements (if any) in the syllabus

11 responses

It's fine.

Integrated or individual studio exercise for higher semester- Urban and rural design

For professional practice I - in current times, topics concerning how the Architecture profession is conducted worldwide be included in the syllabus.

For Reading The Site, Semester 2 BArch - The course/ subject is mapping oriented but assessment is theoretical. It needs to be checked. Additionally, whether the subject 'Reading The Site' is coming as an advanced knowledge for TOD subject for learning mapping techniques and rendering or whether it is a prerequisite creating a base for climate-responsive subjects in coming semesters needs to be clear.

More focus on representation and technical drawing is to be catered in students. Thus subjects related (MMBC, Tech of Drawing) can be aligned in that manner, working drawings can be included.

No Recommendations/Suggestions

No

The syllabus could be articulated making it more of Introductory targeting UG students

Already suggested in BOS meeting

No comments

NA

1.All subjects cannot be contained in the three units across the syllabus. 2.Some subjects its Good for integrating and for some its should be a certain extent otherwise the key skills of the course are missed and the students mess up the course schedule and its deliverables.

Your recommendations for workshops/training/additional courses for the students.

13 responses

No

Professional talks/events in architectural practices

For higher classes, a research-oriented base needs to be developed via workshops and pieces of training.

Workshops on creative writing

Hands on Workshop "Building with Earth" and Building with Bricks, "Bamboo as Alternative Building Material" for ARC 154.

Masterclasses by experts could be integrated for studios.

Yes. Students could be exposed to expert workshops and also encouraged to present papers in conferences and publish the outcome of research work in journals

Study tours should be included

Have architectural study tours as a major aspect other than studio on wheels.

The workshops are already a suggested part of the syllabus. We are in the process of adding more of them.

More Workshops and training programs from the Industry Professionals

workshop on data analytics

Workshops for enhancing the model-making skills of students in fresher years.

Your recommendations for workshops/training/additional courses for the faculty

11 responses

No

Academic learning and development courses

It is always beneficial to train teachers about how to teach and assess to keep up with the improved syllabus and new students' generation. Relevant, innovative perioding training for faculties is suggested.

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Hands on Workshop - "Building With Natural Materials.like Bamboo and Mud" for ARC 154 faculty.

Research oriented short term courses could be looked into.

Workshops and Training could be arranged for Faculties not having research based qualification and experience.

Relevant mooc courses should be taken

All faculties should record and document their work. And additionally offer courses on educational platforms such as coursera, EdX, etc.

NA

Workshops and training programs with the other universities in collaboration.

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