



**Shri Vaishnav Vidyapeeth Vishwavidyalaya**  
**Shri Vaishnav institute of Architecture**

Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA  
**B. ARCH (2021-26)**

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Vishwavidyalaya Indore

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VISION	
	Excellence in design education enables sustainable endeavors for societal well-being with leadership
MISSION	
i.	<b>Develop core competencies of design and professionalism to address societal and environmental concerns.</b>
ii.	<b>Enable experiential learning and community engagement to create inclusive and sustainable design.</b>
iii.	<b>Provide an international platform for interdisciplinary learning and collaborative research</b>

## Barch Curriculum-2021

### Preface: About the Institute

*To provide meaningful architecture is not to parody history but to articulate it'- Daniel Libeskind*

Shri Vaishnav Institute of Architecture is a new school of architecture in Madhya Pradesh. It is also the most vigorous. In addition to architecture, the school has foresight over the years to embrace a broader range of fields that address and improve human environments, including planning and the arts.

**Good education is so important, we need to look at the way people are taught, it is not just about qualifications to get a job, it's about being educated**

- Zaha Hadid

What binds these fields together?

- is a strong commitment to the deployment of technology toward social good
- The use of design and deliberation approaches towards action that is distinct from but complementary to the engineering approach to problem-solving.
- The shared belief in heightening the aesthetic attributes of our lived experience.

While advocating the forward-looking, technologically-driven optimism of SVIA, the school shall also invest in critically reflecting on technological innovation, its social impact, and its confrontation with cultural values.

The school is fully committed to **the mission of leadership**. The tradition of innovation has begun and shall be taken ahead with its faculty and students striving to articulate its mission and show the way.

The school's abundance of resources stems primarily from the Institute's full endorsement and support of the university's vision. These resources include an unmatched concentration of talent among its faculty and staff, a wealth of state-of-the-art facilities, and generous financial support that shall enable the students to experiment, innovate and take risks.

While this "SVIA model" is new we shall seek to constantly test it and renew it. SVIA shall be involved in inventing the future. The new department of architecture in the institute exists within a context deeply committed to the advancement of knowledge through scholarship, research, and innovation. There are even fewer operating in a place with as pressing a sense of responsibility to "bring this knowledge to bear on the world's great challenges". The Department of Architecture at SVVV is truly unique among architecture programs in its commitment to creating a culture of experimentation **to expand the discipline and change the world**.

At SVIA, processes, and acts of design, research, testing, and experimentation are intertwined and grounded in critical contemporary questions which require deep knowledge

Of the past and present as well as insights into the future. We enable and open up our student's understanding of the built environment as a cultural, technological, social, and

Ecological condition is one in which design is as critically focused on answering questions as it is on solving problems through intervening in the world.

The department offers an undergraduate degree program and an energetic and rich site to study the field. This structure presents research on the one hand and possibilities for integration on the other. It allows undergraduate students to learn, bringing a plurality of views and interests to the fore and fostering a culture of intense and productive debate.



PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)	
i.	Graduates will exhibit competencies in professional engagements in the industry, government, academia, research, entrepreneurial pursuit, and consulting firms, and higher education by applying knowledge of architecture and allied fields.
ii.	Graduates, guided by the principles of sustainable development and global interconnectedness, will understand how architectural projects affect society and environment contribute to society as broadly educated, expressive, ethical, and responsible citizens with proven expertise
iii.	Graduates will exhibit adaptability, flexibility, communication skills, team spirit, ethical conduct, achieve peer recognition; as an individual or in a team; through demonstration of good analytical, design and implementation skills and leadership qualities.
iv.	Graduates will engage in will thrive to pursue continuous life-long learning, career enhancement, pursuing higher education with critical thinking and interdisciplinary approach with changing global and local needs to fulfil their goals.

**Architecture education must bridge theory and practice. As educators we need to lead, not follow.” - Karen Fairbanks, partner, marble Fairbanks**

In the New Year, we shall launch several new initiatives to support experimentation collaborative teaching, and practice. We continue to strive to provide precise and rigorous architectural training, teaching students how to frame and test ideas and arguments through the design process, while also challenging them to pursue questions that push us all beyond our comfort zones.

Our goal, as a department, is to prepare our students not only with “best practices” but to find ways to transform the profession to meet future challenges.

**The Mind without Educating the Heart Is No Education at All – Aristotle**

The Bachelor of Architecture is a 5-year full-time course offered by SVIA.

The Bachelor of Architecture curriculum includes

- Integrated learning methodology
- Learning techniques such as block models, sketches, illustrations, and PBL.

Assessment

- Assignments and sessional (interactive and regular)
- Design reviews and display of marks break-up at regular intervals.

University Vision and mission

The revised curriculum for the Under-Graduate program of Architecture at SVIA, Indore is based on international and national best practices of education, institute charter, and faculty feedback. The curriculum is the first step towards ‘Outcome Based Education’ to bring substantial equivalency to the architectural education offered at the institute with international standards. To plan the substantial equivalency, each course is written with expected educational outcomes followed by details, so that it provides a clear outline of the academic experience received by the students and its compliance with acceptable standards and practices. To prepare the curriculum two faculty workshops were conducted to connect with Outcome Based Education and Learning Theories. Then there were several

faculty meetings to plan vertical progression and horizontal integration of subjects, pedagogical approach (distribution of skill, knowledge, and value), credit-based system, the

relation of credit to contact hours, and expectations of Council of Architecture norms. Several national and international architectural curriculums were referred to make this. The process was led by a core committee from the department. The ten semesters of B.Arch. the program has 268 credits, and each semester has 28 credits based on 28 contact hours per semester students’ opportunities for Under-Graduate research, the curriculum has seminars that will help students explore their interests and connect with design. These seminars are so arranged that students get research training which finally culminates into a design thesis.

• All subjects have different components like L-lecture, T-tutorial, and Studio, and all are given equivalent credits as per the contact hours. These components are defined as below: Lecture (L) Lecture is a one-way mode of transferring information/ concepts/ theory to students, usually delivered by an instructor. To check the understanding of concepts, frequent tests and quizzes are supplemented with the lecture. Tutorial (T) for completing class assignments, and one-to-one practice sessions conducted by and with faculty member(s) are tutorials. Studio (S) Studios are sessions where students use various mediums and modes to define the real-life problem(s) and solution(s) for the same, individually or in a group.

• The curriculum includes professional training in the eight-semester. This is given equivalent credit compared to a regular semester, based on the professional training received in equivalent contact hours.

• The subject coding system adopted for the syllabus is as follows: -



**Graduate Attributes**

<b>1.</b>	<b>ARTS &amp; CRAFT</b>	o Basic Design; Architectural Graphic Skill
<b>2</b>	<b>ARCHITECTURE:</b>	o Design; Humanities; History; Theory & Criticism
<b>3</b>	<b>SKILLS:</b>	o Hand skills; Computer-based skills
<b>4</b>	<b>TECHNOLOGY:</b>	o Building Materials; Construction; Technology; Services & Structure
<b>5</b>	<b>PRACTICE:</b>	o Professional Practice, Office/field Training
<b>6</b>	<b>ENVIRONMENT:</b>	o Environmental Science; Sustainability
<b>7</b>	<b>SUPPLEMENTARY:</b>	o Related Study Program (RSP)/ Electives/ Communication Skills

- Every subject code has 4 Arabic numeric digits: - ARCH- XXX
- Each code starts with the semester number, i.e., 1 to 0 (STARTS FROM 1 TILL 10 AS 0 semester)
- Last two digits denote the subject number where even stands for studio/ practice-based subjects and odd number stands for theory-based subjects.

**Graduate Attributes**

- Equipped with professional architectural knowledge.; Competent in design and development.; Proficient in conducting site Investigation and analysis.; Good at Modern Technology Usage.; Emphases on Environment Sustainability concerns.; Ethical.; Efficient in coordination with consultants.; Good at communication.

**Course Structure**

**Salient features of the B. Arch Program**

- Architectural Design Learning is focused on spatial experiences and live case studies.
- Building Technology will provide hands-on learning through **carpentry workshops, construction yards & site visits.**
- In Architectural graphics, students will be trained in sketching, 3-D software, and various rendering techniques.
- **Model-making workshop** is a highlight of our program wherein students will work at various scales experimenting with different materials.
- In the state-of-the-art **CAD Centre**, students will simulate climatic data and structural systems.
- **Art Room** will facilitate the students to develop creative skills like painting, mural making, clay modelling, etc.

**The matrix of Course structure having ten semesters is made up of the following “Areas” on the next page**

**Unique Features**

The International framework of 21st-century skills is divided into three skill sets and twelve components laid out.

- **Skill Set 1:** Learning and Innovation with the components: Critical thinking and problem-solving, communication and collaboration, and creativity and innovation.
- **Skill Set 2:** Digital Literacies with the components: of information literacy, media literacy, and information and communication literacy.
- **Skill Set 3:** Life and Career Skills with the components: flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability, and leadership and responsibility.
- The program follows a modern dynamic curriculum with a wide range of courses. A wide range of electives nurtures the interests of students. Students are encouraged to develop critical thinking.
- Hands-on practical experience is imparted through workshops. The scholarship is given to meritorious students. The Institute is equipped with a Material lab and climate Lab. The Institute has academically strong core faculties with diverse backgrounds. Expert lectures and seminars by professionals and academicians are regularly organized.

**Programme Outcomes (Pos)**

<b>PO1</b>	<b>Architectural Knowledge:</b>	Use what you've learned about art, different design styles from different places, and how things look in 2D and 3D. Also, think about how buildings are put together and how people act in them. Consider making things better in design, planning, and building, especially in cities and preserving old buildings. Combine all this with how art is done traditionally. Use it to create designs for buildings that look good, work well, and use the right methods. Make places
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## Shri Vaishnav institute of Architecture

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

### B. ARCH (2021-26)

#### Programme Outcomes (Pos)

##### Cognitive

Analysis/ Critical Thinkings/ Decision Making/Adaptive Learning/Problem Solving/Executive Function/Active Listening/Interpretation/Innovation/Creativity/ICT Literacy/Communication/Reasoning-Argumentation

##### Interpersonal

Adaptability/ Integrity/ Appreciation for Diversity/ Self-Monitoring/ Continuous Learning/ Initiative/ Productivity/Ethics/ Professionalism/ Flexibility/ Self-Evaluation/ Responsibility/ Citizenship/ Perseverance/Carrer Orientation

##### Intrapersonal

Responsible/Social/Influence with others/Leadership/Assertive Communication/Empathy/Perspective-Taking/Trust/Self-Presentation/Coordination/Conflict resolution/Service Orientation/Negotiation/Collaboration/Reasoning-Argumentation

		where people can live happily, and also keep in mind how it affects society and the environment.
PO2	<b>human behaviour, diversity and being human-centric</b>	Embracing Diversity in Design: Architects recognize diverse needs, beliefs, and abilities, including those of genders and LGBTQA+. They understand human behaviour and its interaction with the environment. In creating inclusive spaces, architects prioritize people's well-being and consider the impact of surroundings on behaviour. They design places for all, emphasizing inclusivity and uniqueness.
PO3	<b>technical knowledge:</b>	Master Building Materials, Techniques, and Safety: Architects grasp construction materials, techniques, and systems for safety and functionality. This includes environmental, structural, and life-safety systems. They understand material impacts on the environment and creatively explore architecture-related fields. Acoustics, lighting, climate control, and emergency measures are integrated into designs. Architects ensure safety through plumbing, electrical, and security systems, crafting eco-friendly and secure structures.
PO4	<b>Problem analysis:</b>	Architects Master Problem Solving and Technical Precision: Architects skillfully analyze complex problems, considering human behaviour and the environment's impact. They excel in research, drawing conclusions, and devising innovative solutions. With technical finesse, architects create precise drawings, and specifications, and incorporate research-based insights. They skillfully predict, design, and simulate outcomes, balancing qualitative and quantitative aspects.
PO5	<b>Creating Solutions through Design/Development</b>	Architects Ensure Functional, Inclusive, and Aesthetic Spaces: Architects master the art of problem-solving through design. They consider diverse human behaviours, connecting people with their surroundings. Using their expertise, architects create safe, eco-friendly structures by blending construction techniques and materials. They analyze sites, legal standards, and client needs to plan projects effectively. Learning from the past, architects innovate with creative solutions while following urban design and conservation principles to enhance cities. Ultimately, architecture creates inclusive, beautiful spaces that improve lives and honour the environment.
PO6	<b>Utilizing Contemporary Tools</b>	Identity, select and apply the appropriate tools to access, predict, design, and simulate qualitative and quantitative outcomes within limitations. Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.
PO7	<b>Architects: Environment, Society &amp; Sustainability Focus.</b>	Architects & Society: Balancing Culture, Environment, and Responsibility : Architects play a pivotal role in society, preserving cultural heritage, understanding clients' needs, and addressing environmental and societal challenges. By combining artistic vision with practical design, architects create sustainable and aesthetically pleasing structures. They also uphold social and ethical responsibilities, ensuring the well-being of communities while embracing global trends. This holistic approach shapes a modern architect's role, enhancing both the built environment and people's lives.
PO8	<b>Architectural Ethics and Legal Navigation.</b>	Cultivating Ethical Architects and Global Professionals: Our architectural education instils ethical values and professional norms. Students develop critical thinking, and honing skills in planning, management, and regulations. With a focus on social responsibility, graduates excel individually and within teams, upholding ethical standards. They navigate architectural complexities, considering political and financial influences, and fostering informed decision-making. Practical facets encompass organizational principles, risk management, and legal insights. Our program shapes architects who seamlessly integrate ethics into their professional journey, making a positive global impact.

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**Programme Outcomes (Pos)**

<b>PO9</b>	<b>Solo-Team Balance: Navigating Collaboration</b>	Architects: Adapting and Leading Across Fields: Architects excel as adaptable individuals and leaders within diverse interdisciplinary environments. They proficiently handle tasks such as commission acquisition, contract negotiation, personnel management, and consultant selection. Understanding the value of internships for licensure, architects harmonize intern-employer dynamics. Their versatile expertise empowers architects to effectively navigate and lead in varied roles and collaborative settings.
<b>PO10</b>	<b>Effective Architectural Communication</b>	Architectural Responsibility: Architects excel in conveying complex ideas visually and verbally, ensuring effective discourse with clients, peers, and the wider community. Connecting Education and Practice: Architectural education and practice embody a commitment to societal well-being. This includes applying professional principles in multidisciplinary settings, effective Communication, understanding client needs, and fostering self-awareness and higher aspirations. Exploring the Industry-Institute Interface enhances industry comprehension. Ultimately, architects are equipped to contribute meaningfully to society through their technical competence and ethical values.
<b>PO11</b>	<b>Project management and finance:</b>	Demonstrate knowledge and understanding of professional and management principles to apply to one's work, as a member and a leader, to manage projects in multidisciplinary environments. Project financing and management: To understand the nuances of project financing, project management, cost control, and methods of project delivery Construction Cost Control: Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.
<b>PO12</b>	<b>Lifelong Learning Journey</b>	Continual Learning: Embracing Tradition and Global Practice: Architects understand local contexts and global architectural traditions. Lifelong learning is integral, empowering architects to adapt to change, set goals, and develop independently throughout their careers. This prepares them for impactful contributions post-graduation.

**BASIC COURSE MATRIX FOR FIVE YEARS: 10 Semesters/ 268Credits**

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COURSE MATRIX			STAGE LEVEL	FOUNDATION				I STAGE				II STAGE													
COURSE CODE	S.NO	LECTURE TYPE	YEAR	I YEAR		II YEAR		III YEAR		IV YEAR		V YEAR													
			SUBJECT	AESTHETIC	ANALYTICAL	SYNTHETIC	PROFESSIONAL	CRITICAL																	
			SEMESTER/ CREDIT	I	CR	II	CR	III	CR	IV	CR	V	CR	VII	CR	VIII	CR	IX	CR	X	CR				
ARCHITECTURE - AR	1	STUDIO	DESIGN N FUNCTION	AESTHETIC FUNCTIONAL		VERNACULAR		HOLISTIC AND SERVICES		URBANISM		PROFESSIONAL		URBAN		THESES									
	1	STUDIO	ARCHITECTURAL DESIGN STUDIO			CONCEPTUAL-DESIGN LANGUAGE	9	CLIMATIC MATERIAL STRUCTURE, FORM	9	LANDSCAPE HABITAT ENVIRONMENTAL SERVICES	9	GATEWAY, THROUGH INTERPOLAR BUILDING SYSTEM, SERVICES	9	TERRITORIAL DESIGN DEVELOPMENT PART TO WHOLE	10	NON-LINEAR	10			STREETS & PRECINCT	16	THESES	16		
	2	STUDIO CUM THEOR	ALLIED STUDIO - SUPPORTING STUDIO /THEOR					ENVIRONMENT		CLIMATE RESPONSIVE ARCHITECTURE		LANDSCAPE DESIGN & SITE PLANNING	3	HUMAN SETTLEMENTS PLANNING	3	HOUSING	3			MINOR STUDIO					
	5	THEOR	HISTORY AND ARCHITECTURE CULTURE			HISTORY OF HUMAN SETTLEMENTS	2	EARLY, MEDIEVAL	2	RENAISSANCE, MODERN	2	COLONIAL, EARLY INDUSTRIAL	2	MODERN, POST MODERNISM	2										
	5/6	THEOR / PRACTICAL	CORE ELECTIVES												CORE ELECTIVE I	2	CORE ELECTIVE II	2			CORE ELECTIVE A	2	CORE ELECTIVE B	2	
	6	THEOR	PRINCIPLES			ENVIS FOR ARCHITECTURE	2	CLIMATE RESPONSIVE	2	TOA	2	AGRI CULTURE	2	URBAN DESIGN	2						CORE ELECTIVE A	2	CORE ELECTIVE B	2	
TECHNOLOGY - TE	3	STUDIO CUM THEOR	BUILDING TECHNOLOGY AND MATERIALS			BASIC		LOAD BEARING, TIMBER	4	ADVANCED COMPONENTS, BASIC R.C.C	4	STEEL	4	PREFAB, ADVANCED IN TECHNOLOGY	4	M/CCELLANEOUS	3	ADVANCE D	3						
	7	PRACTICAL	BUILDING SERVICES			SURVEY	2	WSS	2	EL/M/C	2	AC/L	2												
	7	THEOR	THEORY & DESIGN OF STRUCTURES			BASIC	2	SM&L	2	SP	2	RCC	2												
	8	THEOR	STRUCTURES			BASIC	2	SM&L	2	SP	2	RCC	2												
SKILLS - SK	4	STUDIO	ARCHITECTURAL GRAPHICS & DRAWING			BASIC		INTERMEDIATE		ADVANCED															
	10	THEOR	INTRO	3	PERSCIO	3	MEASURE DRAW	3																	
	9	THEOR	RESEARCH CONTRACTS												SECUR	2									
	12	THEOR	ARCHITECTURAL RESEARCH METHODS																						
PRACTICE - PR	8	PRACTICAL	COMMUNICATION SKILLS			CS	2																		
	14	PRACTICAL	GRAPHICAL SKILLS (MANUAL / COMPUTER / IWORKSHOP/STUDIO)			INTRO	2	2D_BASIC	2	CA I 3D	2	CA II ADVANCED	2	EM	2	DAG	2								
	15	THEOR	PROFESSIONAL ETHICS AND HUMAN VALUES																						
	16	THEOR	PROFESSIONAL TRAINING																						
SUPPORTING - SUP	18	SEMINAR	RESEARCH SEMINAR																						
	18	SEMINAR	RESEARCH SEMINAR																						
	19	STUDIO	PROFESSIONAL ELECTIVE			POOL I ODD	2	POOL I EVEN	2	POOL II	2	POOL II	2	POOL II	2	POOL II	2								
	20	PROJECT	SEMESTER BREAK PROJECT/INTERNSHIP			STUDY	2	INTERNSHIP	2	STUDY	2	INTERNSHIP	2	STUDY	2	INTERNSHIP	2								
TOTAL CREDITS (S+H+I+P)						3+4+3	28	3+4+3	28	3+4+3	28	3+4+3	28	3+3+3	28	3+4+3	28	3+3+3	28	1+1+1	24	2+3+1	24	1+3+2	24

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**Attendance Penalties For This Course\***

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1 absence from a workshop = 1 point off the course's final grade

1 absence from work (internship placement) = 1 point off the course's final grade

more than 3 unexcused absences = f for the course

unsubmitted written work\* = f (0 points) for the assignment in question

work handed in late = 1 point off the assignment per day

unsubmitted midterm evaluation = 2 points off the course's final grade

poorly filled out midterm evaluation = 1 point off the course's final grade

plagiarism = f (0 points) for the assignment in question

\* past Friday – week 15 (11:59 pm), no written work will be accepted (grade for the assignment = 0).