



Shri Vaishnav Vidyapeeth Vishwavidyalaya
Shri Vaishnav Institute of Planning
Choice Based Credit System (CBCS) Scheme in the light of NEP-2020
B.PLAN – (2026)

B.PLAN
(BACHELOR OF PLANNING)

I YEAR – I SEM



Shri Vaishnav Vidyapeeth Vishwavidyalaya
Shri Vaishnav Institute of Planning
 Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA
B.PLAN (2026)

BPLN101 – PLANNING STUDIO I

MPLN101: PLANNING STUDIO – I

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN101	PC	THEORY	PLANNING STUDIO	Max	0	0	0	200	200	0	0	8	8
				Min	0	0	0	100	100				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE INFORMATION

Prerequisites : Basic understanding of Cities
 Mode of Delivery : Studio-based learning, field surveys, group work, presentations and report preparation

COURSE EDUCATIONAL OBJECTIVES (CEOS):

S. No.	CEO	Bloom's Level	Domain
CEO1	First semester studio will focus on understanding basic terminologies in planning through study of different areas. It would also focus on developing observation and mapping skills.	Understand (L2), Apply (L3)	Cognitive Psychomotor +

COURSE ALIGNMENT WITH UNSDG

This course contributes to SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, and SDG 11: Sustainable Cities and Communities through experiential planning education, field-based observation, mapping, spatial understanding and development of foundational urban planning skills.

COURSE OUTCOMES

CO	Outcome	Bloom	SDG
CO1	To develop data collection and analytical skills through field surveys and analysis for the purposes of plan preparation	Analyse (L4)	SDG 4, SDG 11
CO2	To develop skills to prepare technical drawings and maps for small areas.	Apply (L3)	SDG 4, SDG 9, SDG 11
CO3	To develop ability to visualize areas in two and three dimensions and draw them accurately.	Apply (L3)	SDG 4, SDG 11
CO4	To show ability to observe, record, map and present different activities and spaces.	Apply/Analyse (L3/L4)	SDG 4, SDG 11

COURSE FOCUS

- Basic planning terminologies
- Observation and mapping skills
- Elements of a city
- Distance and area perception
- Space perception
- Built form, activities and people
- Neighbourhood perception
- Manual and digital mapping



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COURSE OVERVIEW

This first semester studio focuses on understanding basic terminologies in planning through study of different areas. It develops observation and mapping skills through study of elements of a city, distance and area perception, space perception and neighbourhood perception.

TEACHING PEDAGOGY

Code	Method
T1	Studio-based learning
T2	Field surveys and direct observation
T3	City tours and neighbourhood walks
T4	Mapping and spatial exercises
T5	Movies and lectures
T6	Teacher-guided student activities
T7	Group discussions and peer learning
T8	Studio reviews and presentations
T9	Manual and digital mapping exercises

ASSESSMENT TOOLS

Code	Tool
AT1-1	Field Observation and Documentation
AT1-2	City / Neighbourhood Survey
AT1-3	Distance and Area Perception Exercise
AT1-4	Technical Drawing and Mapping Exercise
AT1-5	Space and Built-form Analysis
AT1-6	Neighbourhood Mapping Exercise
AT1-7	Manual and Digital Base Map
AT1-8	Studio Presentation
AT1-9	Portfolio / Documentation
AT1-10	Viva Voce

COURSE CONTENTS

MODULE I – URBAN PLANNING REVIEW

Unit	Syllabus: Topic	Subtopic	Teaching Hours	Assessment Tools
I	Elements of a city	Understanding various building blocks of a city; Developing understanding about city planning elements using movies, lectures and city tours.	30 Hrs	AT1-1, AT1-2, AT1-8



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Unit	Topic	Subtopics	Teaching Hours	Assessment Tools
II	Distance and Area Perception	Developing an understanding about distance and area and translating the same to scale on drawings.	20 Hrs	AT1-3, AT1-4, AT1-9
III	Space Perception	Study of areas with varying characters to appreciate the concepts of built form, activities and people. Appreciate various elements of built form such as plot sizes, FAR, densities, building heights and open spaces; Understanding how built form supports various activities in different areas.	30 Hrs	AT1-1, AT1-5, AT1-8, AT1-9
IV	Neighbourhood Perception	Mapping of a neighbourhood and appreciating the basic characteristics of a neighbourhood; Creation of base maps, recording and presenting information on maps, both manually and digitally.	30 Hrs	AT1-2, AT1-6, AT1-7, AT1-8, AT1-10

REFERENCE BOOKS / REPORTS

1. Brownill, S. (ed.) (2017) Localism and Neighbourhood Planning, Policy Press, Bristol.
2. Parker, G., Salter, K. and Wargent, M. (2019) Neighbourhood Planning in Practice, Lund Humphries Publishers, London.

SUGGESTED E-RESOURCES / RESOURCES

1. URDPFI Guidelines, Ministry of Housing and Urban Affairs, Government of India.
2. Census of India Database.
3. Municipal Development Plans and Zonal Plans.
4. Development Control Regulations and Building Bye-Laws.
5. GIS-based spatial databases and planning support systems.
6. MoHUA planning manuals and urban development reports.

COURSE ARTICULATION MATRIX (MAPPING OF COS WITH POS)

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	2	2	2	2	1	2
CO2	3	2	2	2	3	2	2	2	2	3	1	2
CO3	3	2	3	2	3	2	2	2	2	3	1	2
CO4	3	3	3	3	3	2	3	2	3	3	1	2


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ASSESSMENT SCHEME

Component	Method	COs Mapped	Weightage
Field Observation and Documentation	Field observation, recording and documentation	CO1, CO4	15%
City / Neighbourhood Survey	Field survey and analytical documentation	CO1, CO4	15%
Distance and Area Perception Exercise	Scale, measurement and technical drawing	CO2, CO3	10%
Technical Drawing and Mapping	Manual technical drawings and maps	CO2, CO3	15%
Space and Built-form Analysis	Analysis of plots, FAR, density, heights, open spaces and activities	CO1, CO3, CO4	15%
Neighbourhood Mapping	Base map, activity mapping and spatial documentation	CO1, CO2, CO4	15%

EVALUATION RUBRICS (STUDIO)

Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Field Observation	Comprehensive and insightful observation	Good observation	Basic observation	Limited observation
Data Collection	Accurate, systematic and complete	Mostly accurate	Basic data collection	Incomplete data
Analytical Skills	Strong spatial interpretation and analysis	Good analysis	Basic analysis	Weak analysis
Technical Drawing & Mapping	Accurate, clear and technically sound	Good representation	Acceptable representation	Poor representation
Spatial Visualization	Strong 2D/3D understanding	Good visualization	Basic understanding	Weak visualization
Neighbourhood Analysis	Comprehensive understanding of spatial and activity characteristics	Good analysis	Basic analysis	Weak analysis
Digital & Manual Presentation	Clear, organized and professional	Good presentation	Average presentation	Poor presentation
Documentation	Complete and well-structured portfolio	Good documentation	Basic documentation	Incomplete documentation
Presentation & Communication	Clear, confident and effective	Good communication	Average communication	Weak communication



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BPLN102: DEMOGRAPHY AND FUNDAMENTALS OF PLANNING

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN102	PC	THEORY	DEMOGRAPHY AND FUNDAMENTALS OF PLANNING	Max	20	20	60	0	0	2	0	0	2
				Min	9	9	27						

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE INFORMATION

Prerequisites : Basic awareness of population, settlements and elementary arithmetic.
Mode of Delivery : Lectures, discussions, demographic data exercises, case examples and assignments.

COURSE EDUCATIONAL OBJECTIVES (CEOS):

S. No.	CEO	Bloom's Level	Domain
CEO1	To understand basic demographic concepts, population characteristics and data sources.	Understand (L2)	Cognitive
CEO2	To understand the meaning, evolution, principles and hierarchy of spatial planning.	Understand (L2)	Cognitive
CEO3	To relate demographic change to basic planning needs and decisions.	Apply (L3)	Cognitive

COURSE ALIGNMENT WITH UNSDG

This course contributes to SDG 10: Reduced Inequalities, SDG 11: Sustainable Cities and Communities and SDG 16: Peace, Justice and Strong Institutions by linking demographic evidence with equitable, sustainable and institutionally informed spatial planning.

COURSE OUTCOMES

After completion of this course, students are expected to explain and interpret basic demographic information and relate it to fundamental planning concepts and decisions.

CO	Outcome	Bloom	SDG
CO1	Explain basic demographic concepts, data sources, population composition and demographic processes relevant to planning.	Understand (L2)	SDG 11
CO2	Interpret demographic indicators, population structure, migration and introductory population projections for planning.	Analyse (L4)	SDG 10, SDG 11
CO3	Analyse fundamental planning principles, evolution and plan hierarchy, and relate demographic characteristics to planning decisions.	Analyse (L4)	SDG 11, SDG 16

COURSE FOCUS:

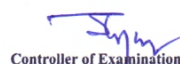
- Fundamentals of demography and demographic data
- Population composition, demographic processes and change
- Demographic indicators and introductory population projections
- Fundamentals and evolution of spatial planning
- Planning process and hierarchy of spatial plans
- Population-planning interface and evidence-based decisions


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BPLN1 02	PC	THEORY	DEMOGRAPHY AND FUNDAMENTALS OF PLANNING	Max	20	20	60	0	0	2	0	0	2
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COURSE OVERVIEW:

This course introduces first-semester planning students to the demographic foundations of planning and to the fundamental concepts of spatial planning. It develops an understanding of population data, composition, fertility, mortality, migration, population change and introductory projection methods, alongside the meaning, evolution, principles and hierarchy of planning. The course connects these two foundations by demonstrating how demographic characteristics and trends inform decisions on land, housing, infrastructure, transport and social facilities.

TEACHING PEDAGOGY:

Code	Method
T1	Lectures and classroom discussions
T2	Demographic data interpretation and guided numerical exercises
T3	Census and population profile exercises
T4	Planning history and concept discussions
T5	Case-based population-planning exercises
T6	Student presentations and guided assignments

ASSESSMENT TOOLS:

Code	Tool
AT2-1	Quiz / Short Test
AT2-2	Demographic Data Interpretation Exercise
AT2-3	Planning Concept / Population-Planning Assignment
AT2-4	Two Term Examination
AT2-5	Case-based Discussion / Presentation
AT2-6	End Semester University Examination

COURSE CONTENTS:

Unit	Syllabus: Topic	Subtopic	Teaching Hours	Assessment Tools
I	Fundamentals of Demography	Meaning, scope and relevance of demography to planning; demographic variables; nature and sources of demographic data - Census of India, Civil Registration System, Sample Registration System and sample surveys; basic understanding of accuracy and error in demographic data; population distribution and density.	5 hrs	AT2-1, AT2-4, AT2-6
II	Population Composition and Demographic Processes	Age and sex composition; age-sex pyramid; sex ratio and dependency ratio; literacy and educational composition; occupational composition; introductory LFPR and WFPR; fertility and mortality; migration - types, determinants and impacts; demographic dividend; demographic transition.	7 hrs	AT2-1, AT2-2, AT2-4, AT2-6

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BPLN102 – DEMOGRAPHY AND FUNDAMENTALS OF PLANNING

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
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BPLN102	PC	THEORY	DEMOGRAPHY AND FUNDAMENTALS OF PLANNING	Max	20	20	60	0	0	2	0	0	2
				Min	9	9	27						

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Unit	Syllabus: Topic	Subtopic	Teaching Hours	Assessment Tools
III	Basic Population Analysis and Projection for Planning	Basic demographic measures: birth rate, death rate, fertility measures, population growth and migration measures; introductory population projection concepts - arithmetic, geometric and exponential methods; awareness of cohort-component approach; interpretation of population change for land, housing, infrastructure and social facility requirements.	6 hrs	AT2-2, AT2-4, AT2-6
IV	Fundamentals and Evolution of Planning	Meaning, need, scope and objectives of planning; spatial planning - rationale and basic principles; planning as a multidisciplinary activity; land as a fundamental planning resource; overview of evolution of settlements and planning; selected post-industrial planning ideas of Ebenezer Howard, Patrick Geddes, Daniel Burnham, Le Corbusier and C. A. Doxiadis; introductory perspective on planning in India.	6 hrs	AT2-3, AT2-4, AT2-6
V	Planning Process, Plan Hierarchy and Population-Planning Interface	Basic planning process: identification of issues, goals and objectives, use of data and formulation of planning responses; overview of regional plan, development/master plan, zonal plan and local area plan; introductory understanding of planning institutions, stakeholders and role of planners; relationship of population characteristics with land, housing, infrastructure, transport, social facilities and sustainable urban development.	6 hrs	AT2-3, AT2-5, AT2-4, AT2-6

REFERENCE BOOKS / REPORTS

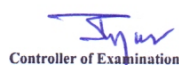
1. Chattopadhyay, A. K. and Saha, A. K. (2012). Demography: Techniques and Analysis. Viva Books.
2. Majumdar, P. K. (2013). India's Demography: Changing Demographic Scenario in India. Rawat Publications.
3. Majumdar, P. K. (2010). Fundamentals of Demography. Rawat Publications.
4. Chandna, R. C. (2007). Geography of Population: Concepts, Determinants and Pattern. Kalyani Publishers.
5. United Nations (2008). Spatial Planning: Key Instruments for Development and Effective Governance. United Nations, New York and Geneva.
6. Hiraskar, G. K. (2012). Fundamentals of Town Planning. Dhanpat Rai Publications.
7. Hall, P. (2014). Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880. Wiley.
8. Geddes, P. (2012 edition). Cities in Evolution: An Introduction to the Town Planning Movement and to the Study of Civics. HardPress Publishing.
9. Ministry of Urban Development, Government of India (2015). URDPFI Guidelines, Volumes I and II.


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SUGGESTED E-RESOURCES / RESOURCE

1. Census of India and Office of the Registrar General & Census Commissioner, India
2. Civil Registration System and Sample Registration System demographic reports
3. Ministry of Housing and Urban Affairs (MoHUA) and URDPFI Guidelines
4. United Nations DESA - Population Division
5. UN-Habitat urban data, planning reports and resources

COURSE ARTICULATION MATRIX (MAPPING OF COS WITH POS)

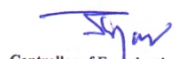
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	-	1	-	2	1	-	-	1	-	2
CO2	3	3	2	2	1	2	2	-	-	2	-	2
CO3	3	2	3	1	1	3	2	1	-	2	-	2

ASSESSMENT SCHEME

Component	Method	COs Mapped	Weightage
Quiz / Short Test	Written / objective assessment	CO1	5%
Demographic Data Interpretation Exercise	Analytical exercise using population data	CO1, CO2	10%
Planning Concept / Population-Planning Assignment	Short assignment / presentation	CO3	5%
Two Term Examination	Written theory examination	CO1, CO2, CO3	20%
Case-based Discussion / Presentation	Formative classroom assessment	CO2, CO3	Formative
End Semester University Examination	Theory examination	CO1, CO2, CO3	60%


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EVALUATION RUBRICS

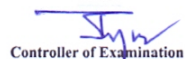
Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Understanding of Demographic Concepts	Accurate, comprehensive and well-connected understanding	Mostly accurate understanding with minor gaps	Basic understanding with limited connections	Major conceptual gaps or inaccuracies
Demographic Data Interpretation	Accurate calculations and insightful interpretation	Mostly accurate analysis and interpretation	Basic analysis with some errors	Incorrect or incomplete analysis
Understanding of Planning Concepts	Clear understanding of principles, evolution and plan hierarchy	Good understanding with minor omissions	Partial understanding of key concepts	Weak or inaccurate understanding
Communication and Presentation	Clear, concise, logical and well-supported presentation	Well-organised presentation with minor issues	Adequate but uneven communication	Unclear, poorly organised or unsupported


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BPLN103: PLANNING TECHNIQUES I

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BPLN103	PC	THEORY	PLANNING TECHNIQUES I	Max	20	20	60	0	0	3	0	0	3
				Min	9	9	27						

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE INFORMATION

Prerequisites : None, Base Course
 Mode of Delivery : Lectures, demonstrations, mapping exercises, survey exercises and analytical assignments.

COURSE EDUCATIONAL OBJECTIVES (CEOs):

S. No.	CEO	Bloom's Level	Domain
CEO1	This course introduces students to know the data requirements for planning and undertake surveys and map data collected for a neighbourhood and a city and present it in a coherent and analytical manner.	Understand (L2), Apply (L3)	Cognitive

COURSE ALIGNMENT WITH UNSDG

This course contributes to SDG 4: Quality Education and SDG 11: Sustainable Cities and Communities through development of data collection, survey, mapping, analysis and communication skills required for evidence-based urban and regional planning.

COURSE OUTCOMES

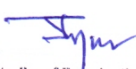
CO	Outcome	Bloom	SDG
CO1	To develop the skills for preparing a base map at different scales and representation of relevant planning information on it.	Apply (L3)	SDG 4, SDG 11
CO2	To know data requirements for planning and to demonstrate skills for undertaking surveys.	Understand/Apply (L2/L3)	SDG 4, SDG 11
CO3	To produce data through tables, charts and reports.	Apply (L3)	SDG 4, SDG 11

COURSE FOCUS

- Data requirements for planning
- Sources of primary and secondary data
- Socio-economic surveys
- Physical surveys and mapping
- Base map preparation
- Land use and building use surveys


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BPLN103 – PLANNING TECHNIQUES I

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN103	PC	THEORY	PLANNING TECHNIQUES I	Max	20	20	60	0	0	3	0	0	3
				Min	9	9	27						

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OVERVIEW

This course introduces students to the data requirements for planning and develops skills for undertaking surveys, preparing base maps and presenting collected data in a coherent and analytical manner. It covers types and sources of data, socio-economic surveys, physical surveys and mapping, and presentation and interpretation of data.

TEACHING PEDAGOGY

Code	Method
T1	Lectures and concept-based discussions
T2	Teacher Guided Student Activities
T3	Survey and field-based exercises
T4	Mapping and base map preparation exercises
T5	Data analysis and interpretation exercises
T6	Tables, charts and report preparation
T7	Case studies and planning examples

ASSESSMENT TOOLS

Code	Tool
AT3-1	Data Sources and Requirements Assignment
AT3-2	Questionnaire and Sampling Exercise
AT3-3	Socio-Economic Survey Exercise
AT3-4	Physical Survey and Base Map Exercise
AT3-5	Data Tables and Charts Exercise
AT3-6	Data Interpretation and Report
AT3-7	Quiz
AT3-8	Class Participation

COURSE CONTENTS

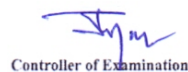
Unit	Syllabus: Topic	Subtopic	Teaching Hours	Assessment Tools
I	Types of Data and Sources of Data for Planning	Understanding difference between data, information and knowledge; Distinction between facts and opinions; Reliable sources of data and information; Data requirements for urban and regional planning; Sources of primary and secondary data; Overview of data availability from different sources including Census of India, NSSO, etc.	10 Hrs	AT3-1, AT3-7


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BPLN103 – PLANNING TECHNIQUES I

BPLN103 – PLANNING TECHNIQUES													
COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN103	PC	THEORY	PLANNING TECHNIQUES I	Max	20	20	60	0	0	3	0	0	3
				Min	9	9	27						

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit	Topic	Subtopics	Teaching Hours	Assessment Tools
II	Data Collection Methods - Socio-Economic Surveys	Questionnaire design, design of sample surveys, types of sampling, measurement scales, data coding and data verification; Qualitative data collection methods: focus group surveys, individual interviews, observations, ethnographic methods; Validity and reliability of data.	12 Hrs	AT3-2, AT3-3, AT3-7
III	Data Collection Methods - Physical Surveys and Mapping	Physical surveys for the preparation of base maps at different scales, contents of base maps; Land use classifications; Techniques for conducting field surveys for land use, building use, density and other surveys needed for planning; Use of information, communication and technology (ICT) based data collection methods.	14 Hrs	AT3-4, AT3-8
IV	Data Presentation	Preparation of tables and charts; Interpreting statistical, qualitative and spatial data to identify trends, patterns and processes; Communication of data through presentations, reports, etc.	12 Hrs	AT3-5, AT3-6

REFERENCE BOOKS / REPORTS

1. Berke, P.R. and Goodschalk, D.R., Kaiser, E.J. and Rodriguez, D.A. (2006) Urban Land Use Planning, University of Illinois Press, Champaign, Illinois. Fifth Edition.
2. Dandekar, H.C. (ed.) (2019) The Planner's Use of Information, Routledge, New York. Third Edition.
3. Guthrie, G. (2010) Basic Research Methods: An Entry to Social Science Research, Sage, Los Angeles.
4. Krueckeberg, D.A. and Silvers, A.L. (1974) Urban Planning Analysis: Methods and Models, Wiley, London.
5. Monmonier, M. (1996) How to Lie with Maps, University of Chicago Press, Chicago.
6. Wang, X., Rainer, A. and Hofe, V. (2007) Research Methods in Urban and Regional Planning, Springer, Berlin.

SUGGESTED E-RESOURCES / RESOURCES

1. Census of India
2. NSSO data and reports
3. Government planning and statistical databases
4. Municipal and local planning data
5. Digital mapping and GIS resources
6. ICT-based data collection tools

COURSE ARTICULATION MATRIX (MAPPING OF COS WITH POS)

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	1	2	2	2	-	-	3	-	2
CO2	3	2	1	3	3	2	2	2	2	3	-	2
CO3	3	3	2	3	3	-	2	-	2	3	-	2

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BPLN103 – PLANNING TECHNIQUES I

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN103	PC	THEORY	PLANNING TECHNIQUES I	Max	26	20	60	0	0	3	6	0	3
				Min	9	8	27						

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

ASSESSMENT SCHEME

Component	Method	COs Mapped	Weightage
Data Sources and Requirements Assignment	Assignment	CO2	10%
Questionnaire and Sampling Exercise	Assignment	CO2	10%
Socio-Economic Survey Exercise	Survey Exercise	CO2	15%
Physical Survey and Base Map Exercise	Mapping Exercise	CO1, CO2	20%
Data Tables and Charts Exercise	Data Presentation Exercise	CO3	15%
Data Interpretation and Report	Report	CO1, CO3	15%

EVALUATION RUBRICS (STUDIO)

Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Data Collection	Accurate, systematic and complete	Good collection	Basic collection	Incomplete collection
Survey Methodology	Appropriate and well-structured	Good methodology	Basic methodology	Weak methodology
Base Map Preparation	Accurate and technically sound	Good mapping	Basic mapping	Poor mapping
Data Analysis	Clear and analytical interpretation	Good analysis	Basic analysis	Weak analysis
Tables and Charts	Clear, accurate and appropriate	Good presentation	Basic presentation	Poor presentation
Report Preparation	Well-structured and analytical	Good report	Basic report	Poorly structured
Participation	Active and consistent participation	Good participation	Moderate participation	Limited participation

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BPLN104 – INTRODUCTION TO HUMAN SETTLEMENTS

BPLN104 – INTRODUCTION TO HUMAN SETTLEMENTS

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN104	PC	THEORY	INTRODUCTION TO HUMAN SETTLEMENTS	Max	20	20	60	0	0	2	0	0	2
				Min	9	9	27						

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE INFORMATION

Prerequisites : Basic understanding of society, geography and human settlements.

Mode of Delivery: Lectures, Group Exercises, Case Studies, Discussions and Assignments..

COURSE EDUCATIONAL OBJECTIVES (CEOS):

S. No.	CEO	Bloom's Level	Domain
CEO1	To understand the origin, evolution and social dimensions of human settlements.	Understand (L2)	Cognitive
CEO2	To examine settlement classification, hierarchy, systems and patterns.	Analyse (L4)	Cognitive
CEO3	To analyse the morphology and transformation of rural and urban settlements.	Analyse (L4)	Cognitive

COURSE ALIGNMENT WITH UNSDG

This course contributes to SDG 10: Reduced Inequalities, SDG 11: Sustainable Cities and Communities and SDG 16: Peace, Justice and Strong Institutions by developing an understanding of social structures, settlement evolution, spatial patterns, urbanisation, settlement systems and inclusive human environments.

COURSE OUTCOMES

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes. Basic knowledge about existing planning techniques and their range of applications.

CO	Outcome	Bloom	SDG
CO1	Explain the origin, evolution and social dimensions of human settlements.	Understand (L2)	SDG 11
CO2	Classify and analyse rural and urban settlements based on social, functional and spatial characteristics.	Analyse (L4)	SDG 10, 11
CO3	Analyse settlement systems, hierarchy, patterns and morphology using relevant theories and concepts.	Analyse (L4)	SDG 11, 16

COURSE FOCUS:

- Origin and evolution of human settlements
- Society, culture and social change
- Classification and hierarchy of settlements
- Settlement systems and theories
- Rural and urban settlement morphology
- Urbanisation, migration and peri-urbanisation
- Indian settlement patterns and transformations


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BPLN104 – INTRODUCTION TO HUMAN SETTLEMENTS

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN104	PC	THEORY	INTRODUCTION TO HUMAN SETTLEMENTS	Max	20	20	60	0	0	2	0	0	2
				Min	9	9	27						

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OVERVIEW:

This course introduces students to the origin, evolution and transformation of human settlements. It examines the social, cultural, economic and spatial factors shaping rural and urban settlements, with emphasis on settlement classification, hierarchy, systems, theories, morphology and the Indian context.

TEACHING PEDAGOGY:

Code	Method
T1	Lectures and classroom discussions
T2	Settlement mapping and graphical exercises
T3	Case studies of rural and urban settlements
T4	Group discussions and analytical exercises
T5	Field observation and documentation
T6	Student presentations and assignments

ASSESSMENT TOOLS:

Code	Tool
AT2-1	Quiz / Test
AT2-2	Settlement Mapping Exercise
AT2-3	Case Study Assignment
AT2-4	Settlement Analysis Exercise
AT2-5	Presentation
AT2-6	End-Semester Examination

COURSE CONTENTS:

Unit	Syllabus: Topic	Subtopic	Teaching Hours	Assessment Tools
1	Understanding Human Settlements	Origin and evolution of human settlements; society and institutions; social stratification; caste, class, power and gender; agrarian and industrial societies; tribes and villages; settlement structure and change.	8 hrs	AT2-1, AT2-3
2	Social Change in Settlements	Social exclusion and social capital; industrialisation, modernisation, globalisation and secularisation; Sanskritisation; migration and adaptation; urbanity and urbanism.	8 hrs	AT2-1, AT2-3
3	Classification of Settlements	Rural-urban continuum; classification by function, population, culture and administration; settlement size and hierarchy; site and situation; peri-urban areas; Rurbanisation.	8 hrs	AT2-2, AT2-4
4	Settlement Systems and Theories	Settlement systems and hierarchy; Rank-Size Rule; Primate City; Central Place Theory; range and area of influence; Lösch theory; city-region relationship.	8 hrs	A T 2 - 4 , AT2-5
5	Morphology of Settlements	Rural settlement patterns; village forms and house typologies; urban morphology; natural and man-made determinants; slums and squatter settlements; CBD and its internal structure.	8 hrs	A T 2 - 4 , A T 2 - 5 , AT2-6

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BPLN104 – INTRODUCTION TO HUMAN SETTLEMENTS

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN104	PC	THEORY	INTRODUCTION TO HUMAN SETTLEMENTS	Max	20	20	60	0	0	2	0	0	2
				Min	9	9	27						

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

REFERENCE BOOKS / REPORTS

1. Singh, R. Y. (2002). Geography of Settlements. Rawat Publications.
2. Ghosh, S. (1998). Introduction to Settlement Geography. Orient BlackSwan.
3. Siddhartha, K. & Mukherjee, S. (2016). Cities, Urbanisation & Urban Systems. Kitab Mahal.
4. Hornby, W. F. & Jones, M. (1991). An Introduction to Settlement Geography. Cambridge University Press.
5. Dasgupta, S. (2012). Urban Sociology. Pearson Education India.
6. Rao, M. S. A. (1990). Urban Sociology in India. Orient BlackSwan.
7. Patel, S. & Deb, K. (2009). Urban Studies. Oxford University Press.
8. Sengupta, B. K. (2002). History of Human Settlements. Institute of Town Planners, India.
9. Short, J. R. (1992). Human Settlement. Oxford University Press.
10. Markandey, K. (2011). Urban Growth Theories and Settlement Systems of India. Concept Publishing.
11. Madan, G. R. (1978). Social Change and Problems of Development in India. Allied Publishers.
12. Sassen, S. Human Settlement Development. UNESCO.

SUGGESTED E-RESOURCES / RESOURCES

13. Census of India – Population and Settlement Data
14. MoHUA – Urban Development Reports and Guidelines
15. UN-Habitat – Human Settlements Resources
16. UNESCO – Human Settlement Resources
17. National Atlas & Thematic Mapping Organisation (NATMO)
18. GIS and spatial mapping platforms
19. Government urban and regional planning reports

COURSE ARTICULATION MATRIX (MAPPING OF COS WITH POS)

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	1	2	–	–	1	2	1	–	2
CO2	3	3	2	2	3	1	–	1	2	2	–	2
CO3	3	3	3	2	3	2	1	2	3	2	1	3

ASSESSMENT SCHEME

Component	Method	COs Mapped	Weightage
Quiz / Test	Written Examination	CO1	10%
Settlement Mapping Exercise	Graphical and Mapping Work	CO2	15%
Case Study Assignment	Settlement Documentation and Analysis	CO2	15%
Settlement Analysis Exercise	Spatial and Morphological Analysis	CO3	20%
Presentation	Presentation and Interpretation	CO2, CO3	10%
End-Semester Examination	Theory Examination	CO1, CO2, CO3	30%

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BPLN104 – INTRODUCTION TO HUMAN SETTLEMENTS

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN104	PC	THEORY	INTRODUCTION TO HUMAN SETTLEMENTS	Max	20	20	60	0	0	2	0	0	2
				Min	9	9	27						

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

EVALUATION RUBRICS

Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Conceptual Understanding	Clear and comprehensive understanding	Good understanding	Basic understanding	Limited understanding
Settlement Analysis	Insightful and well-supported analysis	Good analysis	Basic analysis	Inaccurate analysis
Mapping / Documentation	Accurate and detailed documentation	Minor errors	Basic documentation	Poor documentation
Case Study	Relevant, comprehensive and well interpreted	Relevant and adequately analysed	Limited analysis	Weak/incomplete analysis
Presentation	Clear, organised and effective	Good communication	Average presentation	Poor presentation
Application of Theories	Effective application of settlement theories	Good application	Limited application	Incorrect/weak application

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BPLN105 – BASIC COMPUTER APPLICATIONS

BPLN105: BASIC COMPUTER APPLICATIONS

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPL105	SEC	TUTORIAL	BASIC COMPUTER APPLICATIONS	Max	0	0	0	50	50	0	0	2	2
				Min	-	-	-	-	-				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit; *Teacher Assessment shall be based on Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE INFORMATION

Prerequisites : Basic familiarity with computer operation, keyboard and mouse/touchpad, basic internet use, and elementary understanding of maps and planning information. No prior advanced Microsoft Office knowledge is required.

Mode of Delivery : Demonstrations, computer laboratory/tutorial sessions, guided hands-on exercises, planning-related digital assignments, file-management exercises, word-processing exercises, spreadsheet exercises, presentation exercises, practical evaluation and viva.

COURSE EDUCATIONAL OBJECTIVES (CEOS):

S. No.	CEO	Bloom's Level	Domain
CEO1	To understand basic computer systems, digital file management and the role of computer applications in planning.	Understand (L2)	Cognitive
CEO2	To apply advanced word-processing and spreadsheet tools for organising, analysing and presenting planning information.	Apply (L3)	Cognitive
CEO3	To develop competence in Microsoft PowerPoint for clear and effective communication of planning data, analysis and proposals.	Apply (L3)	Cognitive

COURSE ALIGNMENT WITH UNSDG

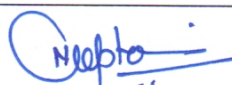
This course contributes to SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, and SDG 11: Sustainable Cities and Communities by building foundational digital competence for preparing planning documents, organising and analysing Census and planning data, and communicating planning information effectively through digital presentations.

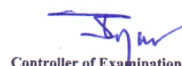
COURSE OUTCOMES

After completion of this course, the students are expected to demonstrate the following knowledge and skills:

CO	Outcome	Bloom	SDG
CO1	Demonstrate basic computer operation, organise files and folders, and use common digital file formats appropriately for academic and planning work.	Apply (L3)	SDG 4
CO2	Explain the role of computer applications in planning and select appropriate digital tools for basic planning tasks and workflows.	Understand (L2)	SDG 4, SDG 9
CO3	Prepare professionally formatted planning reports and questionnaires using advanced MS Word features including contents, tables, references, graphics and macros.	Apply (L3)	SDG 4, SDG 11
CO4	Organise, analyse and visualise Census and planning data using MS Excel formulas, cell references, sorting, filtering, functions, charts, trend lines and simple macros.	Analyse (L4)	SDG 9, SDG 11
CO5	Prepare clear and well-structured Microsoft PowerPoint presentations integrating planning text, tables, charts, images, maps and other visual information.	Apply (L3)	SDG 4, SDG 11


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BPLN105 – BASIC COMPUTER APPLICATIONS

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN105	SEC	TUTORIAL	BASIC COMPUTER APPLICATIONS	Max	0	0	0	50	50	0	0	2	2
				Min	-	-	-	-	-				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit; *Teacher Assessment shall be based on Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE FOCUS:

- Basic computer operation and digital file management
- Computer applications and digital workflows in planning
- Digital preparation of planning reports using MS Word
- Spreadsheet-based planning and Census data management using MS Excel
- Data analysis, charts and graphical presentation
- Microsoft PowerPoint for planning presentation

COURSE OVERVIEW:

BPLN105 develops foundational digital skills required by planners for computer operation and file management, understanding the role of digital applications in planning, report preparation, planning data organisation, spreadsheet analysis, Census data handling, graphical presentation and Microsoft PowerPoint-based communication of planning findings. The course is application-oriented and intended to establish essential digital productivity skills for first-semester B.Plan students before they progress to specialised software in later semesters.

TEACHING PEDAGOGY:

Code	Method
T1	Guided exercises in computer fundamentals, file/folder organisation and common digital formats
T2	Demonstrations and discussions on computer applications and digital workflows used in planning
T3	Hands-on MS Word exercises using planning report and questionnaire material
T4	MS Excel exercises using Census and planning datasets, formulas, sorting/filtering and charts
T5	Microsoft PowerPoint demonstrations and presentation exercises using planning data and visual material
T6	Individual/peer practical exercises linked, where appropriate, with Planning Studio I

ASSESSMENT TOOLS:

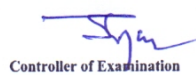
Code	Tool
AT1	Computer fundamentals and digital file-management exercise
AT2	Planning application / digital-workflow identification exercise
AT3	MS Word planning-report and questionnaire exercise
AT4	MS Excel Census / planning-data analysis and visualisation exercise
AT5	Microsoft PowerPoint planning-presentation exercise
AT6	External practical viva based on submitted digital work


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COURSE CONTENTS:

Unit	Syllabus: Topic	Subtopic	Teaching Hours	CO	Assessment Tools
I	Computer Fundamentals and Digital File Management	Basic components of a computer system: hardware, software, input/output and storage devices; operating-system basics; desktop and application interface; keyboard shortcuts; file and folder creation, naming, organisation, copying, moving, compression and backup; common file formats such as DOCX, XLSX, PPTX, PDF, CSV, JPG and PNG; basic internet and cloud-file use; elementary cyber hygiene and responsible handling of academic data. Practical orientation: organise a structured digital folder system for a Planning Studio assignment.	4 hrs	CO1	AT1
II	Computer Applications in Planning	Role of computers in urban and regional planning; overview of software categories used for documentation, spreadsheets, presentations, surveys, statistical analysis, mapping and graphical communication; utility of computers in planning assignments; current trends in digital planning practice; interoperability and exchange of common file formats; selection of appropriate applications for specific planning tasks; basic digital workflow from data collection to analysis, documentation and presentation. This unit provides awareness only of specialised planning software; advanced software training is deferred to later semesters. Practical orientation: prepare a simple software-to-task matrix and digital workflow for a neighbourhood planning exercise.	4 hrs	CO2	AT2
III	Advanced Features of MS Word	Use of MS Word in report preparation; styles and structured headings; adding and updating Table of Contents; spell check and thesaurus; columns, tabs and indents; creation and working with tables; margins and space management; headers, footers and page numbering; adding references, captions and graphics; importing and exporting across common formats; creating questionnaires using forms/macros where appropriate. Practical orientation: prepare a professionally formatted short planning report containing headings, contents, tables, figures, references and a questionnaire.	7 hrs	CO3	AT3


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Unit	Syllabus: Topic	Subtopic	Teaching Hours	CO	Assessment Tools
IV	Advanced Features of MS Excel	Data and database management; working with Census and planning survey data; data entry and cleaning; creating and using formulas; relative, absolute and mixed cell references; replication/fill; sorting and filtering; commonly used functions; basic statistical summaries; preparation of charts and graphs; trend lines; simple macros; interpretation and presentation of planning indicators. Practical orientation: use a small Census/planning dataset to calculate indicators, sort/filter records, prepare charts and communicate findings.	8 hrs	CO4	AT4
V	Microsoft PowerPoint for Planning Presentations	Introduction to Microsoft PowerPoint interface; creating and organising slides; slide layouts, themes and templates; use of Slide Master for consistency; inserting and formatting text, tables, charts, images, icons, diagrams and maps; importing charts and tables from Excel; alignment, hierarchy, typography and visual balance; use of SmartArt and hyperlinks where relevant; effective use of transitions and animations; speaker notes; presenting and exporting to PDF; principles of concise visual communication for planning surveys, analysis and proposals. Practical orientation: prepare a short planning presentation integrating text, Census/planning charts, photographs, maps or diagrams and key findings.	7 hrs	CO5	AT5, AT6
	TOTAL		30 hrs		

REFERENCE BOOKS / REPORTS

1. Anderson, T. and Hart Davis, G. (2010) Beginning Microsoft Word 2010, Springer, New York.
2. Bill, J. (2016) Advance Excel 2016 in Depth, BPB Publications, New Delhi.
3. WebTech Sol. (2021) Mastering Excel, Khanna Publishing House.
4. Bangia, R. (2020) PC Software Made Easy, Khanna Publishing House.
5. Lambert, J. (2016) Microsoft PowerPoint 2016 Step by Step, Microsoft Press.

SUGGESTED E-RESOURCES / RESOURCES

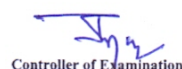
- Microsoft Office / Microsoft 365 official learning and support resources
- Microsoft PowerPoint / Microsoft 365 official learning and support resources
- Census of India datasets for spreadsheet exercises
- Government of India planning datasets and reports
- SWAYAM / NPTEL learning resources relevant to digital productivity, spreadsheets and presentation skills


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COURSE ARTICULATION MATRIX (MAPPING OF COS WITH POS)

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1				3					1		2
CO2	2	1	1		3					1		2
CO3	1				3					3		1
CO4	2	3		1	3					2		2
CO5	1				3					3		2

ASSESSMENT SCHEME

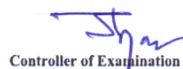
Component	Method	COs Mapped	Weightage
Computer Fundamentals Exercise	File/folder organisation, common file formats and basic computer operation	CO1	5%
Planning Applications Exercise	Software identification and simple planning digital-workflow practical	CO2	5%
MS Word Exercise	Planning report / questionnaire practical	CO3	10%
MS Excel Exercise	Census / planning-data analysis and visualisation	CO4	15%
MS PowerPoint Exercise	Planning presentation integrating text, tables, charts and visual material	CO5	15%
External Practical Viva	Demonstration and viva on integrated submitted work	CO1, CO2, CO3, CO4, CO5	50%
TOTAL			100%


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Average (2)	Poor (1)
Selects basic tools but with limited justification.	Unable to select suitable tools for the task.
Basic formatting completed; several errors or omissions.	Poorly structured or incomplete digital document.
Basic analysis completed but interpretation or spreadsheet control is limited.	Incorrect or incomplete spreadsheet analysis.
Basic presentation completed but visual hierarchy, integration or clarity is limited.	Poorly structured or incomplete presentation with weak visual communication.
Content is understandable but cluttered, inconsistent or weakly prioritised.	Information is difficult to follow, illegible or poorly organised.
Demonstrates basic functions but needs substantial guidance.	Unable to explain or demonstrate essential functions.



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EVALUATION RUBRICS

Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Digital Tool Selection	Selects appropriate software confidently and explains its planning use.	Selects suitable tools with minor guidance.	Selects basic tools but with limited justification.	Unable to select suitable tools for the task.
Document Preparation	Professional, consistent report with accurate contents, tables, references, graphics and questionnaire formatting.	Well-formatted document with minor inconsistencies.	Basic formatting completed; several errors or omissions.	Poorly structured or incomplete digital document.
Spreadsheet Data Analysis	Accurate formulas, references, sorting/filtering, charts, trend lines and clear interpretation of planning/Census data.	Mostly accurate analysis and charts with minor errors.	Basic analysis completed but interpretation or spreadsheet control is limited.	Incorrect or incomplete spreadsheet analysis.
PowerPoint Presentation	Clear, coherent and visually professional presentation with effective integration of text, tables, charts, images and planning graphics.	Well-structured presentation with minor visual or consistency issues.	Basic presentation completed but visual hierarchy, integration or clarity is limited.	Poorly structured or incomplete presentation with weak visual communication.
Visual Communication Quality	Information is concise, legible, logically sequenced and communicates planning findings effectively.	Communication is clear with small issues in sequencing or visual emphasis.	Content is understandable but cluttered, inconsistent or weakly prioritised.	Information is difficult to follow, illegible or poorly organised.
Practical Viva / Application	Explains workflow and demonstrates computer, Word, Excel and PowerPoint functions independently and correctly.	Demonstrates most functions with minor prompts.	Demonstrates basic functions but needs substantial guidance.	Unable to explain or demonstrate essential functions.


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BPLN106 - TECHNICAL REPORT WRITING

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COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN106	SE C	THEORY	TECHNICAL REPORT WRITING	Max	0	0	0	100	0	0	0	2	2
				Min				45					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE INFORMATION

Prerequisites	: Basic understanding of English language, written communication, academic reading, and fundamental planning concepts.
Mode of Delivery:	Lectures, guided reading, classroom discussions, writing exercises, literature review exercises, referencing demonstrations, report-writing exercises, presentations, and peer review.

COURSE EDUCATIONAL OBJECTIVES (CEOs):

S. No.	CEO	Bloom's Level	Domain
CEO1	To understand principles of written communication, academic reading, paraphrasing, summarising and editing	Understand (L2)	Cognitive
CEO2	To develop the ability to identify, evaluate and organise credible academic and professional sources.	Apply (L3)	Cognitive
CEO3	To analyse arguments, evidence, assumptions and reasoning in planning literature.	Analyse (L4)	Cognitive
CEO4	To understand the format, elements and conventions of technical reports used in planning practice and research	Understand L2/Apply (L3)	Cognitive
CEO5	To develop and present a coherent, evidence-based technical report on a planning-related topic.	Create (L6)	Cognitive

COURSE ALIGNMENT WITH UNSDG

This course contributes to: SDG 9 – Industry, Innovation and Infrastructure; SDG 11 – Sustainable Cities and Communities; SDG 17 – Partnerships for the Goals; The course promotes evidence-based planning communication, research documentation, critical analysis, professional reporting and knowledge sharing relevant to urban and regional planning.

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COURSE OUTCOMES

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes. Basic knowledge about existing planning techniques and their range of applications.

CO	Outcome	Bloom	SDG
CO1	Demonstrate effective written communication through comprehension, paraphrasing, summarising and editing.	L3 – Apply	SDG 9, 11
CO2	Identify, evaluate and synthesise credible literature and use appropriate referencing and citation styles.	L4 – Analyse	SDG 9, 11
CO3	Examine arguments, evidence, assumptions and reasoning in planning literature and develop independent interpretations.	L4 – Analyse	SDG 11, 17
CO4	Demonstrate knowledge of the format, elements and characteristics of technical reports in planning.	L3 – Apply	SDG 9, 11
CO5	Prepare a coherent technical report using appropriate structure, evidence, visuals, citations, conclusions and recommendations.	L6 – Create	SDG 9, 11, 17

COURSE FOCUS:

The course focuses on developing academic and professional written communication, reading and comprehension, literature search and review, critical reading and interpretation, argumentation and reasoning, APA and Harvard referencing, academic integrity and plagiarism awareness, technical report structure, planning-oriented report writing, editing and proofreading, presentation of tables, figures and visual information, formulation of conclusions and recommendations, and professional presentation of reports. Graphical and statistical presentation techniques

COURSE OVERVIEW:

The course introduces students to the principles and practice of technical report writing in the context of planning. It progresses from written communication and critical reading to literature review, argument analysis, referencing, report structure and preparation of a complete planning-oriented technical report. Tutorial activities emphasise guided reading, source evaluation, writing exercises, peer review and iterative report development.

TEACHING PEDAGOGY:

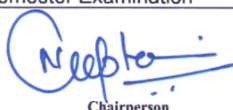
Code	Method
T1	Lectures & Discussions
T2	Guided Reading & Comprehension
T3	Literature Search & Source Evaluation
T4	Writing, Paraphrasing & Editing Exercises
T5	Report Writing Workshops
T6	Case Studies, Peer Review & Presentations

ASSESSMENT TOOLS:

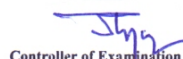
Code	Tool
AT2-1	Quiz / Short Test
AT2-2	Comprehension & Writing Exercise
AT2-3	Literature Review & Referencing
AT2-4	Critical Reading & Argument Analysis
AT2-5	Technical / Planning Report
AT2-6	Presentation / Viva
AT2-7	End-Semester Examination


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COURSE CONTENTS:

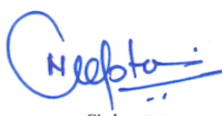
Unit	Syllabus: Topic	Subtopic	Teaching Hours	Assessment Tools
1	Written Communication & Reading Skills	Language and communication; speech vs. writing; features of speech and writing; reading for gist and specific information; note-making; comprehension; paraphrasing; summarising; editing	6 hrs	AT1, AT2
2	Literature Review & Referencing	Identifying credible sources; reading and reviewing literature; literature search; Harvard & APA referencing; citation; source interpretation; academic integrity	6 hrs	AT3
3	Critical Reading, Argument & Reasoning	Understanding arguments; claims, evidence and assumptions; validity and strength of arguments; reasoning; common fallacies; use and misuse of language; developing interpretations	6 hrs	AT4
4	Report Format & Elements	Types of reports; technical, scientific and other reports; characteristics of technical writing; preliminaries; contents; acknowledgements; tables & figures; keywords; introduction; sections; conclusions; recommendations; appendices; references; indexing	6 hrs	AT5
5	Report Writing & Presentation	Report structure; term paper development; paragraph organisation; introduction, development, transition and conclusion; unity, coherence and cohesion; descriptive, narrative, expository and argumentative writing; report preparation and presentation	6 hrs	AT5, AT6

REFERENCE BOOKS / REPORTS

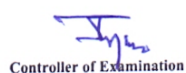
1. Machi, A.L. & McEvoy, B.T. (2016). The Literature Review: Six Steps to Success. Corwin (SAGE), New Delhi.
2. Kousoulas, C.A. (2019). Writing for Planners: Handbook for Students and Professionals in Writing, Editing, and Document Production. CRC Press, New York.
3. Macris, N. (2002). Writing in Planning English: Writing Tips for Urban and Environmental Planners. Routledge, New York.
4. Kumar, K. (2022). Effective Communication Skills. Khanna Publishing House.
5. Tiwari, A. (2022). Communication Skills in English. Khanna Publishing House.
6. The **MoHUA URDPFI Guidelines** are particularly relevant for planning students as an authentic source of planning terminology, standards and professional documentation.


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SUGGESTED E-RESOURCES / RESOURCES

E-Resource	Application
AICTE	Curriculum, academic and professional resources
Ministry of Housing & Urban Affairs (MoHUA)	Urban planning guidelines, reports and policy documents
URDPFI Guidelines	Planning standards, development planning and report references
Census of India	Demographic and socio-economic data
Google Scholar	Literature search and academic research
DOAJ - Directory of Open Access Journals	Open-access scholarly literature
ResearchGate	Research papers and academic networking
JSTOR	Academic literature and scholarly articles
Scopus / Web of Science	Literature search and citation tracking
Institutional Digital Library / E-Library	E-books, journals and reference material

COURSE ARTICULATION MATRIX (MAPPING OF COS WITH POS)

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1	1	1	1	-	-	-	2	3	-	3
CO2	2	2	1	3	2	-	-	1	-	2	-	3
CO3	2	3	2	3	2	-	-	1	1	2	-	3
CO4	3	2	2	2	2	-	-	1	1	3	1	2
CO5	3	2	3	3	2	-	-	2	3	3	2	3

ASSESSMENT SCHEME

Component	Method	COs Mapped	Weightage
Quiz / Short Test	Written / Objective Test	CO1, CO2	10%
Comprehension & Writing Exercise	Reading, Paraphrasing & Editing	CO1	10%
Literature Review	Literature Search, Review & Referencing	CO2, CO3	15%
Critical Reading Exercise	Argument & Reasoning Analysis	CO3	15%
Technical / Planning Report	Report Structure, Writing & Documentation	CO4, CO5	20%
Presentation / Viva	Report Presentation & Interpretation	CO5	10%
End-Semester Examination	Theory Examination	CO1, CO2, CO3, CO4, CO5	20%


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BPLN106 - TECHNICAL REPORT WRITING

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
BPLN106	SE C	THEORY	TECHNICAL REPORT WRITING	Max	0	0	0	100	0	0	0	2	2
				Min				45					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S - Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

EVALUATION RUBRICS

Criteria	Excellent (4)	Good (3)	Average (2)	Poor (1)
Written Communication	Clear, precise and well-structured writing	Generally clear and organised	Some clarity and language issues	Unclear and poorly structured
Literature Review	Comprehensive, relevant and critically synthesised	Relevant sources with good synthesis	Limited review and synthesis	Inadequate or poorly selected sources
Referencing & Citation	Accurate and consistent referencing	Minor referencing errors	Several citation errors	Inadequate / incorrect referencing
Critical Analysis	Strong analysis with logical evidence-based interpretation	Good analysis and reasoning	Basic analysis with limited evidence	Weak or unsupported analysis
Report Structure	Logical, coherent and professionally structured	Well organised with minor gaps	Adequate structure	Poorly organised
Content & Argument	Relevant, insightful and well-supported	Relevant and adequately supported	Basic content with limited support	Irrelevant or insufficient content
Presentation	Clear, confident and professional	Clear and effective	Adequate communication	Unclear and ineffective
Application of Skills	Excellent application of academic/report-writing skills	Good application	Limited application	Poor application

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HUCS101 – COMMUNICATION SKILLS

HUCS101: COMMUNICATION SKILLS

COURSE CODE	COURSE CORE	COURSE TYPOLOGY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	S	CREDITS
				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
HUCS101	SEC	THEOR Y	COMMUNICATION SKILLS I	Max	20	30	50	0	20	1	0	1	2
				Min	9	14	23	0	9				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE INFORMATION

Prerequisites : Languages

Mode of Delivery : Theory + Practical (Lectures, Language Lab, Interactive Sessions)

COURSE EDUCATIONAL OBJECTIVES (CEOS):

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

COURSE ALIGNMENT WITH UNSDG

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

COURSE OUTCOMES

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

COURSE FOCUS

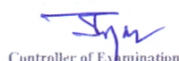
- Development of core language skills (Listening, Speaking, Reading, Writing)
- Building clarity, accuracy, and confidence in communication
- Academic and professional writing skills for architectural studies
- Verbal communication for presentations, discussions, and jury interactions
- Use of appropriate architectural terminology and expression
- Preparation for interviews, group discussions, and professional practice


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HUCS101 – COMMUNICATION SKILLS

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				Marks	THEORY			STUDIO					
					Two Term Exam	Teachers Assessment*	End Sem University Exam	Internal Assessment	External Viva				
HUCS101	SEC	THEORY	COMMUNICATION SKILLS	Max	20	30	50	0	20	1	0	1	2
				Min	9	14	23	0	9				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit; *Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OVERVIEW

To provide an adequate mastery of technical and communicative English Language training, primarily reading and writing skills, secondarily listening and speaking skills.

TEACHING PEDAGOGY

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

ASSESSMENT TOOLS

Code	Tool
AT7-1	Written assignments/grammar exercises
AT7-2	Oral presentations / JAM/group discussion
AT7-3	Listening & reading comprehension tests
AT7-4	Midterm test
AT7-5	Final exam
AT7-6	Viva voce & portfolio

COURSE CONTENTS

Unit	Syllabus: Topic	Subtopic	Teaching Hours	Assessment Tools
1	UNIT I	"Communication: Nature, Meaning, Definition, Verbal and Non-Verbal Communication, Barriers to Communication	6 Hrs	AT7-1 (Written Assignments/Grammar Exercises)
2	UNIT II	Basic Language Skills: Grammar And Usage, Parts of Speech, Tenses, Subject And Verb Agreement, Prepositions, Articles	6 Hrs	AT7-1 (Written Assignments/Grammar Exercises)
3	UNIT III	Basic Language Skills: Types Of Sentences, Direct - Indirect, Active and Passive Voice, Phrases and Clauses	6 Hrs	AT7-1, AT7-4 (Written Assignments/Grammar Exercises; Midterm Test)
4	UNIT IV	Business Correspondence: Business Letter, Parts and Layouts of Business Resume and Job Application, Email Writing, E-Mail Etiquette.	6 Hrs	AT7-2, AT7-4 (Oral Presentations / JAM / Group Discussion; Midterm Test)

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HUCS101	SEC	THEORY	COMMUNICATION SKILLS	Max	20	30	50	0	20	1	0	1	2
				Min	9	14	23	0	9				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit	Syllabus: Topic	Subtopics	Teaching Hours	Assessment Tools
5	UNIT V	Report Writing: The Importance of The Report, Types of Reports, The Structure of a Report	6 Hrs	AT7-2, AT7-5 (Oral Presentations / JAM / Group Discussion; Final Exam)
	Practical :	Self-Introduction, Reading Skills, Listening Skills, Oral Presentation, Linguistics and Phonetics, JAM (Just A Minute), Group Discussion, Role Plays		

REFERENCE BOOKS / REPORTS

1. A.J.Thomson and A.V.Martinet (1991) A Practical English Grammar (4th ed) New York: Oxford IBH Pub
2. Adair John (2003). Effective communication. London: Pan Macmillan Ltd
3. Ashraf Rizvi(2005). Effective Technical Communication, New Delhi: Tata McGraw-Hill
4. Kratz, Abby Robinson (1995). Effective Listening Skills, Toronto, Irwin Professional Publishing
5. Pease Allan (1998). Body language, Delhi: Sudha Publications
6. Prasad, H.M(2001). How to prepare for group discussion and Interview. New Delhi, Tata McGraw-Hill

COURSE ARTICULATION MATRIX (MAPPING OF COS WITH POS)

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1	1	-	-	1	-	1	1	3	-	2
CO2	3	1	1	-	-	1	-	1	2	3	1	2
CO3	2	1	1	-	-	1	-	1	1	3	-	2
CO4	2	1	1	-	-	1	-	1	2	3	1	2
CO5	2	2	1	1	-	1	-	1	2	3	1	3

ASSESSMENT SCHEME

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

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