

Architectural Design Studio I			
Course Code	2BAT101	Scheme	2026
Type of Course	IPCC	Semester	1
Teaching Hours/Week (L:T:P)	: :	CIE Marks	100
Total Hours of Pedagogy per semester L /T/S/P/SL&TW:	: : : :	SEE Marks	100
Credits	10	Total Marks	200
Examination type (SEE)	Viva- Voce	Exam Hours	-
Course objectives: 1. Acquainting students with the fundamentals of visual thinking, design thinking, processes of ideation and processes of making. 2. Cultivating a sense of design literacy through incremental exercises that balance intuitive approaches towards exploration with structured methods and iterative processes. 3. Encouraging curiosity and experimentation through inquiry that goes beyond problem-solving.			
COURSE CONTENT: OUTLINE This studio provides a foundation in bridging across visual thinking, design principles, spatial narratives & visualization of architectural space. The core of the course dwells on the idea of abstraction and how the principles of design are thematic notions that enable the association of narrative & function with designed spaces and objects.			
Module-1			
The Interrelationship between Art & Design <i>Anyone who uses a properly designed object feels the presence of an artist who has worked for (them), bettering (their) living conditions and encouraging (them) to develop (their) taste and sense of beauty.</i> - Bruno Munari (26, Design as Art) Understanding the basics of composition, the relationship between context, narrative and medium through studying selected works of art from various art movements or art cultures across time and geographies. The art studied will primarily be paintings. Introduction to colour theory and its applications in graphic design, space design and public installations. Short exercises - 3 weeks Teaching-Learning Methods: Input sessions: Introduce the work of various well-known and influential artists , demonstrate how paintings can be studied (visual layers, layers of metaphor & meaning, context in time, role of the medium used). The study of graphics for advertisements, movie posters, logo design etc. Screening of documentaries on art and design. Possible exercise formats: Ice-breaker exercises for exploratory free-hand sketching. Studying art movements (presented as seminars). Workshops introducing various mediums of representation (water colours, acrylic colours, graphite, charcoal, dry pastels, etc.). Colour studies through sketching, blending, pattern-making, collaging, etc. Designing posters, logos, stage backdrops etc. to explore formats of composition and to initiate discussions on the principles of design. Suggested Deliverables: medium-exploration sheets, presentations on specific art movements / works of art, designed posters			
Module-2			

Introduction to Principles of Design & Organization

Point, line, plane as the basic units of design-making. Studying patterns and textures in nature, art forms and buildings to understand the role of repetition, variation and disruption. Basic principles of design (including but not limited to balance, rhythm, contrast, restraint, symmetry, accentuation, etc.) and organization (linear, axial, radial, clustered, etc.) to be understood through studies and exercises.

Short/incremental exercises - 2 weeks

Teaching-Learning Methods:

Input sessions: Narratives and applications of principles of design and organization through various examples (e.g. painting, sculpture, furniture, graphics, architectural spaces). Showing examples of the applications of the principles of design and organization in architecture, using photographs and drawings. Visiting the nearest art museum or historic locations within the city for on-site engagement and discussions.

Possible exercise formats: Workshops to introduce architectural diagramming. Diagrammatic and analytical studies of the application of principles of design and organization through selected examples (e.g. painting, sculpture, furniture, graphics, architectural spaces). Sketch-noting. Nature-walks and heritage walks for on-site sketching, observation and recording of patterns and textures. Making diagrammatic models. Comparing architectural examples through diagrams.

Suggested Deliverables: Sketch-noting studio journal, photographic study sheets, diagrammatic models using millboard and/or scrap, digital/hand-done compilations of pattern studies.

Module-3

Abstraction, Narrative-building & Form-making

Understanding the role of narratives in design, and how these narratives can be translated into 2-dimensional and 3-dimensional explorations. Model-making as a tool for iterative design explorations and form-making through additive and subtractive methods. Working with the possibilities and limitations of various model-making materials.

Short/incremental exercises - 2 weeks

Teaching-Learning Methods:

Input sessions: Demonstrating the significance of storytelling and narrative-building in design through various selected examples (e.g. through reading works of fiction with descriptions of spaces). Presentations to demonstrate abstraction as a tool for architectural design (e.g., begin with object studies and layer on complexity to talk about architectural space). Workshops introducing various materials and techniques for model-making.

Possible exercise formats: Reading selected texts to visualize and represent qualities of architectural space through sketches and drawings, which could be further explored through models. Translation and/or Interpretation of 2-dimensional compositions into 3-dimensional forms (e.g. understanding a 2-D pattern/painting in terms of lineweights, depths and textures and translating it into a 3-D interpretive model). Model-making through subtractive methods of sculpting stereotomic solids (e.g. using modelling clay, plaster of Paris, concrete, etc.) and additive methods of combining composite materials (e.g. different grades of paper, mill-board, foam-board, plywood, scrap metal, etc.) to create spatial models.

Suggested Deliverables: Sketch sheets, conceptual models without the constraints of scale and/or function

Module-4

Space & Perception of Space through the Body

Discussing and exploring how space is experienced by our bodies. Size, Scale and the distinction between them. Understanding how the body's range of motion and functional requirements influence and determine the relative dimensions of designed space, while introducing the notion of degrees of comfort. Introduction to standards for designing spaces (Neufert's, Timesaver Standards, etc.)

Short/incremental exercises - 2 weeks

Teaching-Learning Methods:

Input sessions: Introduction to anthropometry through in-class demonstrations and 1:1 studies. Visiting various locations within the city (e.g. public transport, markets, clinics, small commercial establishments etc.) for on-site engagement and discussions. Demonstrating ways to use our own bodies to measure and record spatial dimensions.

Possible exercise formats: Photographic, sketched and dimensioned anthropometric studies of various formats of single-user and multi-user spaces. Short exercises with dimensioned drawings for spatial modules/furniture whose dimensions are derived from formats of human usage. Building temporary 1:1 spatial installations within the campus for the use of people / building 1:1 furniture/stall prototypes.

Suggested Deliverables: Scaled human posture studies for various day-to-day activities, schematic drawings for furniture/spatial modules (e.g. study area, sleeping area, kitchen garden etc.). Compilation of these drawings for ready-reference.

Group-based 1:1 spatial installation (e.g. rest area on campus, design of storage for studio etc.) **if** attempted must be supported with process sketches and photo-documentation of making, installation and usage.

Module-5

Interpreting User Needs, Constraints and Form-making to design Functional Space

Designing a single-user space / small multi-user space for up to 5 users (the typologies explored could include but not be limited to: a home for one person, office/study/studio space for 2-3 people, vending kiosk/small eatery/public pavilion/transit point etc.). The process of design must integrate function-based requirements, user studies and form exploration based on material systems.

Continuous design exercise - 4-5 weeks

Teaching-Learning Methods:

Studio discussions: The discussions will build upon layers including interpreting spatial requirements and user needs, building a narrative for design, requisite furniture layouts, space optimization, exploration of form and material systems. Spatial qualities and their appropriateness to the function assigned (e.g. inside-outside, degrees of enclosure, quality of light & ventilation)

Deliverables: Including but not limited to : Ideation process drawings and models, design development drawings and/or mixed-media explorations (e.g. model-making montages with annotations) presentation sheets and models.

Suggested Learning Resources: (Text Book/ Reference Book/ Manuals):

Reference books / Manuals:

1. Design as Art (Bruno Munari, 1966)
2. Ways of Seeing (John Berger, 1972)
3. Interaction of Color (Josef Albers, 1963)
4. 100 years of Architectural Drawing (Neil Bingham, 2013)
5. Patterns of India: A Journey Through Colors, Textiles, and the Vibrancy of Rajasthan (Christine Chitnis, 2020)
6. Art Unpacked: 50 Works of Art: Uncovered, Explored, Explained (Matthew Wilson, 2023)
7. Architecture: Form, Space, and Order (Francis D.K. Ching, 2014)
8. Analysing Architecture: The universal language of place-making (Analysing Architecture Notebooks) (Simon Unwin, 2020)
9. Drawn to Design: Analyzing Architecture Through Freehand Drawing (Eric Jenkins, 2012)
10. Travels through South Indian Kitchens (Nao Saito, 2018)

COURSE METHODOLOGY:

The foundation studio intends to cultivate a holistic approach towards observing, interpreting, analyzing, recording, discussing and finally applying the various factors that need to be considered for the act of design. It acknowledges the role of interdisciplinarity in shaping how design evolves.

To that end, the studio format must enable processes of research, ideation and designing that are both intuitive and iterative, where the intuitive can unlock creative possibilities while the iterative refines responses based on constraints and considerations. The exercises may be interconnected and incremental, building complexity over the semester. The guidance offered must encourage free discussion of ideas between students and faculty, peer-

engagement and individual exploration.

COURSE OUTCOME:

The Foundation Studio will ensure that the students acquire basic skills of sketching and diagramming for abstraction and design thinking, effective composition and organization of visual and textual content, and are familiarized with various mediums, materials and techniques of representation & model-making.

The course will help build in students the competence to distil complex ideas into explorations of form and space, effectively communicating design processes through representation.

Sl. No.	Key Modules Covered + Skill Enhancement	Bloom's Taxonomy Level
1.	The Interrelationship between Art & Design Basic sketching skills, building familiarity with mediums	BL 01-02
2.	Introduction to Principles of Design & Organization Analysis through comparative study, simplifying complex ideas into diagrams	BL 02 / BL 04
3.	Abstraction, Narrative-building & Form-making Interpreting text and images, explorative model-making, deciding suitability of materials based on constraints given	BL 02 / BL 04
4.	Space & Perception of Space through the Body Making accurate scaled drawings, understanding and critiquing existing spatial standards	BL 03 / BL 05
5.	Interpreting User Needs, Constraints and Form-making to design Functional Space Synthesizing requirements, choosing material systems for form-exploration, designing a compact space	BL 06

Assessment Structure:

The assessment in each course is divided equally between Continuous Internal Evaluation (CIE) and the Semester End Examination (SEE), with each carrying 50% weightage.

- To qualify and become eligible to appear for SEE, in the **CIE**, a student must score at least **40 % of maximum marks for CIE**.
- To pass the **SEE**, a student must score at least **50% of Maximum marks for SEE**.
- Notwithstanding the above, a student is considered to have **passed the course**, provided the combined total of **CIE and SEE** is at least **50% out of 100 marks**.

Continuous Internal Evaluation (CIE): Rubrik for Evaluation

A comprehensive portfolio of exercise outcomes over the semester is to be compiled in a suitable format. The final design exercise must be supported with adequate process sheets, presentation sheets, study models and presentation models.

Progressive grading of initial exercises: 40 % (Skill Enhancement: 20, Creative Thinking: 20)

Final design exercise : 60 (Ideation Process: 20 , Appropriate Response to Design Considerations : 20, Effective Representation: 20)

In the initial exercises, skill development could be given greater consideration. In the design exercise, greater consideration must be given to the ability to effectively demonstrate one's understanding of key concepts and ideation processes.

Semester End Examination (SEE):

I-SEMESTER

Materials and Construction – I / Stereotomic Construction Systems			
Course Code	2BAT102	CIE Marks	100
Teaching Learning hours (L: T:S:SL)	28: 00: 42: 80	SEE Marks	100
Total Hours of Teaching and Learning	150 hrs	Total Marks	200
Credits	05	Exam Hours	4
Course Learning objectives: This course introduces students to stereotomic construction systems and the philosophy of architecture as an expression of mass and compression. It develops an understanding of masonry materials, construction assemblies, and traditional earth-based building systems and their influence on building form and envelope. It aims at enabling students to evaluate their structural behaviour, climatic response, sustainability, and architectural expression.			

Module 1 - Architectural Logic, Material Origin & History (1 Week - 2:0:3:5)**Introduction to Stereotomic Construction Systems:**

- Introduction of stereotomic and tectonic systems and their influence on built form.
- Definition of stereotomic construction systems as an expression of mass and compression.
- Tracing masonry traditions and their logic, from the Eurasian practices to medieval India and Karnataka.
- Role of masonry in shaping settlements through case examples.

Teaching-Learning Process

Theory with relevant examples for masonry traditions.
Field visit to explore masonry traditions.

Module 2 - Material in Basic Unit Form, its Properties & Structural Behaviour (2 Weeks - 4:0:6:10)**Masonry units and Substructure:**

- Materials in their basic unit form - brick, stone, CSEB, Clay blocks, Cement blocks
- Understanding material properties - density, durability, moisture movement and porosity and relating it to thermal comfort.
- Awareness of Indian codes like IS 1077 - Common Burnt Clay Building Bricks, IS 1905 - Code of Practice for Structural Use of Unreinforced Masonry.
- Understanding the types of mortars and their applications - lime-based, mud and cement mortar
- Understanding the foundation system through the lens of load transfer, bearing capacity, settlement and selection criteria in brick and stone. Necessity of a damp-proof course and plinth.

Teaching-Learning Process

Theory with demonstrative sessions in the studio/material lab. Students should touch, weigh, measure, and test the materials.
Group discussions to explore and understand codes on masonry materials.
Site visits to explore plinth construction and demonstrate the application of damp proof courses.

Module 3 - Material Assembly, Fenestration & Surface Finishes (3 Weeks - 6:0:9:20)**Wall Assembly and Openings:**

- Introduction to basic structural systems - Load Bearing, Framed and Composite Systems and their load path.
- Comparison of load-bearing wall systems including rat trap bond, cavity walls and multi-leaf (composite) walls through the lenses of structural logic, construction sequence and thermal performance.
- Spanning techniques for fenestrations - corbelling, arches, lintels and lattice screen windows (jaali).
- Understanding and application of Finishes & Wall Protection Measures - plastering, pointing and washes, using lime, mud & cement.

Teaching-Learning Process

Theory with demonstrative sessions in the studio/material lab to analyse loading patterns in structural systems
Workshop exercises to explore masonry techniques in fenestrations.

Module 4 - Roof / Floor System, Vertical Circulation (4 Weeks - 8:0:12:20)

Horizontal Spanning: • Identification of roof and floor spanning systems. • Principles of Arches, Vaults and Domes through thrust and load path. • Methods of construction - Jack Arches, Madras Terrace, Rohtak Dome, Stone Slab Terrace, Lime Concrete, and Hollow Block Slabs. • Floor finishes and Weatherproofing - Lime Concrete, Brick Bat Coba, stone, brick and oxides Vertical circulation • Masonry Staircases and support systems - Arches, Vaults • Application of finishes in staircases - stone, lime, brick and oxides.	
Teaching-Learning Process	Theory with demonstrative sessions in the studio to understand spanning systems. Measure drawing as a tool to explore the logic of the staircase.
Module 5 - Composite masonry forms & Construction Process (4 Weeks - 8:0:12:25)	
Composite Masonry: • Overview of Composite masonry assemblies - Kath Kuni, Geo-polymer Masonry, Interlocking Block Masonry, Earth Bags, 3D-printed Earth walls, Poured Earth, Rammed Earth, Precast Poured Earth, Reinforced Masonry, Gabions. Sustainability: • Parameters of sustainability for Design Decisions - Material Origin, Embodied Energy, Thermal Performance, Density, Durability, and Life cycle thinking. Synthesis: • Studio exercise to develop a comprehensive masonry wall section. Students can choose material for the wall section, synthesising the masonry construction sequence from all modules.	
Teaching-Learning Process	Student seminar/Group discussion on advanced masonry systems. Theory inputs and group discussion on sustainable parameters.

Course Outcomes		
At the end of the course the student will be able to:		
Sl. No.	Particulars	Blooms Level
CO1	Understand the relevance of stereotomic construction and its importance in the historic evolution of masonry and earth-based constructions.	BL 02
CO2	Understand the physical, structural, and thermal properties of masonry materials (brick, stone, CSEB, clay, rammed earth) and identify appropriate material selection criteria for a given construction condition.	BL 01 - 02
CO3	Distinguish between spanning and vertical circulation methods and apply basic principles of load path and thrust behaviour to compare the structural suitability of different systems for a given span or loading condition	BL 03 - 04
CO4	Evaluate material suitability against parameters of Embodied Energy, Material Life-Cycle, Density and Durability, to support informed material selection in architectural design	BL 03 - 04
CO5	Develop a complete, detailed drawing of a masonry wall section that integrates construction sequence, finishes, and sustainability considerations.	BL 04 - 05

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50%, and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

1. Students will be required to produce a portfolio, compiled with exercises from all modules and topics, for assessment at the end of the semester. The portfolio will be a mix of hand-drafted sheets, seminar assignments, case study/site visit/workshop reports and any other assignments and documentation proposed by the studio faculty.
2. Methods of CIE can be defined topic wise i.e.- Submission of construction drawing sheets, Journal of materials, Multiple Choice Question, Quizzes, open-book test, Seminar or micro project
3. The subject faculty, at the beginning of the semester, shall decide the method and weightage of evaluation, which should total to 100 marks.
4. Suggested assignments can be on the lines of
 - a. Module 1 - Material Narratives (Graphic Narrative to understand timelines and evolution). **Suggested method:** Seminar/ graphic narrative sheet. **CO mapping:** CO1
 - b. Module 2 - Combining and interpreting learnings from all masonry traditions | Addressing the logic of wall assembly | Representations of foundation systems + DPC systems. **Suggested method:** Journal of materials, Construction drawing for foundation systems and DPC, requiring students to select a material based on a stated thermal/durability condition. **CO mapping:** CO1, CO2
 - c. Module 3 - Exploration of logic and types of masonry, fenestration and plaster finishes. **Suggested method:** Measured drawing or workshop exercises. **CO mapping:** CO2, CO3
 - d. Module 4 - Exploring the logic of spanning techniques along with interpreting and understanding the anthropometry, constraints and work-arounds in masonry staircases. **Suggested method:** Construction drawing/measure drawing for spanning techniques and staircase | Workshop exercises to experiment with various spanning techniques. **CO mapping:** CO4
 - e. Module 5 - Wall Section synthesising construction sequence, finishes, sustainability parameters and other learning from previous modules. **Suggested method:** Micro-project/Construction sheets requiring students to demonstrate all learning from the previous semester. **CO mapping:** CO5

Semester End Examination:

The student will sit for a written-drafting examination, administered by the university in alignment with other theory examinations. Suggested scheme for the Question Paper

Module 1: Question 1 - Theory | Question 2 - Theory

Module 2: Question 3 - Theory | Question 4 - Drafting

Module 3: Question 5 - Drafting | Question 6 - Drafting

Module 4: Question 7 - Drafting | Question 8 - Drafting

Module 5: Question 9 - Drafting | Question 10 - Drafting

Suggested Learning Resources:

Books

Core references

1. Ching, Francis D. K. **Building Construction Illustrated**. 7th ed. Hoboken, NJ: Wiley, 2025.
2. Ching, Francis D. K., Barry S. Onouye, and Douglas Zuberbuhler. **Building Structures Illustrated: Patterns, Systems, and Design**. 2nd ed. Hoboken, NJ: Wiley, 2013.
3. Chudley, Roy, Roger Greeno, and Karl Kovac. **Chudley and Greeno's Building Construction Handbook**. 13th ed. New York: Routledge, 2024.
4. Deplazes, Andrea, ed. **Constructing Architecture: Materials, Processes, Structures — A Handbook**. 3rd, extended ed. Basel: Birkhäuser, 2013.
5. Mehta, Madan, Walter Scarborough, and Diane Armpriest. **Building Construction: Principles, Materials, and Systems**. 3rd ed. Hoboken, NJ: Pearson, 2017.

Construction Philosophy

6. Frampton, Kenneth. **Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture**. Edited by John Cava. Cambridge, MA: MIT Press, 2001.
7. Höweler, Eric. **Design for Construction: Tectonic Imagination in Contemporary Architecture**. New York: Routledge, 2025.
8. Schwartz, Chad. **Introducing Architectural Tectonics: Exploring the Intersection of Design and Construction**. 2nd ed. New York: Routledge, 2021.

Masonry & Earth Construction

9. Allen, Edward. **Stone Shelters**. Cambridge, MA: MIT Press, 1969.
10. Bhatia, Gautam. **Laurie Baker: Life, Work and Writings**. New Delhi: Penguin Books, 1994.
11. Easton, David. **The Rammed Earth House**. Rev. ed. White River Junction, VT: Chelsea Green Publishing, 2007.
12. Kapfinger, Otto, and Marko Sauer, eds. **Martin Rauch: Refined Earth — Construction and Design of Rammed Earth**. 3rd ed. Munich: DETAIL, 2022.
13. Minke, Gernot. **Building with Earth: Design and Technology of a Sustainable Architecture**. 5th, rev. ed. Basel: Birkhäuser, 2025.

Sustainability

14. Conway, Ed. **Material World: A Substantial Story of Our Past and Future**. London: WH Allen, 2024.
15. Lewis, David J., Marc Tsurumaki, and Paul Lewis. **Manual of Biogenic House Sections**. San Francisco: ORO Editions, 2022.

Indian Context

16. Gambhir, M. L., and Neha Jamwal. **Building Materials: Products, Properties and Systems**. New Delhi: McGraw Hill Education (India), 2013.
17. Central Building Research Institute (CBRI). **Publications on Masonry, Earth Construction and Low-Cost Technologies**. Roorkee: CBRI, various years.
18. Housing and Urban Development Corporation (HUDCO). **Appropriate Building Materials and Technologies**. New Delhi: HUDCO, n.d.

Web links and Video Lectures (e-Resources):

Webpages

1. Auroville Earth Institute. "Arches, Vaults & Domes (AVD) Construction."
2. Auroville Earth Institute. "Stability Notions."
3. Auroville Earth Institute. "Stabilised Rammed Earth Walls."

PDFs

4. Bureau of Indian Standards. IS 1077: Common Burnt Clay Building Bricks — Specification. New Delhi: BIS. (Available for purchase/download through the BIS e-portal.)
5. Bureau of Indian Standards. IS 1905: Code of Practice for Structural Use of Unreinforced Masonry. New Delhi: BIS. (Available for purchase/download through the BIS e-portal.)

HISTORY OF ARCHITECTURE I			
Course Code	2BAT103	Scheme	2026-27
Type of Course	PCC	Semester	01
Teaching Hours/Week (L:T:P)	03	CIE Marks	100
Total Hours of Pedagogy per semester L /T/S/P/SL&TW:	90	SEE Marks	100
Credits	03	Total Marks	200
Examination type (SEE)	Theory	Exam Hours	03
Course outcome (Course Skill Set)			
At the end of the course, the student will be able to interpret:			
• Architecture and Ritual - Examines how religious, civic, and ceremonial practices influence architectural design. • Settlement and Urban Form - Looks at how geography, economy, and culture shape urban patterns. • Sacred Architecture - Explains symbolism, spatial organization, and ritual functions. • Domestic Architecture - Considers family life, privacy, and social organization. • Public and Monumental Architecture - Architecture as an expression of political power and collective identity. • Continuity and Change – Evolution of architectural traditions through innovation, technology, and cultural exchange.			
Module-1			
Framework for Module 1&2			
Theme	Evolution		
Setting	Natural landscape → modified settlement		
Shelter	Cave → Hut → Tent → Permanent dwelling		
Settlement	Temporary camps → Villages → Ritual landscapes		
Materials	Natural materials → Composite construction systems		
Space	Functional shelter → Social and symbolic space		
Architecture	Survival need → Cultural expression		
Origins of Built Form - Early Human Settlements and the Emergence of Architecture			
Evolution of primitive shelters, settlements, and communal spaces:			
Temporary shelters and dwellings, Early permanent settlements, Collective and ritual landscapes			
Examples:			
1. Oval Hut, Nice – Early evidence of human shelter and spatial organization. 2. Çatalhöyük Settlement, Turkey – Dense Neolithic settlement demonstrating domestic organization, community life, and symbolic spaces. 3. Megalithic Architecture – Early monumental structures associated with burial and ritual practices: • Dolmen tombs • Gallery graves • Passage graves 4. Henge Monuments – Ceremonial landscapes and astronomical alignments, Stonehenge, England			
			Number of Hours: 06
Module-2			Number of
Hours: 06			

Theme	Example	
Cave / Natural Shelter	Bhimbetka	
Hut / Early Settlement	Çatalhöyük	
Pastoral / Mobile Architecture	Maasai Manyatta	
Agricultural Village	Mehrgarh	
Ritual Monument	Göbekli Tepe	
Early Urban Centre	Jericho; Caral	
Monumental Indigenous Settlement	Great Zimbabwe	
Module-3		
Framework for Module 3,4 & 5- Civilization / Period ↓ Regional Character (Setting, Rituals, Resources) ↓ Form + Building Materials + Construction Systems ↓ Characteristic Examples + Anomalous Examples ↓ Continuity + Change River Valley Civilizations Mesopotamia - Ziggurats at Warka, Ur and Tchoga Zanbil, Palace of Sargon Egypt - Mastabas, Great Pyramid of Giza, Temple of Khons Indus Valley - Layout of Mohenjo-Daro, Great Bath, Granary, Dholavira, Lothal China – Banpo, Erlitou, Yinxu (Anyang), timber-frame and Rammed-earth fortifications Number of Hours:12		
Module-4		
Pre-Classical Mycenaean, Etruscan, Persian (Achaemenid) E.g.: Lion Gate and Treasury of Atreus, Mycenae; Palace of Tiryns (Megaron), Etruscan Temples (Juno Sospita, Lanuvium), Tomb of Cyrus, Palace of Persepolis. Greek Civilization Characteristic features - Doric, ionic and Corinthian orders and optical correction. Acropolis, Parthenon, Theatre at Epidauros, Agora Number of Hours: 08		
Module-5		
Roman Civilization Characteristic features - Tuscan and composite order, Pantheon, Colosseum, Thermae of Caracalla, Pont du Gard, Nimes, Basilica of Trajan. Apartments, Civic Space – Triumphal Arches, Commemorative Columns, Forum Byzantine Architecture: Characteristic features, Hagia Sophia and St. Marks Venice. Number of Hours: 08		
Suggested Learning Resources: (Text Book/ Reference Book/ Manuals): Text books: 1. A Global History of Architecture – Francis DK Ching, Mark Jarzombek, and Vikramaditya Prakash 2. A History of Architecture: Settings and Rituals by Spiro Kostof <u>Reference books / Manuals:</u> 1. Precedents in Architecture - Roger H. Clark Michael Pause 2. Architecture, Form, Space, & Order - Francis DK Ching		

3. Drawn to Design: Analyzing Architecture Through Freehand Drawing - Eric Jenkins

Web links and Video Lectures (e-Resources):

Precedent, Diagram, and the Activation of History, ROBERT WEDDLE, Drury University

Learning Resources

- Integrate site visits, archives, and local case studies.
- Leverage digital archives, GIS, photogrammetry, and virtual tours.
- Encourage engagement with primary sources alongside textbooks

Suggested Learning Activities:

Method and Design Integration

- Shift from information recall to interpretation.
- Encourage abstraction, diagramming, and analytical thinking.
- Emphasize spatial, climatic, structural, and cultural ideas over stylistic classification.
- Foster comparative analysis across periods, regions, and building types to connect history with contemporary design.

Skills Development

- Strengthen visual literacy through analytical drawing and diagramming.
- Develop research, writing, presentation, and graphic communication skills.

Assessment Structure:

The assessment in each course is divided equally between Continuous Internal Evaluation (CIE) and the Semester End Examination (SEE), with each carrying 50% weightage.

- To qualify and become eligible to appear for SEE, in the **CIE**, a student must score at least **40% of maximum marks for CIE**.
- To pass the **SEE**, a student must score at least **50% of Maximum marks for SEE**.
- Notwithstanding the above, a student is considered to have **passed the course**, provided the combined total of **CIE and SEE** is at least **50% out of 100 marks**.

Continuous Internal Evaluation (CIE):

Assessment

- Reduce reliance on memory-based examinations.
- Use iterative assignments that value inquiry, process, and critical exploration.

Semester End Examination (SEE):

I-SEMESTER

Graphics and Visual Representation			
Course Code	2BAT104	CIE Marks	100
Teaching hours / week (L:T:S:P)	0:0:56:0	SEE Marks	100
Total Hours of Teaching and Learning	120	Total Marks	200
Credits	04	Exam Hours	–

Course Learning objectives:

Architectural Graphics introduces the principles and discipline of manual architectural drafting. Through geometric construction and graphical representation, students should develop the ability to accurately communicate architectural ideas using the conventions of the profession.

Module 1 - Foundations of Manual Drafting (1 Week)**Introduction to:**

- Drawing and Drafting Instruments and Conventions
- Line Weights and Hierarchy
- Sheet Composition / Sheet Template
- Introduction to Fonts and lettering

Teaching-Learning Process

Students shall develop familiarity with drafting instruments, drawing conventions, and sheet organisation through guided studio exercises focusing on precision, line quality, and graphical discipline

Module 2 - Geometric construction (2 Weeks)

- Understanding the basics of Point, Line and Plane
- Basics of solid geometry and surface Development: Cube, Cuboid, Pyramid, Prism, Cylinder etc.

Teaching-Learning Process

Students shall undertake manual construction of fundamental geometrical forms and curves through studio exercises, relating geometric principles to simple architectural applications.

Module 3 - Orthographic Representations (3 Weeks)

- Projection Principles: Introduction to Orthographic Projections such as Plans, Sections and Elevations in Architectural representations.
- Introduction to Scales and Dimensions

Teaching-Learning Process

Students shall learn to read and manually draft plans, elevations, and sections of simple objects and built forms through progressive studio exercises. Freehand sketches and physical models may be used to strengthen spatial understanding.

Module 4 - Three dimensional Representation (4 Weeks)**Overview and Principles of:**

- Isometric drawings
- Axonometric drawings
- Exploded Isometric or Axonometric Drawings

Teaching-Learning Process	Students shall manually construct isometric and axonometric representations of simple architectural forms to develop three-dimensional visualisation and graphical communication. Freehand sketches may supplement the drafting process. The same object/forms from Module 3 can be continued.
Module 5 - Perspective and Presentation (4 Weeks)	
Overview and Principles of : ● One-point perspective ● Two-point perspective ● Overview of Principles of shade and shadow (basics of Sciography) ● Graphical presentation: Introduction to the basics of rendering	
Teaching-Learning Process	Students shall produce perspective drawings and introductory graphical presentations of simple built forms through manual drafting, supported by freehand sketches and observational studies where appropriate. Only an overview of Rendering and Presentation can be presented. Alternatively faculty can use the same set of simple built forms for all Modules 3, 4 and 5 as a continuous engagement.

Course Learning Outcomes		
At the end of the course the student will be able to:		
C01	Apply the principles and conventions of manual architectural drafting using appropriate drawing instruments, line hierarchy, lettering and scales.	BL01
C02	Construct and represent geometrical forms and architectural elements with accuracy using manual drafting techniques.	BL02
C03	Represent simple architectural forms through orthographic, isometric, axonometric and perspective drawings.	BL02
C04	Demonstrate visual communication through manual drafting supported by freehand sketching and graphical presentation.	BL03
C05	Compile a portfolio of manually drafted drawings that demonstrates precision, clarity and graphical quality in architectural representation.	BL04

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50%, and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together. Continuous Internal Evaluation: 1. Students will be required to produce a portfolio, compiled with exercises from all modules and topics, for assessment at the end of the semester. The portfolio will be a mix of hand-drafted sheets, and if any other assignments and documentation proposed by the studio faculty. 2. Methods of CIE can be defined topic wise i.e.- Submission of drawing sheets, support sketches and models wherever necessary. 3. The subject faculty, at the beginning of the semester, shall decide the method and weightage of evaluation, which should total to 100 marks.

Suggested Learning Resources:

Books

- a. Belardi, Paolo. *Why Architects Still Draw*. Cambridge, MA: MIT Press, 2014.
- b. Bingham, Neil. *100 Years of Architectural Drawing: 1900–2000*. London: Laurence King Publishing, 2012.
- c. Ching, Francis D. K. *Architectural Graphics*. 6th ed. Hoboken, NJ: John Wiley & Sons, 2020.
- d. Ching, Francis D. K., and Steven P. Juroszek. *Design Drawing*. 3rd ed. Hoboken, NJ: John Wiley & Sons, 2010.
- e. Hutchison, Edward. *Drawing for Landscape Architecture: Sketch to Screen to Site*. London: Thames & Hudson, 2011.
- f. Jenkins, Eric J. *Drawn to Design: Analysing Architecture through Freehand Drawing*. Basel: Birkhäuser, 2011.
- g. Lewis, Paul, Marc Tsurumaki, and David J. Lewis. *Manual of Section*. New York: Princeton Architectural Press, 2016.
- h. Yee, Rendow. *Architectural Drawing: A Visual Compendium of Types and Methods*. 4th ed. Hoboken, NJ: John Wiley & Sons, 2020.
- i. Zell, Mo. *The Architectural Drawing Course: Understand the Principles and Master the Practices*. London: Thames & Hudson, 2008.

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Digital Tools I			
Course Code	2BAT105	CIE Marks	100
Teaching Hours/Week (L: T:P:S)	0:0:3:0	SEE Marks	--
Total Hours of Pedagogy	45	Total Marks	100
Credits	03	Exam Hours	-
Course Objectives			
At the end of the course, students will be able to: • Understand the history, evolution, and fundamental concepts of Artificial Intelligence and its relevance to architecture and design. • Explore the applications of AI in architectural ideation, visualization, design evaluation, and digital workflows. • Develop a conceptual understanding of generative AI, computational design, and responsible AI practices, including ethical considerations and bias. • Apply AI-assisted design methods and basic prompt writing to support creative exploration while critically evaluating AI-generated outputs. • Acquiring foundational skills in AutoCAD for creating accurate two-dimensional architectural drawings and digital documentation.			
Teaching–Learning Process			
• Demonstrations, diagrams and analogies to build concepts before tools. • Guided workshops on prompting, iteration and curation; structured critique of outputs. • Case studies from historical architectural practice. • A continuous ethical-reflection thread through every assignment.			
Module 1 : History and Fundamentals of Artificial Intelligence			
• Introduces the history, evolution, and fundamental concepts of Artificial Intelligence (AI). • Explores the transition from rule-based AI systems to modern generative AI technologies. • Examines how AI is transforming creative disciplines and architectural design workflows. • Explains the two fundamental approaches to generative systems: ○ Deterministic generation – where explicit rules define and verify outcomes. ○ Probabilistic generation – where outputs are generated from learned patterns and data. • Introduces traditional Indian generative knowledge systems, including: ○ <i>Mayamata</i> and <i>Manasara</i> proportional (Talamana) systems. ○ Geometric principles of the <i>Sulba Sūtras</i>. ○ Traditional measurement systems such as <i>Hasta</i> and <i>Padmanabha</i>. ○ <i>Kolam</i> grammars as examples of algorithmic pattern generation. • Establishes AI as a continuation of historical generative design thinking rather than an entirely new concept. Provides the conceptual foundation for understanding AI in architecture and design.			
Module 2 · AI in Architectural Design – Applications and Creative Practice			

AI in Architectural Design – Applications and Creative Practice • Introduces the role of AI throughout the architectural design process. • Explores AI applications in: ○ Design ideation and concept development. ○ Visualization and image generation. ○ Performance analysis and design evaluation. ○ Documentation and workflow automation. • Discusses the opportunities, benefits, and emerging challenges AI presents to architectural practice. • Familiarizes students with contemporary AI platforms and tools, including: ○ Conversational AI assistants. ○ Text-to-image generation tools. ○ Image-to-image editing tools. ○ Emerging AI-powered video generation technologies. • Introduces AI as a collaborative design partner that supports, rather than replaces, human creativity. • Develops an understanding of prompt writing as a design brief for AI-assisted ideation. • Emphasizes critical evaluation, curation, and refinement of AI-generated outputs. • Encourages responsible, ethical, and creative integration of AI into architectural workflows.
Module 3 · Understanding Generative AI and Digital Design • Introduces the conceptual working principles of generative AI without requiring programming knowledge. • Explains the "black box" of AI sufficiently for students to critically interpret and evaluate AI-generated outputs. • Describes the working of form models using simple diagrams and real-world analogies. • Introduces generative video and motion generation as an extension of probabilistic AI models over time. • Places generative AI within the broader context of computational and digital design workflows. • Differentiates between rule-based computational design and generative AI, emphasizing that AI learns patterns rather than explicit rules. • Develops students' ability to critically assess AI-generated content instead of accepting outputs at face value.
Module 4 · Responsible AI and AI-Assisted Architectural Design • Introduces the role of data, training datasets, and bias in AI for architecture. • Explains how data quality influences AI-generated outputs and design decisions. • Identifies cultural, stylistic, gender, and geographic biases in AI models. • Discusses ethical and responsible use of AI in architectural practice. • Introduces rule-based generative design and its applications in architectural composition. • Explores transformation rules, spatial organization, and computational form generation. • Uses generative AI for ideation, prompt-based design exploration, and iterative refinement. • Emphasizes the architect's role in critically evaluating and refining AI-generated designs. • Studio Assignment: Analyze the bias of a selected AI model and apply rule-based and AI-assisted methods to develop and evaluate an architectural design proposal.
Module 5 · Introduction to AutoCAD for Architectural Drafting • Introduces the AutoCAD interface, workspace, and coordinate systems. • Explains basic drawing and editing commands for 2D drafting. • Develops skills in layers, object properties, snaps, and drawing accuracy. • Introduces dimensioning, annotation, hatching, and text tools. • Demonstrates architectural drafting of simple plans, elevations, and sections. • Covers layouts, scales, plotting, and preparation of printable drawings.
Course Outcomes (Semester I)

At the end of the course, students will be able to:		
• CO1: Explain the evolution, fundamental principles, and applications of Artificial Intelligence in architecture and distinguish between deterministic and probabilistic generative systems. • CO2: Demonstrate an understanding of AI-assisted architectural workflows by using AI tools for concept development, visualization, and creative exploration. • CO3: Analyze AI-generated outputs by evaluating their underlying concepts, limitations, bias, ethical implications, and suitability within architectural design. • CO4: Apply rule-based thinking, prompt writing, and AI-assisted methods to generate, assess, and refine architectural design alternatives responsibly. • CO5: Produce accurate two-dimensional architectural drawings using AutoCAD by applying fundamental drafting, annotation, layer management, and plotting techniques.		
Assessment — Continuous Internal Evaluation (CIE – 100 Marks)		
No Semester End Examination. The Year-I (Sem I–II) scheme is fixed at 40 / 30 / 30:		
Component	Weight	Evaluated on
Module assignments (Algorithm as Design Process · Which Generative? · Data & Bias · 100 Variations)		
40%		Conceptual clarity · critical engagement · quality of reflection
Studio integration (with the Architectural Design studio)		
30%		Appropriate use of AI · curation · digital-to-physical making (co-evaluated)
Critical essay (1,500 words · year-level)	30%	The personal AI learning journey and ethical framework
Grading rule: “No partial credit for ‘impressive’ AI outputs without critical engagement.”		
Suggested Learning Resources		
Books		
• Melanie Mitchell, Artificial Intelligence: A Guide for Thinking Humans (2019) — accessible fundamentals. • George Stiny, Shape: Talking about Seeing and Doing (MIT Press, 2006) — rule-based design and shape grammar. • Kim Plofker, Mathematics in India (Princeton University Press, 2009) — the Śulba Sūtras and India's geometric traditions.		
Papers		
• G. Stiny & J. Gips, “Shape Grammars...” (1971); G. Siromoney et al., “Array Grammars and Kolam” (1974). • Read as explainers: Goodfellow et al. (GANs, 2014); Ho et al. (diffusion, 2020); Vaswani et al. (transformers, 2017).		
Digital instruments and articles		
• Talamana — the open prerequisite-graph of AI literacy for design students (Logika · RBDS AI Lab), forthcoming. • J. Alammar, “The Illustrated Transformer”; L. Weng, “What Are Diffusion Models?”; 3Blue1Brown, Neural Networks series.		

Communicative English

Course Code	2BAT106 /21ENG28	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:1:0:0 Hours	SEE Marks	----
Total Hours of Pedagogy	02 Hours/Week	Total Marks	50
Credits	00 (PP)	Exam Hours	02 hours

Course objectives:

The course will enable the students,

- To know about Fundamentals of Communicative English and Communication Skills in general.
- To train to identify the nuances of phonetics, intonation and enhance pronunciation skills for better communication skills.
- To impart Basic English grammar and essentials of important language skills.
- To enhance English vocabulary and language proficiency for better communication skills.
- To learn about Techniques of Information Transfer through presentation.

Language Lab : To augment LSRW, grammar, and Vocabulary skills (Listening, Speaking, Reading, Writing and Grammar, Vocabulary) through tests, activities, exercises etc., comprehensive web-based learning and assessment systems can be referred as per the AICTE /VTU guidelines.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools and software's to meet the present requirements of the Global employment market.
 - (i) Direct instructional method (Low /Old Technology),
 - (ii) Flipped classrooms (High/advanced Technological tools),
 - (iii) Blended learning (combination of both),
 - (iv) Enquiry and evaluation based learning,
 - (v) Personalized learning,
 - (vi) Problems based learning through discussion,
 - (vii) Following the method of expeditionary learning Tools and techniques,
 - (viii) Use of audio visual methods through language Labs in teaching of of LSRW skills.
2. Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills in teaching of communicative skills in general.

Module-1

Introduction to Communicative English:

Introduction, Language as a Tool, Fundamentals of Communicative English, Process of Communication, Barriers to Effective Communicative English, Different styles and levels in Communicative English (Communication Channels). Interpersonal and Intrapersonal Communication Skills, How to improve and Develop Interpersonal and Intrapersonal Communication Skills.

Teaching-Learning Process	Chalk and talk method, Videos, PowerPoint presentation to teach Communication skills (LSRW Skills), Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).
Module-2	
Introduction to Phonetics : Introduction, Phonetic Transcription, English Pronunciation, Pronunciation Guidelines Related to consonants and vowels, Sounds Mispronounced, Silent and Non-silent Letters, Syllables and Structure, Word Accent and Stress Shift, – Rules for Word Accent, Intonation – purposes of intonation, Spelling Rules and Words often Misspelt – Exercises on it. Common Errors in Pronunciation.	
Teaching-Learning Process	Chalk and talk method, Videos, PowerPoint presentation and Animation videos to teach phonetics in Practical method, creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).
Module-3	
Basic English Communicative Grammar and Vocabulary PART - I : Grammar: Basic English Grammar and Parts of Speech - Nouns, Pronouns, Adjectives, Verbs, Adverbs, Conjunctions, Articles and Preposition. Preposition, kinds of Preposition and Prepositions often Confused. Articles: Use of Articles – Indefinite and Definite Articles, Pronunciation of ‘ <i>The</i> ’, words ending ‘ <i>age</i> ’, some plural forms. Introduction to Vocabulary, All Types of Vocabulary –Exercises on it.	
Teaching-Learning Process	Chalk and talk method, Videos, PowerPoint presentation to teach Grammar, Animation videos on communication and language skills, creating real-time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).
Module-4	
Basic English Communicative Grammar and Vocabulary PART - II: Question Tags, Question Tags for Assertive Sentences (Statements) – Some Exceptions in Question Tags and Exercises, One Word Substitutes and Exercises. Strong and Weak forms of words, Words formation - Prefixes and Suffixes (Vocabulary), Contractions and Abbreviations. Word Pairs (Minimal Pairs) – Exercises, Tense and Types of tenses, The Sequence of Tenses (Rules in use of Tenses) and Exercises on it.	
Teaching-Learning Process	Chalk and talk method, PowerPoint presentation to teach Grammar and phonetics, Animation videos on communication and language skills, creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).
Module-5	
Communication Skills for Employment: Information Transfer: Oral Presentation - Examples and Practice. Extempore / Public Speaking, Difference between Extempore / Public Speaking, Communication Guidelines for Practice. Mother Tongue Influence (MTI) – South Indian Speakers, Various Techniques for Neutralization of Mother Tongue Influence – Exercises. Reading and Listening Comprehensions – Exercises.	
Teaching-Learning Process	Chalk and talk method, Videos, PowerPoint presentation to teach Grammar and phonetics, Animation videos on communication and language skills, creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).

Course outcome (Course Skill Set)

At the end of the course(21EGH18) the student will be able to :

1. Understand and apply the Fundamentals of Communication Skills in their communication skills.
2. Identify the nuances of phonetics, intonation and enhance pronunciation skills.
3. To impart basic English grammar and essentials of language skills as per present requirement.
4. Understand and use all types of English vocabulary and language proficiency.
5. Adopt the Techniques of Information Transfer through presentation.

Assessment Details (both CIE and SEE)

(methods of CIE need to be defined topic wise i.e.- MCQ, Quizzes, written test, Reports writing, Seminar and activities). The weightage for Continuous Internal Evaluation (CIE) is 50% and that for Semester End Exam (SEE) is 50%. The student has to obtain a minimum of 50% of the maximum marks of CIE and 40 % of maximum marks of SEE to pass a course. The average marks of CIE and SEE put together shall not be less than 50% of the marks of course. Based on the marks scored in CIE+SEE, grades for the course will be included in the grade card.

Continuous Internal Evaluation (CIE) :

Three Unit Tests each of **20 Marks (duration 01 hour)**

1. First test at the end of 7th week of the semester
2. Second test at the end of the 14th week of the semester

All the tests are preferred similar to SEE pattern; however, teacher may follow test pattern similar to other theory courses of Engineering

Two assignments each of **10 Marks**

3. First assignment at the end of 4th week of the semester
4. Second assignment at the end of 9th week of the semester

Report writing /Group discussion/Seminar any one of three suitably planned to attain the COs and POs for **20 Marks (duration 01 hours)**

5. At the end of the 13th week of the semester

The sum of two tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Suggested Learning Resources:

- 1) **Communication Skills** by Sanjay Kumar and Pushp Lata, Oxford University Press - 2019.
- 2) **English for Engineers** by N.P.Sudharshana and C.Savitha, Cambridge University Press – 2018.
- 3) **A Textbook of English Language Communication Skills**, Infinite Learning Solutions–(Revised Edition) 2021.
- 4) **A Course in Technical English–D Praveen Sam, KN Shoba**, Cambridge University Press – 2020.
- 5) **Technical Communication** by Gajendra Singh Chauhan and Et al, Cengage learning India Pvt Limited [Latest Revised Edition] - 2019.
- 6) **English Language Communication Skills – Lab Manual cum Workbook**, Cengage learning India Pvt Limited [Latest Revised Edition] – 2019.
- 7) **Practical English Usage** by Michael Swan, Oxford University Press – 2016.
- 8) **Technical Communication – Principles and Practice**, Third Edition by Meenakshi Raman and Sangeetha Sharma, Oxford University Press 2017.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- ✓ Contents related activities (Activity-based discussions)
- ✓ For active participation of students instruct the students to prepare Flowcharts and Handouts
- ✓ Organising Group wise discussions Connecting to placement activities
- ✓ Quizzes and Discussions
- ✓ Seminars and assignments

ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ			
ವಿಷಯ ಸಂಕೇತ (Course Code)	2BAT107A	ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನದ ಅಂಕಗಳು	50
ಒಂದು ವಾರಕ್ಕೆ ಬೋಧನಾ ಅವಧಿ (Teaching Hours / Week (L:T:P: S)	0:2:0:1	ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಯ ಅಂಕಗಳು	
ಒಟ್ಟು ಬೋಧನಾ ಅವಧಿ Total Hours of Pedagogy	25 ಗಂಟೆಗಳು	ಒಟ್ಟು ಅಂಕಗಳು	50
ಕ್ರೆಡಿಟ್ಸ್ (Credits)	PP	ಪರೀಕ್ಷೆಯ ಅವಧಿ	01 ಗಂಟೆ
ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ ಪಠ್ಯದ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು: 1. ವೃತ್ತಿಪರ ಪದವಿ ವಿದ್ಯಾರ್ಥಿಗಳಾಗಿರುವುದರಿಂದ ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಯ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು. 2. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಧಾನ ಭಾಗವಾದ ಆಧುನಿಕ ಪೂರ್ವ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳನ್ನು ಸಾಂಕೇತಿಕವಾಗಿ ಪರಿಚಯಿಸಿ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಅರಿವು ಹಾಗೂ ಆಸಕ್ತಿಯನ್ನು ಮೂಡಿಸುವುದು. 3. ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯವನ್ನು ಹಾಗೂ ಅವರುಗಳ ಸಾಧಿಸಿದ ವಿಷಯಗಳನ್ನು ಪರಿಚಯಿಸುವುದು. 4. ಕನ್ನಡ ಶಬ್ದಸಂಪತ್ತಿನ ಪರಿಚಯ ಮತ್ತು ಕನ್ನಡ ಭಾಷೆಯ ಬಳಕೆ ಹಾಗೂ ಕನ್ನಡದಲ್ಲಿ ಪತ್ರ ವ್ಯವಹಾರವನ್ನು ತಿಳಿಸಿಕೊಡುವುದು.			
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವ್ಯವಸ್ಥೆ (Teaching-Learning Process - General Instructions) : These are sample Strategies, which teacher can use to accelerate the attainment of the course outcomes. 1. ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡವನ್ನು ಬೋಧಿಸಲು ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಪ್ರಸ್ತುತ ಪುಸ್ತಕ ಆಧಾರಿಸಿ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನವನ್ನು ಅನುಸರಿಸುವುದು. ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ತಯಾರಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರೇರೇಪಿಸುವುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಅವುಗಳನ್ನು ಚರ್ಚಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುವುದು. 2. ಇತ್ತೀಚಿನ ತಂತ್ರಜ್ಞಾನದ ಅನುಕೂಲಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳುವುದು - ಅಂದರೆ ಕವಿ-ಕಾವ್ಯ ಪರಿಚಯದಲ್ಲಿ ಕವಿಗಳ ಚಿತ್ರಣ ಮತ್ತು ಲೇಖನಗಳು ಮತ್ತು ಕಥೆ ಕಾವ್ಯಗಳ ಮೂಲ ಅಂಶಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟ ಧ್ವನಿ ಚಿತ್ರಗಳು, ಸಂಭಾಷಣೆಗಳು, ಈಗಾಗಲೇ ಇತರ ವಿಮರ್ಶಕರು ಬರೆದಿರುವ ವಿಮರ್ಶಾತ್ಮಕ ವಿಷಯಗಳನ್ನು ಟಿಪಿಟಿ, ಡಿಜಿಟಲ್ ಮಾಧ್ಯಮಗಳ ಮುಖಾಂತರ ವಿಶ್ಲೇಷಿಸುವುದು. 3. ನವೀನ ಮಾದರಿಯ ಸಾಹಿತ್ಯ ಬೋಧನೆಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಧಾನಗಳನ್ನು ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅನುಕೂಲವಾಗುವ ರೀತಿಯಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳಬಹುದು.			
ಘಟಕ -1 ಲೇಖನಗಳು			
1. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ - ಹಂಪ ನಾಗರಾಜಯ್ಯ 2. ಕರ್ನಾಟಕದ ಏಕೀಕರಣ : ಒಂದು ಅಪೂರ್ವ ಚರಿತ್ರೆ - ಜಿ. ವೆಂಕಟಸುಬ್ಬಯ್ಯ 3. ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ - ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ ಮತ್ತು ಪ್ರೊ. ವಿ. ಕೇಶವಮೂರ್ತಿ			
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.		

ಘಟಕ -2 ಆಧುನಿಕ ಪೂರ್ವದ ಕಾವ್ಯ ಭಾಗ	
1. ವಚನಗಳು : ಬಸವಣ್ಣ, ಅಕ್ಕಮಹಾದೇವಿ, ಅಲ್ಲಮಪ್ರಭು, ಆಯ್ದಕ್ಕಿ ಮಾರಯ್ಯ, ಜೇಡರದಾಸಿಮಯ್ಯ, ಆಯ್ದಕ್ಕಿ ಲಕ್ಕಮ್ಮ. 2. ಕೀರ್ತನೆಗಳು : ಅದರಿಂದೇನು ಫಲ ಇದರಿಂದೇನು ಫಲ - ಪುರಂದರದಾಸರು ತಲ್ಲಣಿಸದಿರು ಕಂಡ್ಯ ತಾಳು ಮನವೇ - ಕನಕದಾಸರು 3. ತತ್ವಪದಗಳು : ಸಾವಿರ ಕೊಡಗಳ ಸುಟ್ಟು - ಶಿಶುನಾಳ ಶರೀಫ	
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.
ಘಟಕ -3 ಆಧುನಿಕ ಕಾವ್ಯಭಾಗ	
1. ಡಿವಿಜಿ ರವರ ಮಂಕುತಿಮ್ಮನ ಕಗ್ಗದಿಂದ ಅಯ್ಯ ಕೆಲವು ಭಾಗಗಳು 2. ಕುರುಡು ಕಾಂಚಾಣ : ದಾ.ರಾ. ಬೇಂದ್ರೆ 3. ಹೊಸಬಾಳಿನ ಗೀತೆ : ಕುವೆಂಪು	
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.
ಘಟಕ -4 ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯ	
1. ಡಾ. ಸರ್. ಎಂ. ವಿಶ್ವೇಶ್ವರಯ್ಯ : ವ್ಯಕ್ತಿ ಮತ್ತು ಐತಿಹ್ಯ - ಎ ಎನ್ ಮೂರ್ತಿರಾವ್ 2. ಕರಕುಶಲ ಕಲೆಗಳು ಮತ್ತು ಪರಂಪರೆಯ ವಿಜ್ಞಾನ : ಕರೀಗೌಡ ಬೀಚನಹಳ್ಳಿ	
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.
ಘಟಕ -5 ಕಥೆ ಮತ್ತು ಪ್ರವಾಸ ಕಥನ	
1. ಯುಗಾದಿ : ವಸುಧೇಂದ್ರ 2. ಮೆಗಾನೆ ಎಂಬ ಗಿರಿಜನ ಪರ್ವತ : ಹಿ.ಚಿ. ಬೋರಲಿಂಗಯ್ಯ	
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.

ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ ಕಲಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಗುವ ಪರಿಣಾಮಗಳು (course

Outcomes):

1. ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಯ ಪರಿಚಯವಾಗುತ್ತದೆ.
2. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಆಧುನಿಕ ಪೂರ್ವ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳು ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಆಸಕ್ತಿಯು ಮೂಡುತ್ತದೆ.
3. ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯವಾಗುತ್ತದೆ.
4. ಕನ್ನಡ ಭಾಷಾಭ್ಯಾಸ, ಸಾಮಾನ್ಯ ಕನ್ನಡ ಹಾಗೂ ಆಡಳಿತ ಕನ್ನಡದ ಪದಗಳ ಪರಿಚಯವಾಗುತ್ತದೆ.

ಬಳಕೆ ಕನ್ನಡ - BaLake Kannada (Kannada for Usage) ಕನ್ನಡ ಕಲಿಕೆಗಾಗಿ ನಿಗದಿಪಡಿಸಿದ ಪಠ್ಯಪುಸ್ತಕ - (Prescribed Textbook to Learn Kannada)			
ವಿಷಯ ಸಂಕೇತ (Course Code)	2BAT107B	ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನದ ಅಂಕಗಳು (Continuous Internal Evaluation Marks)	50
ಒಂದು ವಾರಕ್ಕೆ ಬೋಧನಾ ಅವಧಿ (Teaching Hours / Week (L:T:P: S))	0:2:0:1	ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಯ ಅಂಕಗಳು (Semester End Examination Marks)	
ಒಟ್ಟು ಬೋಧನಾ ಅವಧಿ Total Hours of Pedagogy	25 ಗಂಟೆಗಳು	ಒಟ್ಟು ಅಂಕಗಳು (Total Marks)	50
ಕ್ರೆಡಿಟ್ಸ್ (Credits)	PP	ಪರೀಕ್ಷೆಯ ಅವಧಿ (Exam Hours)	01 ಗಂಟೆ
ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯದ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು (Course Learning Objectives): - To Create the awareness regarding the necessity of learning local language for comfortable and healthy life. - To enable learners to Listen and understand the Kannada language properly. - To speak, read and write Kannada language as per requirement. - To train the learners for correct and polite conservation.			
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವ್ಯವಸ್ಥೆ (Teaching-Learning Process - General Instructions) : These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes. - ಬಳಕೆ ಕನ್ನಡವನ್ನು ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಬೋಧಿಸಲು ವಿಟಿಯು ಸೂಚಿಸಿರುವ ಪಠ್ಯಪುಸ್ತಕವನ್ನು ಉಪಯೋಗಿಸಬೇಕು. - ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ತಯಾರಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಉತ್ತೇಜಿಸುವುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಅವುಗಳನ್ನು ಚರ್ಚಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುವುದು. - ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿ ಪುಸ್ತಕವನ್ನು ತರಗತಿಯಲ್ಲಿ ಬಳಸುವಂತೆ ನೋಡಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪ್ರತಿ ಪಾಠ ಮತ್ತು ಪ್ರವಚನಗಳ ಮೂಲ ಅಂಶಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಪೂರಕ ಚಟುವಟಿಕೆಗಳಿಗೆ ತೊಡಗಿಸತಕ್ಕದ್ದು. - ಡಿಜಿಟಲ್ ತಂತ್ರಜ್ಞಾನದ ಮುಖಾಂತರ ಇತ್ತೀಚೆಗೆ ಡಿಜಿಟಲೀಕರಣ ಗೊಂಡಿರುವ ಭಾಷೆ ಕಲಿಕೆಯ ವಿಧಾನಗಳನ್ನು ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ಮುಖಾಂತರ ಚರ್ಚಿಸಲು ಕ್ರಮಕೈಗೊಳ್ಳುವುದು. ಇದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಹೆಚ್ಚು ಏಕಾಗ್ರತೆಯಿಂದ ಪಾಠ ಕೇಳಲು ಮತ್ತು ಅಧ್ಯಯನದಲ್ಲಿ ತೊಡಗಲು ಅನುಕೂಲವಾಗುತ್ತದೆ. - ಭಾಷಾಕಲಿಕೆಯ ಪ್ರಯೋಗಾಲಯದ ಮುಖಾಂತರ ಬಹುಬೇಗ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಕಲಿಯಲು ಅನುಕೂಲವಾಗುವಂತೆ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳನ್ನು ಮತ್ತು ಕ್ರಿಯಾ ಯೋಜನೆಗಳನ್ನು ರೂಪಿಸುವುದು.			
Module-1			
- Introduction, Necessity of learning a local language. Methods to learn the Kannada language. - Easy learning of a Kannada Language: A few tips. Hints for correct and polite conservation, Listening and Speaking Activities - Key to Transcription. - ವೈಯಕ್ತಿಕ, ಸ್ವಾಮ್ಯಸೂಚಕ/ಸಂಬಂಧಿತ ಸಾರ್ವನಾಮಗಳು ಮತ್ತು ಪ್ರಶ್ನಾರ್ಥಕ ಪದಗಳು - Personal Pronouns, Possessive Forms, Interrogative words			

ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.
Module-2	
- ನಾಮಪದಗಳ ಸಂಬಂಧಾರ್ಥಕ ರೂಪಗಳು, ಸಂದೇಹಾಸ್ಪದ ಪ್ರಶ್ನೆಗಳು ಮತ್ತು ಸಂಬಂಧವಾಚಕ ನಾಮಪದಗಳು - Possessive forms of nouns, dubitive question and Relative nouns - ಗುಣ, ಪರಿಮಾಣ ಮತ್ತು ವರ್ಣಬಣ್ಣ ವಿಶೇಷಣಗಳು, ಸಂಖ್ಯಾವಾಚಕಗಳು Qualitative, Quantitative and Colour Adjectives, Numerals - PÄgÄPÄ gÄÆÄUÄ%ÄÄ ÄÄvÄÄÜ «"sÄQÜ ¥ÄævÄÄAiÄÄUÄ%ÄÄ – ,ÄÄÜ«Ä «"sÄQÜ ¥ÄævÄÄAiÄÄ – (D, CzÄÄ, CÄÄÄ, C"è) Predictive Forms, Locative Case	
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.
Module-3	
- ZÄvÄÄyð «"sÄQÜ ¥ÄævÄÄAiÄÄZÄ §ÄÄPÉ ÄÄvÄÄÜ ,ÄASÄÄÄZÄPÄUÄ%ÄÄ - Dative Cases, and Numerals ,ÄASÄÄUÄÄtÄÄZÄPÄUÄ%ÄÄ ÄÄvÄÄÜ §ÄÄÄÄZÄÄÄ £ÄÄÄgÄÄÆÄUÄ%ÄÄ - Ordinal numerals and Plural markers £ÄÄ£ÄÄ / µÄÄZsÄxÄðPÄ QæAiÄiÄÄZÄUÄ%ÄÄ ÄÄvÄÄÜ Ätð UÄÄtÄÄZÄPÄUÄ%ÄÄ Defective / Negative Verbs and Colour Adjectives	
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.
Module-4	
- ಅಪ್ಪಣೆ / ಒಪ್ಪಿಗೆ, ನಿರ್ದೇಶನ, ಪ್ರೋತ್ಸಾಹ ಮತ್ತು ಒತ್ತಾಯ ಆರ್ಥರೂಪ ಪದಗಳು ಮತ್ತು ವಾಕ್ಯಗಳು Permission, Commands, encouraging and Urging words (Imperative words and sentences) - ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಗಳಲ್ಲಿ ದ್ವಿತೀಯ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು ಸಂಭವನೀಯ ಪ್ರಕಾರಗಳು Accusative Cases and Potential Forms used in General Communication “ಇರು ಮತ್ತು ಇರಲ್ಲ” ಸಹಾಯಕ ಕ್ರಿಯಾಪದಗಳು, ಸಂಭಾವ್ಯಸೂಚಕ ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾ ಪದಗಳು - Helping Verbs “iru and iralla”, Corresponding Future and Negation Verbs - ಹೋಲಿಕೆ (ತರತಮ), ಸಂಬಂಧ ಸೂಚಕ ಮತ್ತು ವಸ್ತು ಸೂಚಕ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಪದಗಳ ಬಳಕೆ- Comparative, Relationship, Identification and Negation Words	
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.
Module-5	
- ಕಾಲ ಮತ್ತು ಸಮಯದ ಹಾಗೂ ಕ್ರಿಯಾಪದಗಳ ವಿವಿಧ ಪ್ರಕಾರಗಳು - ifferent types of forms of Tense, Time and Verbs - ದ್, -ತ, - ತು, - ಇತು, - ಆಗಿ, - ಅಲ್ಲ, - ಗ್, -ಕ್, ಇದೆ, ಕ್ರಿಯಾ ಪ್ರತ್ಯಯಗಳೊಂದಿಗೆ ಭೂತ, ಭವಿಷ್ಯತ್ ಮತ್ತು ವರ್ತಮಾನ ಕಾಲ ವಾಕ್ಯ ರಚನೆ - Formation of Past, Future and Present Tense Sentences with Verb Forms - Kannada Vocabulary List : ಸಂಭಾಷಣೆಯಲ್ಲಿ ದಿನೋಪಯೋಗಿ ಕನ್ನಡ ಪದಗಳು - Kannada Words in Conversation	

ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.
ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯದ ಕಲಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಗುವ ಅನುಕೂಲಗಳು ಮತ್ತು ಫಲಿತಾಂಶಗಳು: course Outcomes (Course Skill Set): At the end of the Course, The Students will be able 1. To understand the necessity of learning of local language for comfortable life. 2. To Listen and understand the Kannada language properly. 3. To speak, read and write Kannada language as per requirement. 4. To communicate (converse) in Kannada language in their daily life with kannada speakers. 5. To speak in polite conversation.	