

### 18ARC21 – ARCHITECTURAL DESIGN -II

**CONTACT PERIODS : 8 (Studio) per week**

**PROGRESSIVE MARKS : 150**

**VIVA MARKS : 150**

**OBJECTIVE:** *Beginning Design contd. - To develop the ability to generate solutions to spatial constructs, i.e., space and form which integrate principles of design with functional requirements by emphasising the study of variables like light, movement, transformation, scale, structure & skin., physical constraints and cultural context, either urban or rural.*

#### PREAMBLE:

We inhabit and function in space, both the manmade and the natural i.e., “a life spent within an enclosure”. These enclosures have functional and cultural meanings, are symbols of abstract ideas of that period in time.

*“Architecture is about giving form to the places where people live. It is not more complicated than that but also not simpler than that.” - Alejandro Aravena*

*“Architecture is both an art and a practical pursuit, and the profession has always been divided between those who emphasize the art, that is pure design, and those who give priority to the practical.” - Paul Goldberger*

*“Architecture is used by political leaders to seduce, to impress, and to intimidate.” - Deyan Sudjic*

#### OUTLINE:

1. To relearn the “principles of Design” and anthropometric requirements of space planning,  
Method of learning: Observation & Study
  - Study of the relationship between human body and the built environment understanding usage and comfort
2. Introduction to “Nature of Space”:
  - Understanding the notions of PLACE: A “boundary”, a “center” and a “spirit”, PATH: A “way” and a “goal”, DOMAIN: A conglomeration of paths and goals that forms a “whole” with its own “identity”,
  - Understanding the notions of “Enclosure, Ambiguity, and Transparency”, “Spatial Context - open, closed, transition spaces”, “cultural context – inclusion, exclusion, spatial segregation”,  
Method of learning: Observation & Study
    - Mapping of one’s journey from home to studio/of the campus/of a Neighbourhood. Explore issues of movement, navigation, circulation, direction and discovery. Explore issues of representation, scale, starting point, orientation, landmarks, and imagery.
    - Culture & Design: Understanding social attitudes to Built-form: extroverted/introverted, formal/informal, typical/individual, simple/labyrinthine, contiguous/isolated etc.
3. Introduction to “Poetics of Space” :
  - light, movement, transformation, scale, structure and skin,

- key tools for learning : text / language as a tool; emotion, cultural, climatic, eg.- contemplative / severe / dramatic / minimalist / natural / organic / contemporary / traditional / etc.,

Method of learning: Observation & Study

- Presentation of case studies based on literature survey & field visit.
- Study models, Sketches and Drawings of study models - plans and sections (suitable scale) using a mono functional space.

#### 4. Understanding the role of Physical Context - terrain, materials, structure, etc.,

Method of learning: Observation & Study

- Hands-on Design exercise – creation of a simple design in which form is distinct from structure and creation of a simple design in which form is integral with structure.
- Presentation of case studies based on literature survey & field visit.
- Study models, Sketches and Drawings of study models - plans and sections (suitable scale) using a mono functional space.

#### 5. Design process to test the learning of the semester using a multifunctional program to incorporate “nature of space”, “poetics of space” and “physical constraints”,

- Generation of a design brief for a multifunctional program, generation of areas based on human activity and anthropometric data,
- Selection a of suitable site,
- Idea generation, design development, & design drawings,
- Eg. - A House for self, Guest House, Farm house, Villa, Container house, Courtyard house, Tree house, etc.

Method of learning: Observation & Study

- Presentation of *case studies based on literature survey & field visit*,
- Submission will include Idea generation, Study models, Sketches to achieve the desired result, development drawings and a set of plans, sections and elevations & model to suitable scale.

#### NOTE:

- Discussions, presentations, and case studies will cover all the topics.
- The portfolio covering all the assignments shall be presented for term work.

#### Learning outcome:

The student will be equipped to understand the requirements of a multifunctional programs with respect to aspects of locating the design program on site viz a vie light, movement, etc.. The student will also be equipped to understand how to start a settlement study.

#### REFERENCES:

1. Alain de Botton, " How Proust Can Change your life", Picador, 1997.
2. Alain de Botton, " The Architecture of Happiness", Sep. 2006, Vintage Books.
3. Alan Fletcher, " The art of looking sideways", Phaidon Press, 2001
4. Anthony Di Mari and Nora Yoo, " Operative Design: A Catalogue of Spatial Verbs", 2012, BIS Publishers.
5. Anthony Di Mari, " Conditional Design: An Introduction to Elemental Architecture", 2014, 1st Edition, Thames & Hudson.
6. Bruno Munari, "Design as Art", Penguin UK, 25-Sep-2008

7. Charles George Ramsey and Harold Sleeper, " Architectural Graphic Standards", 1992, Wiley
8. Christopher Alexander, "Notes on the Synthesis of Form", 1964, Harvard University Press.
9. Debkumar Chakrabarti, " Indian Anthropometric Dimensions For Ergonomic Design Practice", 1997, National Institute of Design.
10. François Blanciak, " Siteless: 1001 Building Forms", 2008, MIT Press
11. Frank Ching, James F. Eckler, "Introduction to Architecture", 2012, John Wiley & Sons, US
12. Frank D.K. Ching, " Architecture: Form, Space, and Order", 4th Edition, Sep. 2014, John Wiley & Sons
13. Herman Hertzberger, "Lessons for Students in Architecture", 2005, 010 Publishers
14. Italo Calvino, " Invisible Cities", Harcourt Brace Jovanovich (May 3, 1978)
15. John Berger, " Way of Seeing", 1972, Penguin, UK
16. John Hancock Callender, " Time-Saver Standards for Architectural Design Data", 1982, McGraw-Hill
17. Michael Pause and Roger H. Clark, " Precedents in Architecture: Analytic Diagrams, Formative Ideas, and Partis", Van Nostrand Reinhold, 1985
18. Paul Jacques Grillo, " Form, Function and Design", 1975 , Dover Publications, New York
19. Paul Jacques Grillo, " What is Design ?", 1960, P. Theobald
20. Paul Lewis, Marc Tsurumaki, David J. Lewis, "Manual of Section", Princeton Architectural Press, 2016
21. Peter H. Reynolds, " The Dot", 2013, Candlewick Press
22. Philip Jodidio, "Tree houses. Fairy tale castles in the air", 2012, Taschen
23. Robert W. Gill, "Rendering with Pen and Ink", Van Nostrand Reinhold (1 June 1984)
24. Tom Alphin, "The LEGO Architect", 2015, No Starch Press

**18ARC22: MATERIALS AND METHODS IN BUILDING CONSTRUCTION-II**

**CONTACT PERIODS: 5 (1 Lecture +4 Studio) per week**

**THEORY MARKS: 100**

**PROGRESSIVE MARKS : 50**

**DURATION OF EXAM : 4 HRS**

**OBJECTIVE:** *To understand Roofing systems using Timber, Steel Truss and Concrete. Cement, Steel and Reinforced Concrete.*

**OUTLINE:**

**MODULE 1**

- 1) Timber Roof – Lean to roof, Collared Roof, King post roof, Queen Post Roof; details of joinery.
- 2) Steel Roof – Types of Steel Truss Roofs and method of construction.

**MODULE 2**

- 3) Cement: Types, applications, Tests - laboratory and field.
- 4) Steel: Properties and uses of reinforced steel.
- 5) Concrete: Ingredients, grades, admixtures, properties, production, mix, proportioning

**MODULE 3**

- 6) Reinforced Cement Concrete: Form work, placing, and compaction, curing of concrete, sampling and testing of concrete. Construction joints, expansion joints, finish in concrete, chemical admixtures.
- 7) RCC Foundations (Isolated footing) and Columns (Square and Round). Raft foundations, Grillage foundations and combined footing.

**MODULE 4**

- 8) Staircase: Anthropometry of stairs, types of Staircases.
- 9) Timber Stairs: Single and Double Stringer stairs: construction methods and joinery.
- 10) RCC Stairs: Waist slab, folded plate, stringer beam stairs, precast stairs: construction methods and joinery.

**MODULE 5**

- 11) Steel Stairs: Stringer stairs, Folded Type, Spiral stairs, Fire escape stairs: construction methods and joinery.
- 12) Composite Stairs: Brick/stone, Steel/Timber, Concrete/wood, steel/ glass: construction methods and joinery.

**Note:**

- **Minimum of one plate on each topic. Study of building materials may be compiled in the form of portfolio.**
- **Site visits to be arranged by studio teacher. Construction plates and portfolio of material shall be assessed for progressive marks.**

**Learning outcome:** At the end of the course, the students would be able to appreciate the procedure involved and various materials that can be used in construction of roofs, foundations and staircases with greater understanding of details involved in joinery.

**REFERENCE:**

- 1) Francis K Ching 'Building construction', Wiley; 5 edition (February 17, 2014)
- 2) R. Barry, "Construction of Buildings" Vol 1., 1999 by Wiley-Blackwell
- 3) Roy Chudley, "Construction Technology", 3rd Edition, Longman, 1999
- 4) W.B. Mckay, "Building Construction", Donhead, 2005

### 18ARC23: ARCHITECTURAL GRAPHICS-II

**CONTACT PERIODS: 4 (1 Lecture + 3 Studio) per week**

**TERM WORK MARKS: 75**

**PROGRESSIVE MARKS : 75**

**OBJECTIVE:** *To develop visual communication and representation skills and methods of presentation of spatial design through 3D drawing techniques.*

#### **OUTLINE:**

1. 3D-Projections: exercises in 3D representation of exploded isometric and axonometric views of objects, furniture and built forms.
2. Development of surfaces for architectural roof forms, built enclosures and envelopes such as tents, upholstery and exercises of application to develop the paper and cardboard models.
3. Section of geometrical solids and construction of true shapes.
4. Interpenetration of geometric solids, combination of different forms in architectural compositions.  
Ex: Projecting towers of vertical circulation on building facades, chimney over sloping roofs and projecting canopies and balconies on facades and dormer windows.
5. Introduction to perspective drawing: Its importance in architectural drawings, principles of perspective drawing, visual perceptions and its limitations. Exercises of observation, recording and representing the visual effects of depth, diminution and vanishing of built forms and understanding the methods of perspective projection.
6. Studies in perspective drawing: Understanding the importance and purpose of picture plane, station point, vanishing point, ground level, eye level, cone of vision and central line of vision - their variations and resultant effects.
7. One - point perspective drawings: Exercises of perspective drawings of simple built forms, interior views of a room with furniture. Exercise of perspective by changing the variables, their positions of PP, CV, SP and eye level etc.
8. Two-point perspective drawings: exercises of perspective drawings of simple built forms, architectural elements. Interior views of a room with furniture. Exercises of perspective by changing the variables, their positions of PP, CV, SP and eye-level etc.
9. Free-hand perspective drawings of architectural elements, built forms. Exercises of rendering techniques showing light, shade and shadow on built forms. Rendering of plants, trees, water, landscape, human figures, vehicles, furniture and buildings with suitable elements of foreground and background.
10. Introduction to Sciography: Principles of shade and shadow constructions for geometrical solids, architectural elements and built forms. Construction of shadows on floor plans, elevations, sectional elevations and roof-top views.

**Learning outcome:** At the end of the course, the students will be equipped with a skills to use 3D techniques in architectural presentations. They would also attain skills to make architectural presentation using rendering and sciographic techniques.

#### **REFERENCES:**

- 1) Francis D.K.Ching, "Architectural Graphics", Van Nostrand Reinhold Co., 1985
- 2) I.H.Morris, "Geometrical Drawing for Art Students", Longmans (1902)
- 3) Robert.W.Gill, "Rendering with pen and ink".
- 4) Shankar Malik, " Perspective & Sciography", 1994, Allied Publisher

**18ARC24: HISTORY OF ARCHITECTURE - II**

**CONTACT PERIODS: 3 (Lecture) per week**

**THEORY MARKS: 100**

**PROGRESSIVE MARKS : 50**

**DURATION OF EXAM : 3 HRS**

**OBJECTIVE:** *To study the evaluation of greek, roman, byzantine, medieval and gothic architecture through critical analysis of appropriate examples.*

**OUTLINE:**

**MODULE 1**

**1. Classical Greek Architecture 1:** Critical appreciation of works and synoptic study of architectural characteristic features from the Greek early periods.

**2. Classical Greek Architecture 2:** Critical appreciation of works and synoptic study of architectural characteristic features from the Greek later periods, Doric, ionic and Corinthian orders and optical correction.

**3. Greek architecture Typologies:** Study of principles of design of Greek buildings through study of three kinds of Architecture: a) Monumental (Built to impress and Last) ex. Parthenon, Theatre at Epidauros. b) Domestic (Built to inhabit): House of Colline, House of Masks, etc. and c) Civic space: The Agora and Acropolis.

**MODULE 2**

**4. Introduction to Roman Architecture:** Critical appreciation of works and synoptic study of architectural characteristic features from the Roman periods. Study of Tuscan and composite orders.

**5. Roman architecture Typologies 1:** Study of principles of design of Roman buildings through study of proportion, composition, visual effects etc. in Monumental (Built to impress and last) Pantheon, Colosseum, Thermae of Caracalla, Pont du Gard, Nimes, Basilica of Trajan.

**MODULE 3**

**6. Roman architecture Typologies 2:** Study of principles of design of Roman buildings through study of Domestic (Built to inhabit)-House, villa and apartments.

**7. Roman architecture Typologies 3:** Study of principles of design of Roman buildings through study of Civic space with elements like triumphal arch, Column of Trajan(Septimius Severus), Roman Forum.

**8. Early Christian:** Evolution of architecture parallel to the evolution of religious practices. Study of principles of design of buildings through study of three kinds of Architecture: a) Monumental b) Domestic (Built to inhabit) and c) Civic space.

**MODULE 4**

**9. Byzantine:** Study of principles of design of buildings through study of its Architecture: a) Monumental; Hagia Sophia b) Domestic (Built to inhabit) and c) Civic space-St.Marks Venice.

**10. Medieval:** Study of principles of design of buildings through study of its Architecture: a) Monumental; Pisa Cathedral, the Campanile and Baptistery, Angouleme Cathedral b) Domestic (Built to inhabit) and c) Civic space; Pisa.

**MODULE 5**

**11. Gothic:** Study of principles of design of buildings through study of its Architecture:

a) Monumental; Notre Dame, Paris. b) Domestic (Built to inhabit) and c) Civic space;

**12. Gothic:** Study of Gothic Architecture, typical characteristics including the pointed arch, the ribbed vault and the flying buttress, aesthetic elements with examples like Chartres Cathedral: French High Gothic style

**NOTE:** Progressive marks to include Submission of sketch book, study models relating to structure, aesthetics and building typology resulting from different functions.

**Learning outcome:** The students would develop appropriate skills of reading, writing and understanding the physical and aesthetic experience of buildings.

**REFERENCES:**

1. Bannister Fletcher , "History of Architecture", CBS Publishers, 1992
2. Henri Stierlin, "Architecture of the world - Greece", Herron Books 1994
3. Henri Stierlin, "Architecture of the world - The Roman Empire", Taschen Pub., 1997 .
4. Henri Stierlin , "Architecture of the world - Romanesque", Taschen Pub., 2008.
5. James Stevens Curl, " Classical Architecture", W. W. Norton & Company; Reissue edition, 2003.
6. Robert Adam, " Classical Architecture", Harry N. Abrams; 1st edition, 1991

**18ENG25: BUILDING STRUCTURES-II**

**CONTACT PERIODS: 3 (1 Lecture + 2 Pract./Tutorial/Seminars) per week**

**THEORY MARKS: 100**

**PROGRESSIVE MARKS : 50**

**DURATION OF EXAM : 3 HRS**

**OBJECTIVE:** *Introduction to Mechanics & Materials.*

**OUTLINE:**

**MODULE 1**

1. **Simple Stresses & Strains:** Types of stresses and strains, Hookes law, factor of safety, stress-strain curve for, mild steel, hgh strength steel, brittle materials. Elongation of bars of varying cross section, uniformly varying bars, bars of varying width(**no derivation**). Poisson's ratio, relationship between elastic constants (**no derivation**). Concept of temperature stresses (**no numericals**), analysis of composite bars.

**MODULE 2**

2. **Bending Moment Diagram & Shear Force Diagram:** Concept of bending moment & shear force, sign convention. To draw bending moment & shear force diagrams of cantilever, simply supported & over hang beams only. Subjected to **point load & uniformly distributed** load & its combination. Relationship between rate of loading, shear force and bending moment.

**MODULE 3**

3. **Stresses in Beams:** Theory of simple bending, assumption made in bending theory, bending equation (**no derivation**), section modulus, numericals to determine bending stresses across the cross section (**restricted to rectangular section T & I sections only**). Shear stresses in beams, shear stress equation (**no derivation**), numericals to determine the shear stress variation across the cross section (**restricted to rectangular section. T & I sections only**)

**MODULE 4**

4. **Elastic Stability of Columns:** Introduction - Actual length of column, Effective length of column, expression for Effective length of columns for various end conditions (fixed, hinged, free) - **No derivations**. Classification of columns based on slenderness ratio criteria, and on criteria based on least lateral dimension, and based on failure of columns, Euler's theory of long columns. Assumption and limitations of Euler's theory for critical load on long column (**no derivations**). Numericals based on the above concepts.

**MODULE 5**

5. **Deflection of Beams:** Moment curvature equation (**no derivation**), assumptions made in the deflection theory. To determine deflection and slope for cantilever beam, simply supported and overhang beam, subjected to **point load & uniformly distributed load** by Double Integration Method & Macaulays method.

**Learning outcome:** At the end of the course the students will have the ability to understand the effect of forces on deformable bodies.

**REFERENCES:**

- 1) B.S.Basavarajaih & P. Mahadevappa, "Strength of Materials", Universities Press, 3rd editn. 2010.
- 2) Dr. S. Ramamrutham & R. Narayan "Strength of Materials", Dhanpat Rai Publ, 8th edi. 2014.
- 3) William A. Nash, "Strength of Materials", McGraw-Hill Education; 6th edition, 2013.
- 4) R.K.Bansal, "Strength of Materials", Laxmi Publications; 6th edition (2017).
- 5) R.S.Khurmi & N. Khurmi, " Strength of Materials", S Chand Pub., revised edition 2006.

### 18ART26: BASIC DESIGN & ART APPRECIATION

**CONTACT PERIODS : 4 (1 Lecture + 3 Studio) per week**

**PROGRESSIVE MARKS : 100**

**OBJECTIVE:** *To explore the relationship between materiality & space, between building, the environment and culture and to initiate an understanding of abstraction and analysis of space and form. Study of Arts and crafts and its aesthetics and application.*

#### **OUTLINE:**

1. Patterns-1: Study of pattern –making in nature, (such as trees, leaves, crystals, shells etc.) Observation & representation of 2 dimensional patterns in various visual media. Eg. Charcoal/ pencil/crayons/oils etc.
2. Patterns-2: Study of pattern-making in technology. (Such as geodesics, nanotech, fractals etc.) Observation & representation of 2 & 3 dimensional patterns in various media. eg. Wire/soap bubble/photographs/digital models etc.
3. Patterns-3: Use of patterns to synthesize and create form. Use of both physical and material patterns as well as patterns of transformation and Integration. Appreciation of the difference between architecture and pattern.
4. Structure-1. Understanding gravity, and the different ways we resist it. Study of Material & structure in nature, and how design brings them together. Sketch analysis of structure and form in an example taken from Patterns-1.
5. Structure-2. Hands-on Design exercise- creation of a simple design in which form is distinct from structure. Eg. Portal frames, tensile structures.
6. Structure -3: Hands –on Design exercise- creation of simple design in which form is integral with structure. Eg. Shells, massive forms, pneumatics.
7. Study of shades & shadows.
8. Study of Art Forms & Crafts of India and Asia. Difference between art and craft.
9. Art Styles of India- folk, popular and modern art, Art trends, periods and Isms.
10. Appreciation of oriental and western performing arts.

**Learning outcome:** The students will be able to appreciate the concept of abstraction by experimenting with different patterns and materials. They will also develop an ability to appreciate various art forms.

#### **REFERENCES:**

- 1) Abid Husain, "National culture of India", National Book Trust, India, 1994
- 2) Antony Mason, John T. Spike, "A History of Western Art: from prehistory to the 21<sup>st</sup> Century", McRae Books, 2007.
- 3) Arthur Llewellyn Basham , "The Wonder That Was India", Picador; Indian ed edition, 2004
- 4) Christopher Alexander , "The Timeless way of Building" , Oxford University Press (1979)
- 5) Francis D.K. Ching, "Architecture: form, space & order", John Wiley & Sons, 2010
- 6) Fred S. Kleiner, "Art through the Ages", Cengage Learning; 14 edition, 2012
- 7) IDEO , "Human Centered Design Toolkit", 2009.
- 8) Ilay Cooper, John Gillow, "Arts and Crafts of India", Thames and Hudson, 1996
- 9) Jasleen Dhamija, "Indian Folk arts and Crafts", 2002
- 10) Michael Braungart, William Mc Donough, "Cradle to Cradle: remaking the way we make things", North Point Press; 1 edition, 2002
- 11) Paul Johnson, "Art : A New History", Weidenfeld & Nicolson, 2003
- 12) Peggy Holroyde , "An ABC of Indian Culture", MapinLit, 2007
- 13) Yashodhara Dalmia , "Contemporary Indian Art", Marg Publications, 2002

**18ENG27: SITE SURVEYING & ANALYSIS**

**CONTACT PERIODS: 3 (1 Lecture + 2 Pract./Tutorial/Seminars) per week**

**THEORY MARKS : 100**

**PROGRESSIVE MARKS : 50**

**DURATION OF EXAM : 3HRS**

**OBJECTIVE:** *To develop the knowledge and skills related to surveying and levelling principles and practice and carrying out surveys of land of medium complexity and preparation of survey plans.*

**OUTLINE:**

**MODULE 1**

- 1) **Introduction to Surveying** – Definition, classification, principles of surveying, character of work, shrunk scale.
- 2) **Introduction to Chain Surveying Instruments** – Chain and its types, Ranging Rod, Tapes, pegs.

**MODULE 2**

- 3) **Chain Surveying 1** – Ranging and Types of Ranging.
  - 4) **Chain Surveying 2** – Setting out angles, erecting perpendicular, Obstacles in chain surveying, calculation of area by offsets.
- Plane Table Surveying** – Accessories used, advantages and disadvantages, Methods of plane table surveying (radiation and intersection).

**MODULE 3**

- 5) **Levelling** – Definition, Classification, booking and reduction of levels (HI Method, Rise and Fall Method).
- 6) **Levelling** – Profile levelling – Calculation of depth of cutting and filling

**MODULE 4**

- 7) **Contouring:** Characteristics of contours, direct and indirect methods of contours, interpolation and uses of contours.
- 8) **Introduction to Contemporary Survey Instruments** – Theodolite, Total Station, GPS  
Theodolite – Basic Concepts, Measuring horizontal and vertical angles  
Total Station – Accessories used, uses of total station and applications, Introduction to GPS

**MODULE 5**

- 9) **Observation and Analysis of a Site** – Survey without instruments using geometry and anthropometric measures. To learn a terrain on site factors like topography, hydrology, soils, landforms, vegetation, climate and micro climate and influence of water bodies.
- 10) **Studying Survey Drawing** – Learning to read a land survey drawing, types of land survey drawing, scale and north, legends and symbols.

**Field work** – Setting out works such as center lines of a building instruments used in center line marking.

**Learning outcome:** At the end of the course the students will have ability to understand, measure and analyze the topographical characteristics of a given site for its effective use in site planning.

**REFERENCES:**

- 1) B C Punmia, " Surveying Volume I", Firewall Media, 2005
- 2) K R Arora,"Surveying " Standard Book House,7th edition.
- 3) R. Subramanian, " Fundamentals of Surveying and Levelling", Oxford Uni. Press., 2014.
- 4) S K Duggal," Surveying", Vol 1, 14th Edition, McGraw Hill Education, 2013.
- 5) TP Kanetkar, SV Kulkarni, "Surveying and Levelling(Part-1)", PuneVidyarthi Griha Prakashan, 2014.

**18HUM28: KANNADA BHASHE - Aadalitha Matthu Vyavahara**

**CONTACT PERIODS: 2 (Pract./Tutorial/Seminars) per week**  
**PROGRESSIVE MARKS : 50**

(for Kannadigas - Common to all branches )

[As per Outcome Based Education(OBE) and Choice Based Credit System (CBCS) scheme]

ಆಡಳಿತ ಕನ್ನಡ ಭಾಷಾ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು:

- ಪದವಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗಿರುವುದರಿಂದ ಆಡಳಿತ ಕನ್ನಡದ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.

- ಸಾಮಾನ್ಯ ಅರ್ಜಿಗಳು, ಸರ್ಕಾರಿ ಮತ್ತು ಅರೆ ಸರ್ಕಾರಿ ಪತ್ರವ್ಯವಹಾರದ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.
- ಭಾಷಾಂತರ ಮತ್ತು ಪ್ರಬಂಧ ರಚನೆ ಬಗ್ಗೆ ಅಸಕ್ತಿ ಮೂಡಿಸುವುದು.
- ಕನ್ನಡ ಭಾಷಾಭ್ಯಾಸ ಮತ್ತು ಸಾಮಾನ್ಯ ಕನ್ನಡ ಹಾಗೂ ಆಡಳಿತ ಕನ್ನಡದ ಪದಗಳ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.

ಆಡಳಿತ ಕನ್ನಡ ಪಠ್ಯ ಪುಸ್ತಕದ ಪಠ್ಯಕ್ರಮ

ಪರಿವಿಡಿ

ಅಧ್ಯಾಯ – 1, ಆಡಳಿತ ಕನ್ನಡ – ಒಂದು ಪಕ್ಷಿನೋಟ

ಅಧ್ಯಾಯ – 2, ಕನ್ನಡ ಭಾಷಾ ಬರಹದಲ್ಲಿ ಕಂಡುಬರುವ ದೋಷಗಳು ಹಾಗೂ ನಿವಾರಣೆಗಳು

ಅಧ್ಯಾಯ – 3, ಲೇಖನ ಚಿಹ್ನೆಗಳು ಮತ್ತು ಅವುಗಳ ಉಪಯೋಗ ಹಾಗೂ ಬಳಕೆಯ ರೀತಿ

ಅಧ್ಯಾಯ – 6, ಸರ್ಕಾರದ ಆದೇಶ, ನಡವಳಿ, ಅಧಿಸೂಚನೆ, ಸುತ್ತೋಲೆಗಳು ಜಾರಿಯಾಗುವುದು,

ಪ್ರಬಂಧದ ಮಾದರಿಗಳು.

ಅಧ್ಯಾಯ – 9, ಕನ್ನಡ ಮತ್ತು ಕಂಪ್ಯೂಟರ್/ಮಾಹಿತಿ ತಂತ್ರಜ್ಞಾನ

ಅಧ್ಯಾಯ –10, ಪಾರಿಭಾಷಿಕ ಕನ್ನಡ ಪದಗಳು ಮತ್ತು ತಾಂತ್ರಿಕ / ಕಂಪ್ಯೂಟರ್ ಕನ್ನಡ ಪಾರಿಭಾಷಿಕ ಪದಗಳು

**ಪರೀಕ್ಷೆಯ ವಿಧಾನ :**

- CIE/Progressive Marks - ಕಾಲೇಜು ಮಟ್ಟದಲ್ಲಿಯೇ ಅಂಕಗಳನ್ನು ಪರಿಶೀಲಿಸುವುದು ಮತ್ತು ಅಂಕಗಳಿಗೆ
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**ಪಠ್ಯಪುಸ್ತಕ :**

- ಆಡಳಿತ ಕನ್ನಡ ಪಠ್ಯ ಪುಸ್ತಕ,
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**ವ್ಯವಹಾರಿಕ ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ**

**[Communicative Kannada/ Kannada for Communication]**  
(for Non – Kannadigas, Common to all branches)

**Course Learning Objectives:**

Learners are Non – Kannadigas, so that course will make them to understand the kannada words and to communicate in kannada language.

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