



Key Indicator – 1.1 Curriculum Design and Development
(50)

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University
(20)

Criterion 1 – Curricular Aspects
(150)



KEY INDICATOR – 1.1.1

Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes (COs) of the Programmes offered by the University

Curriculum Mapping with SDG Goals

SCHOOL OF ART AND ARCHITECTURE

Alignment of the courses with Sustainable Development Goals (SDGs) of United Nations

Program: Bachelor of Architecture

Year 2023-24

SEMESTER 1

23BAR-1DS11P Spatial Studio

Spatial Studio course can directly align with SDG 15 (LIFE ON LAND) by fostering a deep understanding of the intricate relationship between human settlements and the natural environment. By exploring topics like sustainable urban planning, ecological design, and climate-responsive architecture, students can develop the skills to create spaces that minimize their ecological footprint and promote biodiversity. Through site analysis, design projects, and critical thinking, students can learn to integrate sustainable principles into their design solutions, contributing to the protection, restoration, and sustainable use of terrestrial ecosystems. This knowledge and skillset empowers future designers to create built environments that harmonize with nature and contribute to a more sustainable future.

23BAR-2CS11P Construction Systems Studio 1

Construction Systems Studio 1 course can align with SDG 9 (INDUSTRY INNOVATION AND INFRASTRUCTURE) by fostering innovation and infrastructure development. By exploring the fundamentals of building systems, materials, and construction techniques, students can develop the skills to design and construct resilient and sustainable infrastructure. Through hands-on projects and theoretical studies, students can learn to optimize resource use, minimize waste, and promote the use of environmentally friendly materials. By understanding the principles of sustainable construction, students can contribute to the development of resilient infrastructure that can withstand climate change and natural disasters, ultimately promoting inclusive and sustainable industrialization.

23BAR-3AT11T Architectural Theories 1

Architectural Theories 1 course can contribute to SDG 4 (QUALITY EDUCATION) by fostering critical thinking, problem-solving, and innovative thinking skills. By exploring the historical and theoretical underpinnings of architecture, students can develop a deeper understanding of the role of design in shaping society and culture. Through analysis, critique, and discussion, students can learn to question conventional practices and develop innovative solutions to complex social and environmental challenges. By equipping students with the tools to think critically and creatively, this course can contribute to the development of a well-educated and skilled workforce that is capable of addressing the global challenges of the 21st century.

23BAR-4AR11S Architectural Representation 1

Architectural Representation 1 course can align with SDG 8 (DECENT WORK AND ECONOMIC GROWTH) by fostering the development of skills that promote decent work and economic growth. By learning various representation techniques, such as hand drawing, digital modeling, and rendering, students can develop the technical skills necessary to excel in the architecture profession. Additionally, the course can cultivate creativity, problem-solving, and communication skills, which are essential for innovation and entrepreneurship. By equipping students with the tools to effectively communicate design ideas and collaborate with others, this course can contribute to the growth of a dynamic and innovative architecture industry that drives economic development and creates sustainable jobs.



23BAR-1AA11S Art and Architecture Appreciation 1

Art and Architecture Appreciation 1 course can contribute to SDG 3 (GOOD HEALTH AND WELL- BEING) by fostering a deeper understanding of the role of culture and creativity in promoting health and well-being. By exploring the rich history of art and architecture, students can connect with different cultures and perspectives, which can enhance their emotional intelligence and empathy. Engaging with art and architecture can also provide a sense of purpose and meaning, reducing stress and promoting mental health. Furthermore, by appreciating the beauty and complexity of human creativity, students can develop a greater sense of wonder and gratitude, which can positively impact their overall well-being.

21ENG12 Communication in English

Communication in English course can align with SDG 4 (QUALITY EDUCATION) by fostering quality education and lifelong learning. By developing strong communication skills, students can effectively express their ideas, collaborate with others, and critically analyze information. These skills are essential for success in higher education and the workplace. Additionally, by studying literature, writing, and public speaking, students can develop their cultural awareness and global citizenship. By equipping students with the tools to communicate effectively and think critically, this course can contribute to the development of a well-educated and skilled workforce that is capable of addressing the global challenges of the 21st century.

SEMESTER 2

23BAR-1DS12P Environment Studio

Environment Studio course aligns with SDG 13 (CLIMATE ACTION) by fostering a deep understanding of climate change and its impacts on the built environment. Through the exploration of sustainable design principles, climate-responsive architecture, and green building technologies, students can develop the skills to design and build resilient and sustainable buildings. By analyzing site conditions, optimizing energy performance, and minimizing environmental impact, students can contribute to the mitigation of climate change and the adaptation to its effects. This knowledge and skillset empowers future designers to create buildings that are not only aesthetically pleasing but also environmentally responsible, helping to ensure a sustainable future for generations to come.

23BAR-2CS12P Construction Systems Studio 2

Construction Systems Studio 2 course can align with SDG 9 (INDUSTRY INNOVATION AND INFRASTRUCTURE) by fostering innovation and infrastructure development. By delving deeper into advanced construction systems, materials, and technologies, students can develop the skills to design and construct resilient and sustainable infrastructure. Through hands-on projects and theoretical studies, students can learn to optimize resource use, minimize waste, and promote the use of environmentally friendly materials. By understanding the principles of sustainable construction, students can contribute to the development of resilient infrastructure that can withstand climate change and natural disasters, ultimately promoting inclusive and sustainable industrialization. This knowledge and skillset empowers future engineers to design and construct buildings and infrastructure that are not only functional but also environmentally responsible, contributing to the overall goal of building a sustainable future.

23BAR-3AT12T Architectural Theories 2

Architectural Theories 2 course can align with SDG 10 (REDUCED INEQUALITIES) by fostering a critical understanding of the social and economic disparities that shape the built environment. By exploring theories of equity, justice, and inclusion, students can develop a nuanced understanding of the ways in which architecture can either perpetuate or challenge social inequalities. Through analysis, critique, and discussion, students can learn to design spaces that are accessible, affordable, and inclusive for all. By equipping students with the tools to think critically about the



social implications of design, this course can contribute to the creation of more equitable and just cities and communities.

23BAR-4AR12S Architectural Representation 2

Architectural Representation 2 course can align with SDG 8 (DECENT WORK AND ECONOMIC GROWTH) by fostering the development of skills that promote decent work and economic growth. By delving deeper into advanced representation techniques, such as digital modeling, rendering, and animation, students can develop the technical skills necessary to excel in the architecture profession. Additionally, the course can cultivate creativity, problem-solving, and communication skills, which are essential for innovation and entrepreneurship. By equipping students with the tools to effectively communicate design ideas and collaborate with others, this course can contribute to the growth of a dynamic and innovative architecture industry that drives economic development and creates sustainable jobs.

23BAR-1AA12S Art and Architecture Appreciation 2

Art and Architecture Appreciation 2 course can align with SDG 5 (GENDER EQUALITY) by fostering gender equality and empowering women and girls. By exploring the works of female artists and architects throughout history, students can gain a deeper understanding of the contributions of women to art and design. This can help to challenge gender stereotypes and promote gender equality in the field of architecture. Additionally, by analyzing the representation of women in art and architecture, students can identify and critique biases and stereotypes that may perpetuate gender inequality. By promoting a more inclusive and equitable understanding of art and architecture, this course can contribute to the empowerment of women and girls and the creation of a more just and equitable society.

23BAR-3ES12T Environmental Studies

Environmental Studies course aligns with SDG 11 (SUSTAINABLE CITIES AND COMMUNITIES) by fostering a deep understanding of sustainable urban development. By exploring topics such as urban planning, green infrastructure, and climate-resilient cities, students can develop the skills to create sustainable and equitable urban environments. Through analysis, research, and design projects, students can learn to identify and address urban challenges, such as air pollution, water scarcity, and traffic congestion. By equipping students with the knowledge and tools to design sustainable cities, this course can contribute to the creation of inclusive, safe, resilient, and sustainable urban settlements.

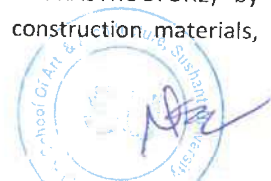
SEMESTER 3

23BAR-1DS21P Design Studio 1

Design Studio 1 course can align with SDG 15 (LIFE ON LAND) by fostering a deep understanding of the relationship between human settlements and the natural environment. By exploring topics like sustainable site design, ecological materials, and biophilic design, students can develop the skills to create spaces that minimize their ecological footprint and promote biodiversity. Through site analysis, design projects, and critical thinking, students can learn to integrate sustainable principles into their design solutions, contributing to the protection, restoration, and sustainable use of terrestrial ecosystems. This knowledge and skillset empowers future designers to create built environments that harmonize with nature and contribute to a more sustainable future.

23BAR-2CS21P Construction Systems Studio 3

Construction Systems Studio 3 course can align with SDG 9 (INDUSTRY INNOVATION AND INFRASTRUCTURE) by fostering innovation and infrastructure development. By delving deeper into advanced construction materials,



techniques, structural systems, surveying, and services, students can develop the skills to design and construct resilient and sustainable infrastructure. Through hands-on projects and theoretical studies, students can learn to optimize resource use, minimize waste, and promote the use of environmentally friendly materials. By understanding the principles of sustainable construction, students can contribute to the development of resilient infrastructure that can withstand climate change and natural disasters, ultimately promoting inclusive and sustainable industrialization. This knowledge and skillset empowers future engineers to design and construct buildings and infrastructure that are not only functional but also environmentally responsible, contributing to the overall goal of building a sustainable future.

23BAR-1AR21S Architectural Representation 3

Architectural Representation 3 course can align with SDG 8 (DECENT WORK AND ECONOMIC GROWTH) by fostering the development of skills that promote decent work and economic growth. By delving deeper into advanced digital modeling, rendering, and animation techniques, students can develop the technical skills necessary to excel in the architecture profession. Additionally, the course can cultivate creativity, problem-solving, and communication skills, which are essential for innovation and entrepreneurship. By equipping students with the tools to effectively communicate design ideas and collaborate with others, this course can contribute to the growth of a dynamic and innovative architecture industry that drives economic development and creates sustainable jobs.

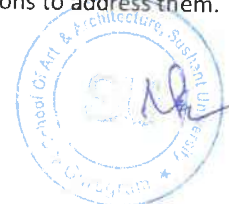
23BAR-1SA21S Sustainable Approaches - Settlement Studies

Sustainable Approaches - Settlement Studies course directly aligns with SDG 11 (SUSTAINABLE CITIES AND COMMUNITIES) by fostering a deep understanding of sustainable urban development principles and practices. Through the exploration of topics like urban planning, urban design, and regional planning, students can develop the skills to create inclusive, safe, resilient, and sustainable urban settlements. By analyzing urban challenges such as housing affordability, transportation, and environmental degradation, students can propose innovative solutions that promote social equity, economic prosperity, and environmental sustainability. This course equips future professionals with the knowledge and tools to contribute to the creation of cities that are livable, resilient, and equitable for all.

Foundational Elective course

Foundational Elective course, while not directly tied to a specific SDG, can significantly contribute to multiple SDGs through its foundational nature. By equipping students with a strong foundation in fundamental principles and skills, they indirectly contribute to various SDGs:

- **SDG 4: Quality Education:** Foundational courses directly contribute to quality education by providing students with the necessary knowledge and skills to succeed in their academic and professional careers.
- **SDG 8: Decent Work and Economic Growth:** By building a strong foundation in fundamental subjects, these courses prepare students for future employment and contribute to economic growth.
- **SDG 10: Reduced Inequality:** Foundational courses can help to reduce inequality by providing equal opportunities for all students to access quality education and develop the skills they need to succeed.
- **SDG 13: Climate Action:** By providing a strong foundation in scientific principles, foundational courses can help students understand the challenges of climate change and develop solutions to address them.



SEMESTER 4

23BAR-1DS22P Design Studio 2

Design Studio 2 course can directly align with SDG 10 (REDUCED INEQUALITIES) by fostering a critical understanding of social equity and inclusivity in the built environment. By exploring topics like affordable housing, accessible design, and community engagement, students can develop the skills to design spaces that are equitable and inclusive for all. Through site analysis, design projects, and critical thinking, students can learn to identify and address social and economic disparities in urban and rural contexts. By designing buildings and spaces that cater to the needs of diverse populations, students can contribute to the reduction of inequalities and the promotion of social justice.

23BAR-2CS22P Construction Systems Studio 4

Construction Systems Studio course can significantly contribute to SDG 8 (DECENT WORK AND ECONOMIC GROWTH) by fostering the development of skilled professionals who can drive economic growth and create decent work opportunities. By delving deeper into advanced construction materials, techniques, structural systems, surveying, and services, students gain practical skills and knowledge that are highly valued in the construction industry. This equips them to contribute to the development of sustainable infrastructure projects, which in turn can stimulate economic growth and create jobs. Moreover, the course can foster innovation and entrepreneurship by encouraging students to think critically about construction challenges and develop innovative solutions. This can lead to the creation of new businesses, technologies, and job opportunities, ultimately contributing to economic prosperity.

23BAR-1AR22S Architectural Representation 4

Architectural Representation 4 course can contribute to SDG 7 (AFFORDABLE AND CLEAN ENERGY) by fostering the development of skills that can lead to more energy-efficient building designs. By mastering advanced digital tools and techniques, students can simulate and analyze building performance, identify energy-efficient strategies, and design buildings that minimize energy consumption. For example, students can use Building Information Modeling (BIM) to optimize building orientation, envelope design, and HVAC systems. By understanding the impact of design decisions on energy use, students can create buildings that reduce reliance on fossil fuels and promote the use of renewable energy sources.

23BAR-1SA22S Sustainable Approaches - Community Engagement

Sustainable Approaches - Community Engagement course directly aligns with SDG 11 (Sustainable Cities and Communities). By focusing on community engagement, this course emphasizes the importance of involving local stakeholders in the design and development process. This participatory approach ensures that projects are responsive to the needs and aspirations of the community, promoting social equity and inclusivity. Furthermore, the course likely covers topics like community needs assessments, stakeholder analysis, and public participation methods. By equipping students with these skills, they can contribute to the creation of inclusive and resilient communities. The course may also explore strategies for building strong community partnerships and addressing social and environmental challenges. Ultimately, a Sustainable Approaches - Community Engagement course empowers students to design and implement projects that enhance the quality of life for all, contributing to the realization of sustainable cities and communities.



Foundational Elective course, while not directly tied to a specific SDG, can significantly contribute to multiple SDGs through its foundational nature. By equipping students with a strong foundation in fundamental principles and skills, they indirectly contribute to various SDGs:

- **SDG 4: Quality Education:** Foundational courses directly contribute to quality education by providing students with the necessary knowledge and skills to succeed in their academic and professional careers.
- **SDG 8: Decent Work and Economic Growth:** By building a strong foundation in fundamental subjects, these courses prepare students for future employment and contribute to economic growth.
- **SDG 10: Reduced Inequality:** Foundational courses can help to reduce inequality by providing equal opportunities for all students to access quality education and develop the skills they need to succeed.
- **SDG 13: Climate Action:** By providing a strong foundation in scientific principles, foundational courses can help students understand the challenges of climate change and develop solutions to address them.

SEMESTER 5

23BAR-1DS31P Design Studio 3

Design Studio 3 course can contribute to SDG 5 (GENDER EQUALITY) by fostering gender equality and empowering women and girls. By exploring topics like inclusive design, gender-responsive architecture, and the role of women in the built environment, students can develop the skills to design spaces that are equitable and accessible for all. Through site analysis, design projects, and critical thinking, students can learn to identify and address gender biases and stereotypes in design. By designing buildings and spaces that are safe, secure, and inclusive for women and girls, students can contribute to the empowerment of women and their participation in public life.

23BAR-2CS31P Construction Systems Studio 5

Construction Systems Studio 5 course can contribute to SDG 7 (AFFORDABLE AND CLEAN ENERGY) by fostering the development of skills that can lead to more energy-efficient building designs. By delving deeper into advanced construction materials, techniques, structural systems, and services, students can learn to optimize building performance and minimize energy consumption.

23BAR-1AR31S Architectural Representation 5

Architectural Representation 5 course can contribute to SDG 4 (QUALITY EDUCATION) by fostering quality education and lifelong learning. By delving deeper into advanced digital modeling, rendering, and animation techniques, students can develop the technical skills necessary to excel in the architecture profession. Additionally, the course can cultivate creativity, problem-solving, and communication skills, which are essential for lifelong learning and adaptation to a rapidly changing world. By equipping students with the tools to effectively communicate design ideas and collaborate with others, this course can contribute to the development of a well-educated and skilled workforce that is capable of addressing the global challenges of the 21st century.

23BAR-1SA31S Sustainable Approaches - Circular Economy, Real Estate, Policy, and Governance

Sustainable Approaches - Circular Economy, Real Estate, Policy, and Governance course aligns strongly with SDG 17: Partnerships for the Goals. This course promotes collaborative approaches to address complex sustainability challenges. By exploring topics such as circular economy principles, sustainable real estate practices, and effective policy frameworks, students learn to work across disciplines and sectors to find innovative solutions.



Intermediate Elective course, while not directly tied to a specific SDG, can significantly contribute to multiple SDGs through its foundational nature. By equipping students with a strong foundation in fundamental principles and skills, they indirectly contribute to various SDGs:

- **SDG 4: Quality Education:** Foundational courses directly contribute to quality education by providing students with the necessary knowledge and skills to succeed in their academic and professional careers.
- **SDG 8: Decent Work and Economic Growth:** By building a strong foundation in fundamental subjects, these courses prepare students for future employment and contribute to economic growth.
- **SDG 10: Reduced Inequality:** Foundational courses can help to reduce inequality by providing equal opportunities for all students to access quality education and develop the skills they need to succeed.
- **SDG 13: Climate Action:** By providing a strong foundation in scientific principles, foundational courses can help students understand the challenges of climate change and develop solutions to address them.

SEMESTER 6

23BAR-1DS32P Design Studio 4

Design Studio 4 course can align with SDG 17 (PARTNERSHIPS FOR THE GOALS) by fostering collaborative approaches to address complex design challenges. Through group projects and interdisciplinary collaborations, students can learn to work effectively with diverse teams to develop innovative and sustainable design solutions.

23BAR-2CS32P Construction Systems Studio 6

Construction Systems Studio 6 course can align with SDG 17 (PARTNERSHIPS FOR THE GOALS) by fostering collaboration between different stakeholders in the construction industry. By delving deeper into advanced construction materials, techniques, structural systems, and services, students can learn to work with engineers, architects, contractors, and other professionals to achieve sustainable and innovative solutions.

23BAR-1AR32S Architectural Representation 6

Architectural Representation 6 course can contribute to SDG 12 (RESPONSIBLE CONSUMPTION AND PRODUCTION) by fostering responsible consumption and production practices within the built environment. By mastering advanced digital tools and techniques, students can optimize the design and construction processes, minimizing waste and resource consumption.

23BAR-3AW32P Academic Writing

Academic Writing course aligns with SDG 4: Quality Education by equipping students with essential skills for lifelong learning and problem-solving, such as critical thinking, analysis, and argumentation. By fostering strong written and oral communication skills, the course enhances students' ability to express ideas clearly and concisely, both academically and professionally. Additionally, it encourages independent learning and critical thinking through research and information synthesis, potentially leading to innovative solutions for global challenges. Furthermore, by analyzing diverse cultural texts, the course promotes intercultural understanding and tolerance.

Intermediate Elective course, while not directly tied to a specific SDG, can significantly contribute to multiple SDGs through its foundational nature. By equipping students with a strong foundation in fundamental principles and skills, they indirectly contribute to various SDGs:



- **SDG 4: Quality Education:** Foundational courses directly contribute to quality education by providing students with the necessary knowledge and skills to succeed in their academic and professional careers.
- **SDG 8: Decent Work and Economic Growth:** By building a strong foundation in fundamental subjects, these courses prepare students for future employment and contribute to economic growth.
- **SDG 10: Reduced Inequality:** Foundational courses can help to reduce inequality by providing equal opportunities for all students to access quality education and develop the skills they need to succeed.
- **SDG 13: Climate Action:** By providing a strong foundation in scientific principles, foundational courses can help students understand the challenges of climate change and develop solutions to address them.

SEMESTER 7

23BAR-1DS41P Design Studio 5

Design Studio 5 course, focused on complex architecture projects, aligns with SDG 7 by fostering sustainable design practices that prioritize energy efficiency. Students learn to design buildings that optimize natural light and ventilation, reduce the need for artificial lighting and cooling, and utilize sustainable materials with low embodied energy. Additionally, they can integrate renewable energy sources like solar panels or wind turbines into their designs. By using advanced simulation tools to analyze building energy performance, students can identify opportunities for optimization, contributing to the goal of ensuring access to affordable, reliable, sustainable, and modern energy for all.

23BAR-3RM41P Research Methodology

Research Methodology course aligns with SDG 4: Quality Education by equipping students with essential skills for lifelong learning and critical thinking. By teaching students to question assumptions, evaluate evidence, identify biases, and conduct rigorous research, the course fosters critical thinking and problem-solving abilities. These skills are essential for addressing real-world challenges and adapting to a rapidly changing world. Additionally, the course emphasizes ethical considerations in research, ensuring that research is conducted responsibly and ethically. By developing these essential skills, a Research Methodology course contributes to the overall goal of ensuring inclusive and equitable quality education for all.

23BAR-2EP41S Entrepreneurship and Professional Practice course

Entrepreneurship and Professional Practice course aligns with SDG (INDUSTRY INNOVATION AND INFRASTRUCTURE) by fostering innovation and entrepreneurship, driving economic growth and creating sustainable industries. By equipping students with the knowledge and skills to start and manage businesses, the course empowers them to take risks, embrace challenges, and pursue innovative business ideas. This can lead to job creation and economic growth, while also promoting sustainable business practices. Ultimately, the course contributes to building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation.

23BAR-2PD41S Project Documentation and Processes

Project Documentation and Processes course aligns with SDG 17: Partnerships for the Goals by fostering collaboration and knowledge sharing among diverse stakeholders. By teaching students effective documentation and project management skills, the course equips them to work collaboratively with professionals from various fields, such as engineering, architecture, and construction management. Strong communication skills and knowledge sharing through documentation and best practices contribute to the global knowledge base and foster innovation.



Additionally, the course may involve international collaborations, strengthening global partnerships and efforts towards sustainable development.

Discipline-Specific Elective 5 (Advanced) course, while highly specialized, can still align with various SDGs depending on its specific focus. However, advanced courses often contribute to sustainable development in the following ways:

- **SDG 4: Quality Education:** By offering advanced courses in specialized fields, institutions can contribute to the goal of quality education by providing opportunities for students to deepen their knowledge and skills.
- **SDG 8: Decent Work and Economic Growth:** Advanced courses equip students with the specialized skills and knowledge needed to succeed in high-demand industries, contributing to economic growth and creating decent work opportunities.
- **SDG 9: Industry, Innovation, and Infrastructure:** Advanced courses can foster innovation by pushing the boundaries of knowledge and exploring new technologies and solutions.
- **SDG 11: Sustainable Cities and Communities:** Advanced courses in urban planning, architecture, and engineering can contribute to the development of sustainable and resilient cities.
- **SDG 13: Climate Action:** Advanced courses in climate science, renewable energy, and sustainable design can help address climate change and mitigate its impacts.

SEMESTER 8

23BAR-4PT42P Practical Training

Practical Training course aligns with SDG 9 Industry, Innovation, and Infrastructure by fostering the development of skilled professionals who can drive innovation and contribute to sustainable industrialization. By providing hands-on experience in real-world settings, this course equips students with the practical skills and knowledge needed to succeed in various industries. Through internships, apprenticeships, and industry projects, students gain valuable exposure to cutting-edge technologies, industry best practices, and workplace culture. This practical experience not only enhances their technical skills but also develops their problem-solving, teamwork, and communication abilities. By fostering innovation and entrepreneurship, this course contributes to the development of a dynamic and competitive economy.

General Elective MOOC can align with multiple SDGs, depending on its specific content and focus. However, here are some general ways in which MOOCs can contribute to the achievement of the SDGs:

- **SDG 4: Quality Education:** MOOCs provide accessible and flexible learning opportunities, promoting lifelong learning and reducing educational inequalities.
- **SDG 9: Industry, Innovation, and Infrastructure:** MOOCs can foster innovation by sharing knowledge and skills, promoting technological advancements, and empowering individuals to contribute to economic growth.
- **SDG 10: Reduced Inequality:** MOOCs can break down barriers to education, providing equal opportunities for people from diverse backgrounds to learn and develop new skills.
- **SDG 13: Climate Action:** MOOCs can raise awareness about climate change, promote sustainable practices, and equip learners with the knowledge and skills to address environmental challenges.
- **SDG 17: Partnerships for the Goals:** MOOCs often involve collaboration between institutions, experts, and learners from around the world, fostering global partnerships and knowledge sharing.



SEMESTER 9

23BAR-1DS51P Design Studio 6

Design Studio 6 course, focused on complex architectural projects, can indirectly contribute to SDG 3 by creating environments that promote physical and mental well-being. By designing buildings with adequate natural light, ventilation, and thermal comfort, students can contribute to healthier indoor environments. Additionally, considering the needs of people with disabilities through inclusive and accessible design promotes social well-being. By designing spaces that foster social interaction and community engagement, students can contribute to the mental and emotional well-being of individuals and communities. Furthermore, incorporating natural elements like plants, water features, and natural light into designs can create spaces that promote relaxation, reduce stress, and improve cognitive function.

23BAR-3DI51P Dissertation

Dissertation course aligns with SDG 4: Quality Education by equipping students with advanced research, critical thinking, and problem-solving skills. By conducting independent research, students delve deeper into specific topics, analyze complex information, and develop innovative solutions. This process fosters intellectual curiosity, critical thinking, and a lifelong learning mindset.

General Elective MOOC can align with multiple SDGs, depending on its specific content and focus. However, here are some general ways in which MOOCs can contribute to the achievement of the SDGs:

- **SDG 4: Quality Education:** MOOCs provide accessible and flexible learning opportunities, promoting lifelong learning and reducing educational inequalities.
- **SDG 9: Industry, Innovation, and Infrastructure:** MOOCs can foster innovation by sharing knowledge and skills, promoting technological advancements, and empowering individuals to contribute to economic growth.
- **SDG 10: Reduced Inequality:** MOOCs can break down barriers to education, providing equal opportunities for people from diverse backgrounds to learn and develop new skills.
- **SDG 13: Climate Action:** MOOCs can raise awareness about climate change, promote sustainable practices, and equip learners with the knowledge and skills to address environmental challenges.
- **SDG 17: Partnerships for the Goals:** MOOCs often involve collaboration between institutions, experts, and learners from around the world, fostering global partnerships and knowledge sharing.

SEMESTER 10

20BAR-1AT52P Architecture Thesis

Architecture Thesis can significantly align with SDG 9: Industry, Innovation, and Infrastructure by pushing the boundaries of design and exploring innovative solutions to complex problems, leading to new building technologies, materials, and construction methods. Thesis projects can focus on the design of essential infrastructure like housing, transportation, and public spaces, contributing to economic growth and development. By incorporating sustainable design principles and materials, these projects can reduce the environmental impact of the construction industry and promote sustainable industrialization. Furthermore, the implementation of innovative design solutions can lead to job creation and economic growth, ultimately contributing to a more sustainable and prosperous future.



Program: Master of Planning

Year 2023-24

Course Title	Course Code	SDG Related	Explanation
Planning Studio- I: Area Planning	21MUP-1PS11P	6,9,11	This subject includes units directly related to SDG's 6,9 & 11, which are clean water and sanitation, industry innovation & infrastructure, and sustainable cities & communities. The unit is infrastructure & social amenities which includes Water supply; Sewerage; Storm water drainage; Solid waste; Education; Health; Recreational; Market; Utilities; Amenities
Socio- economic and Environmental Dimensions of Planning	21 MUP-4SE11T	1,3,7,8,10,13	This subject includes units directly related to SDG's 1,3,7,8,10 & 13 which are; no poverty, good health & well being, decent work & economic growth, reduced inequalities and climate action. The units are Sociology and its Relation to Planning and Economic Growth, Planning & development which includes human development index, gender development index, inequality assessment, poverty & income distribution, employment & livelihood. In addition the unit on Techniques for environmental planning & management directly relates to SDG 7 i.e. affordable & clean energy and SDG 13 i.e. climate action.
Planning Studio-II: Development Plan	21MUP-1PS12P	3,4,6,9,11,13,14	This course includes units directly related to SDG's 3,4,6,9,11,13,14 which are physical, social infrastructure and environment. These include topics like water supply, sanitation, sewerage, solid waste management, electricity, stormwater drainage systems, health infrastructure, education, parks & playgrounds, social amenities, air pollution, water pollution, soil pollution, noise pollution & light pollution.
City and Metropolitan Planning	21MUP-3CM12T	14,15	This course includes units directly related to SDGs 14 & 15 which include topics like the condition & status of forests and water bodies.
Urban Transport and Utilities Planning	21MUP-4TU12T	6	This course includes units directly related to SDG 6 which includes topics like water supply systems, sanitation, sewerage systems, stormwater drainage & solid waste management.
Planning for Informal Sector	21MEL-6CS12T	1	This course includes units directly related to SDG 1 which includes topics such as urban poverty & homelessness, approaches for delivery of basic services to the urban poor.
Planning Studio- III: Infrastructure Plan	21MUP-2PS21P	3,4,6	This course includes units directly related to SDGs 3,4 & 6 which includes units on Urban Infrastructure Plan, Social Infrastructure Plan covering topics such as water supply & sanitation plan, wastewater generation, collection, disposal & management. Social Infrastructure like health, education, civic & cultural infrastructure.
Disaster Management, Energy and Climate Change	21MUP-5DM21T	7,13,14,15	This course includes units directly related to SDGs 7,13,14,15 which includes units on disaster risk mitigation, preparedness & management covering topics like cyclones, floods, landslides, climate change & its implications in disaster mitigation, safe hill area development & coastal zone regulations.
Inclusive Urban Planning	21MEL-3IP22T	1,5	This course includes units directly related to SDGs 1 & 5 which include topics such as urban poor, gender, slums & their improvements.



Program: Master of Architecture (Urban Design)
Year 2023-24

S.NO	SUSTAINABLE DEVELOPMENT GOALS	DESCRIPTION	COURSE CODE	COURSE NAME
1	SDG:11, SDG: 5, SDG: 15, SDG: 13			
1	SDG:11-Make cities and human settlements inclusive, safe, resilient and . SDG: 5 -Achieve gender equality and empower all women and girls. SDG:15- Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss. SDG:13-Take urgent action to combat climate change and its impacts	The rapid urbanization of the Asian landscape and swift transformation of its cities is resulting in newer and unique challenges for the Urban Designers like unpredictable markets, high land costs, fragmented land ownership, uncoordinated development, lack of choice, combative relationships, identity v/s imageability, placeless ness, quality v/s quantity, efficiency v/s equity and resilience. The current approach in India is top down, where the professional designs the urban environment for the city and its people by complying with the requirements of the funding agencies. This process tends to overlook environmental and social concerns of the city. It does not actually touch the ground reality of our natural resources & ecology, community concerns and aspirations, and is therefore likely that these projects will fail to create sustainable environments in the future. The programme courses seeks to fill this gap between the visions and actual outcomes that have been growing in the last few decades.	23MUD-1DS11P	Urban Design Studio I – Urban Studies and Design
			23MUD-5TM11P	Theory and Method I - Evolution of Urbanity
			23MUD-7CE11S	Strategic Innovation Lab I – Service Learning and Community Engagement
			23MUD-4FT11S	Future Trends I - Material Documentation & Representation
			23MUD-6CS11S	Electives : Culture and Society
			23MUD-6PD11S	Patterns of Development
			23MUD-6PM11S	Planning & Management
			23MUD-6SD11S	Sustainable Design
			23MUD- 6SS11S	Sustainable development
			23MUD-1DS12P	Urban Design Studio II – Sustainable Urban Extensions
			23MUD-4FT12S	Future Trends II - City Futures I
			23MUD-7HC12S	Housing and Community
			23MUD-1DS21P	Urban Design Studio III – Local Area Plan
			23MUD-1DS22P	Urban Design Studio IV – Design Thesis
2	SDG : 04			
	Ensure inclusive and equitable quality	These courses helps to understand and strengthen	23MUD-7DS11S	Strategic Innovation Lab I - Digital Skills



	education and promote lifelong learning opportunities for all	organizing skills and benefit from different perspectives and latest visions. Introduction to computer software tools, such as Geographical Information Systems and Remote Sensing as tools for documentation, mapping, analysis and presentation for urban design and site planning schemes; explaining their theoretical base. Promoting educational skill set and tools opening opportunities to grow and learn through different skillability courses.	23MUD-6TT11S	Elective I* Tools and Techniques
			23MUD-6GR11S	Digital Skills & Graphic Representation
			23MUD-6CO11S	Computational skills (MOOC)
			23MUD-6NW11S	Narration and Writing (MOOC)
			23MUD-7IN21S	Internship (6-8 Weeks)
			23SAA-VAC22S	Value Added Course - National/International Conference
3	SDG : 09			
	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	The courses helps to understand the basic theories of urban Infrastructure, Traffic and Transportation & their implementation on a city level. Further it aims to give the students a detailed appreciation of the dynamics of real estate development process in India and the contemporary issues involved through sustainable approaches. The courses give an overview of the infrastructure and transportation needs of an urban environment. It explains the movement structure of a city and the planning concepts, standards, methods, procedures and management systems involved. It further delves into the types of real estate development seen in cities fostering innovation and resilience.	23MUD-4FT11S	Future Trends I - Material Documentation & Representation
			23MUD-5TM11P	Theory and Method I - Evolution of Urbanity
			23MUD-5TM21P	Theory and Method III - Academic Writing & Pre-Thesis
			23MUD-5EL21S	Strategic Innovation Lab III - Entrepreneurship and Leadership
			23MUD-4CF21S	City Futures Lab III - Urban Infrastructure & Real Estate Development
			23MUD-5TM22S	Theory and Method IV - Thesis Report Writing
4	SDG: 08			



	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	Finance and business management courses equip students to promote sustainable economic growth, reduce inequality, encourage responsible consumption, and foster partnerships. This empowers future leaders to make informed decisions aligned with the SDGs, creating a more sustainable and equitable future.	23MUD-6FB22S	Elective : Finance and Business Management
5	SDG : 16 , SDG: 10			
	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Reduce inequality within and among countries	"Media and journalism" elective fosters Transparency and accountability: Students learn to investigate and report on corruption, injustice, and human rights abuses, holding power to account. Informed and engaged citizenry: By producing factual and ethical journalism, they empower citizens to participate in democratic processes. Peaceful and inclusive societies: They learn to promote understanding and counter hate speech, contributing to peaceful dialogue and conflict resolution.	23MUD-6MJ22S	Elective : Media and Journalism



Program: Bachelor of Fine Arts
Year 2023-24

Course title: Drawing

Connection to SDGs:

- SDG 4 (Quality Education): Use drawing as a tool to create educational visuals like diagrams, storyboards, or maps for schools or awareness campaigns.
- SDG 13 (Climate Action): Encourage students to draw themes related to environmental conservation, renewable energy, or climate challenges.

Course title: Design

Connection to SDGs:

- SDG 11 (Sustainable Cities and Communities): Focus on designing urban spaces that incorporate sustainable practices and cultural heritage.
- SDG 12 (Responsible Consumption and Production): Teach eco-friendly design principles, such as using recyclable or biodegradable materials.

Course title: Painting

Connection to SDGs:

- SDG 5 (Gender Equality): Use painting to highlight gender issues, celebrating diversity and empowerment.
- SDG 15 (Life on Land): Create nature-inspired art to advocate for conservation of wildlife and forests.

Course title: Sculpture

Connection to SDGs:

- SDG 14 (Life Below Water): Create sculptures from recycled materials that address marine pollution or ocean conservation.
- SDG 9 (Industry, Innovation, and Infrastructure): Explore sustainable construction materials for sculptures, promoting green industries.

Course title: Introduction to Fundamentals of Visual Art

Connection to SDGs:

- SDG 4 (Quality Education): Teach how art fundamentals can be used to communicate complex ideas effectively in public awareness.
- SDG 16 (Peace, Justice, and Strong Institutions): Use visual art to depict themes of social justice and human rights.

Course title: Computer Applications in Art and Graphics

Connection to SDGs:

- SDG 8 (Decent Work and Economic Growth): Train students in digital tools to boost employability in the growing digital design market.
- SDG 12 (Responsible Consumption and Production): Use graphic design to promote campaigns on sustainable practices.



Course title: Communication in English

Connection to SDGs:

- SDG 4 (Quality Education): Enhance communication skills for students to advocate effectively for sustainable practices through art.
- SDG 10 (Reduced Inequalities): Train students to communicate inclusively, ensuring accessibility for diverse audiences.

Course title: Photography

Connection to SDGs:

- SDG 15 (Life on Land): Use photography to capture and document issues related to biodiversity, deforestation, and wildlife conservation.
- SDG 13 (Climate Action): Create powerful photo essays that highlight the impacts of climate change and advocate for sustainable practices.

Course title: Typography

Connection to SDGs:

- SDG 4 (Quality Education): Teach students to design visually appealing, legible, and accessible typography for educational content.
- SDG 12 (Responsible Consumption and Production): Use typography in campaigns that promote responsible consumption, recycling, or reducing waste.

Course title: Printmaking

Connection to SDGs:

- SDG 12 (Responsible Consumption and Production): Promote sustainable practices in printmaking by using eco-friendly inks, recycled paper, and upcycled materials.
- SDG 9 (Industry, Innovation, and Infrastructure): Explore innovative printmaking techniques that reduce waste and encourage sustainable production.

Course title: Animation

Connection to SDGs:

- SDG 4 (Quality Education): Develop educational animations to spread awareness about health, hygiene, and environmental conservation.
- SDG 16 (Peace, Justice, and Strong Institutions): Use animated storytelling to promote themes of peace, human rights, and social justice.

Course title: Visual Communication and Design

Connection to SDGs:

- SDG 3 (Good Health and Well-being): Create communication materials promoting health awareness, like infographics on diseases or nutrition.
- SDG 6 (Clean Water and Sanitation): Design materials to educate communities about water conservation and sanitation practices.

