**ANNAMALAI UNIVERSITY**

**(Affiliated Colleges)**

**219 – B. Sc. Home Science - Interior Design and Decor**

Programme Structure and Scheme of Examination (under CBCS)

(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Part | Course Code | Study Components & Course Title | Credit | Hours/Week | Maximum Marks | | |
| CIA | ESE | Total |
|  |  | SEMESTER – I |  |  |  |  |  |
| I | 23UTAML11/  23UHINL11/  23UFREL11 | Language– I  nghJjkpo; - I: தமிழிலக்கியவரலாறு-1/  Hindi-I/  French-I | 3 | 6 | 25 | 75 | 100 |
| II | 23UENGL12 | General English – I | 3 | 6 | 25 | 75 | 100 |
| III | 23UIDDC13 | Core – I: Fundamentals of Art and Design | 5 | 5 | 25 | 75 | 100 |
| 23UIDDC14 | Core – II : Residential Space Planning | 5 | 5 | 25 | 75 | 100 |
| 23UIDDE15 | Elective – I:  Floriculture and Landscape Design | 3 | 4 | 25 | 75 | 100 |
| IV | 23UTAMB16  23UTAMA16 | Skill Enhancement Course-I\*  NME-I /  Basic Tamil – I /  Advanced Tamil – I | 2 | 2 | 25 | 75 | 100 |
| 23UIDDF17 | Foundation Course:  Design Basics | 2 | 2 | 25 | 75 | 100 |
|  |  | Total | 23 | 30 |  |  | 700 |
|  |  | SEMESTER – II |  |  |  |  |  |
| I | 23UTAML21/  23UHINL21/  23UFREL21 | Language– II  பொதுதமிழ் -II: தமிழிலக்கியவரலாறு-2/  Hindi-II  French-II | 3 | 6 | 25 | 75 | 100 |
| II | 23UENGL22 | General English – II | 3 | 6 | 25 | 75 | 100 |
| III | 23UIDDC23 | Core –III: Building Finishes | 5 | 5 | 25 | 75 | 100 |
| 23UIDDP24 | Core – IV: Residential Space Planning Practical | 5 | 5 | 25 | 75 | 100 |
| 23UIDDE25 | Elective – II:  Front Office Management | 3 | 4 | 25 | 75 | 100 |
| IV | 23UTAMB26  23UTAMA26 | Skill Enhancement Course – II \*  NME-II /  Basic Tamil – II /  Advanced Tamil – II | 2 | 2 | 25 | 75 | 100 |
| 23USECG27 | Skill Enhancement Course – III  Internet and its Applications (Common Paper) | 2 | 2 | 25 | 75 | 100 |
| V | 23UNMSD01 | Language Proficiency for employability: Overview of English Communication\*\* | 2 | - |  |  | 100 |
|  |  | Total | 25 | 30 |  |  | 800 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Part | Course Code | Study Components & Course Title | Credit | Hours/Week | Maximum Marks | | |
| CIA | ESE | Total |
|  |  | SEMESTER – III |  |  |  |  |  |
| I | 23UTAML31/  23UHINL31/  23UFREL31 | Language– III  பொதுதமிழ் -III: தமிழக வரலாறும் பண்பாடும் / Hindi-III/  French-III | 3 | 6 | 25 | 75 | 100 |
| II | 23UENGL32 | General English – I | 3 | 6 | 25 | 75 | 100 |
| III | 23UIDDC33 | Core – V: Lighting and Accessories | 5 | 5 | 25 | 75 | 100 |
| 23UIDDC34 | Core – VI : Basics of Auto CAD | 5 | 5 | 25 | 75 | 100 |
| 23UIDDE35 | Elective – III:  Applied Art on Textiles | 3 | 4 | 25 | 75 | 100 |
| IV | 23UIDDS36 | Skill Enhancement Course-IV:  Entrepreneurial Based– Decorative Styles | 1 | 1 | 25 | 75 | 100 |
| 23UIDDS37 | Skill Enhancement Course-V:  Free Hand Sketching | 2 | 2 | 25 | 75 | 100 |
|  | Environmental studies |  | 1 |  |  | 100 |
|  |  | Total | 22 | 30 |  |  | 800 |
|  |  | SEMESTER – IV |  |  |  |  |  |
| I | 23UTAML41/  23UHINL41/  23UFREL41 | Language– IV  பொதுதமிழ் -IV: **தமிழும் அறிவியலும்**  Hindi-IV  French-IV | 3 | 6 | 25 | 75 | 100 |
| II | 23UENGL42 | General English – II | 3 | 6 | 25 | 75 | 100 |
| III | 23UIDDC43 | Core –VII: Furnishings in Interiors | 5 | 5 | 25 | 75 | 100 |
| 23UIDDP44 | Core – VIII: Computer Aided Design (Practical) | 5 | 5 | 25 | 75 | 100 |
| 23UIDDE45 | Elective – IV: Building Services | 3 | 3 | 25 | 75 | 100 |
| IV | 23UIDDS46 | Skill Enhancement Course – VI:  Visual Merchandising | 2 | 2 | 25 | 75 | 100 |
| 23UIDDS47 | Skill Enhancement Course – VII:  Computer Applications in Home Science | 2 | 2 | 25 | 75 | 100 |
| 23UEVSG48 | Environmental Studies | 2 | 1 | 25 | 75 | 100 |
|  |  | Total | 25 | 30 |  |  | 800 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Part | Course Code | Study Components & Course Title | Credit | Hours/Week | Maximum Marks | | |
| CIA | ESE | Total |
|  |  | SEMESTER – V |  |  |  |  |  |
| III | 23UIDDC51 | Core IX: Furniture Design | 4 | 5 | 25 | 75 | 100 |
| 23UIDDC52 | Core X : Application of Color in Interiors | 4 | 5 | 25 | 75 | 100 |
| 23UIDDC53 | CoreX1 – Kitchen design | 4 | 5 | 25 | 75 | 100 |
| 23UIDDD54 | Core XII: Project with Viva Voce | 4 | 5 | 25 | 75 | 100 |
| 23UIDDE55 | Elective V: Human Nutrition | 3 | 4 | 25 | 75 | 100 |
| 23UIDDE56 | Elective VI:Mass Communication | 3 | 4 | 25 | 75 | 100 |
| IV | 23UVALG57 | Value education | 2 | 2 | 25 | 75 | 100 |
| 23UIDDI58 | Summer Internship **++** | 2 | - | 25 | 75 | 100 |
|  |  | Total | 26 | 30 |  |  | 800 |
|  |  | SEMESTER – VI |  |  |  |  |  |
| III | 23UIDDC61 | Core –XIII: Ergonomics | 4 | 6 | 25 | 75 | 100 |
| 23UIDDC62 | Core – XIV: Principles of Resource Management | 4 | 6 | 25 | 75 | 100 |
| 23UIDDP63 | Core – XV: 3D Modeling in Design (Practical) | 4 | 6 | 25 | 75 | 100 |
| 23UIDDE64 | Elective VII:  Entrepreneurship Development | 3 | 5 | 25 | 75 | 100 |
| 23UIDDE65 | Elective VIII:  Household Equipment | 3 | 5 | 25 | 75 | 100 |
| IV | 23UIDDF66 | Professional Efficiency Skill:  Aptitude and reasoning skills for competitive examinations | 2 | 2 | 25 | 75 | 100 |
| V | 23UIDDX67 | Extension Activity | 1 | - | 100 | - | 100 |
|  |  | Total | 21 | 30 |  |  | 700 |
|  |  | Grand Total | 142 |  |  |  | 4600 |

Non-major (NME) Electives offered to other Departments

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| IV | 23UIDDN16 | Event Management | 2 | 2 | 25 | 75 | 100 |
| 23UIDDN26 | Accessories | 2 | 2 | 25 | 75 | 100 |

\* PART-IV: NME / Basic Tamil / Advanced Tamil (Any one)

Students who have not studied Tamil upto 12th Standard and have taken any Language other than Tamil in Part-I, must choose Basic Tamil-I in First Semester & Basic Tamil-II in Second Semester.

Students who have studied Tamil upto 10th& 12th Standard and have taken any Language other than Tamil in Part-I, must choose Advanced Tamil-I in First Semester and Advanced Tamil-II in Second Semester.

\*\* The course “23UNMSD01: Overview of English Communication” is to be taught by the experts from   
 Naan Mudhalvan Scheme team. However, the faculty members of Department of English should   
 coordinate with the Naan Mudhalvan Scheme team for smooth conduct of this course.

++Students should complete two weeks of internship before the commencement of V semester.

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System**

**for all UG courses including Lab Hours**

**First Year – Semester-I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part I | Language – Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 14 |
| Part IV | Skill Enhancement Course SEC-1 (NME-I) | 2 | 2 |
| Foundation Course | 2 | 2 |
|  |  | **23** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part I | Language – Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 14 |
| Part IV | Skill Enhancement Course -SEC-2 (NME-II) | 2 | 2 |
| Skill Enhancement Course -SEC-3 (Discipline / Subject Specific) | 2 | 2 |
|  |  | **23** | **30** |

**Second Year – Semester-III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part I | Language - Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 14 |
| Part IV | Skill Enhancement Course -SEC-4 (Entrepreneurial Based) | 1 | 1 |
| Skill Enhancement Course -SEC-5 (Discipline / Subject Specific) | 2 | 2 |
| E.V.S | - | 1 |
|  |  | **22** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part I | Language - Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 13 |
| Part IV | Skill Enhancement Course -SEC-6 (Discipline / Subject Specific) | 2 | 2 |
| Skill Enhancement Course -SEC-7 (Discipline / Subject Specific) | 2 | 2 |
| E.V.S | 2 | 1 |
|  |  | **25** | **30** |

**Third Year**

**Semester-V**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part III | Core Theory, Practical, Project & Elective Courses | 22 | 28 |
| Part IV | Value Education | 2 | 2 |
| Internship / Industrial Visit / Field Visit | 2 | - |
|  |  | **26** | **30** |

**Semester-VI**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part III | Core Theory, Practical & Elective Courses | 18 | 28 |
| Part IV | Professional Competency Skill | 2 | 2 |
| Part V | Extension Activity | 1 | - |
|  |  | **21** | **30** |

**Consolidated Semester wise and Component wise Credit distribution**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Parts** | **Sem I** | **Sem II** | **Sem III** | **Sem IV** | **Sem V** | **Sem VI** | **Total Credits** |
| **Part I** | 3 | 3 | 3 | 3 | - | - | 12 |
| **Part II** | 3 | 3 | 3 | 3 | - | - | 12 |
| **Part III** | 13 | 13 | 13 | 13 | 22 | 18 | 92 |
| **Part IV** | 4 | 4 | 3 | 6 | 4 | 2 | 23 |
| **Part V** | - | - | - | - | - | 1 | 1 |
| **Total** | 23 | 23 | 22 | 25 | 26 | 21 | **140** |

**\*Part I. II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components Part IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

**CREDIT DISTRIBUTION FOR U.G. PROGRAMME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part** | **Course Details** | **No. of Courses** | **Credit per course** | **Total**  **Credits** |
| **Part I** | Tamil | 4 | 3 | 12 |
| **Part II** | English | 4 | 3 | 12 |
| **Part III** | Core Courses | 15 | 4/5 | 68 |
| Elective Courses: Generic / Discipline Specific  (3 or 2+1 Credits) | 8 | 3 | 24 |
| **Part I, II and III Credits** | | | | 116 |
| **Part IV** | Skill Enhancement Courses / NME / Language Courses | 7 | 1/2 | 15 |
| Professional Competency Skill Course | 1 | 2 | 2 |
| Environmental Science (EVS) | 1 | 2 | 2 |
| Value Education | 1 | 2 | 2 |
| Internship | 1 | 2 | 2 |
| **Part IV Credits** | | | | **23** |
| **Part V** | Extension Activity (NSS / NCC / Physical Education) | 1 | 1 | 1 |
| **Total Credits for the UG Programme** | | | | **140** |

|  |  |  |
| --- | --- | --- |
| **Methods of Evaluation** | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | 25 Marks |
| Assignments |
| Seminars |
| Attendance and Class Participation |
| **External Evaluation** | End Semester Examination | 75 Marks |
|  | Total | 100 Marks |
| **Methods of Assessment** | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | |
| **Understand/Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | |
| **Analyze(K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | |
| **Evaluate(K5)** | Longer essay/Evaluation essay, Critique or justify with pros and cons | |
| **Create(K6)** | Check knowledge in specific or off beat situations, Discussion, Debating or Presentations | |

|  |  |
| --- | --- |
| **Programme**  **Outcomes** | PO1: Disciplinary Knowledge and Skills  Demonstrates theoretical and practical knowledge and understanding of subjects related to Interior Design and Decoration |
| PO2: Effective Communicator  Capable of effective communication of subject specific scientific information through oral and written formats using ICT wherever necessary. Explores communication skill set to engage key stakeholders such as domestic and commercial clientele. |
| PO3: Critical thinking, Analytical reasoning and problem solving  Applies disciplinary knowledge, understanding and transferable skills to the given context. Capable of identifying and analysing problems and issues and finding solutions in planning spaces and interiors suitable to homes and commercial establishments |
| PO4: Research and Scientific Reasoning  Demonstrates skills in research through collection of relevant qualitative and quantitative data, analysis and interpretation of data using appropriate methodologies for formulating evidence-based solutions and arguments |
| PO5: Co-operation/ Teamwork  Capable of contributing significantly and working enthusiastically both independently and in a group |
| PO6: Digital Literacy  Demonstrates competency in accessing relevant and authentic information and data from electronic media with a motive to learn and synthesize information for academic and extension work presentation; prepare computer aided designs and use specific software to plan interiors for the home and commercial establishments. |
| PO7: Multicultural competence  Recognizes and assesses societal, environmental and cultural issues related to area of study within the local and global context |
| PO8: Moral and Ethical awareness/reasoning:  Displays moral responsibility and values; Has a professional approach, is objective, unbiased and truthful in all aspects of work and refrains from unethical practices such as plagiarism, fabrication, falsification, misinterpretation of the data and breaching intellectual property rights |
| PO9: Leadership readiness/qualities  Develops leadership skills, takes initiative, mobilizes resources has the capacity to lead group projects and initiatives successfully |
| PO10: Lifelong learning  Capable of staying motivated to be updated consistently with content, concepts, theories, specializations, fields, technologies, books and avenues to meet professional and personal needs at any given instant. |

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| --- | --- |
|  | **Programme Specific Outcomes: On successful completion of the program the student:** |
| PSO 1 | Acquires knowledge and understanding concepts in core areas such as interior design and decoration and supporting courses in Textiles, Mass Communication as well as Nutrition. |
| PSO2 | Develops ability to articulate subject knowledge effectively both orally or written to all categories of stake holders/beneficiaries such as patients, clients, professionals and layperson. |
| PSO3 | Is competent in the use of ICT for collecting and disseminating scientific information. |
| PSO4 | Acquires skill to translate knowledge of art and design to select interiors, structure and decorative requirements of residential and commercial places. |
| PSO5 | Is capable of pursuing higher education, research or engaging in teaching, entrepreneurship, public or corporate sector. |

**SEMESTER - I**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | **Core – I : FUNDAMENTALS OF ART & DESIGN** | | | | | | | | |
| **Course Code:**  **23UIDDC13** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  | Y |  | Y |  | 5 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to : |
| Understand the elements, principles of design. |
| Learn the concepts of color and create color scheme for interiors. |
| Learn the application of decorative styles and wall decorations in creating aesthetic interiors. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Introduction to art and design –** Definition – Art & Design, Good Taste - Importance of Good Taste and Role of good designer. Types of design- Structural and Decorative design. Classification of Decorative Design - Naturalistic, Conventional, Abstract and Geometrical Design. | **10** |
| **UNIT II** | **Elements of design -** Line and its types – horizontal, vertical, diagonal, curved, zigzag; Shape; Form – 2D&3D, Size, Texture- tactile and visual; Space- positive & negative and Colour-warm and cool. Application of elements to form design. | **10** |
| **UNIT III** | **Principles of Design -** Harmony – harmony of line, shape, size, texture and ideas. Balance – symmetrical, asymmetrical and radial. Proportion – proportional relationships, Greek oblong and Scale. Emphasis – emphasis through grouping of objects, use of contrast color, decoration, plain background space, unusual lines, shapes, and sizes. Rhythm – achieving rhythm through repetition of shapes, progression of size, continuous line movement, radiation, and gradation. | **15** |
| **UNIT IV** | **Colour -** Definition, Qualities of colour, Hue, Value, Intensity. Tints and Shades. The colour wheel/systems - Prang colour system, Physicist’s Theory, Psychologist’s Theory, Harmonies of related colors- Monochromatic, Analogous and Accented Neutral; Harmonies of contrasting colours – Direct, double, split and triad. | **15** |
| **UNIT V** | **Decorative Styles –** Concept and Characteristic features of Contemporary, Modern, Traditional, Transitional and Eclectic styles. Wall decoration–Origin, Motifs, Styles and Technique of Madhubhani, Warli, Pithora, Fresco and Tempera. | **10** |
|  | PRACTICALS:  1. Sketching different types of designs. 2. Creating pattern using elements of design. 3. Compiling Pictures of Interior rooms with Application of Art Principles. 4. Painting different rooms with various colour harmonies. 5. Painting Madhubani, Warli and Pithora art. | **15** |
|  | **TOTAL** | **75** |

# COURSE OUTCOMES

After successful completion of the course, the student will be able to:

CO1: Classify design types like structural and decorative design

CO2: Use different elements of design appropriately in creating design objects.

CO3: Apply the Art principles in Interior Design.

CO4: Apply colour harmonies in various rooms.

CO5: Apply Decorative styles and Wall art in interiors.

# References:

* Andal. A and Parimalam.P, (2008), “A Text Book of Interior Decoration”, Satish Serial Publishing House.
* Chaudhari, S.N. (2006), “Interior Design”, Aavishkar Publishers, Jaipur.
* Goldstein, (1976), “Art in Every Day Life”, Oxford and IBH Publishing House.
* Kasu, A.A. 2005, “Interior Design”, Ashish Book centre Delhi.
* P.C. Varghese (2013), “Building Construction”, PHI Learning Private Limited.
* PremavathySeetharaman and ParveenPannu, (2009), “Interior Design and Decoration”, CBSPublishers and Distributors Pvt Ltd. New Delhi.

# e-Learning Resources:

* <https://www.google.co.in/?gfe_rd=cr&ei=oJE8VvucFMOl8wfe0ZnICw#tbm=vid&q= principles+of+design+in+interior+design>
* <http://www.docstoc.com/docs/108663367/The-Munsell-and-Prang-Color-Systems>
* <https://www.decorilla.com/online-decorating/transitional-interior-design/>
* <https://www.apartmenttherapy.com/modern-vs-contemporary-vs-minimalist-design-261783>

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | S | S | L | L | M | S |
| **CO2** | S | S | S | M | S | S | L | L | M | S |
| **CO3** | S | S | S | M | S | S | L | L | M | S |
| **CO4** | S | S | S | M | S | S | L | L | M | S |
| **CO5** | S | S | S | M | S | S | L | L | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of) of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong 3 Medium 2 Low 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **Core-II: RESIDENTIAL SPACE PLANNING** | | | | | | | | |
| **CourseCode:**  **23UIDDC14** | | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  |  | Y |  | Y |  | 5 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to: |
| 1. Understand various technical aspects of building structures. |
| 2. Acquire knowledge in planning a Residential space. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Housing** – Selection of site and functions of house. Basic principles of planning a Residential space - Orientation, Grouping, Roominess, Lighting, Circulation, Storage Facilities and Privacy. | **10** |
| **UNIT II** | **Types of house plans** – Site plan, Floor plan, Elevation, Cross section and Perspective view. Organizing space plan - One Room Apartment, Twin Houses, Row houses and Multistorey flats | **15** |
| **UNIT III** | **Creating a residential space**- Factors in planning different rooms – Living Room, Bedroom, Dressing Room, Dining, Kitchen, Study Room, Storeroom, Bathroom, Utility space, Staircase and Verandah. | **15** |
| **UNIT IV** | **Types of Doors –** Hinged, Sliding, Swing, Revolving, Paneled and Louvered; Windows – Casement, Pivoted, Sliding, Bay window and Clerestory; Arches – Segmental, Semicircular, Pointed; Roofs – Flat roofs – Madras Terrace and RCC Roof and Pitched roofs | **20** |
| **UNIT V** | **Rainwater harvesting** – meaning, purpose, Benefits of using rainwater, components of rainwater harvesting system, methods - surface runoff and roof top rainwater harvesting. | **15** |
|  | **TOTAL** | **75** |

# COURSE OUTCOMES

After successful completion of the course, the student will be able to:

CO1: Understand the principles in planning a residential space.

CO2: Discuss the types of Residential spaces and their application.

CO3: Examine the factors to be considered in planning different rooms.

CO4: Understand and apply the technical terms of building components.

CO5: Design rainwater harvesting system in residential buildings.

**References**

* Dr. B.C. Punmia, Ashok Kumar Jain andArun Kumar Jain, (Tenth edition). Building Construction. Laxmi Publications (P) Ltd.
* Faulkner. R, and Faulkner. S. (1987), Inside Today's Home, Rinehart publishing company, Newyork.
* P.C. Varghese, (May 2013). Building Construction, PHI Learning Private Limited.
* Riggs,R. (1992), Materials and components of Interior Design, prentice Hall of India Pvt.Ltd, New Delhi.
* S.S. Bhavikatti, (2012). Building Construction, Vikas Publishing Home Pvt Ltd.

# e-Learning Resources:

* [www.mppcb.nic.in/rwh.htm](http://www.mppcb.nic.in/rwh.htm)
* <http://ocw.mit.edu/courses/architecture/4-461-building-technology-i-materials-and-construction-fall-2004/lecture-notes/>
* <http://www.mist.ac.in/pdfs/principles-of-planning.pdf>
* <http://www.aboutcivil.org/site-selection-for-residential-buildings.html>
* <http://www.housingeducators.org/Journals/H&S_Vol_24_No_3_Space_Planning_in_Residential_Design.pdf>

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | M | L | L | M | S |
| **CO2** | S | S | S | M | M | M | L | L | M | S |
| **CO3** | S | S | S | M | M | M | L | M | M | S |
| **CO4** | S | S | S | M | M | M | L | M | M | S |
| **CO5** | S | S | S | S | M | M | S | S | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of) of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong 3 Medium 2 Low 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **Elective-I :FLORICULTURE & LANDSCAPE DESIGN** | | | | | | | | |
| **Course Code:**  **23UIDDE15** | | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  |  | Y |  | Y |  | 3 | 4 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to : |
| 1. Understand the importance of plants in landscape gardening. |
| 2. Enable the students to learn the principles of landscape gardening. |
| 3. Have practical knowledge in making flower arrangements and indoor plants. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Floriculture** - Meaning concept and importance, ornamental plants. Classifications – Based on life period - annuals, Biennials and perennials. Based on growth - Shrubs, herbs, trees, climbers and creepers. | **10** |
| **UNIT II** | **Flower arrangement** – definition, principles, Steps in arranging flower, selection of containers, equipment used, different styles of arrangement – traditional, modern and Oriental Styles – Ikebana, Moribana, Rikka, Seika arrangement. Applying art principles in arranging flowers. | **10** |
| **UNIT III** | **Indoor plants** – meaning, importance, classification of indoor plants, care and maintenance of indoor plants. Decoration aspects in landscape area- lighting, garden furniture and dividers. Factors affecting growth of indoor plants-lighting, watering, temperature, humidity and manure. Selection of indoor plants for various rooms. | **10** |
| **UNIT IV** | **Landscaping** – Meaning and importance, The plan for landscape design – The foreground area, Private area and Service area. Types of Landscape – Soft landscape - Trees, Plants, Flowers, shrubs, Edges, Hedges, Foliage, Climbers and Hard Landscape – Fountain, Cascades, Pathway, Lighting, Seating, Gazebo, Arches and pergola. | **15** |
| **UNIT V** | **Garden design** – formal and informal, principles of landscape gardening. Modern trends in gardening – Terrace garden, vertical gardens, Bog garden, sunken garden, Rock garden, Bonsai culture, roof gardens, plants in hanging baskets. | **10** |
| **UNIT VI** | PRACTICALS: 1. Making different styles of flower arrangement  2. Visit to nursery gardens.  3. Compiling pictures of indoor plants.  4. Sketching a landscape layout showing soft and hardscape components. | **5** |
|  | **TOTAL** | **60** |

# COURSE OUTCOMES

After successful completion of the course, the student will be able to:

CO1: Describe the Concept of Floriculture and ornamental plants.

CO2: Experiment various flower arrangement styles and art principles in arranging flowers.

CO3: Interpret the Importance of indoor plants in relation to use of lightings, care and use in the interiors.

CO4: Create Landscape design with natural and artificial components of landscape.

CO5: Apply the Modern trends in gardening and developing ornamental plants in home garden.

**References:**

* Desh raj (2017) Floriculture at a glance, Kalyani publishers
* [G. S. Randhawa](https://www.amazon.in/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=G.+S.+Randhawa&search-alias=stripbooks) , [A.N. Mukhopadyay](https://www.amazon.in/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=A.N.+Mukhopadyay&search-alias=stripbooks), [A. Mukhopadhyay](https://www.amazon.in/s/ref=dp_byline_sr_book_3?ie=UTF8&field-author=A.+Mukhopadhyay&search-alias=stripbooks) , 1998 Floriculture in India, Jai deep publishers Delhi.
* R.A.Preece,(1992), Designs on the Landscape, CBS publishers, NewDelhi
* Ross, R. (1999), colorful gardening – Bulbs, Ryland peters and small, London.
* Ross, R. (1999), colorful gardening – climbers, Ryland peters and small, London.

# e-Learning Resources:

* <http://www.megagriculture.gov.in/PUBLIC/floriculture_objectives.aspx>
* <http://ncert.nic.in/vocational/pdf/kegr101.pdf>
* <http://agritech.tnau.ac.in/horticulture/horti_Landscaping_freshflower.html>
* <https://www.basicsofgardening.com/types-of-garden>

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | M | S | M | M | S |
| **CO2** | S | S | S | M | S | M | S | M | M | S |
| **CO3** | S | S | S | M | M | M | S | M | M | S |
| **CO4** | S | S | S | M | M | S | S | M | M | S |
| **CO5** | S | S | S | M | M | S | S | M | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of) of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong 3 Medium 2 Low 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **FOUNDATION COURSE**  **23UIDDF17: DESIGN BASICS** | | | | | | | | |
| **Category** | **Year I** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
|  | I | Y |  |  |  | 2 | 2 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to : |
| Understand the importance of interior design. |
| Learn the Qualities, roles and job description of interior designer. |
| Understand the specific requirements and desires of the client, considering their lifestyle, budget and personal taste in interiors. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Interior design –** Definition, Concept, Scope of Interior Design, Elements of design and Principles of design. | **5** |
| **UNIT II** | **Interior Designer** – Essential qualities and skills required for Interior Designers, Job Description of Interior Designer – Planning layouts, 3D modelling, Building materials and Finishes, Color Schemes, Lighting, Decorations, Landscaping, Furniture design, Furnishings. | **10** |
| **UNIT III** | **Interior Design Path** – Core and Elective Courses, Practical Sessions, Projects, Internships, Software knowledge, Portfolio making, Communication and Soft Skills. | **5** |
| **UNIT IV** | **Interior Design Profession –** Interior designer Co-ordinating with Clients, Engineers, Architects and Builders. | **5** |
| **UNIT V** | **Interior Design Career** –Seeding importance of higher studies and its role in enhancing job opportunities.  Residential and commercial building plans, Landscape Garden Designing, Modular Kitchen Designing, Ergonomic Furniture designing, Lighting design, Event Management, Graphic designing, Free-lancing.  Startup with their own business-basic knowledge | **5** |
|  | **TOTAL** | **30** |

# COURSE OUTCOMES

After successful completion of the course, the student will be able to:

CO1: Understand the scope of interior design.

CO2: Identify the qualities and skills required for interior designer.

CO3: Execute the Interior Design path.

CO4: Organizing work with co-workers.

CO5: Building career in interior design.

# References:

* Andal. A and Parimalam.P, (2008), “A Text Book of Interior Decoration”, Satish Serial Publishing House.
* Chaudhari, S.N. (2006), “Interior Design”, Aavishkar Publishers, Jaipur.
* Goldstein, (1976), “Art in Everyday Life”, Oxford and IBH Publishing House.

# e-Learning Resources:

* <https://www.hamstech.com/scope-of-interior-designing>
* <https://jdinstitute.co/scope-of-interior-designing-in-india/>
* <https://www.shrm.org/resourcesandtools/tools-and-samples/job-descriptions/pages/interior-designer.aspx#:~:text=The%20Interior%20Designer%20will%20create,building%20code%2C%20and%20inspection%20requirements>.
* <https://spextrum.net/whatsnext/?q=YToyOntzOjEyOiJrZXl3b3JkX3R5cGUiO3M6MzoiYWxsIjtzOjQ6InBhZ2UiO2k6OTt9&bmode=view&idx=6167394&t=board#:~:text=An%20interior%20design%20portfolio%20is,or%20hired%20by%20a%20company>.

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | S | S | L | L | M | S |
| **CO2** | S | S | S | M | S | S | L | L | M | S |
| **CO3** | S | S | S | M | S | S | L | L | M | S |
| **CO4** | S | S | S | M | S | S | L | L | M | S |
| **CO5** | S | S | S | M | S | S | L | L | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of) of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong 3 Medium 2 Low 1**

**SEMESTER - II**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **Core –III: BUILDING FINISHES** | | | | | | | | |
| **Course Code:**  **23UIDDC23** | | **L** | **T** | **P** | **O** | **Credits** | **Inst**  **Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  |  | Y |  | Y |  | 5 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to: |
| Understand the special care needed for floors, wall, and ceilings. |
| Gain knowledge on different materials available in the market to increase the strength of a building. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Wall finishes** – Meaning, Structural wall finishes – Cladding - Tiles, Wood, Terracotta and Stone finishes. Applied wall finishes – Glass, Mica, Murals, Fabric and Mirror Wall papers – Kinds of wall papers, Application of wall papers. Metal wall Art and Stencil Art. | **10** |
| **UNIT II** | **Paint –** Wall Painting requirements - Paint roller, Drop cloths, Paintbrushes, Paint tray, Sandpaper, Painter’s tape, Rags and Putty knife. Classification of paints - Water Based (Distemper – Acrylic and Synthetic properties and emulsion – Interior and Exterior) and Oil Based – Uses of oil base painting. | **20** |
| **UNIT III** | **Ceiling Finishes** – Definition, types, Treatment – plastering, embossing, fresco, glass, false ceilings and other innovative materials. | **15** |
| **UNIT IV** | **Floor finishes** – Definition, Hard floors - Terrazzo, wood, mosaic, tiles, marble and granite. Semi hard Floors – Vinyl, linoleum, Rubber and cork. Soft Floor Furnishings – PVC, Rubber | **15** |
| **UNIT V** | **Wood finishes** – Types of hardwood and softwood, Process of varnishing and Characteristics of an ideal varnish. Termite proofing, water proofing, acoustics, thermal comfort, fire protection. | **15** |
|  | **TOTAL** | **75** |

# COURSE OUTCOMES

After successful completion of the course, the student will be able to:

CO1: Compare the types of structural and applied wall finishes.

CO2: Understand various paint finishes and its application.

CO3: Analyze the different treatments of ceiling finish with innovative materials.

CO4: Classify the types of Hard, semi-hard and soft floor finishes.

# CO5: Select and apply the various wood finishes based on care and maintenance.

**References**:

* Clifton.c.etal, (1995), The Complete Home Decorator, Conran octopus Ltd, London.
* Innes,J. (1990), Exterior Detail, Collins and Brown Ltd, London.
* Love.G. (2000), Insideout, Conron octopus Ltd, London.
* Ostrow.J. (2001), Painting rooms, Rockport publishers, USA.
* Spancer, H. and Churchill, (1990), Classic English Interiors, Anaya Publishers Ltd,

# e-Learning Resources:

* <http://www.slideshare.net/ELFIndia/wall-finishes-and-wall-patterns>
* <http://www.architecture-student.com/architecture/various-types-of-wall-finishes-interior-design-and-architecture/>
* <http://www.architecture-student.com/architecture/different-types-of-wall-finishes-architectural-design/>
* <https://drc.ohiolink.edu/bitstream/handle/2374.OX/181286/Wall%20Finishes.pdf?sequence=31>
* <http://www.woodfloorsonline.com/products/finishes.html>

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | L | L | L | L | M | S |
| **CO2** | S | S | S | M | L | L | L | L | M | S |
| **CO3** | S | S | S | S | L | M | L | L | M | S |
| **CO4** | S | S | S | M | L | M | L | L | M | S |
| **CO5** | S | S | S | S | L | M | L | L | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of) of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong 3 Medium 2 Low 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **Core-IV: RESIDENTIAL SPACE PLANNING (PRACTICAL)** | | | | | | | | |
| **Course Code:**  **23UIDDP24** | | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  |  |  |  | Y |  | 5 | 5 | 40 | 60 | 100 |

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| **Learning Objectives** |
| To enable the students to : |
| Gain an understanding on tools and techniques of drafting. |
| Acquire knowledge in planning the room interiors. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Use of drawing instruments, Types of Lines, Lettering, Dimension and Use of Scales. | **10** |
| **UNIT II** | Technical drawing - Isometric view of simple furniture – Table, Chair, Sofa, Dining table. | **15** |
| **UNIT III** | Furniture arrangement of living room, bedroom, study room, dining and kitchen. | **15** |
| **UNIT IV** | Understanding a building and its interiors in terms of plan, elevation and section. | **15** |
| **UNIT V** | Floor plans for low, middle and high income group. Site plan and its features - Entry/Exit, Building layout, Pathways, Driveways, Parking lots and Landscape features. Vaastu House plan. | **20** |
|  | **TOTAL** | **75** |

# COURSE OUTCOMES

After successful completion of the course, the student will be able to:

CO1: Experiment with drafting tools and techniques.

CO2: Apply technical drawing methods in drafting furniture.

CO3: Analyze different ways of arranging furniture in a given space.

CO4: Understand the building terms.

CO5: Create floor plans in given area with application of Vaastu aspects.

**References:**

* Prabhakar, L.V. (1998), Vasthu – The user’s manual, The Avenue press, Chennai.
* Riggs, R. (1992), Materials and components of Interior Design, prentice Hall of India Pvt.Ltd, New Delhi.
* Faulkner. R, and Faulkner. S. (1987), Inside Today’s Home, Rinehart publishing company, Newyork.

# e-Learning Resources:

* <http://www.aboutcivil.org/site-selection-for-residential-buildings.html>
* [http://www.housingeducators.org/Journals/H&S\_Vol\_24\_No\_3\_Space\_Planning\_in\_Residential\_Design.pdf"&](http://www.housingeducators.org/Journals/H&S_Vol_24_No_3_Space_Planning_in_Residential_Design.pdf%22&%20)
* <http://dlpotts.iweb.bsu.edu/arch263/310files/310-reading2-trends.pdf>

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | S | S | L | L | M | S |
| **CO2** | S | S | S | M | S | S | L | L | M | S |
| **CO3** | S | S | S | M | S | S | L | L | M | S |
| **CO4** | S | S | S | M | S | S | L | L | M | S |
| **CO5** | S | S | S | M | S | S | L | L | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of) of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong 3 Medium 2 Low 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **Elective-II: FRONT OFFICE MANAGEMENT** | | | | | | | | |
| **Course Code:**  **23UIDDE25** | | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  |  | Y |  | Y |  | 3 | 4 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to : |
| Understand the layout and functions of front office department. |
| Know the organization structure of front office and their roles. |
| Acquire skills and qualities that improve relation and service to guests |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Introduction to front office** – Importance of Front Office, Layout of front office, Organization structure of front office in small and large hotel, Front office equipment. | **10** |
| **UNIT II** | **Areas of Front office** – Reservation, Reception, Telecommunication, Guest relation Desk, Front office Cashier, Front office co-ordination with other departments – Lobby, Housekeeping, Interior Decoration, Engineering, Food and Beverage. | **15** |
| **UNIT III** | **Ideal Qualities of front office staff,** Ongoing responsibilities of front office department- Manager, Assistant manager, Supervisor, attendants and front office cashier, Inter departmental communication. | **10** |
| **UNIT IV** | **Essentials of Front office personnel** – Guest service – Understanding guest service, components of good service – positive and negative attitudes, customer needs and wants – physiological, security, belonging, self-actualization, status and self-esteem. | **10** |
| **UNIT V** | **Personnel management** - definitions, system, personal record-HRIS, Benefits of HRIS, Improving HR productivity. Uniformed services – duties performed in Lobby desk, Concierge, Bell desk, Transport services, Doorman, Valet parking attendant. | **15** |
|  | **TOTAL** | **60** |

# COURSE OUTCOMES

After successful completion of the course, the student will be able to:

CO1: Understand the importance, layout and necessary equipment in front office department.

CO2: Understand and apply the services provided in various areas of front office in a hotel.

CO4: Analyze the duties of front office personnel.

CO5: Examine the essential qualities of front office personnel in guest service.

CO5: Apply HRIS for effective management of Front office personnel.

**References:**

* Austin, M. a et al (2008), Professional Front Office management, New Delhi: Dorling Kindersley Publication
* Ismail, A (2005) Front Office – Operations and Management, Singapore: Thomson Delmar Publications
* Khan, M. A (2005), Front Office, New Delhi: Anmol Publications
* Negi, J. et. al (2011), Reception and Front Office Management, New Delhi; Kanishka Publications
* Subban, T.R (2008), Front Office Management, New Delhi: Cyber Tech Publications.

# e-Learning Resources:

* <http://uru.ac.in/uruonlinelibrary/Hospitality_Management/Hotel%20Front%20Office%20Management%203rd%20Edition%20-%20John%20Wiley%20and%20S.pdf>
* <https://www.ihmbbs.org/upload/5)%20Front%20Office%20organisation.pdf>
* <http://cbseacademic.nic.in/web_material/Curriculum/Vocational/2018/FRONT%20OFFICE%20OPERATIONS%20XII%20(753-754)/FRONT%20OFFICE%20OPERATIONS%20(753).pdf>
* <http://elearning.nokomis.in/uploaddocuments/Front%20office%20operations/chp%201%20Introduction%20to%20Front%20Office/PPT/Chapter%201%20-%20%20Introduction%20to%20Front%20Office.pdf>

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | L | L | L | L | M | S |
| **CO2** | S | S | S | M | L | L | L | L | M | S |
| **CO3** | S | S | S | M | L | L | L | S | S | S |
| **CO4** | S | S | S | M | L | L | L | M | M | S |
| **CO5** | S | S | S | M | L | L | L | S | S | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of) of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong 3 Medium 2 Low 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **EVENT MANAGEMENT** | | | | | | | | |
| **Course Code:**  **23UIDDN16** | | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| SEC-1 | I | Y |  | Y |  | 2 | 2 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to : |
| Understand the concepts of event management. |
| Effectively adjust, grow and excel in the field of Event Management. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Introduction to event Management, Size & type of event, Event Team, Code of ethics. | **5** |
| **UNIT II** | Principles of event Management, concept & designing. Analysis of concept, Logistics of concept. | **6** |
| **UNIT III** | Feasibility, Keys to success, SWOT Analysis, Leadership, Traits and characteristics. | **6** |
| **UNIT IV** | Aim of event, develop a mission, Establish Objectives Preparing event proposal, Use of planning tools | **5** |
| **UNIT V** | Protocols, Dress codes, staging, staffing, event safety and security - Occupational safety, Crowed management. | **8** |
|  | **TOTAL** | **30** |

# COURSE OUTCOMES

After successful completion of the course, the student will be able to:

CO1: Classify and understand the concept of event management

CO2: Analyze the principles of event management

CO3: Assess the keys to success and analyze the SWOT of event managers

CO4: Preparation of event proposal by applying the tools

CO5: Identify the protocols of event managers and thereby ensuring safety

**References**:

* Judy Allen, (2000), Event Planning, the ultimate guide, 2nd Edition, John Willey & Sons Inc, ISBN: 978-0470155745.
* Meegan Jones, (2017), Sustainable Event Management – A Practical guide, 3rd edition, Routledge, ISBN: 978-1138217621

# e-Learning Resources:

* <https://www.uou.ac.in/sites/default/files/slm/HM-402.pdf>

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | S | M | L | S | M | S |
| **CO2** | S | S | S | M | S | M | L | S | M | S |
| **CO3** | S | S | S | M | S | M | L | S | M | S |
| **CO4** | S | S | S | M | S | M | L | S | M | S |
| **CO5** | S | S | S | M | S | M | L | S | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of) of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong 3 Medium 2 Low 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **NON-MAJOR ELECTIVE: ACCESSORIES** | | | | | | | | |
| **Course Code:**  **23UIDDN26** | | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  |  | Y |  | Y |  | 2 | 2 | 25 | 75 | 100 |

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| --- |
| **Learning Objectives** |
| To enable the students to : |
| Learn proper utilization of various kinds of accessories in interiors. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Accessories** - Definition and importance in interiors, Classification – based on Utility – Functional & Decorative, Size – Minor & Major, Area – Living room, Bedroom, Study area, Bathroom. Factors influencing the selection of accessories, Arrangement of accessories with application of art principles. | **5** |
| **UNIT II** | **Kinds of accessories** - Decorative - mural, photographs, pictures, artifacts, drawings, antiques and Functional - books, Mirror, Clock, Accent furniture, indoor plants and flower arrangement as accessories. | **5** |
| **UNIT III** | **Art and Crafts** – definition, kinds of art and crafts-pot painting, idols, sculptures, glass painting, wall hanging, pillows, cushions, pebble art, shell art, folk arts, Metal Art, Stencil Art and crafts. | **10** |
|  | PRACTICALS:  * 1. Create functional and decorative accessories   2. Accessories - Recycle and reuse | **10** |
|  | **TOTAL** | **30** |

# COURSE OUTCOMES

After successful completion of the course, the student will be able to:

CO1: Define and classify accessories.

CO2: Criticize various Kinds of art forms used as accessories.

CO3: Appraise the folk art styles in interiors.

# References:

* PremavathySeetharaman and ParveenPannu, (2009). Interior Design and Decoration.CBS Publishers and Distributors Pvt Ltd. New Delhi.
* Andal. A and Parimalam.P, (2008). A Text Book of Interior Decoration. Satish Serial Publishing House.

# e-Learning Resources:

* <https://wbdg.org/ccb/AF/AFDG/interior.pdf>
* <http://download.nos.org/sec225new/Lesson-4.pdf>
* <http://www.archive.india.gov.in/knowindia/culture_heritage.php?id=99>

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | S | S | L | L | M | S |
| **CO2** | S | S | S | M | S | S | L | L | M | S |
| **CO3** | S | S | S | M | S | S | L | M | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of) of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong 3 Medium 2 Low 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **LIGHTINGANDACCESSORIES** | | | | | | | | |
| **Category** | **Year**  **II** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDC33 | III | Y |  |  |  | 5 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to: |
| Gain an understanding of the importance and functional value of lighting and accessories in interiors. |
| Apply, create, and study the functional and decorative values of lighting and accessories in interiors. |
| Acquire knowledge of the folk arts and crafts of India. |

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| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Lighting**-Definition–Objectives–Functions and Importance of lighting. Types of lighting-Natural and Artificial lighting. Methods of lighting - direct, semi-direct, In-direct, semi-indirect and diffused lighting. | **10** |
| **UNITII** | **Lighting accessories** – Selection of lamps and lamp shades .Lighting fixtures–Structural lighting, Free-standing or portable-Table lamp, Floorlamp, standard lamp fixtures and office task light luminaries. | **20** |
| **UNITIII** | **Accessories**-Definition and importance in interiors, Classification – functional, decorative and both accessories. Factors influencing the selection of accessories, Placement, location and background for accessories. | **15** |
| **UNITIV** | **Kinds of accessories**- Decorative- mural, photographs, pictures, artifacts, drawings, antiques and Functional-books, Mirror, Clock, accent furniture, in door plants and flower arrangement as miscellaneous accessories. | **15** |
| **UNITV** | **Art and Crafts**–definition, kinds of art and crafts-potpainting, idols, sculptures, glass painting, wall art, wall hanging, pillows, cushions, pebble art, wood art, shell art, origami, models, lamps and vases, baskets, doll making, bamboo crafts, folk arts and crafts of India. Application of arts and crafts in interiors. | **15** |
|  | **TOTAL** | **75** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Describe the importance of the selection and arrangement of accessories.

CO2: Classify and apply arts and crafts in interiors.

CO3: Compare the types of lighting accessories.

CO4: Discuss lighting and select the appropriate lighting in interiors.

CO5: Identify different kinds of accessories and utilize them in interiors appropriately.

**References**:

* Barbara Moreau, (2023). Interior Design 101: A Beginner's Guide to Transforming Your Home.
* V. Ramesh Babu, S. Sundaresan, (2018). Home Furnishing.
* Eaglemoss Publications Ltd, (1996). Creating your Home: Creative Flowers & Plants for Your Home.
* Eve Harlow, (1995). The Book of Handicrafts for All the Family.
* Harriet Goldstein & Vetta Goldstein, (Fourth Edition, 1988). Art in Everyday Life.
* Premavathy Seetharaman & Parveen Banu, (2001). Interior Design & Decoration.

**e-Learning Resources:**

* <http://www2.ca.uky.edu/HES/fcs/FACTSHTS/HF-LRA.095.PDF>
* [http://www.interiordezine.com/wp-content/uploads/2013/09/Part-5-Syles-Periods-and-](http://www.interiordezine.com/wp-content/uploads/2013/09/Part-5-Syles-Periods-and-             Design-)

[Design-](http://www.interiordezine.com/wp-content/uploads/2013/09/Part-5-Syles-Periods-and-             Design-)[History.pdf](http://www.interiordezine.com/wp-content/uploads/2013/09/Part-5-Syles-Periods-and-Design-History.pdf)

* <http://www.home-designing.com/category/accessories>
* <https://wbdg.org/ccb/AF/AFDG/interior.pdf>
* <http://download.nos.org/sec225new/Lesson-4.pdf>
* <http://www.archive.india.gov.in/knowindia/culture_heritage.php?id=99>

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | c | M | M | M | L | L | M | S |
| **CO2** | S | S | S | M | M | M | L | L | M | S |
| **CO3** | S | S | S | S | M | M | L | M | M | S |
| **CO4** | S | S | S | M | M | M | L | M | M | S |
| **CO5** | S | S | S | S | S | M | L | M | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
|  | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium2Low1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **BASICSOF AUTOCAD** | | | | | | | | |
| **Category** | **Year**  **II** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDC34 | III | Y |  | Y |  | 5 | 5 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Learn the basic skills of drafting 2D floorplans in CAD. |
| Apply Auto CAD tools in designing exterior and interior of a building. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | Overview of AutoCAD – Purpose, Need, Uses and Applications, General commands – New, Open, Save, Save as, Close and Exit adrawing in AutoCAD, AutoCAD screen components – Title bar,Menubar,Standardtoolbar,ObjectPropertiestoolbar,Drawtoolbar, Modify tool bar, UCS, Layout tab, Command Window and Statusbar. | **15** |
| **UNITII** | Pointfixingmethods–Directmethod,AbsoluteCoordinatesystem,RelativeCoordinatesystemandPolarCoordinatesystem,Settingupthe drawing environment - setting Units, Limits and Paper size, Control Zoom and Pan commands. | **15** |
| **UNITIII** | Working with Drawing Aids – Grid, Snap, Ortho, Osnap, Polar Tracking, Object Snap Tracking, Dynamic Input and Object properties – Colour, Line Type and Line Weight, Use of function key sand shortcut keys. | **10** |
| **UNITIV** | Draw tools–Line, Plane, Rectangle, Arc, Circle, Polygon, Ellipse and Spline, Text – Style, Mtext, Textedit and Layer concept. | **10** |
| **UNITV** | Modify tools – Erase, Copy, Move, Scale, Rotate, Mirror, Offset, Chamfer, Fillet, Trim, Extent, Stretch, Array, and Break, Object selection methods. | **10** |
|  | Practicals:  Creating Line, Circle, Arc, Ellipse, Rectangle, and Polygon using different methods. Creating text using text style, text edit, line type & line weight Creating a simple 2D plan. | **15** |
|  | **TOTAL** | **75** |

**COURSEOUTCOMES**

"After successful completion of the course, the student will be able to:

CO1. Understand the significance, configuration, and working requirements of AutoCAD software.

CO2. Illustrate the point fixing methods in AutoCAD.

CO3. Apply drawing aids in working.

CO4. Criticize the draw tools in a drawing.

CO5. Design and develop plans using the modify tools."

**References**

* + SandeepDogra(2022).AutoCAD2022:APowerGuideforBeginnersandintermediateusers,CADArtifex Publishers.
  + CADFolks(2020),AutoCAD2021BeginnersGuide.IndependentlyPublished,ISBN:9798634102023
  + YasserShoukryandJaiprakashPandey(2020),PracticalAutodeskAutoCAD2021andAutoCADLT 2021, [Packt Publishing](https://www.google.co.in/search?hl=en&gbpv=1&dq=autocad%2Bbooks%2Bfor%2Bbeginners&printsec=frontcover&q=inpublisher%3A%22Packt%2BPublishing%22&tbm=bks&sa=X&ved=2ahUKEwj4qpafy5f_AhXN4TgGHZaABa8QmxMoAHoECBkQAg), ISBN: 9781789803761,1789803764
  + ShamTickoo,Anurag,(2013).AutoCAD2013.CadSoftTechnologies,DreamtechPress,NewDelhi.
  + ShamTickoo,D.Saravanan,(2010).AutoCAD2010.CadSoftTechnologies,DreamtechPress,NewDelhi.
  + David Frey,(2000). AutoCAD2000.
  + Gokulachari,(SecondEdition,2008).CAD in Civil Engineering Drawing Practice I.
  + K.Venugopal,(ThirdEdition,1998).EngineeringDrawingwithAutoCAD.NewAgeInternational(P) Limited.
  + Ilangovan,(Sep1999).Engineering Drawing with AutoCAD.

**e-learning resources**

* + - https:/[/www.google.co.in/books/](http://www.google.co.in/books/edition/AutoCAD_2022_A_Power_Guide_for_Beginners)e[dition/AutoCAD\_2022\_A\_Power\_Guide\_for\_Beginners](http://www.google.co.in/books/edition/AutoCAD_2022_A_Power_Guide_for_Beginners)

/F9QxEAAAQBAJ?hl=en&gbpv=1&dq=autocad+books+for+beginners&printsec=frontc over

* + - [www.cad-notes.com/autocad-articles/](http://www.cad-notes.com/autocad-articles/)
    - [https://knowledge.autodesk.com](https://knowledge.autodesk.com/)
    - [www.cadforum.cz/cadforum\_en/default.asp](http://www.cadforum.cz/cadforum_en/default.asp)
    - [www.archblocks.com](http://www.archblocks.com/)
    - <http://www.mycadsite.com/tutorials/>

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | S | S | M | M | M | S |
| **CO2** | S | S | S | M | S | S | M | M | M | S |
| **CO3** | S | S | S | M | S | S | M | M | M | S |
| **CO4** | S | S | S | M | S | S | M | M | M | S |
| **CO5** | S | S | S | M | S | S | M | M | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium2Low1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **APPLIEDART ON TEXTILES** | | | | | | | | |
| **Category** | **Year**  **II** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDC35 | III | Y |  | Y |  | 3 | 4 | 25 | 75 | 100 |

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| --- |
| **Learning Objectives** |
| To enable the students to |
| Design fabrics using the principles of art and color in relation to textiles.. |
| Develop skills in fabric painting and hand embroidery. |
| Embellish the fabrics with various techniques of surface ornamentation. |

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| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Application of art principles in Surface Enrichment of fabrics–**  Harmony, Balance, Rhythm, Emphasis Proportion.  **Application of principles of colour in surface enrichment of fabrics**  **–**Hue,Value and Intensity. | **10** |
| **UNITII** | **Fabric Painting** – Definition, Equipment used, Preparation of Fabricforpainting.PaintingTechniques–Brushstrokes,Splashing,spraying,Tie& Dye, and Stencil. | **10** |
| **UNITIII** | **Embroidery**–Equipment/Tools used, methods of transferring designs on fabric.  Basic embroidery stitches – Classification of embroidery stitches -OutlineStitches:Running,Back,Stem,LoopedStitches:Chain,Blanket,Lazydaisy,Feather,KnotStitches:FrenchKnot,Bullion  Knot,FlatStitches:Satin,Longandshort,CatchStiches:Herringbone,CouchingandCrossStich(Utility ofabove-mentioned stitches). | **10** |
| **UNITIV** | **Hand Methods of Printing –** Block printing: preparation of fabric,preparation of table and color pad, techniques, Tie & Dye techniques:Knotting,Marbling,Binding,Sewing,Dabu,Batik:preparationofwax,selectionoftjantingtool,techniques,Ikat,StencilPrinting,preparationoffabric, preparation of stencil, techniques. | **10** |
| **UNITV** | **SurfaceEmbellishment**-Applique,cutwork,Quilting,Beadwork,Sequinwork, Mirrorwork, Kundan/Stonework, GlitterArt. | **10** |
|  | **PRACTICAL**  a) Prepare samples of fabric painting using different techniques**.**  b) Make samples of basic embroidery weaves.  c) Apply cross stitch on a wall hanging.  d) Prepare samples for tie and dye, batik, block printing, and stencil printing.  e) Prepare samples for various methods of surface embellishments.  f) Apply any one surface embellishment on a kurti. | **10** |
|  | **TOTAL** | **60** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Understand and relate the art principles in an effective way in surface embellishment of fabrics.

CO2: Identify the appropriate technique of fabric painting in terms of fabric and utility.

CO3: Apply basic and decorative embroidery stitches in designing fabrics.

CO4: Evaluate and select the appropriate method of hand printing.

CO5: Create an exhibit or a decorative item using the appropriate surface embellishment technique.

**References**:

* MarianJazmik,(2021).Texturesfrom Naturein TextileArt,London
* SusanStein,(2010).Thecompletephotoguidetotextileart,CreativepublishingInternationalInc.

Quayside Publishing Groups, China

* ShailajaD.Naik,(1997).Folkembroideryandhandloomweaving,A.P.H.Publishing
* Ryan,(1995).The Complete Encyclopedia od Stitches, Adams Media Corporation Holbrook.
* Bernard.P.Corbman,(1983).Textiles-FibretoFabric,McGraw-Hill.Corporation,New York.
* Mathews.M(2005),PracticalClothingConstruction,Part1&2,CosmicPress,Chennai.

**e-Learning Resources:**

* <https://www.craftsvilla.com/blog/famous-indian-embroidery-styles/>
* <https://www.iloencyclopaedia.org/component/k2/item/880-cotton-yarnmanufacturing>
* <https://www.slideshare.net/hemaupadhayay/traditional-embroideries-of-india-76836145>
* <http://www.india-crafts.com/articles/block-printing-in-india.html>
* <https://study.com/academy/lesson/how-is-cad-cam-used-in-textiles.html>

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | L | S | M | S | S | S | S |
| **CO2** | S | S | S | L | S | M | S | S | S | S |
| **CO3** | S | S | S | L | S | M | S | S | S | S |
| **CO4** | S | S | S | L | S | M | S | S | S | S |
| **CO5** | S | S | S | L | S | M | S | S | S | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage**  **(rounded of) of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium 2Low 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **Entrepreneurial Based - DECORATIVE STYLES** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDS36 | III | Y |  | Y |  | 1 | 1 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Understand the needs of styles in interiors in various aspects. |
| Develop a conceptual understanding in the Interior Design field. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Classic-Modern Styles** – Concept and Characteristic features of Retro style, Bohemian style, Rustic Style and Vintage Style – Boho, Punk, Country, Coastal and Atomic age. | **5** |
| **UNITII** | **Modern styles** - Luxury, Minimalist, Scandinavian, Shabby Chic, Industrial, Farmhouse and Coastal. | **5** |
| **UNITIII** | **Styling of a House -** Individual House - Bungalow/Duplex, Twin House and Prefabricated House. Flats - Importance of Amenities in gated Community. | **5** |
|  | **TOTAL** | **15** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Analyse the characteristics and aesthetics features in various styles of interiors.

CO2: Compare and Summarize the different Classic and modern styles in interiors.

CO3: Understand the styling steps in interior rooms.

**References**:

* Emily Henderson (2015), Styled: Secrets for Arranging Rooms, from Table tops to Bookshelves. Random House LLC
* Lauren Liess (2015), “Habitat: The Field Guide to Decorating” Abrams, New York.

**e-Learning Resources:**

* <https://www.thespruce.com/modern-architecture-4797910>
* <https://www.2020spaces.com/blog-interior-design-styles/>
* <https://foyr.com/learn/types-of-interior-design-styles/>

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | L | L | L | M | L | M | S |
| **CO2** | S | S | S | L | L | L | M | L | M | S |
| **CO3** | S | S | S | L | L | L | M | M | M | S |

**Mapping with Programme Specific Outcomes**

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| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)of Course Contribution to Pos** | 3 | 3 | 3 | 3 | 3 |

**Strong 3 Medium 2 Low 1**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **FREEHANDSKETCHING** | | | | | | | | |
| **Category** | **Year**  **II** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDS37 | III | Y |  | Y |  | 2 | 2 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Acquire basic knowledge of drawing and sketching exercises. |
| Draw different types of design, develop design by using motifs. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Drawing & Sketching** – Meaning and concept, Materials -Pencil and its types, Charcoal, Pastels, types of Paints. Usage of different points of pencils, handling of pencils. Drawing sheets and their sizes. | **5** |
| **UNITII** | **Drawing & Sketching exercises**–Simple exercises in drafting, point and line, line types, line weights, straight and curvilinearlines, dimensioning, lettering, borders, titlepanels,  Tracingin pencil, ink, use of tracing cloth. | **5** |
| **UNITIII** | **Standards & Conventions**, Construction Lines, ProportionsDrawing types - Diagramming, Geometric Modeling. role of scale models in design, Ceramic designs, stained glass design, Grill design. | **5** |
| **UNITIV** | **Object Drawings**: Natural geometric forms with mphasison depth and dimension, detail & texture, sunlight & shadow using different mediums. | **5** |
| **UNITV** | **Landscape Sketching** - still life pictures, natural and man-madel and scaping, perspectives ,lighting & composition, textures and details, using different media. | **5** |
|  | **Practicals:**  Drawing **-** Practice sketching the still life composition. Objects– Furnitures, Accessories.  Sketchbook-outdoors-landscapes, building sorurban scenes. | **5** |
|  | **TOTAL** | **30** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Understand the concept of drawing and sketching and know the basic materials and mediums used for sketching.

CO2: Describe the role and scope of scale models in design.

CO3: Sketch designs for ceramics, glass, and grills.

CO4: Compare diagramming and geometric modeling techniques in design.

CO5: Develop standards and conventions in drawing design."

**References**

* Maria Dolors Ros Frijo, The Art and Craft of Ceramics: Techniques, Projects, Inspiration, Lark Books, 2006.
* Maureen Mitton, Interior Design Visual Presentation: A Guide to Graphics, Models, and Presentation Techniques, 3rd edition, Wiley Publishers, 2007.
* Mogali Delgade Yanes and Ernest Redondo Dominquez, Freehand Drawing for Architects and Interior Designers, W.W. Norton & Co., 2005.
* Shah, M.G., Kale, C.M., and Patki, S.Y., Building Drawing: With an Integrated Approach to Build Environment, 7th ed., Tata McGraw Hill Pub., Delhi, 2000.
* Susan Bruce, The Art of Hand-Built Ceramics, Crowood Press, 2000.

**Mapping with Programme Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | M | L | L | M | S |
| **CO2** | S | S | S | M | M | M | L | L | M | S |
| **CO3** | S | S | S | S | M | M | S | M | M | S |
| **CO4** | S | S | S | M | M | M | L | L | M | S |
| **CO5** | S | S | S | M | M | M | L | L | M | S |

**Mapping with Programme Specific Outcomes**

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| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium2Low1**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Titleof the Course** | | **FURNISHINGS ININTERIORS** | | | | | | | | |
| **Category** | **Year**  **II** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDC43 | IV | Y |  | Y |  | 5 | 5 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Make a wise choice in the selection of fabric for furnishings. |
| Draft and construct furnishing soused in interior spaces. |
| Know about the types, care and maintenance of furnishings used in interiors. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Selection of Fabrics in Interior Design:** Importance, Factors to be considered in the selection of fabric for furnishings, Types of fabric used in interiors.  **Steps involved in fabric preparation**. Methods of transferring pattern marking son to the fabric. Methodsof Drafting-Curtains,Draperies,PillowCovers,Slip Covers and Cushion Covers. | **10** |
| **UNITII** | **Constructionoffurnishings**:Selection,UseandCareofSewingmachineandsewingtools.StudyofBasichandstitches  – Temporary- Even basting, Uneven basting and Hemming -Permanent – Running, Back, Over cast, Over hand, Whip andSlip.Seams and Seam finishes | **10** |
| **UNITIII** | **WindowTreatments**–Hardwindowtreatment–Blinds,Shutters, Screens, Panels, Shades and Curtains. Soft windowtreatment-CurtainsandDraperies.StylesofhangingCurtains–Tie-Backs,Café,Ruffles,Tier.Decorativecurtainheads–Valence,Cornice, Swagsand Cascade. | **10** |
| **UNITIV** | **Softfurnishings**–Importance,types,uses,careandmaintenanceofsoftfurnishings.CarpetsandRugs–Typesbasedonconstruction– Woven,Knotted andTufted. | **10** |
| **UNITV** | **Traditional fabrics and interiors–**History, method of construction, designs, colours and uses of Brocade, Jamdani, Chanderi, Damaskand Kancheevaram in interiors. | **10** |
|  | **PRACTICAL**  Basic hand stitches. Seams and Seam finishes  Construction of different types of Curtains. Construction of Pillow and Cushion Covers. Styles of hanging curtains  Prepare an album on the traditional fabrics used in interiors. | **10** |
|  | **TOTAL** | **60** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Outline the factors to be considered in the selection of fabric for furnishings.

CO2: Describe the methods of drafting and construction of various furnishings.

CO3: Identify and list out the various soft furnishings used in interiors and ways of maintaining them.

CO4: Explore the hard and soft window treatments for interiors.

CO5: Summarize the history, construction, and uses of traditional fabrics in interiors."

**References**:

* [Wilhelmine Van Aerssen](https://www.google.co.in/search?hl=en&q=inauthor%3A%22Wilhelmine%2BVan%2BAerssen%22&tbm=bks), [Chris Halsey](https://www.google.co.in/search?hl=en&q=inauthor%3A%22Chris%2BHalsey%22&tbm=bks) (2017), From Fibre to Fabric, The Ultimate Guide to SoftFurnishings,Clearview books publisher.
* [WendyBaker](https://www.google.co.in/search?hl=en&q=inauthor%3A%22Wendy%2BBaker%22&tbm=bks)·(2009),CompleteBookofCurtains,DrapesandBlindsDesignIdeasforEveryType ofWindow,Treatment, PavilionBooks Publishers. ISBN:9781843405054,1843405059
* PhilipsB,(2000). Hamlynbookofdecorating,OctopuspublishingLtd,London.
* Clifton.C.etal (1991).ThecompleteHomedecorator,Conran OctopusLtd,London.
* Luke.H.,(1996).Softfurnishings,NewHollandPublishersLtd,Singapore.
* Wilhide,EandCopestick,I. (2000).Contemporarydecorating,ConranOctopusLtd., London.
* LevineM(1998).Livingrooms,Rockportpublishers,USA.
* MaryMathews, (1996). PracticalClothingConstruction,PartIandPartII,CosmicPress.
* Mehta,R.J,(1970)“MasterpiecesofIndianTextiles”,B.BTaraporewala& SonsPvt.Ltd,India.
* Pizzuto’s.J.J(2010),“FabricScience”,9thEdition,FairchildBooks,U.S.A.

**e-Learning Resources:**

* <http://gpktt.weebly.com/classification-of-textile-fibers.html>
* <https://textilelearner.blogspot.com/2011/05/definition-and-classification-of-fiber_41.html>
* <https://www.thesprucecrafts.com/sew-simple-custom-curtains-2977596>
* <http://ncert.nic.in/vocational/pdf/ivsm104.pdf>
* <https://www.thespruce.com/basic-types-of-window-treatments-for-bedrooms-350468>
* <https://www.homeonline.com/hol/home-tips/10-tips-to-care-for-your-soft-furnishings.html>
* <https://aces.nmsu.edu/pubs/_g/G402.pdf>

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO**  **1** | **PO2** | **PO**  **3** | **PO**  **4** | **PO**  **5** | **PO**  **6** | **PO**  **7** | **PO**  **8** | **PO**  **9** | **PO1**  **0** |
| **CO1** | S | S | S | L | S | M | S | S | S | S |
| **CO2** | S | S | S | L | S | M | S | S | S | S |
| **CO3** | S | S | S | L | S | M | S | S | S | S |
| **CO4** | S | S | S | L | S | M | S | S | S | S |
| **CO5** | S | S | S | L | S | M | S | S | S | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PS**  **O1** | **PSO**  **2** | **PSO**  **3** | **PSO**  **4** | **PSO**  **5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of) of Course Contribution to**  **POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3 Medium2Low1**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Titleof the Course** | | **COMPUTERAIDEDDESIGN -PRACTICAL** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDP44 | IV |  |  | Y |  | 5 | 5 | 40 | 60 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Learn and implement the advance drafting techniques in drawing 2D plans in CAD. |
| Create 3D View of simple objects and furniture. |
| Design room interiors in 3D with material application |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Dimensions** – Linear, Align, Angular, Radius, Diameter, Baseline,Continue, Leader. Dimension edit, Dimension styles– Lines andArrowtab,Fittab,PrimaryUnits,AlternateUnits,andtolerances.TocreateandinsertBlocksandBlockedit.HatchandGradient.ApplyingDimensions,Layers, Hatch and Gradient in 2Dplans. | **10** |
| **UNITII** | **Solid Model** -Creating 3D solids using standard primitives like Box,Wedge,Cylinder,Sphere,Cone,Torus,andPyramid.DesigningChair,Bed,Sofa, Table, Roof structures using Solid primitives | **15** |
| **UNITIII** | **Boolean operations** - Union, Subtract and Intersect. 3D Operations -Extrude, Loft, Revolve, Sweep. Create Door and Window openings,Furniture with complex shapes and designs using Boolean operationsand3D operations. | **15** |
| **UNITIV** | **Materials**–Flooring,Wallfinishes,Fabric,PlasticandMetal.Createnewmaterialsfromtheexistingmaterialbrowser.Applyingthematerials to the different room interiors like Living room, Bedroom, Dining room, Study room and Kitchen. | **10** |
| **UNITV** | **Setting Background image to 3D model.** Camera tool – SettingCameratocreatedifferentviewsandwalkthroughoftheinteriorandexteriorofthe buildingmodels | **10** |
|  | **TOTAL** | **60** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Identify the advanced tools used for 2D drafting of house plans.

CO2: Distinguish the significance of 3D models of objects over 2D drafting.

CO3: Devise design using Boolean operations.

CO4: Compare the materials using 3D tools for different areas.

CO5: Compose interior views using camera tools."

**References:**

* + [RandyShih](https://www.google.co.in/search?hl=en&gl=in&tbm=bks&tbm=bks&q=inauthor%3A%22Randy%2BShih%22&sa=X&ved=2ahUKEwih-Ovw1Jf_AhWd1TgGHYfUB70Q9Ah6BAgFEAU)(2015)AutoCAD2016TutorialSecondlevel3DModeling,SDCPublications
  + ShamTickoo,Anurag,(2013).AutoCAD2013.CadSoftTechnologies,DreamtechPress,NewDelhi.
  + ShamTickoo,D.Saravanan,(2010).AutoCAD2010.CadSoftTechnologies,DreamtechPress,New Delhi.
  + David Frey,(2000). AutoCAD2000.
  + Gokulachari,(SecondEdition,2008).CAD in Civil Engineering Drawing Practice I.
  + K.Venugopal,(ThirdEdition,1998).EngineeringDrawingwithAutoCAD.NewAgeInternational(P) Limited.
  + Ilangovan,(Sep1999).Engineering Drawing with Auto CAD.

**e-Learning Resources:**

* [www.cad-notes.com/autocad-articles/](http://www.cad-notes.com/autocad-articles/)
* [https://knowledge.autodesk.com](https://knowledge.autodesk.com/)
* [www.cadforum.cz/cadforum\_en/default.asp](http://www.cadforum.cz/cadforum_en/default.asp)
* [www.archblocks.com](http://www.archblocks.com/)
* <http://www.mycadsite.com/tutorials/>

**Mapping with Programme Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | S | S | L | M | S | S |
| **CO2** | S | S | S | M | S | S | L | M | M | S |
| **CO3** | S | S | S | M | S | S | L | M | M | S |
| **CO4** | S | S | S | M | S | S | L | M | M | S |
| **CO5** | S | S | S | M | S | S | L | M | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3 Medium2Low1**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Titleof theCourse** | | **BUILDINGSERVICES** | | | | | | | | |
| **Category** | **Year**  **II** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDE45 | IV | Y |  |  |  | 3 | 3 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Gain an understanding of various services required for the proper functioning of buildings. |
| Learn the standards to be followed in designing buildings. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Introduction to building services –** importance, concept,Kindsof services.  **Plumbing services** – Need, Purpose and general guidelinesindesigningplumbingsystem.Typesofpipes–Wastewaterpipe,Soilpipe and ventpipe. Traps–requirements and types. Sanitary apparatus – Wash basin, Sink, Bath tub, Urinal, Water closet and Flushing cistern. Methods of plumbing system – one pipe system and two pipe system. | **10** |
| **UNITII** | **Electrical services** – Single phase and three phase supply. Wiring systems – Cleat wiring, batten, concealed wiring, Casing wiring and Conduit wiring. Electrical switches and sockets. Need and purpose of earthing system. Causes and prevention of Electrical fires. | **15** |
| **UNITIII** | **Ventilation system** – Definition, need and purpose. Types -Naturalventilation–generalrulesfollowedinnaturalventilation,Mechanicalventilation–AirConditioningsystem–Components,workingprincipleandtypes.Functionofheatingventilationairconditioning(HVAC)andAirHeatingUnit (AHU). | **10** |
| **UNITIV** | **Fire Safety** - Definition and causes of fire. Classification offire.Safetydevices-Smokedetectors,Alarmsystem,Sprinklersystem,Portablefireextinguisher,Firehydrants  And Wetriser. Fire resisting materials for buildings. | **10** |
| **UNITV** | **Mechanical services** – Lifts and Escalators – Parts, working principle and types. Building Byelaws -Definition, Purpose, and technical terms – Carpet area, Built up area, set back, Floor Space Index (FSI). Requirements for Entry /Exit, Staircase, Open space, Building height and different rooms of a building. | **15** |
|  | **TOTAL** | **60** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Understand the general principles in providing plumbing systems for buildings.

CO2: Examine the requirements for electrical supply and distribution systems.

CO3: Discuss the role of ventilation and its types.

CO4: Explain the concept of fire safety in designing buildings.

CO5: Relate the building bylaws and standards."

**References**:

* A.S.Panchdhan,(SecondEdition2000).WaterSupplyandSanitaryInstallations.NewAgeInternational(P) Ltd.
* Dr.B.C.Punmia,AshokKumarJain&ArunKumarJain,(Tenthedition).BuildingConstruction.LaxmiPublications (P) Ltd.
* P.C.Varghese,(May2013).Building Construction, PHIL earning Private Limited.
* Rangwala, (Thirty Eighth Edition, 2011). Engineering Materials (Material Science),Charotar Publishing House PvtLtd, Anand.
* S.S.Bhavikatti,(2012).BuildingConstruction,VikasPublishingHomePvtLtd.

**`e-Learning Resources:**

* <https://www.wbdg.org/design-objectives/secure-safe/fire-protection>
* <http://www.level.org.nz/water/wastewater/drainage-systems/>
* <http://www.ecs.umass.edu/ece/hollot/ECE497DS06/ESD_1.pdf>
* <http://mohua.gov.in/upload/uploadfiles/files/Chap-4.pdf>
* <https://www.cedengineering.com/userfiles/Building%20Elevators.pdf>
* <http://tzb.fsv.cvut.cz/files/vyuka/125bes1/prednasky/125bes1-02.pdf>

**Mapping with Programme Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | L | L | M | M | M | S |
| **CO2** | S | S | S | M | L | L | M | M | M | S |
| **CO3** | S | S | S | M | L | L | M | M | M | S |
| **CO4** | S | S | S | M | L | L | M | M | M | S |
| **CO5** | S | S | S | M | L | L | M | M | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium2Low1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **VISUALMERCHANDIZING** | | | | | | | | |
| **Category** | **Year**  **II** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDS46 | IV | Y |  |  |  | 2 | 2 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Understand the concept of Visual Merchandising. |
| Analyze the merchandising techniques used. |
| Analyze current trends and forecast future trends in merchandising. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Fundamentals of Visual Merchandising**- Introduction , Objectives, Techniques, Store exteriors - store signs, façade, banners, planters, signage and awnings. | **5** |
| **UNITII** | **Display -** Types of display- Window Display - Meaning and Scope, Promotional Display Vs. Institutional Display, Art principles in arrangement of display. | **10** |
| **UNITIII** | **Understanding Fixtures-**The Purpose of Planning Fixtures, Types of Fixtures. Colour Blocking & Colour Psychology –Interiors & Exteriors. | **5** |
| **UNITIV** | **Merchandise Presentation**–Concept and its Principles, Dominance Factor in Merchandise Presentation, Cross Merchandising. | **5** |
| **UNITV** | **Trend analysis & Sales Forecasting**-Styling, Display Calendar, Sales Tracking, Handling the Props, Lighting, Organizing an In-store Event. | **5** |
|  | **TOTAL** | **30** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Identify visual merchandising and retailing.

CO2: Classify and assess the different types of displays.

CO3: Compare the materials and their purpose in planning fixtures.

CO4: Appraise and recommend merchandise presentation.

CO5: Justify and anticipate the current trends and follow SOPs."

**References**:

* Ebster Clause, Garaus Marion (2015), Store Design and Visual Merchandising, Second Edition, Business Expert Press
* Levy, Michael & Barton A. Weitz. (2009). Retailing Management. Tata McGraw-Hill.
* Morgan, Tony. (2010). Window Display: New Visual Merchandising. Laurence King Publishing.
* Murugan. (2018). Retail Marketing. Thakur Publication.
* Pradhan, Swapana. (2009). Retailing Management. Tata McGraw-Hill.
* Bhalla, Swati, & Anurag S. (2010). Visual Merchandising. Tata McGraw-Hill.

**e-Learning Resources:**

* <http://www.slideshare.net/dianhasan/iiscm-retail-innovation-seminar-jakartaapril-8-2011>
* [www.businessdictionary.com/definition/visual-merchandising.html](http://www.businessdictionary.com/definition/visual-merchandising.html)
* [www.managementstudyguide.com/visual-merchandising.html](http://www.managementstudyguide.com/visual-merchandising.html)
* [www.rmservicing.com/articles/what-is-visual-merchandising](http://www.rmservicing.com/articles/what-is-visual-merchandising)

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | L | L | S | M | L | L | S |
| **CO2** | S | S | S | L | L | S | M | L | L | S |
| **CO3** | S | S | S | L | L | S | M | L | L | S |
| **CO4** | S | S | S | L | L | S | M | L | L | S |
| **CO5** | S | S | S | L | L | S | M | L | L | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium2Low1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **COMPUTERAPPLICATIONINHOMESCIENCE** | | | | | | | | |
| **Category** | **Year**  **II** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDS47 | IV | Y |  |  |  | 2 | 2 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to: |
| Understand the application of computer in various disciplines of Home Science. |
| Know the features of Google Sketch Up in Interior Design. |
| Explore the benefits of computer applications in the field of research. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **General commands** - Creating and opening a file, Steps in creating a folder and saving a file in the destined folder.  MS Office Package - Software in MS Office package, creating a document using MS Word, preparing slide presentations using MS PowerPoint. Making graphs and charts using MS Excel. | **4** |
| **UNITII** | **Computer Application in Space planning**-  Application for preparing plan, elevation, and section drawings for interiors and exteriors. Need for rendered views in design. Creating 3D models and 3D views using Google Sketch Up. | **10** |
| **UNITIII** | **Computer Application in Nutrition**-Software package for nutrition education and diet counselling - Nutritive value of food items, Nutritional analysis, Meal planning and recipes | **5** |
| **UNITIV** | **Computer Application in Textiles** – Use of computer in textile Designing – Definition, Concept, Software – Printed fabrics, Sketch Pad system, Texture mapping, Embroidery system. | **6** |
| **UNITV** | **Computer Application in Research**-Data collection–creating online form using Google forms, Data entry in MS Excel–Frequency analysis, Cross Tabulation. | **5** |
|  | **TOTAL** | **30** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Recall the features of the MS Office package.

CO2: Understand the application of Google Sketch Up for design.

CO3: Explain computer applications in the field of Nutrition.

CO4: Compare and apply design using computers.

CO5: Create Google Forms for data collection.

**References**:

CADSoft Technologies. (2018). AutoCAD 2018 for Novices (Learn By Doing).

Chitura, Patience. (2020). CAD Practical Skills in Textile Technology and Design (TTD).

Holler, James. (2022). Microsoft Office 365 for Beginners 2022: [8 in 1] The Most Updated All-in-One Guide from Beginner to Advanced | Including Excel, Word, PowerPoint, OneNote, OneDrive, Outlook, Teams, and Access.

Salcedo, Jesus. (2017). SPSS Statistics for Data Analysis and Visualization. Wiley Publishers.

**e-Learning Resources:**

* <https://www.tutorialspoint.com/word/index.htm>
* https:/[/www.vmaker.com/tutorial-video-hub/microsoft-tutorial-videos/microsoft-](http://www.vmaker.com/tutorial-video-hub/microsoft-tutorial-videos/microsoft-)office-tutorial/
* <https://www.thesourcecad.com/autocad-tutorials/>
* https://nutrium.com/blog/why-should-you-choose-a-nutrition-software-over-an-excel-word/

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | S | L | M | M | S |
| **CO2** | S | S | S | M | M | S | L | M | M | S |
| **CO3** | S | S | S | M | M | S | L | M | M | S |
| **CO4** | S | S | S | M | M | S | L | M | M | S |
| **CO5** | S | S | S | S | M | S | L | M | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium2Low1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **FURNITUREDESIGN** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDC51 | V | Y |  | Y |  | 4 | 5 | 25 | 75 | 100 |

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| --- |
| **Learning Objectives** |
| To enable the students to: |
| Understand the various traditional and modern styles of furniture design. |
| Develop furniture layout on floorplans. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **History of Furniture Design** - Different styles of furniture-William and Maryperiod, Queen Anneperiod, Chippendale, Hepple white, Sheraton, Adam furniture, American Georgian, Baroque, Rococo and Neo Classical. | **10** |
| **UNITII** | **Study of Modern Furniture** - Styles through works of F. L.Wright, Mies Van der Rohe, Marcel Breuer. Factors influencing the selection of furniture–comfort, expressiveness, style, beauty, utility, family needs and preferences. | **10** |
| **UNITIII** | **Types of furniture**–Built in furniture–Movable furniture–Upholstery furniture-Sectional furniture-Systems furniture–Readymade furniture. Joineries used in furniture. | **10** |
| **UNITIV** | **Use of furniture in Interiors**–Arrangements of Furniture using Principles of Design, general guidelines in arranging furniture. **Planning furniture for selected activities** – Educational Institution and General office. | **15** |
| **UNITV** | **Design of Residential Furniture**-Wall cabinet, TV Show cases, sofa, Dining table, study table, center table, children furniture and multi purpose furniture. Furniture layout on floor plans of Living Room, Bedroom, Study Room and Dining Room. Care and maintenance of furniture. | **15** |

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|  | **Practicals**   1. Styles of furniture sketching. 2. Measured drawing of furniture. 3. Kitchen cabinets and Showcase drawings. 4. Designing of furniture. 5. Model making. | **15** |
|  | **TOTAL** | **75** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Recognize the history of various styles of furniture design like Chippendale and Hepple white.

CO2: Understand the factors influencing the selection of furniture for various uses.

CO3: Identify different types of furniture and their uses.

CO4: Apply the guidelines in the arrangement of furniture.

CO5: Develop new ideas to design furniture in residential spaces by implementing ergonomic principles.".

**Reference:**

* Walton, Natalie. (2022). Style: The Art of Creating a Beautiful Home. Hardie Grant Publishers.
* Nakashima, George. (2012). The Soul of a Tree: A Master Woodworker's Reflections. Kodansha USA.
* Fiell, Charlotte. (2017). 1000 Chairs. Taschen America LLC.
* Hepfer, Anne. (2022). MOOD: Interiors & Inspiration. Gibbs Smith Publishers.
* Ching, Francis D.K. (2012). Interior Design. John Wiley & Sons, New York.
* Ramstedt, Frida. (2020). The Interior Design Handbook: Furnish, Decorate, and Style Your Space. Clarkson Potter Publishers.

**e-learning resources**

* https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=4839&context=extensionhist#:~:text=These%20art%20principles%20%2D%2D%20balance,cessories%20or%20setting%20the%20tabl e.
* shutterfly.com/ideas/how-to-arrange-furniture/
* https:/[/www.archdaily.c](http://www.archdaily.com/tag/furniture-design)o[m/tag/furniture-design](http://www.archdaily.com/tag/furniture-design)
* <http://www.lectra.com/en/furniture/upholstered-design-product-development>

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | M | L | M | M | S |
| **CO2** | S | S | S | M | M | M | L | M | M | S |
| **CO3** | S | S | S | M | M | M | L | M | M | S |
| **CO4** | S | S | S | M | M | M | L | M | M | S |
| **CO5** | S | S | S | M | M | M | L | M | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium2Low1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Titleof the Course** | | **APPLICATIONOFCOLOURININTERIORS** | | | | | | | | |
| **Category** | **YearIII** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDC52 | V | Y |  | Y |  | 4 | 5 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Understand the needs of colours in interiors in various aspects. |
| Develop a conceptual understanding in the Interior Design field. |

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| **UNIT** | **CONTENT** | | **HOURS** |
| **UNITI** | **Colour concept- C**olour and light, colour and distances and scales. Techniques for choosing appropriate wall colours based on the purpose of the room. Understanding the psychological impact of different colours on human emotions and moods. | | **10** |
| **UNITII** | **Colours based on Design**–Formal, Informal and Freestyles. Colours based on Elements – Wood, Glass, Metal and Stone. Colours based on Themes– Warm and Cool  Colours based on Lighting –Additive Colour, Subtractive Colour | | **10** |
| **UNITIII** | **Interior Colour Combination** – Warm neutrals and Rich earthtones. VOC and odourless paint that protects the walls from toughstains&harmfulbacteria.Typesofemulsionpaint–Gloss,Semigloss,matte,eggshellorvelvet.ApplicationofEmulsionpaint  –spraying, brushing and rolling with abrush like motion. | | **15** |
| **UNITIV** | **Home Interior**-Wall Colours and Textures, Createa design board for various room. Suggest Interior colours forkids’ room, living  room, bedroom, study room and pooja room. Exterior Colours for Bungalow and Apartments .Factors to consider lighting, roomsize, | | **15** |
| Furniture and personal preferences. |  |
| **UNITV** | **Commercial Spaces–**Introduction to commercial space wall colours and textures, Study of various wall materials and finishessuitableforcommercialspaces,exploringtechniquessuchaswallpaper, textured paint, veneers, and 3D panels, examining eco-friendly and sustainable wall colour and texture options for commercial spaces, incorporating materials and finishes that meet  Green building standards. | | **15** |

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|  | **Practical**  a) Applying acquired knowledge and skills to design and execute a wall color and texture project.  b) Presenting the project concept, materials, and techniques used.  c) Creating professional presentations and documentation for wall color and texture projects.  d) Articulating design concepts, material specifications, and project outcomes effectively. | **10** |
|  | **TOTAL** | **75** |

**COURSE OUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Outline the importance of color combination and analyze various colors' effects on human moods.

CO2: Identify colors based on designs, elements, themes, and lighting.

CO3: Understand the types of emulsion paint and apply them to achieve different textures.

CO4: Suggest colors for various interior rooms.

CO5: Explore various wall materials and finishes for commercial spaces."

**References**:

* Gokcakan Çicek N., Gokcakan K.: Characteristics Of Colors, Interior Design And Their Psychological And Physiological Effects. TOJET: The Turkish Online Journal of Educational Technology, November2016, Special Issue for INTE 2016, p.p. 425-430.
* Sadat Behbahani N (2011). Theoretical Review on Color in Interior Space: An Experimental Assessment of Iranian Houses, Eastern Mediterrane an University, Gazimağusa, North Cyprus.
* Krstić H., Rađelović D (2013) Color as a powerful tool in interior design. Proceedings Third international science conference Balkan color, p.p. 568-575.
* Rios VelascoC., Color and Visual Comfort, The University of Texas, Austin,2010.
* Living in Color: Color in Contemporary Interior Design(2021). [Phaidon Editors](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Phaidon%2BEditors&text=Phaidon%2BEditors&sort=relevancerank&search-alias=books), Phaidon publishers.

**e-Learning Resources:**

* <https://www.researchgate.net/publication/333928432>
* <https://www.2020spaces.com/blog-interior-design-styles/>
* <https://foyr.com/learn/types-of-interior-design-styles/>
* <https://foyr.com/learn/psychology-of-colors-in-interior-design/>
* https:/[/www.stew](http://www.stewart-schafer.com/journal/the-importance-of-color-in-interior-design)a[rt-schafer.com/journal/the-importance-of-color-in-interior-design](http://www.stewart-schafer.com/journal/the-importance-of-color-in-interior-design)

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | L | S | S | L | M | S |
| **CO2** | S | S | S | M | L | S | M | L | M | S |
| **CO3** | S | S | S | M | L | S | M | L | M | S |
| **CO4** | S | S | S | M | L | S | M | L | M | S |
| **CO5** | S | S | S | M | L | S | S | L | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to Pos** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium2Low1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **KITCHENDESIGN** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDC53 | V | Y |  |  |  | 4 | 5 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Gain knowledge of different materials used for various surfaces in kitchen. |
| Develop skill to plan, change or enhance Kitchen design layout. |
| Apply the appropriate technique to redirect kitchen traffic. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Kitchen Planning:**Functions Performed in a Kitchen, Principles of Planning a Kitchen - Orientation and Location, Ventilation, Storage Needs, Work Triangle, Color, Light and Safety. [Name of Publication or Platform]. | **10** |
| **UNITII** | **Types of kitchen**–One-Wall Kitchen, U–Shaped Kitchen,L – Shaped Kitchen, Galley Kitchen, Island Kitchen and Peninsula Kitchen. | **20** |
| **UNITIII** | **Materialsandfinishes**–Variousmaterialsandfinishesusedinkitchen–floor, wall, sink, ceiling, counter tops, storage and the characteristics | **15** |
| **UNITIV** | **Modular Kitchen**: Characteristics, requirements, Materials used – Wood, Steel, Sintex and Aluminium. Pull Outs –Double basket, Cutlery trays, Corner unit, Sleek oil pull out, Ladder unit, Basket bin holder. | **15** |
| **UNITV** | **Kitchen storage** – principles of kitchen storage, storage areas in kitchen–Free Standing and Built- In Storage, dimensions, hand operated tools and their location. Care and maintenance of storage. | **15** |
|  | **TOTAL** | **75** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Draw and apply the principles of planning and standards in kitchen design.

CO2: Apply various types of kitchen for suitable interiors.

CO3: Examine the materials and finishes of kitchen well suited for performance.

CO4: Interpret the current trends in modular kitchens.

CO5: Create a design for storage spaces and their requirements for kitchens."

**References:**

* Paper, Heather J. (2018). All New Kitchen Ideas that Work. Taunton Press Publishers.
* Blank, Sarah. (2022). Classic Kitchens for Modern Living. Images Publishing DistAc Publishers.
* H. PRESS. (2022). Kitchen Remodeling: Design Ideas to Modernize Your Kitchen - The Latest Trends + 50 Pictures (Remodeling Idea).
* Sallick, Barbara. (2022). The Perfect Kitchen.
* Wolford, Nancy, Cheever, Ellen, NKBA (National Kitchen and Bath Association). (2015). Kitchen and Bath Design Principles: Elements, Form, Styles (NKBA Professional Resource Library). Wiley Publishers.

**e-Learning Resources:**

* <http://bestinteriors4u.weebly.com/kitchen.html>
* <https://www.kutchina.com/e-catalogue/catalogue-modular%20kitchen.pdf>
* <https://johnsonkitchens.in/pdf/theater_bro_hi-res.pdf>
* <https://foyr.com/learn/kitchen-floor-plans-with-dimensions/>
* <https://www.roomsketcher.com/blog/kitchen-layout-ideas/>
* <http://www.seas.ucla.edu/~junjie/project/SP4.pdf>

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | L | L | M | M | M | S |
| **CO2** | S | S | S | M | L | L | M | M | M | S |
| **CO3** | S | S | S | M | L | L | M | M | M | S |
| **CO4** | S | S | S | M | L | L | M | M | M | S |
| **CO5** | S | S | S | M | L | L | M | M | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3 Medium2Low1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **PROJECT WITH VIVAVOCE** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDD54 | V | Y |  | Y |  | 4 | 5 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Develop skills in conducting are search study |
| Learn the art and science of preparing and presenting are search document. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | Introduction | **5** |
| **UNITII** | Review of Literature and Citing of Bibliography | **15** |
| **UNITIII** | Methodology | **15** |
| **UNITIV** | Results and Discussion | **15** |
| **UNITV** | Summary and Conclusion | **5** |
| Project Presentation | **5** |
|  | **TOTAL** | **60** |

**COURSEOUTCOMES**

\After successful completion of the course, the student will be able to:

CO1: State a research problem on a topic relevant to their field.

CO2: Prepare a systematic literature review on the topic selected.

CO3: Select and execute the most appropriate methodology for the study.

CO4: Acquire basic skills in collecting, analyzing, presenting, and interpreting data.

CO5: Present findings of the study in a logical and sequential manner and discuss them against the backdrop of available scientific literature. Cite references in prescribed format.

**Mapping with Programme Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | L | S | L | M | M | S |
| **CO2** | S | S | M | S | L | S | L | M | M | S |
| **CO3** | S | S | M | S | L | S | L | M | M | S |
| **CO4** | S | S | M | S | L | S | L | M | M | S |
| **CO5** | S | S | M | S | L | S | L | M | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage(rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3 Medium 2 Low1**

**(Refer to the regulations for additional information**)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **HUMANNUTRITION** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDE55 | V | Y |  |  |  | 3 | 4 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to: |
| Understand the benefits of nutrients of different age groups |
| Analyze dietary management for lifestyle disorder. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Health and Nutrition** - Nutrients - classification, balanced diet, functions of food, Basic five food groups, Principles of Menu planning.  **Proteins-**classification of amino acid, functions and Sources. | **15** |
| **UNITII** | **Carbohydrates**–classification of carbohydrates, functions and Sources.  **Lipids-**classification of saturated and unsaturated fatty acid, functions and Sources. | **15** |
| **UNITIII** | **Sources, functions and deficiency of Vitamins and Minerals**–Water-soluble Vitamins and Fat-soluble Vitamins.  Minerals–Macro-minerals–Calcium, Phosphorus, Magnesium, Potassium, Sodium. Microminerals –Iron and Iodine.  Water-Functions, dehydration and water in toxication. | **15** |
| **UNITIV** | **Nutrition Requirements** of Infants, Preschoolers, School going Children, Adolescents, Adults, Pregnant and Lactating Mothers, and a old age | **15** |
| **UNITV** | **Life style disorder**s–Prevention and dietary management of Obesity, Cardiovascular diseases (CVD) and Diabetes Mellitus. | **15** |
|  | **TOTAL** | **75** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Understand the concept of a balanced diet.

CO2: Identify sources of foods rich in lipids and protein.

CO3: Analyze the functions of vitamins and minerals.

CO4: Assess the nutritional requirements for different age groups.

CO5: Propose meal plans for lifestyle disorders."

**Reference:**

* + Srilakshmi.B,(2019).Dietetics-MultiColour,,NewAgeInternationalPublishers
  + [SHARMAA](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=SHARMA%2BA&search-alias=stripbooks)(2017).PrinciplesOfTherapeuticNutritionAndDietetics,CBSPublishers
  + Shubhangini.A.Joshi,5thEdition(2021).NutritionandDietetics,TataMcGrawHillEducationPvt,LTD.,New Delhi.
  + Srilakshmi.B,(2012).NutritionScience,NewAgePublicationsInternational,Pvt,Ltd.,NewDelhi.
  + [SumatiR.Mudambi](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Sumati%2BR.%2BMudambi&search-alias=stripbooks)(2020).FundamentalsOfFoods,NutritionAndDietTherapy,NewAgeInternationalPrivate Limited
  + [Gully baba Com Panel](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Gullybaba%2BCom%2BPanel&search-alias=stripbooks) (2012), ANC-1 Nutrition For The Community, Gully baba Publishing House Pvt. Ltd.

**e-Learning Resources:**

* [http://www.nios.ac.in/media/documents/SecHmscicour/english/Home%20Science%20(Eng](http://www.nios.ac.in/media/documents/SecHmscicour/english/Home%20Science%20(Eng)%20Ch-3.pdf) 0[)%20Ch-3.pdf](http://www.nios.ac.in/media/documents/SecHmscicour/english/Home%20Science%20(Eng)%20Ch-3.pdf)
* <http://agritech.tnau.ac.in/nutrition/pdf/cooking%20methods.pdf>
* <http://icmr.nic.in/final/rda-2010.pdf>
* <http://www.textbooksonline.tn.nic.in/Books/12/Std12-Nutr-EM.pdf>
* <https://egyankosh.ac.in/bitstream/123456789/31103/1/Unit-1.pdf>
* https://ncert.nic.in/textbook/pdf/kehe103.pdf

**Mapping with Programme Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | L | M | L | M | M | S |
| **CO2** | S | S | S | M | L | M | L | M | M | S |
| **CO3** | S | S | S | M | L | M | L | M | M | S |
| **CO4** | S | S | S | M | L | M | L | M | M | S |
| **CO5** | S | S | S | M | L | M | L | M | M | S |

**Mapping with Programme Specific Outcomes**

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| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium2Low1**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **MASSCOMMUNICATION** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDE56 | V | Y |  | Y |  | 3 | 4 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to: |
| Understand the meaning and concept of communication |
| Gain theoretical and practical knowledge of basic design processes of communication |
| Conduct Cultural and Educational Programs to establish international relation. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | Meaning of Mass Communication-Definition, Characteristics, Elements and its types of mass communication. Mode of communication-Books, Newspapers, Film, Cinema, Radio and Television and social media. | **10** |
| **UNITII** | Communication Process - Communication Process, audio-visual aids, Mass media production.  Barriers in Communication – Definition, types and overcoming the barrier of communication. Tools of communication. Advantages of effective communication. | **10** |
| **UNITIII** | Graphic Design–Introduction, Role of design in society–Impact and function of graphic design, Types-Booklets, Brochures, Folders,  Posters. Role of design in the changing social scenario. Role and responsibility of Graphic Designers. | **10** |
| **UNITIV** | Advertising–Definition, Role of advertising in modern life- Advertising through Print Media and social media. Advantages and disadvantages of advertising.  Logo–Definition, Evolution of logos and the importance. | **15** |
| **UNITV** | Photography–Definition, Photographic types. Calligraphy–Definition, styles of calligraphy, Equipment’s used in calligraphy. The anatomy of type, type specification, type classification. Typography -evolution, Font anatomy, text type faces and its types, display graphics. | **15** |
|  | **PRACTICALS**   1. Using computers applications to prepare Invitation, Brochures and Posters. 2. Basic design exercises –Designing a logo, Digital design. 3. Different styles of Calligraphy. 4. Model Making. 5. Compile photography-landscape, portrait, still life, and documentary. | **15** |
|  | **TOTAL** | **75** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Identify and understand the meaning, characteristics, elements, and modes of Mass Communication.

CO2: Distinguish the barriers in communication and practice ways of overcoming them.

CO3: Analyze the impact and functions of Graphic Design.

CO4: Critique the role of advertisement in modern society.

CO5: Develop display skills in photography.

**Reference:**

* KevalJ. Kumar (2020),“Mass Communication in India”(5th Edition) Jaico Publishing House, Mumbai
* [HASANS.](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=HASAN%2BS.&search-alias=stripbooks)(2019). Mass Communication Principles And Concepts, CBS Publishers
* [Cath Caldwell](https://www.amazon.in/Cath-Caldwell/e/B07HKKJNJD/ref%3Ddp_byline_cont_book_1) (2019),GRAPHIC DESIGN FOR EVERY ONE: Understand the Building Blocks so You can Do It Yourself, DK Publishers
* [GailAnderson,](https://www.amazon.in/Gail-Anderson/e/B004MO9DCG/ref%3Ddp_byline_cont_book_1)[GaileAnderson](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=Gaile%2BAnderson&search-alias=stripbooks),[StevenHeller](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&field-author=Steven%2BHeller&search-alias=stripbooks)(2016)THEGRAPHICDESIGNIDEABOOK,LaurenceKing Publishing
* Dahama OP & Bhatnagar OP (2019), Education and communication for development, 2ndedition, Oxford & IBH publishers.
* EvelynP. Mann (2012)“ Advertising: types, trends and Controversies” Nova Science Publishers, ISBN:161324679X, 9781613246795.

**e-learning resources**

* <https://www.researchgate.net/publication/344235361_The_Types_of_Communication>
* <https://assets.cambridge.org/97811071/51048/frontmatter/9781107151048_frontmatter.pdf>
* <https://www.researchgate.net/publication/304038097_COMMUNICATION_BARRIERS>
* <https://www.southampton.ac.uk/~assets/doc/hr/Barriers%20to%20effective%20communication.pdf>
* <https://www.aiga.org/sites/default/files/2021-03/1A_IntroductionToGraphicDesign.pdf>
* <https://ncert.nic.in/textbook/pdf/kegd103.pdf>
* <https://www.loveleighloops.com/blog/basic-calligraphy>
* <https://capturetheatlas.com/photography-for-beginners-pdf/>

**Mapping with Programme Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | S | L | M | M | S |
| **CO2** | S | S | S | M | M | S | L | M | M | S |
| **CO3** | S | S | S | M | M | S | L | M | M | S |
| **CO4** | S | S | S | M | M | S | L | M | M | S |
| **CO5** | S | S | S | M | M | S | L | M | M | S |

**Mapping with Programme Specific Outcomes**

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| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3 Medium2Low1**

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| **Title of the Course** | | **SUMMER INTERNSHIP** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDI58 | V | Y |  | Y |  | 2 | - | 25 | 75 | 100 |

Students in the interior design program are mandated to engage in an internship program coordinated by the department, which entails a minimum of 30 days of professional experience with interior design firms. Upon completion of this experience, students are required to submit a final project showcasing their growth in knowledge and skills within the field of interior design.

**Objective:** The internship is dedicated to preparing graduates of the B.Sc. in Interior Design and Décor degree to enter the workforce as entry-level designers, equipped with a solid foundation and professional experience.

**Expected Outcome of the Internship**

**On successful completion of the internship, the student:**

* + Gains knowledge about industry/company process.
  + Developsskillsin2Dand3Dsoftware.
  + Analyze cost estimation of building gmaterials and finishes.
  + Learns the methods and strategies used in cost control.
  + Develops managerial skills in the areas of managing works required by the client.
  + Adapts to working in a team and contributes to needs as they arise.
* Demonstrates the competency of students in professional presentation, communication, and writing skills.
* Top of Form

**Internships will be permitted in the following areas:**

1. Regional and National Interior design firms/Architecture firms.
2. Construction companies –Space planning.
3. Manufacturing Sectors–Metal arts and crafts, Ceramic design, building products.
4. Companies related to Building Material and Finishes.
5. Interior design specializations-Lighting design, Furniture design, sustainable design, facilities management and community development.
6. Related specializations-Model home design, kitchen and bath design, art representation, color specialist and architectural photography.

**Evaluation**

Internship will be conducted during the summer vacation of the second semester, and the report will be evaluated by two examiners within the department.

**(Refer to the regulations for additional information)**

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| **Title of the Course** | | **ERGONOMICS** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDC61 | VI | Y |  |  |  | 4 | 6 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Gain knowledge on importance of ergonomics in work effectiveness. |
| Design work areas using ergonomic principles. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Ergonomics**–Concept, Definition, Characteristics of places, things and activities. Human Factors, Principles of Ergonomics, Occupational factors affecting the worker. | **15** |
| **UNITII** | **Anthropometry** - Definition, Types of data – Static dimensions and Dynamic dimensions, Definition and Applicability of Stature– Eyeheight, Elbow height, Sitting height, Shoulder and Elbow breadth, Thigh clearance and Popliteal height, Maximum and Minimum Vertical and Horizontal reach. | **20** |
| **UNITIII** | **Posture**–Sitting, Standing, lying down, Change of posture, **Movement**  –Lifting, Pulling and Pushing, Problems of Posture–Kyphosis, Lordosis, Scoliosis and squatting and cross legged problems. Exercises for Postural problems. | **10** |
| **UNITIV** | **Musculoskeletal Disorder (MSD)**–Strain, Tendinitis, Joints, Ligaments. **Carpel Tunnel Syndrome (CTS)**, Back, Neck, Knee problem. **Stress** – Definition, types and coping techniques. | **15** |
| **UNITV** | **Environmental Factors** - Noise – Noise Guidelines, Noise reduction materials - Acoustics. Temperature – Heat stress, Heat strain, Materials used for the Malcom fort, Heat Exchange-Convection, Conduction and Radiation. | **15** |
|  | **TOTAL** | **75** |

C**OURSEOUTCOMES**

After successful completion of the course the student will be able to:

CO1. Relate anthropometry, posture and Musculo skeletal disorder

.CO2.Assess the static and dynamic dimensions in anthropometry.

CO3. Analyze the problems of posture and relate the significance of exercises.

CO4.Understand the concept of ergonomics design.

CO5.Compareand identify the right environmental factors.

**References:**

* Khan M.I.,(2014). Industrial Ergonomics .PHIL earning Private Limited, New Delhi.
* Umesh Prasad,(2011).Essential of Ergonomics. Sonali Publications, New Delhi.
* Manjit Kaur Chauhan,(2015).Ergonomics Practical Manual for Beginners. Authors press, New Delhi.
* Jan Duland Bernard Weerdmeester,(2008). Ergonomics for Beginners–Aquickreference guide, CRC Press, New York.
* [Bridger](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=BRIDGER&search-alias=stripbooks)(2017).IntroductionToHumanFactorsAndErgonomics,4thEdn,Taylor&FrancisPublishers
* [K.C.Jain](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=K.C.%2BJain&search-alias=stripbooks), [P.L. Verma](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=P.L.%2BVerma&search-alias=stripbooks), [NitinShrivastava](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&field-author=Nitin%2BShrivastava&search-alias=stripbooks)(2018).WorkStudyAndErgonomics,NewAgeInternationalPublishers

**e-Learning resources**

* <https://www.medicalnewstoday.com/articles/324071.php#summary>
* <https://www.healthyworkstations.com/resources/ergo/TakingMeasurements.pdf>
* <https://biologydictionary.net/anthropometry/>
* https:/[/www.osha.gov/ergonomi](http://www.osha.gov/ergonomics)c[s](http://www.osha.gov/ergonomics)

**Mapping with Programme Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | L | M | M | M | M | S |
| **CO2** | S | S | S | M | L | M | M | M | M | S |
| **CO3** | S | S | S | M | L | M | M | M | M | S |
| **CO4** | S | S | S | M | L | M | M | M | M | S |
| **CO5** | S | S | S | M | L | M | S | M | M | S |

**Mapping with Programme Specific Outcomes**

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| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to Pos** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium2Low1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **PRINCIPLESOFRESOURCEMANAGEMENT** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDC62 | VI | Y |  | Y |  | 4 | 6 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Understand the concepts, principles and significance of resource management. |
| Apply the principles in the management of resources. |
| Acquire Knowledge in work simplification. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Management Process**–Definition, Qualities of a Good Manager. Management Process-Planning, Organizing, Controlling and Evaluation. | **10** |
| **UNITII** | **Managerial Inputs** -Values, Goals, Standards  Decision making- Meaning and its importance, Steps in Decision making process, Kinds of decisions, Methods of resolving conflicts.  Resources- Meaning and classification, Factors affecting the use of resources, Maximizing the use of family resources. | **15** |
| **UNITIII** | **Time Management** - Tools in time management - Peak loads, Work Curves, Rest periods and works implification. Time managementprocess-Planning-Stepsinmakingtimeplans-Controllingtheplanningaction-Evaluation. | **15** |
| **UNITIV** | **Energy Management** – Efforts used in Activities, Body mechanics, Fatigue - Types - Physiological and Psychological fatigue, Remedies for fatigue and Managerial process applied to energy.  Work Simplification-Definition, Techniques-Process chart, Operation chart, and Pathway chart. | **15** |
| **UNITV** | **Money Management**–concept of Income-Types, methods of augmenting family income. Methods of handling money, Family Expenditure – steps in making a Budget, controlling the use of income, Evaluation. Engel’s Law, Savings and it importance. | **15** |
|  | **PRACTICAL**  a) Plan an event.  b) Identification of personal and family values and goals.  c) Plan time schedule.  d) Techniques to study work simplification. e) Formulation of budgets for the family. | **5** |
|  | **TOTAL** | **75** |

C**OURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Understand the managerial process.

CO2: Identify the resources and factors influencing the use of resources.

CO3: Understand the use of tools in time management in day-to-day life.

CO4: Apply work simplification techniques while planning work.

CO5: Develop skills to draw up a budget within the available income and to maintain accounts."

**References:**

* + Dipak Kumar Bhattacharyya (2017), "HR Analytics", Sage Publications India Private Limited
  + K. Aswathappa (2005), "Human Resource And Personnel Management", McGraw-Hill Education India Ltd.
  + Kavita Singh (2015), "Organizational Behaviour: Text And Cases", Vikas Publishing House
  + Premavathy Seetharaman, Sonia Batra, Preeti Mehra, "An Introduction To Family Resource Management" (April 6, 2019)
  + Raman Preet (2019), "Future of Human Resource Management", Wiley Publishers
  + V.S.P. Rao (2010), "Human Resource Management", Excel Books Publishers
  + V.S.P. Rao (2019), "Human Resource Management", Rao, Cengage Learning India Pvt. Ltd.

**e-Learning resources**

* <http://www.eiilmuniversity.co.in/downloads/Human-Resource-Management.pdf>
* <https://www.mgncre.org/pdf/publication/403%20HRM.pdf>
* <http://www.yourarticlelibrary.com/decision-making/decision-making-in-management-definition-and-features-explained/25657/>
* <https://www.researchgate.net/publication/355445394_What_is_Human_Resource_Management_HRM>
* <https://www.sagepub.com/sites/default/files/upm-binaries/25450_Ch1.pdf>
* https://archive.mu.ac.in/myweb\_test/M.Com.%20Study%20Material/Human%20Res.%20Manage ment%20-%20M.%20Com%20-%20I.pdf

**Mapping with Programme Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | S | M | M | L | M | S |
| **CO2** | S | S | S | M | S | M | M | L | M | S |
| **CO3** | S | S | S | M | S | M | M | L | M | S |
| **CO4** | S | S | S | M | S | M | M | L | M | S |
| **CO5** | S | S | S | M | S | M | M | L | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to Pos** | 3 | 3 | 3 | 3 | 3 |

**Strong3Medium 2Low**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **3DMODELLINGINDESIGN(PRACTICAL)** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDP63 | VI |  |  | Y |  | 4 | 6 | 40 | 60 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Understand the application of 3D Modeling & thereby upgrade their presentation skills  In the design field. |
| Analyze the features of various tools in Google Sketch up for3D Modeling |
| Create rendered 3D views using 3ds Max Software |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Conceptof3D Modeling**  Need & purpose of 3D models and views in the design field. Overview on different software’s &plugins used for 3Dmodeling-GoogleSketchup, 3Ds Max, Revit, V ray. | **10** |
| **UNITII** | **User Interface of Google Sketchup**  Components of Google Sketch up screen  Basic tools - Rectangle, Circle, Select, Pencil, Push-pull, Groups, Components, Move, Array, Copy, Rotate, Offset & Paint bucket. Navigation tools -Zoom, Orbit, Pan  Creating the components of a building such as walls, doors, window openings, furniture’s using the available rooms | **20** |
| **UNITIII** | **Materials & Lighting**  Creating and applying materials to the models created. Exploring setting options in lights and camera tools.  Creator entered views by using Vrayplugin. | **15** |
| **UNITIV** | **Overviewof3DsMax**  User Interfaceof3DsMax  Compare the features of 3DsMax with Google Sketch Up | **15** |
| **UNITV** | **Renderingusing3DsMax**  Import of 3Dmodels from Google Sketchup  Create3Drenderedviewsafterapplyingmaterials, set the lights and camera positioning. | **15** |
|  | **TOTAL** | **75** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1: Outline the importance of 3D modeling in designing spaces.

CO2: Create interfacing in both interior and exterior spaces using Google Sketchup.

CO3: Identify and utilize different materials and evaluate the light and camera settings for 3D views. CO4: Compare features of 3Ds Max and Google Sketch up.

CO5:Createrendered3D views of residential and commercial spaces using 3DsMax.

**References**:

* [Aidan Chopra,](https://www.amazon.in/Aidan-Chopra/e/B001JSJIS2/ref%3Ddp_byline_cont_book_1) Sketch Up 2014 For Dummies, John Wiley & Sons
* [Alexander C.Schreyer,](https://www.amazon.in/s/ref%3Ddp_byline_sr_ebooks_1?ie=UTF8&field-author=Alexander%2BC.%2BSchreyer&text=Alexander%2BC.%2BSchreyer&sort=relevancerank&search-alias=digital-text) Architectural Design with Sketch Up: 3D Modeling, Extensions, BIM, Rendering, Making, and Scripting 2nd Edition, Wiley Publishers.
* [DanielTal,](https://www.amazon.in/Daniel-Tal/e/B0029CQZXS/ref%3Ddp_byline_cont_book_1)RenderinginSketchUp:FromModelingtoPresentationforArchitecture,LandscapeArchitecture,andInteriorDesign, Wiley Publishers.
* KellyL. Murdock, Autodesk 3dsMax 2020 Complete Reference Guide, SDC Publications
* [Markus Kuhlo,](https://www.amazon.in/Markus-Kuhlo/e/B004PSEKKO/ref%3Ddp_byline_cont_ebooks_1) Architectural Rendering with 3ds Max and V-Ray: Photorealistic Visualization1stEdition, Routledge Publishers.

**e-LearningResources:**

* [https://www.sketchup.com](https://www.sketchup.com/plans-and-pricing/sketchup-free)
* <https://vdoc.pub/download/building-blocks-of-sketchup-69si3ltjgke0>
* <https://www.bgsu.edu/content/dam/BGSU/libraries/documents/collab-lab/Sketchup-Tutorial.pdf>
* https:/[/www.academia.edu/31650716/Architectural\_Rendering\_with\_3ds\_Max\_and\_](http://www.academia.edu/31650716/Architectural_Rendering_with_3ds_Max_and_)V\_Ray
* [http://images.autodesk.com/adsk/files/3dsmax\_2010\_lighting\_rendering.pdf](https://www.sketchup.com/plans-and-pricing/sketchup-free)

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | L | M | S | L | M | M | S |
| **CO2** | S | S | S | L | M | S | L | M | M | S |
| **CO3** | S | S | S | L | M | S | L | M | M | S |
| **CO4** | S | S | S | L | M | S | L | M | M | S |
| **CO5** | S | S | S | L | M | S | L | M | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3 Medium2Low1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **ENTREPRENEURSHIP DEVELOPMENT** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDE64 | VI | Y |  |  |  | 3 | 5 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Understand the concept of entrepreneurship |
| Cultivate entrepreneurial values, attitude, qualities and desires. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Entrepreneur -** Definition of Entrepreneur and Entrepreneurship, Need of entrepreneurship, Characteristics and qualities of an entrepreneur, functions of an Entrepreneur, Types of Entrepreneurs. | **20** |
| **UNITII** | **Small enterprises** - Definition, characteristics, Relationship betweensmallandlargeUnits.RoleofSmallenterprisesineconomicdevelopment, and problems of small-scale industries. Subsidies and incentives, importance of MSMEs | **15** |
| **UNITIII** | **Project report-** Meaning, Significance, Elements of Project formulation, planning, commission, guidelines for project report. Formulation of project report. | **10** |
| **UNITIV** | **Institutional Finance to Entrepreneurs**-Commercial Banks, Other Financial Institutions- SIDBI, SISI, SIPCOT,IFCI, ICICI, IRBI, DIC and SFCs. Steps to start an enterprise. | **15** |
| **UNITV** | **Marketing Management**-Concept of Marketing, Functions of marketing, Market Assessment and segmentation. Marketing Mix. Distribution channels, Sales promotion Branding, Labeling and Packaging.  . | **15** |
|  | **TOTAL** | **75** |

**COURSEOUTCOMES**

**After successful completion of the course the student will be able to**

**CO1.** Understand the Concept of entrepreneur and entrepreneurship.

**CO2.**Compare the financial institutions offering finance to entrepreneurs.

**CO3.**Relate the role of small enterprises in economic development. **CO4.**Explaintheconceptsofmarketingmanagementandmarketingmix.

**CO5.** Create project report for starting a small-scale enterprise.

**References**

* + [TN Chhabra](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=T%2BN%2BChhabra&search-alias=stripbooks) (2019),Entrepreneurship Development, Sun India Publications
  + [Pankaj Goyal](https://www.amazon.in/Pankaj-Goyal/e/B09V477MWY/ref%3Ddp_byline_cont_book_1) (2017). Before You Start Up: How to Prepare to Make Your Startup Dreama Reality, Fingerprint! Publishing
  + Hisrich,R.D.(2015).International Entrepreneurship: Starting, Developing, and Managinga Global Venture
  + Taneja,S. and Gupta, S.L.(1992). Entrepreneurship Development, New Venture Creation, Galgotia Publishing Company, New Delhi.
  + Sunil Gupta,(2018), Small-Scale Industries and Entrepreneurship, ABD Publishers
  + [B.Jankiraman,](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=B.%2BJankiraman&search-alias=stripbooks)[P.V.Raveendra,](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=P.V.%2BRaveendra&search-alias=stripbooks)[V.K.Srirama](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&field-author=V.K.%2BSrirama.&search-alias=stripbooks)(2010).RoleandChallengesofEntrepreneurshipDevelopment, Excel Books Publishers

**e-learning resources**

* <http://www.morldtechgossips.com/2013/02/entrepreneurial-development.html>
* <https://www.iare.ac.in/sites/default/files/lecture_notes/IARE_Entrepreneurial_Development_NOTES.pdf>
* <https://ncert.nic.in/ncerts/l/lebs213.pdf>
* <https://www.researchgate.net/publication/344413560_Small_Scale_Industries_in_Entrepreneurship_Development_of_India_References>
* <https://egyankosh.ac.in/bitstream/123456789/52149/1/Unit-1.pdf>

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | L | M | S | M | S | S |
| **CO2** | S | S | S | M | L | M | M | M | S | S |
| **CO3** | S | S | S | M | L | M | M | M | S | S |
| **CO4** | S | S | S | M | L | M | M | M | S | S |
| **CO5** | S | S | S | M | L | M | M | M | S | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage(rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

**Strong3 Medium2Low1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **HOUSEHOLDEQUIPMENT** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDE65 | VI | Y |  | Y |  | 3 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to: |
| Learn about the classification and selection of common house hold equipment. |
| Enumera the methods for proper use, care and maintenance of equipment. |
| Get an overview of smart home technologies under house hold equipment. |

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| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Household Equipment** - Concept, importance, uses, Influence of household equipment in modern family life, Selection criteria of house hold equipment’s-Specification, time, money and energy saving, quality, durability, features, colour and design, safety, cost,EaseofService,size,brand,spacestorage,Easeofcleaning,Easeofuse, warranty and guarantee. Conservation of Fuel, Electricity and Water. | **15** |
| **UNITII** | **Major equipment**-Uses, Merits and Demerits, Care and Maintenance, Ranges, Stoves, Refrigerator, Washing machines, Dishwashers, Food Waste Disposers and Vacuum Cleaner. Significance of Labour-saving equipment. | **15** |
| **UNITIII** | **Minor equipment** -uses, care and maintenance, Merits and demerits. Measuring cups, Peelers, mincers, choppers, Spatula, pots, pans, knives-types-knifesharpener,whisks,bowls,Juiceextractor,Handfood mixer, spoons and strainer/colander.  **Materials of Kitchen Utensils and Equipment:** Iron, Cast Aluminum, Copper bottom, Laminated steel bottom, Glass, Ceramic, Nonstickpan, Steel pot, Plastic, Earthenware, Wood and stone. | **15** |
| **UNITIV** | **Electric devices**–meaning and its uses, merits and demerits. electronic ignition, electrical garage door, opener, Blender, Electrictoaster,electrickettle,Ricecooker,CoffeeMaker,Wafflemaker,  Toaster, Sand watchmaker, Micro oven and food processor. | **15** |
| **UNITV** | **Smart home gadgets** – concept, need for smart home gadgets –Comfort or ease of control, Entertainment, Security, Convenience a tall time, lifestyle personalization and user friendly, Challenges andbenefits.Homeautomationsystem,Lightingautomationsystem,Curtainautomationsystem,Securityandalarmsystem,WindowandDoorControlsystem,Remotecontrolsystem,andSurveillancecamera. | **15** |
|  | **TOTAL** | **75** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1. Understand and recognize the selection criteria in purchase of common house hold \equipment.

CO2. Interpret and implement the proper care and maintenance of all major equipment.

CO3. Distinguish the merits and demerits of minor equipment.

CO4.Evaluatetheconcepts, uses, types of electric house hold equipment.

CO5.Adaptto the use of smart home gadgets and automation in modern living.

**Reference:**

* BhargavaS.C(2020),HouseholdElectricityandAppliances,BSPublications,ISBN-13:978-9390211265.
* EricKleinert,(2012),“TroubleshootingandRepairingMajorAppliances”,Edition3,McGraw-HillProfessional Publishing, ISBN-13: 9780071770187
* [JeanBMacLeod](https://www.amazon.in/Jean-B-MacLeod/e/B001IZTF8E/ref%3Dkwrp_li_aut)(2018),“TheKitchenParaphernaliaHandbook:HundredsofSubstitutions for Common and Uncommon Utensils” Jean B. MacLeod ISBN-13:978-0997446432
* Chin Robert (2020), “ [A DIY Smart Home Guide: Tools for Automating Your Home](https://www.amazon.in/DIY-Smart-Home-Guide-Automating/dp/1260456137/ref%3Dsr_1_1?crid=O7VM49L9ND37&keywords=A%2BDIY%2BSmart%2Bhome%2BGuide%2BChin%2BRobert&qid=1657346995&s=books&sprefix=a%2Bdiy%2Bsmart%2Bhome%2Bguide%2Bchin%2Brobert%2Cstripbooks%2C206&sr=1-1)andSecurity”,ISBN-13:978-1260456134

**e-Learning Resources:**

* <https://www.slideshare.net/loggcity/smart-home-technologies>
* <https://nios.ac.in/media/documents/srsec321newE/321-E-Lesson-16.pdf>
* <https://www.trendhunter.com/slideshow/home-appliances>
* <https://www.aylanetworks.com/blog/what-is-a-smart-appliance-and-how-do-you-make-one>

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | L | M | L | L | M | S |
| **CO2** | S | S | S | M | L | M | L | L | M | S |
| **CO3** | S | S | S | M | L | M | L | L | M | S |
| **CO4** | S | S | S | M | L | M | L | L | M | S |
| **CO5** | S | S | S | S | L | S | L | L | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **APTITUDE AND REASONING SKILL FOR COMPETITIVEEXAMINATIONS** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDF66 | VI | Y | Y |  |  | 2 | 2 | 25 | 75 | 100 |

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| --- |
| **Learning Objectives** |
| To enable the students to: |
| Getacquaintedwithquantitativeaptitudeandlogicalreasoningtestsemployedinvarious  Competitive examinations. |
| Recognize the importance of aptitude and reasoning skills to obtain placement in campus  interviews. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNITI** | **Quantitative Ability (Basic Mathematics)**  Number Systems, LCM and HCF, Decimal Fractions, Simplification, Square Roots and Cube Roots, Average, Problems on Ages, Surds & Indices, Percentages, Problems on Numbers. | **10** |
| **UNITII** | **Quantitative Ability (Advanced Mathematics)**  Logarithm, Permutation and Combinations, Probability, Profit and Loss, Simple and Compound Interest, Time, Speed and Distance, Time& Work, Ratio and Proportion. | **10** |
| **UNITIII** | **Data Interpretation**  Tables, Column Graphs, Bar Graphs, Line Charts, Pie Chart, Venn Diagrams | **10** |
| **UNITIV** | **Verbal and Non-Verbal reasoning**  Analogy, Blood Relation, Directional Sense, Number and Letter Series, Coding–Decoding, Calendars, Clocks, Venn Diagrams, Seating Arrangement, Syllogism, Mathematical Operations, logical sequence of work, alphanumeric sequence puzzle, Series, Analytical reasoning, Mirror-image, Water-image, Completion of incomplete pattern, Grouping of identical figures | **15** |
| **UNITV** | **Logical Reasoning**  Statement – Argument, Statement Assumptions, Statement – Course of action, Statement and Conclusions, Theme detection, Cause and Effect reasoning, Deriving conclusion from passages, Theme detection. | **15** |
|  | **TOTAL** | **60** |

**COURSEOUTCOMES**

After successful completion of the course, the student will be able to:

CO1.Understand the basic concepts of quantitative aptitude.

CO2.Identify the concepts under lying the tests of reasoning.

CO3.Solve aptitude and reasoning questions in campus interviews. CO4.Demonstrate satisfactory competency in logical reasoning.

CO5.Compete efficiently in national and international level competitive exams.

**Reference:**

* + Aggarwal,R.S. (2000).A Modern Approach toVernbal & Non-Verbal Reasoning.

S. Chand Publications.

* + Sijwali, B. SandIndu Sijwali (2014). Analytical and Logical reasoning, Arihant Publications.
  + Guha A, (2020) Quantitative Aptitude by Competitive Examinations, 7th Edition, Mcgraw Hill Education Publication.
  + Rajgotra,A. & Pradhan P (2020).Wileys Exam Xpert Asimpler Approach to Logical Reasoning, Willey Publications

**e-Learning Resources:**

* <https://prepinsta.com/>
* <https://www.indiabix.com/>
* [https://www.javatpoint.com](https://www.javatpoint.com/)

**Mapping with Programme Outcomes**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | L | L | M | L | L | M | S |
| **CO2** | M | M | M | L | L | M | L | L | M | S |
| **CO3** | M | M | M | L | L | M | L | L | M | S |
| **CO4** | M | M | M | L | L | M | L | L | M | S |
| **CO5** | M | M | M | L | L | M | L | L | M | S |

**Mapping with Programme Specific Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PSO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage (rounded of)**  **Of Course Contribution to POs** | 3 | 3 | 3 | 3 | 3 |

Strong3Medium2Low1

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of The course** | | **EXTENSION ACTIVITY** | | | | | | | | |
| **Category** | **Year**  **III** | **L** | **T** | **P** | **O** | **Credits** | **InstHrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| 23UIDDX67 | VI | - | - | - | - | 1 | - | 100 | - | 100 |

**(Refer to the Regulations)**