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| b.Sc.,  Home Science – Interior Design and Decore |
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| **SYLLABUS** |
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| **from the academic year**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |

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Under-Graduate Programme

B.Sc. Home Science-Interior Design and Decor

# INTRODUCTION

Home Science is both multidisciplinary and interdisciplinary in its context encompassing five major disciplines which includes Family Resource Management, Foods and Nutrition, Textiles and Clothing, Human Development, and Extension Education. Each discipline has one or more specific areas of specialization. Each specialization under Home Science offers a wide array of courses that prepare students for employment or setting up an enterprise in a wide range of sectors such as healthcare, childcare, food and hospitality, textiles, home and office interiors. Further, all courses of the programme are designed to improve the lifestyle of the individual, family and society that could most certainly contribute to the holistic development of the community.

The course curriculum for this programme has been planned to improve the employability potential and increase the scope for higher education. Globalization has created a market for jobs with different skills in the areas of food and healthcare industries and can thus contribute to the professional growth of students enrolled in this programme. This programme facilitates action-based research in various fields with the advantage of nurturing critical and analytical thinking that pave the way for innovation and entrepreneurship.

The interior design profession plays a crucial role in shaping our built environment and enhancing the quality of our lives. Interior designers have the expertise to optimize the functionality and usability of interior spaces. Well-designed interiors have a direct impact on our well-being and quality of life. Interior designers consider aspects such as ergonomics, acoustics, and lighting to create spaces that promote comfort, productivity, and a sense of well-being. With a growing focus on sustainable design practices, interior designers are playing a vital role in incorporating eco-friendly materials, energy-efficient systems, and sustainable strategies into their projects. In commercial spaces, interior design helps businesses create a unique brand identity and provide memorable experiences for their customers. Interior designers often collaborate with architects, contractors, and other professionals to ensure the seamless execution of a project. Overall, the interior design profession contributes significantly to the functional, aesthetic and experiential aspects of our built environment, making it an essential discipline in shaping the spaces we live, work, and interact in.

Top of Form

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| --- | --- |
| **Programme** | **B.Sc Home Science- Interior Decoration** |
| **Code** |  |
| **Duration** | **3 years [UG]** |
| **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. |

# Highlights of the Revamped Curriculum

* + The curriculum is designed to cater to the specific needs and requirements of the Home and Office Interiors, Textiles, Nutrition, and Social Welfare industries.
  + This student centric programme ensures knowledge and skill development by providing hands-on training, on-the-job internships, projects, lab practices, experiential activities, exposure to entrepreneurial skills and training for competitive examinations.
  + The course content is comparable to world class curriculum.
  + The courses are updated to include recent developments in the field of Home Science.
  + References are updated and web resources are cited.
  + Each course in the curriculum carries either a practical/activity or experiential learning component to ensure skill development along with acquiring knowledge in the subject.
  + Potential for employability has been enhanced through mandatory internships.
  + Digital literacy and competency are ensured using ICT enabled learning environment.

# TEACHING METHODOLOGIES

**Teaching methods:** Chalk and Board, Experiential learning, Student centric learning and Small projects and Practical assignments; Virtual Classroom, LCD projector, Smart Class, Video Conference, Workshop, Demonstration class and Guest Lectures by eminent people.

# Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)

Library, Net Surfing, Manuals, NPTEL, Naan Mudhalvan Courses Other university websites.

**Credit Distribution for UG Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem I** | **Credit** | **H** | **Sem II** | **Credit** | **H** | **Sem III** | **Credit** | **H** | **Sem IV** | **Credit** | **H** | **Sem V** | **Credit** | **H** | **Sem VI** | **Credit** | **H** |
| Part 1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | 5.1 Core Course –\CC IX | 4 | 5 | 6.1 Core Course –  CC XIII | 4 | 6 |
| Part.2 English | 3 | 6 | Part..2 English | 3 | 6 | Part..2 English | 3 | 6 | Part..2 English | 3 | 6 | 5.2 Core Course – CC X | 4 | 5 | 6.2 Core Course –  CC XIV | 4 | 6 |
| 1.3 Core Course – CC I | 5 | 5 | 2..3 Core Course – CC III | 5 | 5 | 3.3 Core Course – CC V | 5 | 5 | 4.3 Core Course – CC VII  Core Industry Module | 5 | 5 | 5. 3.Core Course CC -XI | 4 | 5 | 6.3 Core Course –  CC XV | 4 | 6 |
| 1.4 Core Course – CC II | 5 | 5 | 2.4 Core Course – CC IV | 5 | 5 | 3.4 Core Course – CC VI | 5 | 5 | 4.4 Core Course –  CC VIII | 5 | 5 | 5. 4.Core Course –/ Project with viva- voce  CC -XII | 4 | 5 | 6.4 Elective -VII Generic/ Discipline Specific | 3 | 5 |
| 1.5 Elective I Generic/ Discipline Specific | 3 | 4 | 2.5 Elective II Generic/ Discipline Specific | 3 | 4 | 3.5 Elective III Generic/ Discipline Specific | 3 | 4 | 4.5 Elective IV Generic/ Discipline Specific | 3 | 3 | 5.5 Elective V Generic/ Discipline Specific | 3 | 4 | 6.5 Elective VIII  Generic/ Discipline Specific | 3 | 5 |
| 1.6 Skill Enhancement Course SEC-1 | 2 | 2 | 2.6 Skill Enhancement Course SEC-2 | 2 | 2 | 3.6 Skill Enhancement Course SEC-4,  (Entrepreneurial Skill) | 1 | 1 | 4.6 Skill Enhancement Course SEC-6 | 2 | 2 | 5.6 Elective VI Generic/ Discipline Specific | 3 | 4 | 6.6 Extension Activity | 1 | - |
| 1.7 Skill Enhancement -(Foundation Course) | 2 | 2 | 2.7 Skill Enhancement Course –SEC-3 | 2 | 2 | 3.7 Skill Enhancement Course SEC-5 | 2 | 2 | 4.7 Skill Enhancement Course SEC-7 | 2 | 2 | 5.7 Value Education | 2 | 2 | 6.7 Professional Competency Skill | 2 | 2 |
|  |  |  |  |  |  | 3.8 E.V.S. | - | 1 | 4.8 E.V.S | 2 | 1 | 5.8 Summer Internship /Industrial Training | 2 |  |  |  |  |
|  | **23** | **30** |  | **23** | **30** |  | **22** | **30** |  | **25** | **30** |  | **26** | **30** |  | **21** | **30** |
| **Total – 140 Credits** | | | | | | | | | | | | | | | | | |

**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-1 | Language – Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course SEC-1 | 2 | 2 |
| Foundation Course | 2 | 2 |
|  |  | **23** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language – Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course -SEC-2 | 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-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 14 |
| Part-4 | 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-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 13 |
| Part-4 | 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-3** | Core Courses including Project / Elective Based | 22 | 26 |
| **Part-4** | Value Education | 2 | 2 |
| Internship / Industrial Visit / Field Visit | 2 | 2 |
|  |  | **26** | **30** |

**Semester-VI**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| **Part-3** | Core Courses including Project / Elective Based & LAB | 18 | 28 |
| **Part-4** | Extension Activity | 1 | - |
| Professional Competency Skill | 2 | 2 |
|  |  | **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 | 1 | 22 |
| **Part V** | - | - | - | - | - | 2 | 2 |
| **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. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

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| **Methods of Evaluation Theory and Practical** | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | 25 Marks |
| Assignments |
| Seminars |
| Model examination |
| Attendance and Class Participation |
| **External Evaluation** | End Semester Examination | 75 Marks |
|  | **Total** | **100 Marks** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **FUNDAMENTALS OF ART & DESIGN** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC1 | I | Y |  | Y |  | 4 | 5 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to : |
| Understand the elements, principles of design and principles of housing. |
| Learn the concepts of color and create color scheme for interiors. |
| Learn the application of art principles, elements of design, color schemes and housing principles in creating aesthetic interiors. |

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| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Introduction to art and design -** Importance of design, Application of good taste and Role of good designer. Types of design- Structural and Decorative design. Classification of Decorative Design - Naturalistic, Stylized, 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; light, pattern, 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 Optical illusion in Interiors. 3. Application of Art Principles in arranging areas in interiors 4. Painting different rooms with various colour harmonies. 5. Planning layout for different areas in interiors. | **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: Explain the principles in planning a life space

# 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.
* Premavathy Seetharaman and Parveen Pannu, (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= prin ciples+of+design+in+interior+design](https://www.google.co.in/?gfe_rd=cr&ei=oJE8VvucFMOl8wfe0ZnICw%23tbm%3Dvid&q=principles%2Bof%2Bdesign%2Bin%2Binterior%2Bdesign)
* <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-](https://www.apartmenttherapy.com/modern-vs-contemporary-vs-minimalist-design-261783) [design- 261783](https://www.apartmenttherapy.com/modern-vs-contemporary-vs-minimalist-design-261783)

# 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 | 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** | | **LIFE SPACE PLANNING** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC2 | I | Y |  | Y |  | 4 | 5 | 25 | 75 | 100 |

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

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| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Housing – Selection of site and functions of house. Basic principles of planning a life 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 life 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 rain water harvesting system, methods - surface runoff and roof top rain water 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 life space.

CO2: Examine the factors to be considered in planning different rooms.

CO3: Develop technical terms and construction techniques in buildings.

CO4: Discuss the types of life spaces and their application.

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** | | **FLORICULTURE & LANDSCAPE DESIGN** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| EC1 | I | Y |  | Y |  | 3 | 4 | 25 | 75 | 100 |

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| **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 home gardens 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** |
|  | PRACTICALS: 1. Making different styles of flower arrangement  2. Visit to nursery gardens.  3. Compiling pictures of indoor plants. | **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** | | **EVENT MANAGEMENT** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| SEC-1 | I | Y |  | Y |  | 2 | 2 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to : |
| Give formal instructions and training to students to be future managers of the Event Industry. |
| Effectively adjust, grow and excel in the field of Event Management. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Historical Perspective, 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: Apply the Fundamentals of interior and exterior treatments based on climate, cost, style and location.

CO2: Compare the types of structural and applied wall finishes.

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 finishes based on care and maintenance.

**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** | | **BUILDING FINISHES** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC3 | II | Y |  | Y |  | 4 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students 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. Fundamentals for interior and exterior treatments. 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: Apply the Fundamentals of interior and exterior treatments based on climate, cost, style and location.

CO2: Compare the types of structural and applied wall finishes.

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 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** | | **LIFE SPACE PLANNING (PRACTICAL)** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC4 | II |  |  | Y |  | 4 | 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. |

|  |  |  |
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| **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, bed room, 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: Analyze different ways of arranging furniture in a given space.

CO3: Design of simple layout for rooms.

CO4: Understand the features of Site plan.

CO5: Examine the Vaastu aspects of a house.

**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** | | **FRONT OFFICE MANAGEMENT** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| EC2 | II | 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. |
| Improve the qualities and skills in guest’s relation service. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Introduction to 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 Concept, Scope, importance of front office department.

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

CO3: Develop the Qualities, duties and responsibility of front office personnel.

CO4: Analyze the duties of front office personnel.

CO5: Examine the essential trait 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** | | **NON-MAJOR ELECTIVE: ACCESSORIES** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| SEC-2 | II | Y |  | Y |  | 2 | 2 | 25 | 75 | 100 |

|  |
| --- |
| **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 – functional, decorative and both accessories. Factors influencing the selection of accessories, Placement, location and background for accessories. | **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 and its application in India. | **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** | | **HANDICRAFT** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| SEC- 3 | II | Y |  | Y |  | 2 | 2 | 25 | 75 | 100 |

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| --- |
| **Learning Objectives** |
| To enable the students to : |
| Acquainted with crafts traditions of India and acquire Practical knowledge. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Handicraft : Definition, craft traditions of India and its cultural significance, role of Handicraft in Indian economy, Kinds of handicrafts in India | **5** |
| **UNIT II** | Handicraft material, product and process  Different kinds of handicraft materials, handicraft techniques (painting, Printing, dyeing, weaving, crocheting) | **5** |
| **UNIT III** | Handicrafts traditions of TamilNadu:  Clay craft, leather craft, palm craft, doll craft, stone craft, betel craft, bamboo craft and metal craft | **10** |
|  | PRACTICALS:  * 1. Preparation of handicraft product with traditional techniques learnt in theory   2. Exhibition cum sales at college premises of the prepared product | **10** |
|  | **TOTAL** | **30** |

# COURSE OUTCOMES

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

CO1: Define crafts and classify various craft materials.

CO2: Criticize the craft process and techniques.

CO3: Design new product for craft revival and income generation.

# References:

* Nandhita Krishna(1999) Arts and crafts of TamilNadu (Living traditions of India) Grantha Corporation,
* Andal. A and Parimalam.P, (2008). A Text Book of Interior Decoration. Satish Serial Publishing House.
* Ranjan Aditi (2009), Handmade in India, Crafts of India, Mapin Publishing House

# e-Learning Resources:

* <https://prepp.in/news/e-492-indian-handicrafts-art-and-culture-notes>
* <https://prepp.in/news/e-492-metal-crafts-indian-handicrafts-art-and-culture-notes>
* http://www.handicrafts.nic.in/themecrafts/ThemeCrafts.aspx

# 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** | | **LIGHTING AND ACCESSORIES** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC5 | III | Y |  |  |  | 4 | 5 | 25 | 75 | 100 |

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

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | 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** |
| **UNIT II** | Lighting accessories – Selection of lamps and lamp shades. Lighting fixtures – Structural lighting, Free-standing or portable - Table lamp, Floor lamp, standard lamp fixtures and office task light luminaries. | **20** |
| **UNIT III** | 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** |
| **UNIT IV** | Kinds of accessories - Decorative - mural, photographs, pictures, artifacts, drawings, antiques and Functional - books, Mirror, Clock, accent furniture, indoor plants and flower arrangement as miscellaneous accessories. | **15** |
| **UNIT V** | Art and Crafts – definition, kinds of art and crafts-pot painting, 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** |

# COURSE OUTCOMES

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

CO1: Compare the types of accessories and choose the appropriate lighting in interiors.

CO2: Distinguish the types of lighting accessories.

CO3: Define and classify accessories. Analyze the importance, selection and arrangement of accessories in relation to background.

CO4: Criticize various Kinds of art forms used as accessories.

CO5: Appraise the folk art styles in interiors.

**References**:

* Compare the types of accessories and choose the appropriate lighting in interiors.
* Distinguish the types of lighting accessories.
* Define and classify accessories. Analyze the importance, selection and arrangement of accessories in relation to background.
* Criticize various Kinds of art forms used as accessories.
* Appraise the folk-art styles in interiors.

# 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-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** | **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** | | **BASICS OF AUTOCAD** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC6 | III | Y |  | Y |  | 4 | 5 | 25 | 75 | 100 |

|  |
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| **Learning Objectives** |
| To enable the students to : |
| Learn the basic skills of drafting 2D floor plans in CAD. |
| Develop knowledge towards the application of computer in designing exterior and interior of a building. |

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| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Overview of AutoCAD – Purpose, Need, Uses and Applications, General commands – New, Open, Save, Save as, Close and Exit a drawing in AutoCAD, AutoCAD screen components – Title bar, Menu bar, Standard tool bar, Object Properties tool bar, Draw toolbar, Modify tool bar, UCS, Layout tab, Command Window and Status bar. | **15** |
| **UNIT II** | Point fixing methods – Direct method, Absolute Coordinate system, Relative Coordinate system and Polar Coordinate system, Setting up the drawing environment - setting Units, Limits and Paper size, Control Zoom and Pan commands. | **15** |
| **UNIT III** | 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 keys and shortcut keys. | **10** |
| **UNIT IV** | Draw tools – Line, Plane, Rectangle, Arc, Circle, Polygon, Ellipse and Spline, Text – Style, Mtext, Text edit and Layer concept. | **10** |
| **UNIT V** | 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** |

# COURSE OUTCOMES

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

CO1. Summarize the benefits, configuration and working requirements of AutoCAD software.

CO2. Examine the point fixing methods in AutoCAD

CO3. Analyze various tools available for drawing and modifying.

CO4. Apply the tools in a drawing.

CO5. Design basic plans for different rooms using CAD software.

# References

* + Sham Tickoo, Anurag, (2013). AutoCAD 2013. Cad Soft Technologies, Dreamtech Press, New Delhi.
  + Sham Tickoo, D.Saravanan, (2010). AutoCAD 2010. Cad Soft Technologies, Dreamtech Press, New Delhi.
  + David Frey, (2000). AutoCAD 2000.
  + Gokulachari, (Second Edition, 2008). CAD in Civil Engineering Drawing Practice I.
  + K.Venugopal, (Third Edition, 1998). Engineering Drawing with AutoCAD. New Age International (P) Limited.
  + Ilangovan, (Sep 1999). Engineering Drawing with AutoCAD.

# 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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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** | **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** | | **APPLIED ART ON TEXTILES** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| EC3 | III | Y |  | Y |  | 3 | 4 | 25 | 75 | 100 |

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| --- |
| **Learning Objectives** |
| To enable the students to : |
| Understand manufacturing process of textiles and its finishes |
| Create the folk embroideries of India and textile design through digital media |
| Analyse the dyes and pigments used in textiles |

|  |  |  |
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| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Introduction and Selection of fabric for surface enrichment. Preparation and method of fabric painting. Yarn - Definition, yarn count, Classification of yarns based on direction of twist and count – Simple and Novelty yarns. | **10** |
| **UNIT II** | Fabric construction - Weaving – Parts of a loom-warp beam, harness, heddle, reed, shuttle and cloth roll, Basic weaving operation. Basic weaves – Plain, Twill and Satin. Fabric finishes - Purpose and Use of finishes- Bleaching, Calendaring, Mercerizing and Sanforizing. | **15** |
| **UNIT III** | Embroidery - Basic decorative stitches, Applique, Cut work, Bead work, Sequins, Mirror work. Folk embroidery – Phulkari, Kasuti, Kantha, Quilting. | **9** |
| **UNIT IV** | Dyes - Classification of dyes, Methods of printing - Direct, Discharge and Resist style. Types of printing – Block Printing, Stencil Printing, Batik and Tie and dye. | **8** |
| **UNIT V** | Study of space constraints through creating Optical Illusion with application of furnishing materials like bed sheets, pillow, quilts, blankets, curtains, table cloth, table runners, table mats, carpets and cushions. Application of CAD in textile designing. | **8** |
|  | PRACTICAL   1. Fabric painting. 2. Basic Weaves. 3. Decorative and Folk embroidery 4. Tie and Dye, Batik, Block printing and Stencil printing. | **10** |
|  | **TOTAL** | **60** |

# COURSE OUTCOMES

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

CO1: Explain the concept of fabric painting method and yarn classification.

CO2: Examine the Basic weaving operation and textile finishes.

CO3: Apply decorative embroidery stitches in designing fabrics.

CO4: Evaluate the dyes, pigments and select the appropriate method.

CO5: Create a textile design using CAD software.

**References**:

* ShailajaD.Naik, (1997). Folk embroidery and handloom weaving, A.P.H.Publishing
* JasleenDhamija, (1992). The Indian folk, Arts and crafts, National Book Trust India, New Delhi.
* Bernard. P. Corbman, (1983). Textiles - Fibre to Fabric,McGraw-Hill. Corporation, Newyork.

# 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 | 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 | M | M | M | S |
| **CO4** | S | S | S | M | S | S | L | M | M | S |
| **CO5** | S | S | S | M | S | 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** | | **DECORATIVE STYLES** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| SEC: 4 | III | Y |  | Y |  | 2 | 2 | 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** |
| **UNIT I** | **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** |
| **UNIT II** | **Modern styles** - Luxury, Minimalist, Scandinavian, Shabby Chic, Industrial, Farm House and Coastal. | **5** |
| **UNIT III** | **Styling of a House -** Individual House - Bungalow/Duplex, Twin House and Prefabricated House. Flats - Importance of Amenities in gated Community. | **5** |
|  | **TOTAL** | **15** |

# COURSE OUTCOMES

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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** | | **NON-MAJOR ELECTIVE**  **FREE HAND SKETCHING** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| SEC: 5 | 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** |
| **UNIT I** | Drawing & sketching – Meaning and concept, Materials - Different sketching techniques and drawing mediums - Pencil and its types, Charcoal, Pastels, types of Paints. Usage of different points of pencils, handling of pencils. Drawing sheets and its sizes. | **10** |
| **UNIT II** | Design, Design Process, Introduction to model making: Need, role of scale models in design, Ceramic designs, stained glass design, grill design. | **10** |
| **UNIT III** | Standards & Conventions, Construction Lines, Proportions Drawing types - Diagramming, Geometric Modeling. | **10** |
|  | **TOTAL** | **30** |

# COURSE OUTCOMES

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

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

CO2: Understand the Role and scope of scale models in design.

CO3: Develop Standards and conventions in drawing design.

# References

* Maria DolorsRosFrijoa, 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
* MogaliDelgadeYanes and Ernest Redondo Dominquez, Freehand drawing for Architects and Interior Designers, ww.Norton& co., 2005
* Shah, M.G., Kale, C.M. and Patki, S.Y. Building Drawing: with an integrated approach to built environment, 7th ed. Tata McGraw Hill Pub., Delhi, 2000.
* Susan Bruce, (2000). The Art of hand-built ceramics, Crowood Press

# 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 | S | M | M | 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 |
| **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** | | **FURNISHINGS IN INTERIORS** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC7 | IV | Y |  | Y |  | 4 | 4 | 25 | 75 | 100 |

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| **Learning Objectives** |
| To enable the students to: |
| Understand the characteristics of fibers |
| Analyse the window treatments alongside the care and maintenance involved |
| Draft and create soft furnishings used in interior spaces. |

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| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Introduction to Fibre. Classification of fibres. Natural fibres – Cotton, Silk, Wool –Man Made fibres - Rayon, Nylon and Polyster – Properties and its uses. | **10** |
| **UNIT II** | Steps involved in fabric preparation. Methods of transferring pattern markings onto the fabric. Methods of Drafting - Curtains, Draperies, Pillow Covers, Slip Covers and Cushion Covers. | **10** |
| **UNIT III** | Construction of furnishings: Selection, Use and Care of Sewing machine and sewing tools. Study of Basic hand stitches – Temporary- Even basting, Uneven basting and hemming - Permanent – Running, Back, Over cast, Over hand, Whip and Slip. Seams and Seam finishes | **10** |
| **UNIT IV** | Window Treatments – Hard window treatment – Blinds, Shutters, Screens, Panels, Shades and Curtains. Soft window treatment - Curtains and Draperies. Styles of hanging Curtains – Tie- Backs, Café, Ruffles, Tier. Decorative curtain heads – Valence, Cornice, Swags and Cascade. | **10** |
| **UNIT V** | Soft furnishings – importance, types, uses, care and maintenance of soft furnishings. Carpets and Rugs – Types based on construction– Woven, Knotted and Tufted. | **10** |
|  | **PRACTICAL**   1. Basic hand stitches. 2. Seams and Seam finishes 3. Construction of different types of Curtains. 4. Construction of Pillow and Cushion Covers. 5. Styles of hanging curtains. | **10** |
|  | **TOTAL** | **60** |

# COURSE OUTCOMES

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

CO1: Summarize the Classification, properties of fibers and selection of furnishing materials in relation to backgrounds on walls.

CO2: Apply the Hard and soft window treatments for interiors.

CO3: Create furnishings using sewing machine and basic hand stitches.

CO4: Compare the Methods of drafting, pattern marking for various soft furnishings.

CO5: Summarize storage, care and maintenance of various soft furnishings.

**References**:

* Philips B, (2000). Hamlyn book of decorating, octopus publishing Ltd, London.
* Clifton.c. etal (1991). The complete Home decorator conran octopus Ltd, London.
* Luke. H., (1996). Soft furnishings, New Holland publishers Ltd, Singapore.
* Wilhide,E and Copestick,I. (2000). Contemporary decorating, conron octopus Ltd., London.
* Levine M (1998). Living rooms, Rockport publishers, USA.
* Hary Mathews, (1996). Practicals Clothing Construction Part I and Part II Cosmic Press.
* Bernard. P. Corbman, (1983). Textiles - Fibre to Fabric, McGraw-Hill.

# 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-](https://www.homeonline.com/hol/home-tips/10-tips-to-care-for-your-soft-furnishings.html) [furnishings.html](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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | S | S | L | M | M | S |
| **CO2** | S | S | S | M | S | S | L | M | M | S |
| **CO3** | S | S | S | S | S | S | L | M | M | S |
| **CO4** | S | S | S | M | S | S | L | M | M | S |
| **CO5** | S | S | S | S | 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 |
| **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** | | COMPUTER AIDED DESIGN -PRACTICALS | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC8 | IV |  |  | Y |  | 4 | 4 | 40 | 60 | 100 |

|  |
| --- |
| **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 |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Dimensions – Linear, Align, Angular, Radius, Diameter, Baseline, Continue, Leader. Dimension edit, Dimension styles – Lines and Arrow tab, Fit tab, Primary Units, Alternate Units, Tolerances. To create and insert Blocks and Block edit. Hatch and Gradient. Applying Dimensions, Layers, Hatch and Gradient in 2D plans. | **10** |
| **UNIT II** | Solid Model -Creating 3D solids using standard primitives like Box, Wedge, Cylinder, Sphere, Cone, Torus, and Pyramid. Designing Chair, Bed, Sofa, Table, Roof structures using Solid primitives | **15** |
| **UNIT III** | 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 operations and 3D operations. | **15** |
| **UNIT IV** | Materials – Flooring, Wall finishes, Fabric, Plastic and Metal. Create new materials from the existing material browser. Applying the materials to the different room interiors like Living room, Bedroom, Dining room, Study room and Kitchen. | **10** |
| **UNIT V** | Setting Background image to 3D model. Camera tool – Setting Camera to create different views and walkthrough of the interior and exterior of the building models | **10** |
|  | **TOTAL** | **60** |

# COURSE OUTCOMES

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

**CO1.** Examine the advanced tools used for 2D drafting of house plans.

**CO2.** Summarize the advantages of 3D models of objects over 2D drafting.

**CO3.** Classify various toolbars required for creating 3D models.

**CO4.** Apply the 3D tools in exterior and interior models.

**CO5.** Design building model and its interiors.

# References:

* Sham Tickoo, Anurag, (2013). AutoCAD 2013. Cad Soft Technologies, Dreamtech Press, New Delhi.
* Sham Tickoo, D.Saravanan, (2010). AutoCAD 2010. Cad Soft Technologies, Dreamtech Press, New Delhi.
* David Frey, (2000). AutoCAD 2000.
* Gokulachari, (Second Edition, 2008). CAD in Civil Engineering Drawing Practice I.
* K.Venugopal, (Third Edition, 1998). Engineering Drawing with AutoCAD. New Age International (P) Limited.
* Ilangovan, (Sep 1999). Engineering Drawing with AutoCAD.

# 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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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 |

**Strong 3 Medium 2 Low 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **BUILDING SERVICES** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| EC4 | IV | Y |  |  |  | 3 | 4 | 25 | 75 | 100 |

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

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Plumbing services – Need, Purpose and general guidelines in designing plumbing system. Types of pipes – Waste water pipe, Soil pipe and vent pipe. 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** |
| **UNIT II** | 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** |
| **UNIT III** | Ventilation system – Definition, need and purpose. Types - Natural ventilation – general rules followed in natural ventilation, Mechanical ventilation – Air Conditioning system – Components, working principle and types. Function of HVAC and AHU. | **10** |
| **UNIT IV** | Fire Safety - Definition and causes of fire. Classification of fire. Safety devices - Smoke detectors, Alarm system, Sprinkler system, Portable fire extinguisher, Fire hydrants and Wet riser. Fire resisting materials for buildings. | **10** |
| **UNIT V** | Mechanical services – Lifts and Escalators – Parts, working principle and types. Building Bye laws - Definition, Purpose, and technical terms – Carpet area, Built up area, set back, FSI. Requirements for Entry/Exit, Staircase, Open space, Building height and different rooms of a building. | **15** |
|  | **TOTAL** | **60** |

# COURSE OUTCOMES

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

CO1: Understand the general principles in providing plumbing system for building.

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

CO3: Discuss the role of ventilation and its types.

CO4: Explain the concept of Fire safety in designing the buildings

CO5: Summarize the building bye laws and standards.

**References**:

* A.S.Panchdhan, (Second Edition 2000). Water Supply and Sanitary Installations. New Age International (P) Ltd.
* Dr. B.C. Punmia, Ashok Kumar Jain &Arun Kumar Jain, (Tenth edition). Building Construction. Laxmi Publications (P) Ltd.
* Interiors Construction Manual, Integrated, planning finishing and fitting out, technical services.
* P.C. Varghese, (May 2013). Building Construction, PHI Learning Private Limited.
* Rangwala, (Thirty Eighth Edition, 2011). Engineering Materials (Material Science), CharotarPublishingHousePvt Ltd, Anand.
* S.S. Bhavikatti, (2012). Building Construction, Vikas Publishing Home Pvt Ltd.

# 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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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** | **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** | | **VISUAL MERCHANDIZING** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| SEC - 6 | IV | Y |  | Y |  | 2 | 2 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to: |
| Understand the concept of Visual Merchandising. |
| Analyse the display merchandising techniques used. |
| Analayse current trends and forecast futuretrends in merchandising. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Fundamentals of Visual Merchandising - Visual Merchandising - Introduction, Objectives, Techniques, Store exteriors - store signs, façade, banners, planters, signage and awnings. | **6** |
| **UNIT II** | Material exploration- Types of display- Window Display - Meaning and Scope, Promotional Display Vs. Institutional Display, Window Display - Construction. Art principles in arrangement of display. | **6** |
| **UNIT III** | Understanding Materials, the Purpose of Planning Fixtures, Types of Fixtures. Colour Blocking & Colour Psychology - Interiors & Exteriors | **4** |
| **UNIT IV** | Merchandise Presentation – Concept and its Principles, Dominance Factor in Merchandise Presentation, Cross Merchandising. | **6** |
| **UNIT V** | Trend analysis & Forecasting - Styling, Display Calendar, Sales Tracking, Handling the Props, Lighting, Organizing an In-store Event, Quality and Process in Visual Merchandising, Standard Operating Procedures (SOPs). | **8** |
|  | **TOTAL** | **30** |

# COURSE OUTCOMES

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

CO1: Understand Visual merchandising and retailing.

CO2: Categorize Merchandise presentation.

CO3: Analyse the different types of display.

CO4: Summarize the display merchandising techniques.

CO5: Propose and forecast trend.

**References**:

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

# e-Learning Resources:

* [http://www.slideshare.net/dianhasan/iiscm-retail-innovation-seminar-jakartaapril-8-](http://www.slideshare.net/dianhasan/iiscm-retail-innovation-seminar-jakartaapril-8-2011) [2011](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** | **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** | | **COMPUTER APPLICATION IN HOME SCIENCE** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| SEC: 7 | IV | Y |  | 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 AutoCAD software used in Textiles & Interior Design. |
| Explore the benefits of computer applications in the field of research. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | 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 presentation using MS Power Point. Making Graphs and Charts using MS office. | **4** |
| **UNIT II** | Computer Application in Space planning - AutoCAD in 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 Sketchup. | **10** |
| **UNIT III** | Computer Application in Nutrition - Software package in nutrition education and diet counselling - Nutritive value of food items, Nutritional analysis, Meal planning and recipes, Types of nutrition Softwares – Nutrition maker, Nutritionist pro. | **5** |
| **UNIT IV** | Computer Application in Textiles - AutoCAD in Textile Designing – Definition, Concept, Types of Textile CAD software – Printed fabrics, Sketch Pad system, Texture mapping, Embroidery system. | **6** |
| **UNIT V** | Computer Application in Research - Data collection – creating online form using Google forms, Data entry in MS Excel and data analysis using SPSS – Frequency analysis, Cross Tabulation. | **5** |
|  | **TOTAL** | **30** |

# COURSE OUTCOMES

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

CO1: Recall the features of MS Office package.

CO2: Understand the application of AutoCAD for design.

CO3: Explain computer applications in the field of Nutrition.

CO4: Create textile design patterns using Textile CAD.

CO5: Analyze research data using appropriate software and interpret results.

**References**:

* AutoCAD 2018 for Novices (Learn By Doing), [CAD Soft Technologies.](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=CADSoft%2BTechnologies&text=CADSoft%2BTechnologies&sort=relevancerank&search-alias=books)
* CAD Practical Skills in Textile Technology and Design (TTD), [Patience Chitura](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Patience%2BChitura&search-alias=stripbooks) , 2020.
* 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, James Holler.
* SPSS Statistics for Data Analysis and Visualization, Jesus Salcedo, Wiley Publishers, 2017.

# e-Learning Resources:

* <https://www.tutorialspoint.com/word/index.htm>
* https:/[/www.vmaker.com/tutorial-video-hub/microsoft-tutorial-](http://www.vmaker.com/tutorial-video-hub/microsoft-tutorial-videos/microsoft-) [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** | **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** | | FURNITURE DESIGN | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC9 | V | Y |  | Y |  | 4 | 5 | 25 | 75 | 100 |

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

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **History of Furniture Design** - Different styles of furniture-William and Mary period, Queen Anne period, Chippendale, Hepplewhite, Sheraton, Adam furniture, American Georgian, Baroque, Rococo and Neo Classical. | **10** |
| **UNIT II** | **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** |
| **UNIT III** | **Types of furniture** – Built in furniture – Movable furniture –Upholstery furniture - Sectional furniture - Systems furniture – Readymade furniture. Joineries used in furniture. | **10** |
| **UNIT IV** | **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** |
| **UNIT V** | **Design of Residential Furniture**- Wall cabinet, TV Show cases, sofa, Dining table, study table, center table, children furniture and multipurpose furniture. Furniture layout on floor plans of Living Room, Bed Room, Study Room and Dining Room. Care and maintenance of furniture. | **15** |
|  | **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** |

# COURSE OUTCOMES

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

CO1. Recognize history of various styles of furniture design like Chippendale, Hepplewhite.

CO2. Understand the Factors influencing the selection of furniture for various uses.

CO3. Understand Material choice and finishes of furniture.

CO4. Identify Different types of Furniture and its uses.

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

# Reference:

* Interior Design, (1996) John F. Pile, Harry N.AbramsInc Publishers, New York
* Residential I\*nterior Design Course, (2001) MaureenMitton,Courtney,John Wiley & Sons., London
* The Encyclopedia of Furniture, (1997) Joseph Aronson, Crown Publishers, New York
* Interior Design & Decoration, PremavathySeetharaman and ParveenPannu (2000), Prentice Hall
* Interior Design, (2012) Francis D.K. Ching, John Wiley & Sons, New York
* Time Saver Standards for Interior Design (2000), Joseph De Chiara, McGraw Hill, New York.

# e-learning resources

* [http://www.onlinedesignteacher.com/furniture\_design/furniture\_materials.html#.Vj3EzdIrL](http://www.onlinedesignteacher.com/furniture_design/furniture_materials.html#.Vj3EzdIrLIU) [IU](http://www.onlinedesignteacher.com/furniture_design/furniture_materials.html#.Vj3EzdIrLIU)
* <http://www.sereneinteriors.com/furniture/furniture-materials.html>
* [http://www.chroniclebooks.com/titles/furniture-design-an-introduction-to-development-](http://www.chroniclebooks.com/titles/furniture-design-an-introduction-to-development-materials-and-manufacturing.html) [materials-and-manufacturing.html](http://www.chroniclebooks.com/titles/furniture-design-an-introduction-to-development-materials-and-manufacturing.html)
* <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** | **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** | | **APPLICATION OF COLOUR IN INTERIORS** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC10 | V | Y |  | Y |  | 3 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Colour concept - C**olour and light, colour and distances and scales. Techniques for choosing appropriate wall colours based on the desired atmosphere and purpose of the room. Understanding the psychological impact of different colours on human emotions and moods. | **10** |
| **UNIT II** | **Colours based on Design** – Formal, Informal and Free styles.  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** |
| **UNIT III** | **Interior Colour Combination** – Warm neutrals and Rich earth tones. VOC and odourless paint that protects the walls from tough stains & harmful bacteria. Types of emulsion paint – Gloss, Semigloss, matte, eggshell or velvet. Application of Emulsion paint – spraying, brushing and rolling with a brush like motion. | **15** |
| **UNIT IV** | **Home Interior** - Wall Colours and Textures, Create a design board for various room. Suggest Interior colours for kids’ room, living room, bedroom, study room and pooja room. Exterior Colours for Bungalow and Apartments. Factors to consider lighting, room size, furniture and personal preferences. | **15** |
| **UNIT V** | **Commercial Spaces –** Introduction to commercial space wall colours and textures, Study of various wall materials and finishes suitable for commercial spaces, exploring techniques such as wallpaper, 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** |
|  | **Practical** Applying acquired knowledge and skills to design and execute a wall colour and texture project.Presenting the project concept, materials and techniques used.Creating professional presentations and documentation for wall colour and texture projects.Articulating design concepts, material specifications and project outcomes. | **10** |
|  | **TOTAL** | **75** |

# COURSE OUTCOMES

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

CO1: Outline the importance of Colour combination and analyse various colours on human moods.

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

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

CO4: Suggest colour for various interior rooms.

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

**References**:

1. Gokcakan Çicek N., Gokcakan K.: Characteristics Of Colors, Interior Design And Their Psychological And Physiological Effects. TOJET: The Turkish Online Journal of Educational Technology, November 2016, Special Issue for INTE 2016, p.p. 425-430.
2. Sadat Behbahani N (2011). Theoretical Review on Color in Interior Space: An Experimental Assessment of Iranian Houses, Eastern Mediterranean University, Gazimağusa, North Cyprus.
3. Krstić H., Rađelović D (2013) Color as a powerful tool in interior design. Proceedings Third international science conference Balkan color, p.p. 568-575.
4. RiosVelasco C., Color and Visual Comfort, The University of Texas, Austin, 2010.
5. Dalke H., Littlefair P., Loe D., Camgoz N., (2004.) Lightning and color for hospital design, Report on a NHS Estates funded research project, London, The Stationary Office, London,

# 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://theturquoisehome.com/whole-house-color-palette/, download 28.2.2019.
* ttps://earsiv.anadolu.edu.tr/xmlui/bitstream/handle/11421/19717/19717.pdf?sequence=1&isAllowed=y

# 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** | **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** | | **KITCHEN DESIGN** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC11 | V | Y |  |  |  | 4 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Kitchen planning – Functions performed in a kitchen Principles of planning kitchen – orientation and location, ventilation, storage needs, work triangle, color, light and safety. | **10** |
| **UNIT II** | Types of kitchen – One- Wall Kitchen, U – Shaped Kitchen, L – Shaped Kitchen, Galley Kitchen, Island Kitchen and Peninsula Kitchen. | **20** |
| **UNIT III** | Materials and finishes – Various materials and finishes used in kitchen – floor, wall, sink, ceiling, countertops, storage and their characteristics | **15** |
| **UNIT IV** | Modular Kitchen: Characteristics, requirements, Materials used – Wood, Steel and Aluminium. Pull Outs – Double basket, Cutlery trays, Corner unit, Sleek oil pull out, Ladder unit, Basket bin holder. | **15** |
| **UNIT V** | .  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** |

# COURSE OUTCOMES

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

CO1: Summarize the functions performing in Kitchen and need of work triangle.

CO2: Draw and Apply the Principles of planning and standards in Kitchen design.

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

CO4: Interpret the Current trends in modular kitchen.

CO5: Create a Design for storage spaces and their requirements for kitchen.

# References:

* Chaudhari, S.N. 2006. Interior Design. Aavishkar Publishers, Jaipur.
* Cromwell, L. Weibell, F.J. and Pfeirffer, E.A. (1991). Biomedical Instrumentation and Measurements, Prentice Hall, New Delhi.
* Kasu, A.A. (2005). Interior Design, Ashish Book centre Delhi.
* Riggs, R. (1992). Materials and components of Interior Design, Prentice – Hall of India Pvt Ltd., New Delhi.
* Varghese. M.A. etal., (1994), Ergonomics in Kitchen design, Bombay.

# e-Learning Resources:

* <https://www.google.co.in/?gfe_rd=cr&ei=xpQ8VoC7MsSl8wfb9bD4CA#q=kitchen+design>
* <https://www.google.co.in/?gfe_rd=cr&ei=xpQ8VoC7MsSl8wfb9bD4CA#q=kitchen+design+references>
* <https://www.brainkart.com/article/Labour-Saving-Devices---Uses,-Selection,-Care_2151/>
* <http://bestinteriors4u.weebly.com/kitchen.html>
* <https://www.google.co.in/?gfe_rd=cr&ei=xpQ8VoC7MsSl8wfb9bD4CA#q=types+of+materials+used+for+kitchen+cabinets>
* <https://www.kutchina.com/e-catalogue/catalogue-modular%20kitchen.pdf>
* <https://johnsonkitchens.in/pdf/theater_bro_hi-res.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** | **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** | | **PROJECT VIVA VOCE** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC12 | V | Y |  | Y |  | 4 | 4 | 40 | 60 | 100 |

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

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Introduction | **5** |
| **UNIT II** | Review of Literature | **15** |
| **UNIT III** | Methodology | **15** |
| **UNIT IV** | Results and Discussion | **20** |
| **UNIT V** | Summary and Conclusion, Bibliography | **5** |
|  | **TOTAL** | **60** |

# COURSE OUTCOMES

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

CO1: Develop a research design 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 skill in collecting, analyzing, presenting and interpreting data accurately.

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

plagiarism check on the document prepared.

# 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** | **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**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **HUMAN NUTRITION** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| EC5 | V | Y |  |  |  | 3 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to : |
| To learn nutrition and the various foods necessary for a well-balanced day’s menu. |
| To develop menus to meet requirements during special conditions. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Health and Nutrition** - Nutrients - classification, balanced diet, functions of food, Basic five food groups, Principles of Menu planning. | **15** |
| **UNIT II** | **Carbohydrates** - classification, functions and Sources.  **Proteins -** classification of amino acid, functions and Sources.  **Lipids -** classification of saturated and unsaturated fatty acid, functions and Sources. | **15** |
| **UNIT III** | **Sources, functions and deficiency/toxicity 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 intoxication | **15** |
| **UNIT IV** | **Nutrition requirements** of Infants, preschool, School going, Adolescents, Adults, Pregnant and lactating mothers and at old age. | **15** |
| **UNIT V** | **Lifestyle disorder**s – Prevention and dietary management of Obesity, Cardiovascular diseases (CVD) and Diabetes Mellitus. | **15** |
|  | **TOTAL** | **75** |

# COURSE OUTCOMES

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

**CO1**. Summarize the concept of Balanced diet and acquiring Knowledge on energy, body

building, fat and protective foods that enhance physical health.

**CO2.** Evaluate dietary modification for protein and lipid rich food.

**CO3.** Use the RDA of different age group to meet their standards of nutrition.

**CO4.** Evaluate dietary modification for Deficiency disorders by planning nutrient rich food.

**CO5.** Appraise dietary modification for lifestyle disorders (obesity, cardio vascular disease and diabetes mellitus).

# Reference:

* Antia.F.R. and Abraham.P (2007). Clinical Dietetics and Nutrition, Oxford University Press, Mumbai.
* Gopalan.C, Rama Sastri.B.V and BAlasubramanian (2004). Nutritive Value of Indian Foods, National Institute of Nutrition, ICMR, Hyderabad.
* Krause, M.V. and Maham, M.A. (1992). Food, Nutrition and Diet Therapy W.B. Saunders company, Philadelphia, London Toronto.
* Shubhangini.A. Joshi, (2010). Nutrition and Dietetics, Tata McGraw Hill Education Pvt, LTD., New Delhi.
* Srilakshmi.B, (2008). Dietetics, New Age Publications International, Pvt, Ltd., New Delhi.
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* Swaminathan, M. (2008). Advanced textbook on Food and Nutrition, volume 2. The Banglore Press, BAPPCO, Bangalore.
* Swaminathan, M. (2008). Advanced Text Book of Food and Nutrition, BAPPCO, Bangalore.
* Wardlaw.G.M, Hampl.J.S., Disilvestro.R.A., (2004). Perspectives in Nutrition, Mc Graw Hill H.E., North America.

# 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)
  + [)%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>
* file:///C:/Documents%20and%20Settings/welcome/My%20Documents/Downloads/Basic\_ Principles\_of\_Cooking\_Part\_1.pdf
* <http://icmr.nic.in/final/rda-2010.pdf>
* <http://www.textbooksonline.tn.nic.in/Books/12/Std12-Nutr-EM.pdf>

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** | | **MASS COMMUNICATION** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| EC6 | V | Y |  | Y |  | 4 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to : |
| Provide valuable information regarding various fields from the public through mass communication media |
| Provide theoretical and practical knowledge of basic design processes of communication on any publishing process. |
| Convey Cultural and Educational Programs to establish international relation. |

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| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Meaning of Mass Communication - Definition, Characteristics, Elements and its types of mass communication. Mode of communication - Books, Newspapers, Film, Cinema, Radio and Television, mobile phones and internet. | **10** |
| **UNIT II** | 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** |
| **UNIT III** | Graphic Design – Introduction, Role of design in society – Impact and function of design, Printing / publishing technology, Types - Booklets, Brochures, Folders, Posters. Role of design in the changing social scenario. Role and responsibility of Graphic Designers. | **10** |
| **UNIT IV** | Advertising – Definition, Role of a advertising in modern life - Advertising through Print Media, Outdoor Advertising. Logo – Definition, Evolution of logos and its importance. Advantages and disadvantages of advertising. | **15** |
| **UNIT V** | Photography –Definition, Photographic processes and its types. Calligraphy – Definition, styles of calligraphy, Equipment’s used in calligraphy. The anatomy of type, type specification, type classification. Typography - evolution, Font anatomy, text typefaces and its types, display graphics. | **15** |
|  | **PRACTICALS**   1. Prepare Booklets, Brochures, Folders and Posters. 2. Basic design exercises – Designing a logo, Digital design. 3. Different styles of Calligraphy. 4. Model Making. 5. Compile photography, such as landscape, portrait, still life, and documentary | **15** |
|  | **TOTAL** | **75** |

# COURSE OUTCOMES

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

**CO1.** Understand the meaning, characteristics, elements and mode of Mass communication.

**CO2**. Describe the Barriers in communication and apply ways of overcoming barriers in communication.

**CO3**. Discuss the Impact and functions of Graphic design.

**CO4**. Identify the Role of advertisement in modern society.

**CO5**. Experiment the photographic process and thereby learning the basics in photography.

# Reference:

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* Uma Narula, (2008) “Mass Communication - Theory & Practice” Hindustan Publishing Corporation, ISBN: 9788124113622.
* Dahama O P & Bhatnagar O P (2019), Education and communication for development, 2nd edition, Oxford & IBH publishers.
* Evelyn P. Mann (2012) “Advertising: types, trends and Controversies” Nova Science Publishers, ISBN: 161324679X, 9781613246795.
* Bruce Warren (2002), “Photography”, Second Edition, Delmar Thomas Learning Inc.
* Margaret Shephered (2001), “Learn Calligraphy: The Complete Book of Lettering and Design” Published by Potter/Ten Speed/Harmony/Rodale. [Copyright](https://books.google.co.in/books?id=niZANtuZomIC&printsec=copyright&source=gbs_pub_info_r). Newyork.
* Phil Baines & Andrew Haslam, (2005) “Types & Typography” Second edition, Laurence King Publishing.

# learning resources

* + Livestrong.com/article-the-importance-of-verbal-non-verbal-communication
  + Managementstudyguide.com/oral-writtencommunication.htm
  + <http://www.fitnessgurusam.com/2010/09/23/your-grocery-list-may-be-sabotaging-you/>
  + <http://prpr.net/pr-services/print-media/#contact>
  + <http://www.vervehouse.co.uk/costs.html>
  + <http://caxton-books.co.uk/wp-content/uploads/2011/03/cinema_logo1.png>
  + <https://www.slideshare.net/jhm286/brochure-slide-show>
  + slideshare.net/soodpreeti/leaflet-pamphlet-and-booklet
  + <http://www.dgreetings.com/gifts-to-india/gifts/TV-2158.html>
  + <https://www.slideshare.net/nanw12/calligraphy-presentation?next_slideshow=1>
  + [https://www.slideshare.net/silviabaz75/typography-clinic-w-silvia-baz-ideas-](https://www.slideshare.net/silviabaz75/typography-clinic-w-silvia-baz-ideas-tap?next_slideshow=1) [tap?next\_slideshow=1](https://www.slideshare.net/silviabaz75/typography-clinic-w-silvia-baz-ideas-tap?next_slideshow=1)

# 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 | M | M | 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 |
| **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**

|  |
| --- |
| **INTERIOR DESIGN INTERNSHIP** |

Students in the interior design program are required to participate in the department coordinated internship program with interior design firms that involves a minimum of 30 hours professional experience. At the conclusion of this experience students submit a final project that demonstrates their growth of knowledge and skills in the field of interior design.

**Objective:** The Internship is committed to preparing graduates in the B.Sc., Interior Design and Décor Degree to join as entry level Designers with a strong foundation with professional experience.

**Expected Outcome of the Internship**

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

* Gains knowledge about industry/company process.
* Develops skills in 2D and 3D software.
* Analyze cost estimation of building materials 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 competency in professional presentation, communication and writing skills.

**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 carried out during the summer vacation of the second semester and the report will be evaluated by the two examiners within the department.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **ERGONOMICS** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC:13 | VI | Y |  |  |  | 4 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to: |
| Enhancing workplace, health, safety, and work design issues. |
| Enable the students to gain knowledge on importance of ergonomics in work effectiveness. |
| Design work areas using ergonomic principles. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Ergonomics** – Concept, Definition, Characteristics of places, things and activities. Human Factors, Principles of Ergonomics, Occupational factors affecting the worker. | **15** |
| **UNIT II** | **Anthropometry** - Definition, Types of data – Static dimensions and Dynamic dimensions, Definition and Applicability of Stature – Eye height, Elbow height, Sitting height, Shoulder and Elbow breadth, Thigh clearance and Popliteal height, Maximum and Minimum Vertical and Horizontal reach. | **20** |
| **UNIT III** | **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** |
| **UNIT IV** | **Musculoskeletal Disorder (MSD)** – Strain, Tendinitis, Joints, Ligaments. **Carpel Tunnel Syndrome (CTS)**, Back, Neck, Knee problem. **Stress** – Definition, types and coping techniques. | **15** |
| **UNIT V** | **Environmental Factors** - Noise – Noise Guidelines, Noise reduction materials - Acoustics. Temperature – Heat stress, Heat strain, Materials used for thermal comfort, Heat Exchange - Convection, Conduction and Radiation. | **15** |
|  | **TOTAL** | **75** |

# COURSE OUTCOMES

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

CO1. Use the concept of ergonomics design

CO2. Applying proper posture to avoid health issues.

CO3. Analysing anthropometry dimensions of Human body.

CO4. Outline the problems in the musculoskeletal system and describe prevention method.

CO5. Apply the appropriate noise reduction materials.

**References:**

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* Khan M.I., (2014). Industrial Ergonomics. PHI Learning Private Limited, New Delhi.
* Umesh Prasad, (2011). Essential of Ergonomics. Sonali Publications, New Delhi.
* Martin Helander, (2006). A Guide to Human Factors and Ergonomics. Taylor and Francis.
* ManjitKaurChauhan, (2015). Ergonomics Practical Manual for Beginners. Authorspress, New Delhi.
* Jan Dul and Bernard Weerdmeester, (2008). Ergonomics for Beginners – A quick reference guide, CRC Press, New York.
* Tayyari. F and Smith J.L, (1997). Occupational Ergonomics – Principles and Applications, Chapman and Hall, Tokyo.

# 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.ergonomics.com.au/what-is-ergonomics/>

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |

**Strong 3 Medium 2 Low 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **PRINCIPLES OF RESOURCE MANAGEMENT** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC14 | VI | Y |  | Y |  | 4 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Management Process** – Definition, Qualities of a Good Manager. Management Process-Planning, Controlling and Evaluation. | **10** |
| **UNIT II** | **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** |
| **UNIT III** | **Time Management** - Tools in time management - Peak loads, Work Curves, Rest periods and work simplification. Time management process - Planning - Steps in making time plans - Controlling the planning action - Evaluation. | **10** |
| **UNIT IV** | **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** |
| **UNIT V** | **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. Savings and its importance. | **15** |
|  | **PRACTICAL**   1. Plan an event. 2. Identification of personal and family values and goals. 3. Plan Time schedule. 4. Techniques to study work simplification. 5. Formulation of budgets for family. | **5** |
|  | **TOTAL** | **75** |

# COURSE OUTCOMES

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

CO1. Identify the resources and factors influencing the use of resources.

. CO2. Understand use of tools in time management in day to day life.

CO3. Apply work simplification techniques while planning work.

CO4. Develop skills to draw a budget within the available income and to maintain accounts.

CO5. Manage efficiently the available resources during residence stay.

# References:

* Rao, P.S., and Rao, V.S.P., (1997) Personnel Human Resource Management. New Delhi, Konark Publishers Pvt., Ltd.
* Aswathappa, K. (1997) Human Resource and Personnel Management. New Delhi, Tata Mc Graw Hill Publishing Company
* Venkata Ratnam, C.S. and Srivatsava, B.K., (1999) Personnel Management and Human Resources New Delhi. Tata Mc Graw Hill Company.
* Salyadain, M.S., (1999) Human Resource Management. New Delhi, Tata Mc Graw Hill Publishing Company Limited.
* Deacon, R., and Fire Baugh, (1981) Family Resource Management, U.S.A.
* Varghese M.A, Ogale N.N, Srinivasan.K, Home Management
* Gross& Crandall, Management In Modern Families(1963)
* Premavathy Seetharaman, Sonia Batra, Preeti Mehra, An Introduction To Family Resource Management(April 6, 2019)
* Nickell Dorsey, Management And Family Living(June 1, 1976)

# e-Learning resources

* + [http://www.yourarticlelibrary.com/decision-making/decision-making-in-management-](http://www.yourarticlelibrary.com/decision-making/decision-making-in-management-definition-and-features-explained/25657/) [definition-and-features-explained/25657/](http://www.yourarticlelibrary.com/decision-making/decision-making-in-management-definition-and-features-explained/25657/)
  + <http://www.familyresourcemanagement.org/services/goals/>
  + <http://www.familyresourcemanagement.org/services/standards/>
  + [http://www.nios.ac.in/media/documents/sechmscicour/english/home%20science%20(](http://www.nios.ac.in/media/documents/sechmscicour/english/home%20science%20(eng)%20ch-15.pdf) [eng)%20ch-15.pdf](http://www.nios.ac.in/media/documents/sechmscicour/english/home%20science%20(eng)%20ch-15.pdf)
  + [https://books.google.co.in/books?id=NJkrzK3CgisC&pg=PA149&lpg=PA149&dq=ti](https://books.google.co.in/books?id=NJkrzK3CgisC&pg=PA149&lpg=PA149&dq=time%2C%2Benergy%2C%2Bmoney%2Bas%2Bresource%2Bin%2Bmanagement&source=bl&ots=xmSp-LDkia&sig=57qLKHx2UX3sznBIJhm) [me,+energy,+money+as+resource+in+management&source=bl&ots=xmSp-](https://books.google.co.in/books?id=NJkrzK3CgisC&pg=PA149&lpg=PA149&dq=time%2C%2Benergy%2C%2Bmoney%2Bas%2Bresource%2Bin%2Bmanagement&source=bl&ots=xmSp-LDkia&sig=57qLKHx2UX3sznBIJhm) [LDkia&sig=57qLKHx2UX3sznBIJhm](https://books.google.co.in/books?id=NJkrzK3CgisC&pg=PA149&lpg=PA149&dq=time%2C%2Benergy%2C%2Bmoney%2Bas%2Bresource%2Bin%2Bmanagement&source=bl&ots=xmSp-LDkia&sig=57qLKHx2UX3sznBIJhm)

# Mapping with Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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 |

**Strong 3 Medium 2 Low**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the Course** | | **3D MODELLING IN DESIGN (PRACTICAL)** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| CC15 | VI |  |  | Y |  | 4 | 5 | 40 | 60 | 100 |

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

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Concept of 3D Modeling  Need & purpose of 3D models and views in the design field.  Overview on different software’s & plugins used for 3D modeling - Google Sketchup, 3Ds Max, Revit, V ray. | **10** |
| **UNIT II** | User Interface of Google Sketch up  Components of Google Sketchup 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** |
| **UNIT III** | Materials & Lighting  Creating and applying materials to the models created.  Exploring setting options in lights and camera tools.  Create rendered views by using V ray plugin. | **15** |
| **UNIT IV** | Overview of 3Ds Max  User Interface of 3Ds Max  Compare the features of 3Ds Max with Google SketchUp | **15** |
| **UNIT V** | Rendering using 3Ds Max  Import of 3D models from Google Sketchup  Create 3D rendered views after applying materials, set the lights and camera positioning. | **15** |
|  | **TOTAL** | **75** |

# COURSE OUTCOMES

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

CO1: Outline the importance of 3D Modeling in designing spaces. Analyse the features of different software’s available for 3D Modeling.

CO2: Interpret the user interface of Google Sketch up software. Examine the uses of tools available for creating 3D models. Create 3D models for residential or commercial buildings using the tools available.

CO3: Identify different materials and finishes available and utilize them as per the requirements and evaluate the light and camera settings for 3D views.

CO4: Create rendered 3D views both interior and exterior spaces using Google Sketch up. Outline the features of 3Ds Max software

CO5: Create rendered 3D views of residential and commercial spaces using 3Ds Max.

**References**:

* [Aidan Chopra](https://www.amazon.in/Aidan-Chopra/e/B001JSJIS2/ref%3Ddp_byline_cont_book_1), SketchUp 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 SketchUp: 3D Modeling, Extensions, BIM, Rendering, Making, and Scripting 2nd Edition, Wiley Publishers.
* [Daniel Tal,](https://www.amazon.in/Daniel-Tal/e/B0029CQZXS/ref%3Ddp_byline_cont_book_1) Rendering in SketchUp: From Modeling to Presentation for Architecture, Landscape Architecture, and Interior Design, Wiley Publishers.
* Kelly L. Murdock, Autodesk 3ds Max 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 Visualization 1st Edition, Routledge Publishers.

# e-Learning Resources:

* [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-](https://www.bgsu.edu/content/dam/BGSU/libraries/documents/collab-lab/Sketchup-Tutorial.pdf) [Tutorial.pdf](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** | **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** | | **ENTREPRENEURSHIP DEVELOPMENT** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| EC7 | VI | Y |  |  |  | 3 | 5 | 25 | 75 | 100 |

|  |
| --- |
| **Learning Objectives** |
| To enable the students to : |
| To understand the concept of entrepreneurship |
| To know the world of entrepreneurs |
| To understand and cultivate entrepreneurial values, attitude, qualities and Desires. |
| To sow the seed of entrepreneurship in fertile minds |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | Entrepreneur - Definition of Entrepreneur and Entrepreneurship, Need of entrepreneurship, Characteristics and qualities of an entrepreneur, functions of an Entrepreneur, Types of Entrepreneurs. | **20** |
| **UNIT II** | Small enterprises - Definition, characteristics, Relationship between small and large Units. Role of Small enterprises in economic development, and problems of small-scale industries. Subsidies and incentives. | **15** |
| **UNIT III** | Project report- Meaning, Significance, Elements of Project formulation, planning, commission, guidelines for project report. Formulation of project report. | **10** |
| **UNIT IV** | Institutional Finance to Entrepreneurs - Commercial Banks, Other Financial Institutions- SIDBI, SISI, SIPCOT,IFCI, ICICI, IRBI, DIC and SFCs. Steps to start an enterprise. | **15** |
| **UNIT V** | 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** |

# COURSE OUTCOMES

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

**CO1.** Understand the Concept of entrepreneur and entrepreneurship with its characteristics, functions and types.

**CO2.** Evaluate the Role of small enterprises in economic development andproblems.

**CO3.** Understand the Concept of Selection, significance, content,identification of project and can be able to create project report.

**CO4.** Remember the financial institutions offering finance to entrepreneurs.

**CO5.** Understand the concepts of marketing management and marketing mix

# References

* Bolton, B. and Thompson, J (2001). Entrepreneurs: Talent, Temperament, Technique, Replika Press Private Ltd, Delhi, 110 040, India.
* Taneja, S. and Gupta, S.L. (1992). Entrepreneurship Development, New Venture Creation, Galgotia Publishing Company, New Delhi.
* Hisrich, R.D. and Peters, M.P, (1995). Entrepreneurship: Starting, Developing and Managing a New Enterprise, Richard, D. USA, Irwin, INC.
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* Vasant Desai, (2006), Small-Scale Industries and Entrepreneurship, Himalaya publishing house.Mumbai.
* S.S.Khanka, S. Chand, (2001), Entrepreneurial Development, New Delhi.
* Botswana, (1992) - Arable Lands Development Project, 076-BT% R076BTBE, Interim Evaluation.

# e-learning resources

* https:/[/www.goo](http://www.google.co.in/?gfe_rd=cr&ei=xpQ8VoC7MsSl8wfb9bD4CA&q=entrepreneur)g[le.co.in/?gfe\_rd=cr&ei=xpQ8VoC7MsSl8wfb9bD4CA#q=entrepreneur](http://www.google.co.in/?gfe_rd=cr&ei=xpQ8VoC7MsSl8wfb9bD4CA&q=entrepreneur) ship+meaning
* <http://www.b-u.ac.in/download/careertools/Entrepreneurship.pdf>
* <http://www.morldtechgossips.com/2013/02/entrepreneurial-development.html>
* https:/[/www.goo](http://www.google.co.in/search?q=entrepreneurship%2Bdevelopment%2Bprogramme%2Bnotes&b)g[le.co.in/search?q=entrepreneurship+development+programme+notes&b](http://www.google.co.in/search?q=entrepreneurship%2Bdevelopment%2Bprogramme%2Bnotes&b) iw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&ved=0CDwQsARqFQoTC Oq sjh-8gCFUUVlAodtLQP6g&dpr=1
* <http://www.ifad.org/evaluation/public_html/eksyst/doc/lle/pf/l124suse.htm>
* <http://www.adirondackdailyenterprise.com/page/blogs.detail/display/1428/Incentives-> versus-Subsidies.html

# 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** | **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** | | **HOUSEHOLD EQUIPMENT** | | | | | | | | |
| **Category** | **Year** | **L** | **T** | **P** | **O** | **Credits** | **Inst Hrs** | **Marks** | | |
| **CIA** | **External** | **Total** |
| **Sem** |
| EC8 | VI | Y |  | Y |  | 3 | 5 | 25 | 75 | 100 |

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

|  |  |  |
| --- | --- | --- |
| **UNIT** | **CONTENT** | **HOURS** |
| **UNIT I** | **Household Equipment’s** - Concept, importance, uses, Influence of household equipment in modern family life, Selection criteria of household equipment’s-Specification, time, money and energy saving, quality, durability, features, colour and design, safety, cost, Ease of Service, size, brand, space storage, Ease of cleaning, Ease of use, warranty and guarantee. Conservation of Fuel, Electricity and Water. | **15** |
| **UNIT II** | **Major equipment’s** - Uses, Merits and Demerits, Care and Maintenance, Ranges, Stoves, Refrigerator, Washing machines, Dish washers, Food Waste Disposers and Vacuum Cleaner. Significance of Labour-saving equipment. | **15** |
| **UNIT III** | **Minor equipment’s** - uses, care and maintenance, Merits and demerits. Measuring cups, Peelers, mincers, choppers, Spatula, pots, pans, knives - types - knife sharpener, whisks, bowls, Juice extractor, Hand food mixer, whisk, spoons and strainer/colander.  **Materials of Kitchen Utensils and Equipment:** Iron, Cast Aluminum, Copper bottom, Laminated steel bottom, Glass, Ceramic, Nonstick pan, Steel pot, Plastic, Earthenware, Wood and stone. | **15** |
| **UNIT IV** | **Electric devices** – meaning and its uses, merits and demerits. electronic ignition, electrical garage door, opener, Blender, Knife sharpener, Electric toaster, electric kettle, Rice cooker, Coffee Maker, Waffle maker, Toaster, Sandwich maker, Micro oven and food processor. | **15** |
| **UNIT V** | **Smart home gadgets** – concept, need for smart home gadgets – Comfort or ease of control, Entertainment, Security, Convenience at all time, lifestyle personalization and user friendly, Challenges and benefits. Home automation system, Lighting automation system, Curtain automation system, Security and alarm system, Window and Door Control system, Remote control system, and Surveillance camera. | **15** |
|  | **TOTAL** | **75** |

# COURSE OUTCOMES

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

CO1. Understand and apply the selection criteria in purchase of common household equipment.

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

CO3. Enumerate the methods for proper care and maintenance of minor equipment.

CO4. Highlight the concepts, uses, types of electric household equipment.

CO5. Identify and analyze the need for smart home gadgets and automation in modern living.

# Reference:

* Bhargava S.C (2020), Household Electricity and Appliances, BS Publications, ISBN-13: 978-9390211265.
* Eric Kleinert, (2012), “Troubleshooting and Repairing Major Appliances”, Edition 3, McGraw-Hill Professional Publishing, ISBN-13: 9780071770187
* [Jean B MacLeod](https://www.amazon.in/Jean-B-MacLeod/e/B001IZTF8E/ref%3Dkwrp_li_aut) (2018), “The Kitchen Paraphernalia Handbook: Hundreds of Substitutions 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) and Security”, 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-](https://www.aylanetworks.com/blog/what-is-a-smart-appliance-and-how-do-you-make-one) [make-one](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** | **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**