

Bachelor of Design (B.DES) INTERIOR DESIGN
Four Full Years Course

SCHEME AND SYLLABUS

First Year – First and Second Semesters
With effect from 2024

I - SEMESTER

BASIC DESIGN STUDIO I			
Course Code	22BI101	CIE Marks	50
Teaching Hours/Week (L:T:S:P:SM:SS)	4 hrs. (1:0:3:0:0:0)	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Type of Examination (SEE)	Viva Voce	Credits	4
Course Learning Objectives: <ol style="list-style-type: none"> 1. To understand the design process and be able to figure out solutions to simple problems. Emphasis is placed on the ability to identify problems and identify requirements. 2. To develop the ability to generate solutions to design constructs, integrating principles of design with functional requirements. 3. To develop an understanding of the holistic role of designers in society. 			
Module-1			
Introduction to Design and its ecosystem. Designer's role in Society and in the world of Design. Understanding of a designer's connection with other disciplines of knowledge. Design Relevance: Exposure and analysis. The universality of Design to different fields. Introduction to the process of design.			
Module-2			
Inquiry and Observations in relation to the problem statement. Recognizing patterns, analyzing ideas, synthesizing information, solving problems, and creating things involving the process of abstraction. Methods of Documenting activities and stating the problem and environments			
Module-3			
Talking and conversing with users to extract data. To demonstrate the importance of visibility, appropriate clues, and feedback of one's actions. These principles constitute a form of psychology—the psychology of how people interact with things. The designer will be mapping out what users consider both the user's needs and the technological constraints. Identifying strategies to curate the conversation, defining the flow and its underlying logic, specification that represents the complete user experience.			
Module-4			
Problem Identification and need finding: To understand the Qualitative and Quantitative aspects of the Design Process. Understanding its relationship with various methods leading to idea and concept generation. Understanding the functional requirements with respect to designing for people.			
Module-5			
Documentation, report making and presentations. The student will be documenting all the above models and its relationship. The student will be summing up the problem statement with all the above studies and presenting it.			
Design Tasks:	Redesign of a simple problem (ex. design of a board game) that involves both communication and product design issues. The students put into practice what they have learnt during this semester in this project.		

Teaching - Learning Process	<ol style="list-style-type: none"> 1. Get a perspective on design throughout the globe: Various videos of designers of the design process from different parts of the world. 2. Screening documentaries, videos, films on various Designs in India and Asia. 3. The contents of the courses shall be taught in an application-oriented manner on a scientific and design basis. The course contents shall be taught and learned through the lectures, seminars, labs or workshops, studio exercises and design projects, etc. 4. Site/field visit to folklores areas 5. Submission will include Idea generation, Study models, Sketches and drawings to achieve the desired results.
<p>Assessment Details (both CIE and SEE) for PCC</p> <p>The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together. The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are 50 marks.</p> <p>CIE for the professional core course PCC</p> <ul style="list-style-type: none"> • 50 CIE marks will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects. • The first internals will be at the end of 40-50% coverage of the syllabus for 25 marks and the second internal evaluation will be after covering 85-90% of the syllabus for 25 marks. • Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for 50 marks. • The student has to secure 50% of maximum marks- 20 marks to qualify in the CIE of the professional core course PCC. <p>SEE for the professional core course PCC</p> <ul style="list-style-type: none"> • 50 SEE marks will be viva based assessed by internal examiner and external examiner (appointed by the University. Note: Examiners will be from academia as well as industry experts.) • Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects. • The student must secure minimum of 35% of maximum marks- (18 marks out of 50 marks) to qualify in the SEE of the professional core course PCC. 	
<p>Suggested Learning Resources: Books</p> <ol style="list-style-type: none"> 1. D. Norman; The Design of Everyday things, London, The MIT Press, 1998 - A Forty; Objects of Desire, Thems & Hudson 1995 2. - J. de Noblet ed., Industrial Design- Reflections of a century, Thames & Hudson, 1993 - Julier, G.; 20th Century Design, Thames & Hudson, 1993 - Potter, Norman; What is a Designer: Things, Places, Messages, Princeton Architectural Press, 2002 	
<p>Web links and Video Lectures (e-Resources):</p>	

Skill Development Activities Suggested

- Guest Lecture from expert.
- Case Studies:
To choose relevant projects where scope of services to be learnt is more.

Course Outcome**The student will be able to:**

- **Get an Introduction into the field of Design**
- The student will be able to generate solutions to design constructs, understand the process of design and be able to find solutions to simple problems.
- Make responsible choices for design development.
- The focus is on being able to identify problems and finding needs.

I - SEMESTER

ART AND DESIGN FUNDAMENTALS 2D			
Course Code	22BI102	CIE Marks	50
Teaching Hours/Week (L:T:S:P:SM:SS)	4 hrs. (1:0:3:0:0:0)	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Type of Examination (SEE)	Viva Voce	Credits	4
Course Learning Objectives: The students explore, discover, and understand the fundamentals involved in 2-dimensional design – its elements, features and principles			
Module-1			
Exposure to various elements and principles of art and design in 2D Observational Drawing: to draw what is seen through keen observations. To draw simple objects from around. <ul style="list-style-type: none"> ● Observation & Study to develop hand & cognitive skills. ● Colours, Pattern & textures, and function ● Studying Solidity, Depth and Volume, Positive and Negative Shape - structure, surface, and texture. ● To discuss the Examples for Composition using basic design elements 			
Module-2			
Expressions and explorations using Points, Lines, Planes and Volumes. Its relation in context to nature and environment <ul style="list-style-type: none"> ● Exploring points, lines, planes, and the effects ● Studying Solidity, Depth and Volume, Positive and Negative Shape - structure, surface, and texture. ● To discuss the Examples for Composition using basic design elements. 			
Module-3			
Study and understanding of Frame of Reference or Point of View . Principles of colour theory and explorations -Introduction to colour fundamentals <ul style="list-style-type: none"> ● Colour – interpretation and meaning - connotation, symbolism. ● Colour and composition using basic geometrical shape - Colour interaction. -To understand the relationship between Value, Hue, Shade, tones <ul style="list-style-type: none"> ● Incremental differences in value gradation and match color values to an established grayscale. ● High/Low Value and High/Low Chroma. Theories of Color Relationships/Harmonies: Monochromatic, Analogous, Dyad, Triad, Tetrad, Complementary, Split Complementary, Achromatic, and Polychromatic.			
Module-4			
Understanding of the visual relationships – balance, proportion, order, symmetry, rhythm, etc. -Understanding and appreciation of scale and proportion of objects, forms, elements, colour texture, harmony and contrast Understanding of Terms: Visual contrast, colour, rhythm and pattern in design, cropping, hierarchy and direction in single images and complex compositions			

Module-5	
Study of visual principles of composition: grids, layouts, asymmetry, balance, and asymmetry.	
Design Tasks:	The students understand the fundamentals and learn the principles of 2D design by doing assignments involving creative explorations and experiments with Form, Texture, Colour, and Space in relation to the context and environment.
Teaching - Learning Process	<ol style="list-style-type: none"> 1. Assign exercises in making different types of models using a variety of materials available in the market. 2. Studios to conduct hands on work with models, sheets, drawings in Basic Design 3. Sketching in various medium to explore visual arts. 4. Discussions, presentations, and case studies to cover different typologies. 5. The portfolio covering all the assignments shall be presented for the Viva exam.
<p>Assessment Details (both CIE and SEE) for PCC</p> <p>The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.</p> <p>The PCC means the professional core course. Project-based/ Assignment based/Viva based outcome CIE marks for this component are 50 marks.</p> <p>CIE for the professional core course PCC</p> <ul style="list-style-type: none"> • 50 CIE marks will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects. • The first internals will be at the end of 40-50% coverage of the syllabus for 25 marks and the second internal evaluation will be after covering 85-90% of the syllabus for 25 marks. • Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for 50 marks. • The student must secure 50% of the maximum marks- 20 marks to qualify in the CIE of the professional core course PCC. <p>SEE for the professional core course PCC.</p> <ul style="list-style-type: none"> • 50 SEE marks will be viva based assessed by internal examiner and external examiner (appointed by the University. Note: Examiners will be from academia as well as industry experts.) • Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects. • The student must secure minimum of 35% of maximum marks- (18 marks out of 50 marks) to qualify in the SEE of the professional core course PCC. 	

Suggested Learning Resources:**Books**

- Gail Greet Hannah, Elements of Design, Princeton Architectural Press, 2002
- Lauer, David; Design Basics, Wadsworth Publishing, 1999
- W. Wong; Principles of Two-Dimensional Design, John Wiley and Sons, 1972
- J. Bowers; Introduction to Two-Dimensional Design: Understanding Form and Function, John Wiley & Sons, 1999
- L. Hotzschue; Understanding Colour, VNR, 1995
- Itten, Johannes; The Art of Color: The Subjective Experience and Objective Rationale of Color, Wiley Publications, 1997
- Proctor, R.M.; The principles of pattern, Dover Publications, 1990 - Elam, Kimberly; Geometry of Design: Studies in Proportion and Composition, Princeton Architectural Press, 2001

Web links and Video Lectures (e-Resources):**Skill Development Activities Suggested**

- Guest Lecture from an expert.
- Case Studies

Course Outcome:

The students will be equipped with graphical representation skills which shall be useful in translating the ideas into technically appropriate drawings in 2D presentations.

The students will have Visual observation, Hand skills, proportion, visual Scale, etc.

I -SEMESTER

IMAGE REPRESENTATION AND TRANSFORMATIONS -I			
Course Code	22BI103	CIE Marks	50
Teaching Hours/Week (L:T:S:P:SM:SS)	4 hrs. (1:0:3:0:0:0)	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Type of Examination (SEE)	Term Work	Credits	4
Course Learning Objectives: Learning the fundamental skills and knowledge of image representation to be able to represent objects, nature and living beings.			
Module-1			
Object Representation, Picking Objects from the surroundings and using different techniques to illustrate. Understanding scale and proportion; the size of an object about the human figure ; Understanding Proportion of the scale of specific design elements of a single object; these elements include size, shape, texture, and color.			
Module-2			
Representing nature seeks to explore the idea of representing (non-human) nature as a democratic task. Figure Drawing depicts the human figure. Representation of the human form in any of its many shapes and poses, created with any drawing medium.			
Module-3			
Understanding and representation of One point, Two point, and Three-point Perspective in visualization of objects.			
Module-4			
Studies in light and shadow on 3-dimensional Form Representations. Grid based drawing, Analytical Representation			
Module-5			
Exposure and demonstration of Illustration and Image making software			
Design Tasks:	The students will practice under expert guidance the intricacies of image representation through exercises and explorations.		
Teaching - Learning Process	<ol style="list-style-type: none"> 1. Various exercises to be designed for students which helps them to learn represent a system/ design etc. 2. Various Case studies and videos of designers of the design process from different parts of the world. 3. Seminar by students on their learning. 4. Exposure to various software and Hands-on experience of 1 or 2 software for Image making. 		

Assessment Details (both CIE and SEE) for PCC

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The PCC means the professional core course. Project-based/Assignment-based/Viva-based outcome CIE marks for this component are **50 marks**.

CIE for the professional core course PCC

- **50 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models. Split-up marks will be decided by the internal examiner based on the projects.
- The first internals will be at the end of 40-50% coverage of the syllabus for **25 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for **25 marks**.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for **50 marks**.
- The student must secure 50% of the maximum marks- **20 marks** to qualify in the CIE of the professional core course PCC.

SEE for the professional core course PCC.

- **50 SEE marks** will be Term work -based assessed by an internal examiner and external examiner (appointed by the University. **Note:** Examiners will be from academia as well as industry experts.)
- Evaluation pattern will be based on Design portfolio presentations/seminars/models. Split-up marks will be decided by internal & external examiners based on the projects.
- The student must secure a minimum of 35% of the maximum marks- **(18 marks out of 50 marks)** to qualify in the SEE of the professional core course PCC.

Suggested Learning Resources: Books

- Edwards, Betty; New Drawing on the Right Side of the Brain, Publisher: Tarcher; 2002
- Dalley Terence ed.; The complete guide to illustration & design, Phaidon, Oxford, 1980
- T. C. Wang; Pencil Sketching, John Wiley & Sons, 1997
- Pogany, Willy; The Art of Drawing, Publisher: Madison Books, 1996 - R. Kasprin; Design Media – Techniques for watercolor, pen and ink, pastel and coloured markers, John Wiley & Sons, 1999

Web links and Video Lectures (e-Resources):

Skill Development Activities Suggested

- Guest Lecture from an expert.
- Various Case Studies

Course Outcome

The students will be able to understand Fundamental skills of design that have been learned along with the knowledge of image representation to be able to represent objects, nature and living beings about scale and proportion.

I -SEMESTER

SEMESTER			
DESIGN AND HUMAN EVOLUTION			
Course Code	22BI104	CIE Marks	50
Teaching Hours/Week (L:T:S:P:SM:SS)	2 hrs. (2:0:0:0:0:0)	SEE Marks	50
Total Hours of Pedagogy		Exam Hrs	2hrs
Type of Examination (SEE)	Theory	Total Marks	100
		Credits	2
Course Learning objectives: To introduce the notion of Design as it evolved through the ages, from pre-historic times to a discipline in its own right. To understand the chronological development of design in the context of human evolution.			
Module-1			
The evolution of Design as a discipline and its relationship to the environment.			
Module-2			
The discoveries and inventions that have changed the world.			
Module-3			
Design and its relationship to art, craft and technology.			
Module-4			
Design and designers that have made a difference.			
Module-5			
Innovative case study in Design process making the difference.			
Teaching-Learning Process <i>Collaborative and Cooperative learning:</i>			
Design Tasks:	A seminar paper presentation/submission on an idea or thought that has made a difference to human evolution.		
Teaching-Learning Process	1. The students need to do the assignments in the studios. 2. Explore videos in various websites using animation of geometrical drawings. 3. Case studies of various inventions which has made a difference and its Analysis		
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together. The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are 50 marks . CIE for the HSMC course <ul style="list-style-type: none">There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.25% CIE ASSIGNMENT Marks will be for the Design presentations/viva/seminar/models/BLUEBOOKS. Split up marks will be decided by the internal examiner based on the projects.			

- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks.
- The first internal will be at the end of 40-50% coverage of the syllabus for **25 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for **25 marks**.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for **50 marks**.
- The student has to secure 50% of maximum marks- **25 marks** to qualify in the CIE of the professional core course HSMC.

SEE for the course HSMC

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students must answer 5 full questions, selecting one from each module.
4. Marks scored shall be proportionally reduced to 50 marks.
5. The student must secure 35% of the maximum marks- (**18 marks**) to qualify in the SEE of the course HSMC.

Suggested Learning Resources: Books

- David Raizman; History of Modern Design, Prentice Hall, 2004
- Cross, N; Design Thinking: Understanding How Designers Think and Work, Berg, Oxford, 2011.
- <http://designhistorytimeline.com/>
- Journal of Design History, Oxford Journals

Web links and Video Lectures (e-Resources):

Skill Development Activities Suggested

- Guest Lecture from expert.
- Case Studies

Course Outcome:

- The students will also understand and focus on local design context in addition to understanding the global history of Design.
- sThey will also understand the use of materials and structural systems that exploded during that era.
- The students will be able to understand and identify the process of how design evolved in Social Cultural and political factors that influenced the early society.
- The students also understand the different materials used and its constraints during design evolution

The BSAE means the Building Science and Applied Engineering course. Project-based/ Assignment based/Viva based ,Blue books and models outcome. CIE marks for this component are **100 marks**.

CIE for the BSAE course

- **Portfolio Assessment - 50 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models. Split-up marks will be decided by the internal examiner based on the projects.
- The first internals (project base assignment) will be at the end of 40-50% coverage of the syllabus for **25 marks** and the second internal (Project base assignment) will be after covering 85-90% of the syllabus for **25 marks**.
- Scaled-down marks of the sum of two internals and Portfolio assessment methods will be CIE marks for 100 marks.
- The student has to secure 40% of maximum marks- 100 marks to qualify in the CIE of the professional core course BSAE

Semester End Examination:

- There is no Semester End Exam (SEE) The CIE marks list generated is to be signed by the internal examiners and submitted to VTU as per the procedure through the Principal of the institution.

Web links and Video Lectures (e-Resources):

Skill Development Activities Suggested

- Guest Lecture from expert.
- Case Studies

Course Outcome

- The students will be able to appreciate critical orientation to design thinking and action.
- The students will appreciate the concept of abstraction by experimenting with different forms considering scientific formulas in science.
- The student will also develop an ability to appreciate proportions to the objects in a scientific basic

I - SEMESTER

INNOVATION AND DESIGN THINKING			
Course Code	BIDTK158/258, /22BI106	CIE Marks	50
Teaching Hours/Week (L:T:S:P:SM:SS)	1:0:1:0:0:0	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Type of Examination (SEE)	Theory (MCQ)	Exam Hours	01
		Credits	2
Course Category: Foundation			
Preamble: This course provides an introduction to the basic concepts and techniques of engineering and reverses engineering, the process of design, analytical thinking and ideas, basics and development of engineering drawing, and application of engineering drawing with computer aide.			
Course objectives:			
<ul style="list-style-type: none">● To explain the concept of design thinking for product and service development● To explain the fundamental concept of innovation and design thinking● To discuss the methods of implementing design thinking in the real world.			
Teaching-Learning Process (General Instructions)			
These are sample Strategies, that teachers can use to accelerate the attainment of the various course outcomes.			
<ul style="list-style-type: none">1. Lecturer method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.2. Show Video/animation films to explain concepts.3. Encourage collaborative (Group Learning) Learning in the class.4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking.5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develops thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.6. Topics will be introduced in multiple representations.7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.			
Module-1			
PROCESS OF DESIGN			
Understanding Design thinking			
Shared model in team-based design – Theory and practice in Design thinking – Explore presentation signers across globe – MVP or Prototyping			
Teaching-Learning Process	Introduction about the design thinking: Chalk and Talk method Theory and practice through presentation. MVP and Prototyping through live examples and videos		
Module-2			
Tools for Design Thinking			
Real-Time design interaction captures and analysis – Enabling efficient collaboration in digital space. – Empathy for design – Collaboration in distributed Design			

Teaching-Learning Process	Case studies on design thinking for real-time interaction and analysis Simulation exercises for collaborated enabled design thinking Live examples on the success of collaborated design thinking	
Module-3		
Design Thinking in IT Design Thinking to Business Process modelling – Agile in Virtual collaboration environment – Scenario based Prototyping		
Teaching-Learning Process	Case studies on design thinking and business acceptance of the design Simulation on the role of virtual eco-system for collaborated prototyping	
Module-4		
DT For strategic innovations Growth – Storytelling representation – Strategic Foresight - Change – Sense Making - Maintenance Relevance – Value redefinition - Extreme Competition – Experience Design - Standardization – Humanization - Creative Culture – Rapid prototyping, Strategy and Organization – Business Model design.		
Teaching-Learning Process	Business model examples of successful designs Presentation by the students on the success of design Live project on design thinking in a group of 4 students	
Module-5		
Design thinking workshop Design Thinking Workshop Empathize, Design, Ideate, Prototype and Test		
Teaching-Learning Process	8 hours design thinking workshop from the expect and then presentation by the students on the learning from the workshop	
Course Outcomes: Upon the successful completion of the course, students will be able to:		
CO Nos.	Course Outcomes	Knowledge Level (Based on revised Bloom’s Taxonomy)
CO1	Appreciate various design process procedure	K2
CO2	Generate and develop design ideas through different technique	K2
CO3	Identify the significance of reverse Engineering and understand products	K2
CO4	Draw technical drawing for design ideas	K3

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). The minimum passing mark for the SEE is 35% of the maximum marks (18 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE):

- Two Tests (preferably in MCQ pattern) each of **30 Marks**; The first test after the completion of the 40 - 50% syllabus of the course. A second test after the completion of 90-100% of the syllabus of the course.
- Two Assignments/two quizzes/two seminars/one field survey and report presentation/one-course project totaling **40 marks**.

Total Marks scored (test + assignments) out of 100 shall be scaled down to **50 marks**.

At the beginning of the semester, the instructor/faculty teaching the course has to announce the methods of CIE for the course.

The Teachers shall choose the types of assignments depending on the requirement of the course and plan to attain the Cos and POs. (to have a less stressed CIE, the portion of the syllabus should not be common/repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course). CIE methods /test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

- Theory SEE will be conducted by University as per the scheduled timetable, with common question Papers for subject.
- SEE paper will be set for 50 questions of each of 01 marks. The pattern of the question paper is MCQ.
- The time allotted for SEE is **01 hour**.

Suggested Learning Resources:

Text Books :

1. John.R.Karsnitz, Stephen O'Brien and John P. Hutchinson, "Engineering Design", Cengage learning (International edition) Second Edition, 2013.
2. Roger Martin, "The Design of Business: Why Design Thinking is the Next Competitive Advantage", Harvard Business Press , 2009.
3. Hasso Plattner, Christoph Meinel and Larry Leifer (eds), "Design Thinking: Understand – Improve – Apply", Springer, 2011
4. Idris Mootee, "Design Thinking for Strategic Innovation: What They Can't Teach You at Business or Design School", John Wiley & Sons 2013.

References:

- Yousef Haik and Tamer M. Shahin, “Engineering Design Process”, Cengage Learning, Second Edition, 2011.
- Book - Solving Problems with Design Thinking - Ten Stories of What Works (Columbia Business School Publishing) Hardcover – 20 Sep 2013 by Jeanne Liedtka (Author), Andrew King (Author), Kevin Bennett (Author).

Web links and Video Lectures (e-Resources):

1. www.tutor2u.net/business/presentations/. /product lifecycle/default.html
2. https://docs.oracle.com/cd/E11108_02/otn/pdf/. /E11087_01.pdf
3. www.bizfilings.com › Home › Marketing › Product Development
4. <https://www.mindtools.com/brainstm.html>
5. <https://www.quicksprout.com/. /how-to-reverse-engineer-your-competition>
6. www.vertabelo.com/blog/documentation/reverse-engineering<https://support.microsoft.com/en-us/kb/273814>
7. <https://support.google.com/docs/answer/179740?hl=en>
8. <https://www.youtube.com/watch?v=2mjSDIBaUIM>
9. thevirtualinstructor.com/foreshortening.html
10. <https://dschool.stanford.edu/.../designresources/.../ModeGuideBOOTCAMP2010.pdf>
11. <https://dschool.stanford.edu/use-our-methods/>
12. <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>
13. <http://www.creativityatwork.com/design-thinking-strategy-for-innovation/> 49
14. <https://www.nngroup.com/articles/design-thinking/>
15. <https://designthinkingforeducators.com/design-thinking/>
16. www.designthinkingformobility.org/wp-content/.../10/NapkinPitch_Worksheet.pdf

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

<http://dschool.stanford.edu/dgift/>

https://onlinecourses.nptel.ac.in/noc19_mg60/previe

I - SEMESTER

COMMUNICATIVE ENGLISH			
Course Code:	BENGK106-206, / 22BI107	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:S:P:SM: SS)	1:1:0:0:0:0	Exam Hours	01
Total Hours of Pedagogy		Credits	2
Type of Examination (SEE)	Theory (MCQ)		
Course objectives: The course Communicative English will enable the students, <ol style="list-style-type: none">1. To know about Fundamentals of Communicative English and Communication Skills in general.2. To train to identify the nuances of phonetics, intonation and enhance pronunciation skills for better Communication skills.3. To impart basic English grammar and the essentials of important language skills.4. To enhance English vocabulary and language proficiency for better communication skills.5. To learn about Techniques of Information Transfer through presentation.			
Teaching-Learning Process : <p>These are sample Strategies, that teachers can use to accelerate the attainment of the various course outcomes and make teaching and learning more effective:</p> <p>Teachers shall adopt suitable pedagogy for the effective teaching-learning process. The pedagogy shall involve the combination of different methodologies that suit modern technological tools and software to meet the present requirements of the Global employment market.</p> <p>(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation-based learning,</p> <p>(v) Personalized learning, (vi) Problems-based learning through discussion, (vii) Following the method of expeditionary learning Tools and techniques, (viii) Use of audio-visual methods through language Labs in the teaching of LSRW skills.</p> <p>Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills in teaching of communicative skills in general.</p>			
Language Lab: To augment LSRW, grammar and Vocabulary skills (Listening, Speaking, Reading, Writing and Grammar, Vocabulary) through tests, activities, exercises, etc., comprehensive web-based learning and assessment systems can be referred to as per the AICTE / VTU guidelines.			
Module-1		(3 hours of pedagogy)	
Introduction to Communicative English: Communicative English, Fundamentals of Communicative English, Process of Communication, Barriers to Effective Communicative English, Different styles and levels in Communicative English. Interpersonal and Intrapersonal Communication Skills.			
Module-2		urs of pedagogy)	
Introduction to Phonetics: Phonetic Transcription, English Pronunciation, Pronunciation Guidelines to consonants and vowels, Sounds Mispronounced, Silent and Non-silent Letters, Syllables and Structure. Word Accent, Stress Shift and Intonation, Spelling Rules, and Words often Misspelt. Common Errors in Pronunciation.			
Module-3		(3 hours of pedagogy)	
Basic English Communicative Grammar and Vocabulary PART - I : Grammar: Basic English Grammar and Parts of Speech, Articles and Preposition. Question Tags, One Word Substitutes, Strong and Weak forms of words, Introduction to Vocabulary, All Types of Vocabulary – Exercises on it.			

Module-4		(03 hours of pedagogy)
Basic English Communicative Grammar and Vocabulary PART - II: Word formation - Prefixes and Suffixes, Contractions and Abbreviations. Word Pairs (Minimal Pairs) – Exercises, Tense and Types of tenses, The Sequence of Tenses (Rules in use of Tenses) and Exercises on it.		
Module-5		(03 hours of pedagogy)
Communication Skills for Employment: Information Transfer: Oral Presentation and its Practice. Difference between Extempore/Public Speaking, Communication Guidelines. Mother Tongue Influence (MTI), Various Techniques for Neutralization of Mother Tongue Influence. Reading and Listening Comprehensions – Exercises.		
Course outcome (Course Skill Set) At the end of the course Communicative English (22ENG16) the student will be able to:		
	Understand and apply the Fundamentals of Communication Skills in their communication skills.	
CO2	Identify the nuances of phonetics, intonation and enhance pronunciation skills.	
CO3	To impart basic English grammar and essentials of language skills as per present requirement.	
CO4	Understand and use all types of English vocabulary and language proficiency.	
CO5	Adopt the Techniques of Information Transfer through presentation.	
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). The minimum passing mark for the SEE is 35% of the maximum marks (18 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.		
Continuous Internal Evaluation (CIE): Two Unit Tests each of 30 Marks (duration 01 hour) <ul style="list-style-type: none"> ● First test after the completion of 30-40 % of the syllabus ● Second test after completion of 80-90% of the syllabus One Improvement test before the closing of the academic term may be conducted if necessary. However best two tests out of three shall be taken into consideration.		
Two assignments each of 20 Marks The teacher has to plan the assignments and get them completed by the students well before the closing of the term so that marks entry in the examination portal shall be done in time. Formative (Successive) Assessments include Assignments/Quizzes/Seminars/ Course projects/Field surveys/ Case studies/ Hands-on practice (experiments)/Group Discussions/ others. The Teachers shall choose the types of assignments depending on the requirement of the course and plan to attain the Cos and POs. (to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course). CIE methods /test question paper is designed to attain the different levels of Bloom’s taxonomy as per the outcome defined for the course.		
The sum of two tests, two assignments, will be out of 100 marks and will be scaled down to 50 marks.		
Semester End Examinations (SEE) SEE paper shall be set for 50 questions, each of the 01 mark. The pattern of the question paper		

is **MCQ** (multiple choice questions). The time allotted for SEE is **01 hour**. The student must secure a minimum of 35% of the maximum marks for SEE.

Suggested Learning Resources:

Textbook:

- 1) **Communication Skills** by Sanjay Kumar & Pushp Lata, Oxford University Press India Pvt Ltd - 2019.
- 2) **A Textbook of English Language Communication Skills**, (ISBN-978-81-955465-2-7), Published by Infinite Learning Solutions, Bengaluru - 2022.

Reference Books:

1. **Technical Communication** by Gajendra Singh Chauhan and Et al, (ISBN-978-93-5350-050-4), Cengage Learning India Pvt Limited [Latest Revised Edition] - 2019.
 2. **English for Engineers** by N.P.Sudharshana and C.Savitha, Cambridge University Press – 2018.
 3. **English Language Communication Skills – Lab Manual cum Workbook**, Cengage Learning India Pvt Limited [Latest Revised Edition] – (ISBN-978-93-86668-45-5), 2019.
- A Course in Technical English – D Praveen Sam, KN Shoba**, Cambridge University Press – 2020.

Practical English Usage by Michael Swan, Oxford University Press – 2016.

Activity-Based Learning (Suggested Activities in Class)/ Practical Based Learning.

Contents related activities (Activity-based discussions)

For active participation of students instruct the students to prepare Flowcharts and Handouts Organizing Group wise discussions Connecting to placement activities

Quizzes and Discussions, Seminars, and assignments

II - SEMESTER

Interior Design Studio -I			
Course Code	22BI201	CIE Marks	50
Teaching Hours/Week (L:T:S:P:SM:SS)	1:0:3:0:0:0	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Type of Examination (SEE)	Viva Voce	Exam Hours	-
		Credits	4
Course objectives: To enable the students to <ol style="list-style-type: none">1. Understand Fundamental Design Principles.2. Develop Space Planning Skills3. Explore Concept Development through the design of a monofunctional space.			
Teaching Learning Process: <ol style="list-style-type: none">1. Assign exercises in making different types of models using a variety of materials available in the market.2. Studios to conduct hands on work with models, sheets, drawings in Basic Design3. Sketching in various medium to explore visual arts.4. Discussions, presentations, and case studies to cover different typologies.5. Practical field-based exercises to be undertaken, studios help students to work in teams and get acquainted with live case areas and their problems and help them prepare a professional plan that is relevant to the residents and local bodies, also enables them to critically analyze the area around them and appreciate the same. <p>The portfolio covering all the assignments shall be presented for the Viva exam.</p>			
Module-1			
Identification of design elements and features. <ul style="list-style-type: none">● Objects Analysis – Understanding of objects that are in everyday use around us. Look and feel of them to know the purpose and function, with material, texture, size, and shape.● • Representation through points and lines, various textures in nature and manmade elements.			
Module-2			
Analysis and Interpretation of Design Elements <ul style="list-style-type: none">● Understanding principles of design in different forms and objects● Use of Video animation for easy understanding of various drawings.● Pattern Identification through observation, analysis, and interpretation.			
Module-3			
Synthesizing Patterns to Design of small interior objects. <ul style="list-style-type: none">● Develop a motif suitable for foot mat, window grill, table mat and furnishing materials.● Conduction of market surveys to imbibe latest trends and styles.● Documentation of Material study (fabric, metal etc.) and weaving activities.			
Module-4			
Application of patterns and elements in Interior Design <ul style="list-style-type: none">● Minor project- Design of interiors of a display area that focuses on display of handicrafts, textiles, artifacts and others.● Group Activity: Documentation of chosen art/craft form through case studies.			
Module-5			

Creation of Interiors that apply the principles and elements of Interior Design

- Major Project: Apply the art principles in arrangement of: Living room, drawing room, pooja room, bedroom, adolescent boys or girl's room, children's room etc.

Course outcome (Course Skill Set)

To develop ability to understand the fundamental issues in designing spaces and develop skills to create designs considering all factors that influence and affect design of a space.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are 50 marks

CIE for the professional core course PCC

- 50 CIE marks will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.
- The first internals will be at the end of 40-50% coverage of the syllabus for 25 marks and the second internal evaluation will be after covering 85-90% of the syllabus for 25 marks.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for 50 marks.
- The student has to secure 50% of maximum marks- 20 marks to qualify in the CIE of the professional core course PCC.

SEE for the professional core course PCC

- 50 SEE marks will be viva based assessed by internal examiner and external examiner (appointed by the University. Note: Examiners will be from academia as well as industry experts.)
- Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects.
- The student must secure minimum of 35% of maximum marks- (18 marks out of 50 marks) to qualify in the SEE of the professional core course PCC.

Suggested Learning Resources:**Books**

1. Karlen Mark, Space planning Basics, Van Nostrand Reinhold, New York, 1992.
2. Joseph D Chiara, Julius Panero, & Martin Zelnick, Time Saver standards for Interior Design & space planning, 2nd edition, Mc-Graw Hill professional, 2001.
3. Francis.D. Ching& Corky Bingelli, Interior Design Illustrated, 2nd edition, Wiley publishers, 2004. Julius Panero& Martin Zelnick, Human Dimension & Interior Space : A source book of Design Reference standards, Watson – Gupitill, 1979.
4. Karlen Mark, Kate Ruggeri & Peter Hahn, Space Planning Basics, Wiley publishers, 2003.

II - SEMESTER

Art and Design Fundamentals 3D			
Course Code	22BI202	CIE Marks	50
Teaching Hours/Week (L: T:S:P: SM:SS)	1:0:3:0: 0:0	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Type of Examination (SEE)	Viva Voce	Exam Hours	-
		Credits	4
Course objectives: The course provides the foundation for understanding of design process, principles and elements through various creative exercises and orients students towards innovative thinking through creative problem-solving exercises.			
Module-1			
Definition of Art and role of Art in Society <ul style="list-style-type: none">● Role and meaning of art, various Types of arts-fine arts, performing arts, commercial arts, industrial arts, folk arts, Abstract art, visual arts, spatial arts, temporal arts, pop art etc.			
Module-2			
Exploring the Art and Science of Visual Composition <ul style="list-style-type: none">● Introduction to Design, Understanding of visual relationship - Elements, Principles of Design, Gestalts Theory, Color Perception & psychology of colour.			
Module-3			
Interior Design and other forms of Art <ul style="list-style-type: none">● Relationship of interior design with other arts like Painting and Sculpture.			
Module-4			
Human Body as a Guide for Interior Design <ul style="list-style-type: none">● Proportions of the human body● Anthropometry and Ergonomics● Human proportions and their relationship with interior elements.			
Module-5			
Exploration of Art as a Design Feature <ul style="list-style-type: none">● Understanding the role of art in interior spaces.● Incorporating artistic elements into 3D designs.● Balancing art and design principles in three-dimensional compositions.● Understanding how art can be a focal point in interior spaces.● Selecting and placing art pieces to enhance the overall design.● Case studies of famous interior designs emphasizing the role of art.			
Course outcome (Course Skill Set) Understanding of design as a new language and fundamental issues involved to develop the skill to create innovative design solutions.			
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the			

SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together. The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are 50 marks

CIE for the professional core course PCC

- 50 CIE marks will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.
- The first internals will be at the end of 40-50% coverage of the syllabus for 25 marks and the second internal evaluation will be after covering 85-90% of the syllabus for 25 marks.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for 50 marks.
- The student has to secure 50% of maximum marks- 20 marks to qualify in the CIE of the professional core course PCC.

SEE for the professional core course PCC

- 50 SEE marks will be viva based assessed by internal examiner and external examiner (appointed by the University. Note: Examiners will be from academia as well as industry experts.)
- Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects.
- The student must secure minimum of 35% of maximum marks- (18 marks out of 50 marks) to qualify in the SEE of the professional core course PCC.

Suggested Learning Resources:

Books

1. Wucius, Wong. Principles of two Dimensional Design. Van Nostrand Reinhold 1972
2. Hanks, A.David. Decorative Designs of Frank Lloyd Wright, Dover Publications, Inc. New York, 1999.
3. Helper, E.Donald, Wallach, I.Paul. Architecture Drafting and Design, 3rd ed. McGraw-Hill Book Company, New York, 1977.
4. Johannes Item, The Art of color, John Wiley & Sons; Revised edition, 1997
5. Jonathan Pore, Interior Color by Design, Volume 2: A design tool for Home owners, Designers and Architects, Rockport publishers, 2005.
6. Ethel Rompilla, Color for Interior Design, Harry N. Abrams, 2005.
7. Itten, Johannes. Design and Form: The basic course at the Bauhaus, Thames and Hudson Ltd., London 1997.

II - SEMESTER

Image Representation and Transformations II			
Course Code	22BI203	CIE Marks	50
Teaching Hours/Week (L: T:S:P: SM: SS)	1:0:3:0:0:0	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Type of Examination (SEE)	Term Work	Exam Hours	-
		Credits	4
Course objectives: To develop visual communication and representation skills and methods of presentation of spatial design through 3D drawing techniques.			
Teaching Learning process <ol style="list-style-type: none">1. The students need to do the discussions on assignments in the studios.2. Explore videos in various websites using animation of geometrical drawings.3. A consolidated portfolio containing exercises related to each of the above topics are to be submitted for term work examination.			
Module-1			
Orthographic Projections Introduction, types, theory of orthographic projection, Multiview orthographic projection, method of drawing sections, first angle and third angle of projection and importance and its application in design and development of surfaces. Plan, elevation and sectional drawings.			
Module-2			
Introduction to 3D Drawing techniques Axonometric projections and oblique projection - Introduction, theory, methods and its importance in interiors. Isometric - View and projections and its applications.			
Module-3			
Studies in perspective drawing <ul style="list-style-type: none">● Understanding the importance and purpose of picture plane, station point, vanishing point, ground level, eye level, cone of vision and central line of vision -their variations and resultant effects.● One - point perspective drawings: Exercises of perspective drawings of simple built forms, interior views of a room with furniture. Exercise of perspective by changing the variables, their positions of PP, CV, SP and eye level etc. 8. Two-point perspective drawings: exercises of perspective drawings of simple built forms, architectural elements. Interior views of a room with furniture. Exercises of perspective by changing the variables, their positions of PP, CV, SP and eye-level etc.			
Module-4			
Interior Elements in 3D Common interior elements (furniture, fixtures, etc.) in 3D. Exploring different styles and design aesthetics in 3D representation. Integrating interior elements to create cohesive 3D compositions. Exploring textures and materials in interior spaces. Understanding various surface finishes and material representations. Representing realistic material effects through various rendering techniques			
Module-5			
Advanced 3D Rendering and Presentation Exercises of rendering techniques showing light, shade, and shadow in interior spaces. Rendering of interior landscape elements, human figures, furniture, and finishes. Understanding depth- foreground and background. Introduction to Sciography: Principles of shade and shadow constructions for geometrical solids, interior spaces. Construction of shadows on floor plans, elevations, sectional elevations, and reflected Ceilings.			

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The PCC means the professional core course. Project-based/Assignment-based/Viva-based outcome CIE marks for this component are **50 marks**.

CIE for the professional core course PCC

- **50 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models. Split-up marks will be decided by the internal examiner based on the projects.
- The first internals will be at the end of 40-50% coverage of the syllabus for **25 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for **25 marks**.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for **50 marks**.
- The student must secure 50% of the maximum marks- **20 marks** to qualify in the CIE of the professional core course PCC.

SEE for the professional core course PCC.

- **50 SEE marks** will be Term work -based assessed by an internal examiner and external examiner (appointed by the University. **Note:** Examiners will be from academia as well as industry experts.)
- Evaluation pattern will be based on Design portfolio presentations/seminars/models. Split-up marks will be decided by internal & external examiners based on the projects.

The student must secure a minimum of 35% of the maximum marks- (**18 marks out of 50 marks**) to qualify in the SEE of the professional core course PCC.

Suggested Learning Resources:

Books

1. Ivo.D. Drpic, Sketching and Rendering of Interior Space, Watson- Guptill, 1988.
2. Maureen Mitton, Interior Design Visual Presentation: A Guide to graphics, models and presentation techniques, 3rd edition, wiley publishers, 2007
3. MogaliDelgadeYanes and Ernest Redondo Dominquez, Freehand drawing for Architects and Interior Designers, ww.Norton& co., 2005
4. Francis D.Ching, Design Drawing, Wiley publishers
5. Atkin William W. Corbellent, Raniero and Fiore. R. Vincent, Pencil Techniques in Modern Design. 4th ed. Reinhold pub Corporation. New York, 1962.
6. Bellings, Lance Bowen. Perspective space and Design.
7. Burden, Ernest, Architectural Delineation: A photographic approach to presentation, 2nd ed, McGraw Hill, Inc., New York, 1982.
8. Conli, Claudius. Drawings by Architects.
9. John. F. Pile, Perspective for Interior Designers, Watson – Guptill, 1989.
10. Ernest. R. Norling, Perspective made easy, Dover publications, 1999
11. Wucius, Wong. Principles of two Dimensional Design. Van Nostrand Reinhold 1972
12. Hanks, A.David. Decorative Designs of Frank Lloyd Wright, Dover Publications, Inc. New York, 1999.
13. Helper, E.Donald, Wallach, I.Paul. Architecture Drafting and Design, 3rd ed. McGraw-Hill Book Company, New York, 1977.
14. Johannes Item, The Art of color, John Wiley & Sons; Revised edition, 1997

15. Jonathan Pore, Interior Color by Design, Volume 2: A design tool for Home owners, Designers and Architects, Rockport publishers, 2005.
16. Ethel Rompilla, Color for Interior Design, Harry N. Abrams, 2005.
17. Itten, Johannes. Design and Form: The basic course at the Bauhaus, Thames and Hudson Ltd., London 1997.

Course outcome (Course Skill Set)

Understanding of design as a new language and fundamental issues involved to develop the skill to create innovative design solutions.

II - SEMESTER

Materials & Applications I			
Course Code	22BI204	CIE Marks	50
Teaching Hours/Week (L:T:S:P:SM: SS)	1:0:3:0:0:0	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Type of Examination (SEE)	Viva Voce	Exam Hours	-
		Credits	4
Course objectives: Creates awareness on the properties of various materials used in the interiors and their application in various components of design, while highlighting current trends and innovations			
Teaching Learning process 1. Assign exercises in making different types of models using a variety of materials available in the market. 2. Studios to conduct hands on work with models, sheets and drawings, photo documentations. 3. Sketching in various medium to explore various building materials and finishes. 4. Discussions, presentations, and case studies to cover different typologies. The portfolio covering all the assignments shall be presented for the Viva exam.			
Module-1			
Components of buildings. <ul style="list-style-type: none">● Exploring various design components - walls, floors, roofs, staircases, Structural elements etc.● Understanding the properties of various materials used in the above.			
Module-2			
Materials in Building Interiors I <ul style="list-style-type: none">● Masonry: mud, bricks, stones, clay● Tiles: roof, floor and wall tiles● Mortars: Cement, lime, sand, gypsum plaster etc. The materials will also be explored through market surveys, site visits and mini design projects.			
Module-3			
Materials in Building Interiors II <ul style="list-style-type: none">● Natural wood: Timber, bamboo● Wood products: Plywood, block boards, particle board, medium density fibre etc. The materials will also be explored through market surveys, site visits and mini design projects.			
Module-4			
Materials in Building Interiors III <ul style="list-style-type: none">● Paints and Varnishes: various types of paints, varnishes, polishes and finishes. The materials will also be explored through market surveys, site visits and mini design projects.			
Module-5			
Materials in Building Interiors IV <ul style="list-style-type: none">● Glass: Types of glass & glass products● Intent of other materials like plastics, resins, adhesives, rubber and fabrics. The materials will also be explored through market surveys, site visits and mini design projects.			
Course outcome (Course Skill Set) Knowledge of various materials, their applications in various spaces in interiors and current market trends.			

Assessment Details (both CIE and SEE)

The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are 50 marks

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the professional core course PCC

- 50 CIE marks will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.
- The first internals will be at the end of 40-50% coverage of the syllabus for 25 marks and the second internal evaluation will be after covering 85-90% of the syllabus for 25 marks.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for 50 marks.
- The student has to secure 50% of maximum marks- 20 marks to qualify in the CIE of the professional core course PCC.

SEE for the professional core course PCC

- 50 SEE marks will be viva based assessed by internal examiner and external examiner (appointed by the University. Note: Examiners will be from academia as well as industry experts.)
- Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects.

The student must secure minimum of 35% of maximum marks- (18 marks out of 50 marks) to qualify in the SEE of the professional core course PCC.

Suggested Learning Resources:**Books**

1. Bindra, S.P. and Arora, S.P. Building Construction: Planning Techniques and Methods of Construction, 19th ed. Dhanpat Rai Pub., New Delhi, 2000.
2. Moxley, R. Mitchell's Elementary Building Construction, Technical Press Ltd.
3. Rangwala, S.C. Building Construction 22nd ed. Charota Pub. House Anand, 2004.
4. Sushil Kumar. T.B. of Building Construction 19th ed. Standard Pub. Delhi, 2003.
5. Chowdary, K.P. Engineering Materials used in India, 7th ed. Oxford and IBH, New Delhi, 1990.
6. Rangwala, S.C. Building Construction: Materials and types of Construction, 3rd ed. John Wiley and Sons, Inc., New York, 1963.
7. Francis D. Ching, Building Construction Illustrated, Wiley publishers, 2008

II - SEMESTER

History of Interiors I – World Classic			
Course Code	22BI205	CIE Marks	50
Teaching Hours/Week (L:T:S:P: SM: SS)	2:0:0:0:0:0	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Type of Examination (SEE)	Theory	Exam Hours	03
		Credits	2
Course objectives:			
1. Explores traditional art forms, design elements, evolution of furniture styles, decorative elements and motifs through history across various cultures around the world.			
2. Creates understanding of social and cultural dimensions to interior design.			
Teaching Learning process			
1. Lectures and presentations.			
2. Seminars and literature studies to be taken up as part of assignments.			
3. Sketching to be an integral part of the studio.			
4. Students are required to prepare a portfolio of sketches.			
Module-1			
Ancient world			
● Arts of Prehistory, Egyptian design, ancient Near East, Classical World of Greek & Roman Civilizations.			
● Elements of interiors.			
● Interiors of ceremonial, Religious, Congregational, palatial spaces and public spaces.			
● Interiors of Dwellings.			
Module-2			
Middle Ages in Europe I			
● Early Christian, Byzantine			
● Elements of interiors.			
● Interiors of ceremonial, Religious, Congregational, palatial spaces and public spaces.			
● Interiors of Dwellings.			
Module-3			
Middle Ages in Europe II			
● Romanesque, Gothic, Renaissance, Baroque, Rococo			
● Elements of interiors.			
● Interiors of ceremonial, Religious, Congregational, palatial spaces and public spaces.			
● Interiors of Dwellings.			
Module-4			
Asian & African Cultures			
● Oriental cultures of China & Japan, Islamic designs, African designs and influences.			
● Elements of interiors.			
● Interiors of ceremonial, Religious, Congregational, palatial spaces and public spaces.			
● Interiors of Dwellings.			

Module-5

Southeast Asian Cultures

- Interiors in history of Java, Cambodia, Bali, Malay and other island nations.
- Elements of interiors.
- Interiors of ceremonial, Religious, Congregational, palatial spaces and public spaces.
- Interiors of Dwellings.

Course outcome (Course Skill Set)

Understanding of progression of historical art forms arts, furniture styles, elements and motifs as a reflection of changing influences in the social and cultural context across world cultures and exploring it through design projects.

Assessment Details (both CIE and SEE) for PCC

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are **50 marks**.

CIE for the professional core course PCC

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- **25% CIE ASSIGNMENT Marks** will be for the Design presentations/viva/ seminar/models/BLUEBOOKS. Split up marks will be decided by the internal examiner based on the projects.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks.
- The first internals will be at the end of 40-50% coverage of the syllabus for **25 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for **25 marks**.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for **50 marks**.
- The student has to secure 50% of maximum marks- **25 marks** to qualify in the CIE of the professional core course HSMC.

SEE for the professional core course PCC

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students must answer 5 full questions, selecting one from each module.
- Marks scored shall be proportionally reduced to 50 marks.

The student must secure 35% of the maximum marks- (**18 marks**) to qualify in the SEE of the

professional core course PCC.

Suggested Learning Resources:

Books

1. Gay Robins, Art of Ancient Egypt, Thames & Hudson, 2008
2. Pierre Amiet, Art of the Ancient Near East, Harry N. Abrams, Inc, 1980
3. John Pile, A History of Interior Design, Thames & Hudson, 2013
4. Peter Garlake, Early Art and Architecture of Africa, OUP Oxford, 2002
5. Judith Gura, Postmodern Design Complete: Thames and Hudson, 2017
6. Berenice Geoffrey, Asian Art: India China Japan, Assouline; First Edition edition (October 1, 2002)
7. Alan Barnard & Jonathan Spencer, Encyclopedia of social and cultural anthropology, Taylor & Francis, 1996
8. Niggel Rapport, Social and Cultural Anthropology: The Key Concepts, Routledge, 2000
9. Philip Carl Salzman, Understanding Culture: An Introduction to Anthropological Theory, Waveland press, 2001.
10. Clifford Geertz, The Interpretation of Cultures, Basic Books, 1977.

II - SEMESTER

Professional Writing Skills in English			
Course Code	21EGH28 / 22BI206	CIE Marks	50
Teaching Hours/Week (L:T:S:P: SM: SS)	1:1:0:0:0	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Type of Examination (SEE)	Theory (MCQ)	Exam Hours	01
		Credits	1
Course objectives: The course will enable the students, <ul style="list-style-type: none">• To Identify the Common Errors in Writing and Speaking of English.• To Achieve better technical writing and Presentation skills for employment.• To read technical proposals properly and make them to Write good technical reports.• Acquire Employment and Workplace communication skills.• To learn about Techniques of Information Transfer through presentation in different level.			
Language Lab : To augment LSRW, grammar and Vocabulary skills (Listening, Speaking, Reading, Writing and Grammar, Vocabulary) through tests, activities, exercises etc., comprehensive web-based learning and assessment systems can be referred as per the AICTE /VTU guidelines.			
Teaching-Learning Process (General Instructions) These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes. Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools and software's to meet the present requirements of the Global employment market. <ul style="list-style-type: none">(i) Direct instructional method (Low /Old Technology),(ii) Flipped classrooms (High/advanced Technological tools),(iii) Blended learning (combination of both),(iv) Enquiry and evaluation based learning,(v) Personalized learning,(vi) Problems based learning through discussion,(vii) Following the method of expeditionary learning Tools and techniques,(viii) Use of audio visual methods through language Labs in teaching of of LSRW skills. <p>Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills in teaching of communicative skills in general.</p>			
Module-1			
Identifying Common Errors in Writing and Speaking English : <ul style="list-style-type: none">• Advanced English Grammar for Professionals with exercises, Common errors identification in parts of speech, Use of verbs and phrasal verbs, Auxiliary verbs and their forms, Subject Verb Agreement (Concord Rules with Exercises).• Common errors in Subject-verb agreement, Noun-pronoun agreement, Sequence of Tenses and errors identification in Tenses. Advanced English Vocabulary and its types with exercises – Verbal Analogies, Words Confused/Misused.			
Teaching Learning Process Chalk and talk method, PowerPoint presentation to teach Communication skills (LSRW Skills), Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).			
Module-2			

Nature and Style of sensible writing :

- Organizing Principles of Paragraphs in Documents, Writing Introduction and Conclusion, Importance of Proper Punctuation, The Art of Condensation (Precise writing) and Techniques in Essay writing, Common Errors due to Indianism in English Communication, Creating Coherence and Cohesion, Sentence arrangements exercises, Practice of Sentence Corrections activities .Importance of Summarising and Paraphrasing.
- Misplaced modifiers, Contractions, Collocations, Word Order, Errors due to the Confusion of words, Common errors in the use of Idioms and phrases, Gender, Singular & Plural. Redundancies & Clichés.

Teaching Learning Process

Chalk and talk method, PowerPoint presentation to teach Communication skills (LSRW Skills), Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).

Module-3**Technical Reading and Writing Practices :**

- Reading Process and Reading Strategies, Introduction to Technical writing process, understanding of writing process, Effective Technical Reading and Writing Practices, Introduction to Technical Reports writing, Significance of Reports, Types of Reports.
- Introduction to Technical Proposals Writing, Types of Technical Proposals, Characteristics of Technical Proposals. Scientific Writing Process. • Grammar – Voice and Speech (Active and Passive Voices) and Reported Speech, Spotting Error Exercises, Sentence Improvement Exercises, Cloze Test and Theme Detection Exercises.

Teaching Learning Process

Chalk and talk method, PowerPoint presentation to teach Communication skills (LSRW Skills), Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).

Module-4**Professional Communication for Employment :**

- The Listening Comprehension, Importance of Listening Comprehension, Types of Listening, Understanding and Interpreting, Listening Barriers, Improving Listening Skills. Attributes of a good and poor listener.
- Reading Skills and Reading Comprehension, Active and Passive Reading, Tips for effective reading.
- Preparing for Job Application, Components of a Formal Letter, Formats and Types of official, employment, Business Letters, Resume vs Bio Data, Profile, CV and others, Types of resume, Writing effective resume for employment, Model Letter of Application (Cover Letter) with Resume, Emails, Blog Writing, Memos (Types of Memos) and other recent communication types.

Teaching Learning Process

Chalk and talk method, PowerPoint presentation to teach Communication skills (LSRW Skills), Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).

Module-5**Professional Communication at Workplace:**

- Group Discussions – Importance, Characteristics, Strategies of a Group Discussions. Group Discussions is a Tool for Selection. Employment/ Job Interviews - Importance, Characteristics, Strategies of a Employment/ Job Interviews. Intra and Interpersonal Communication Skills - Importance, Characteristics, Strategies of an Intra and Interpersonal Communication Skills. NonVerbal Communication Skills (Body Language) and its importance in GD and PI/JI/EI.
- Presentation skills and Formal Presentations by Students - Importance, Characteristics, Strategies of Presentation Skills. Dialogues in Various Situations (Activity based Practical Sessions in class by Students)

Teaching Learning Process

Chalk and talk method, PowerPoint presentation to teach Communication skills (LSRW Skills), Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).

Course outcome (Course Skill Set)

At the end of the course(21EGH28) the student will be able :

1. To understand and identify the Common Errors in Writing and Speaking.
2. To Achieve better Technical writing and Presentation skills.
3. To read Technical proposals properly and make them to Write good technical reports.
4. Acquire Employment and Workplace communication skills.
5. To learn about Techniques of Information Transfer through presentation in different level.

Assessment Details (both CIE and SEE)

Assessment Details (both CIE and SEE) Continuous internal evaluation (CIE) needs to be conducted for 50 marks like Engineering courses. The weight age of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The student has to obtain a minimum of 50% of maximum marks in CIE and 40% of maximum marks in SEE to pass. MCQ Pattern (Multiple Choice Questions) Semester End Exam (SEE) is conducted for 50 marks (120 minutes duration). Based on this grading will be awarded. The student has to secure 50% marks of the course (CIE+SEE).

Continuous Internal Evaluation (CIE) :

Two Unit Tests each of 20 Marks (duration 01 hour)

13. First test at the end of 6th week of the semester
14. Second test at the end of the 12th week of the semester

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

Two assignments each of 10 Marks

1. First assignment at the end of 4th week of the semester
2. Second assignment at the end of 9th week of the semester
3. Report writing /Group discussion/Seminar any one of three suitably planned to attain the COs and POs for 20 Marks(duration 01 hours)
4. At the end of the 13th week of the semester

The sum of two tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be scaled down to 50 marks CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination (SEE) :

SEE paper will be set for 100 questions of each of 01 mark. The pattern of the question paper is MCQ. The time allotted for SEE is 120 minutes. Marks scored are scaled down to 50 Marks. (Time duration may be made 90 minutes to train the students for engineering / non-engineering competitive examination)

3. Professional Writing Skills in English has become a very important component in all engineering and non-engineering competitive examinations. In exams like GRE, TOEFL, IELTS and GATE exam, all state and Central Government recruitment examinations, placement tests and other Examinations, so the pattern of question paper, in general, will be in multiple-choice question (MCQ) Pattern. So, to meet the relevance of the recruitment requirement of our Engineering students "Professional writing skill in English" Semester end examination (SEE) will be conducted in a multiple-choice question (MCQ) pattern.

4. MCQ Pattern (Multiple Choice Questions) Semester End Exam (SEE) is conducted for 50 marks (120 minutes duration).

Suggested Learning Resources:

1. A Course in Technical English, Cambridge University Press – 2020.
2. Functional English (As per AICTE 2018 Model Curriculum) Cengage learning India Pvt Limited [Latest Revised Edition] - 2020.
3. Communication Skills by Sanjay Kumar and Pushp Lata, Oxford University Press - 2018. Refer it's workbook for activities and exercises –“Communication Skills – I (A Workbook)” published by Oxford University Press – 2018.
4. Professional Writing Skills in English, Infinite Learning Solutions – (Revised Edition) 2021.
5. Technical Communication – Principles and Practice, Third Edition by Meenakshi Raman and Sangeetha Sharma, Oxford University Press 2017.
6. High School English Grammar & Composition by Wren and Martin, S Chandh& Company Ltd – 2015.
7. Effective Technical Communication – Second Edition by M Ashraf Rizvi, McGraw Hill Education (India) Private Limited – 2018.
8. Intermediate Grammar, Usage and Composition by M.L.Tichoo, A.L.Subramanian, P.R.Subramanian, Orient Black Swan – 2016.

Reference Books

1. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj – Pandit Sunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)
14. Susan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
15. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
16. A Nagaraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
17. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
18. A N Tripathy, 2003, Human Values, New Age International Publishers.
19. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
20. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers, Oxford University Press
21. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
22. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
23. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008

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

Contents related activities (Activity-based discussions)

For active participation of students instruct the students to prepare Flowcharts and Handouts

Organizing Group wise discussions Connecting to placement activities

Quizzes and Discussions, Seminars and assignments

II - SEMESTER

Scientific Foundations of Health			
Course Code	21SFH29 /22BI207	CIE Marks	50
Teaching Hours/Week (L:T:S:P: SM: SS)	1:0:0:0:0	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Type of Examination (SEE)	Theory (MCQ)	Exam Hours	01
		Credits	1
Course objectives: The course will enable the students: <ul style="list-style-type: none">• To know about Health and wellness (and its Beliefs)• To acquire Good Health & It's balance for positive mind-set• To Build the healthy lifestyles for good health for their better future• To Create of Healthy and caring relationships to meet the requirements of MNC and LPG world• To learn about Avoiding risks and harmful habits in their campus and outside the campus for their bright future• To Prevent and fight against harmful diseases for good health through positive mindset			
Teaching-Learning Process (General Instructions) These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes. Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools and software's to meet the present requirements of the Global employment market. <ul style="list-style-type: none">(i) Direct instructional method (Low /Old Technology),(ii) Flipped classrooms (High/advanced Technological tools),(iii) Blended learning (combination of both),(iv) Enquiry and evaluation based learning,(v) Personalized learning,(vi) Problems based learning through discussion,(vii) Following the method of expeditionary learning Tools and techniques,(viii) Use of audio visual methods through language Labs in teaching of of LSRW skills. <p>Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills in teaching of communicative skills in general.</p>			
Module-1			
Good Health and It's balance for positive mindset: What is Health, Why Health is very important Now? – What influences your Health?, Health and Behaviour, Health beliefs and advertisements, Advantages of good health (Short term and long term benefits), Health and Society, Health and family, Health and Personality - Profession. Health and behaviour, Disparities of health in different vulnerable groups. Health and psychology, Methods to improve good psychological health. Psychological disorders (Stress and Health - Stress management), how to maintain good health, Mindfulness for Spiritual and Intellectual health, Changing health habits for good health. Health and personality.			
Module-2			

Building of healthy lifestyles for better future:

Developing a healthy diet for good health, Food and health, Nutritional guidelines for good health and well beingness, Obesity and overweight disorders and its management, Eating disorders - proper exercises for its maintenance (Physical activities for health), Fitness components for health, Wellness and physical function,

Module-3**Creation of Healthy and caring relationships :**

Building communication skills (Listening and speaking), Friends and friendship - education, the value of relationships and communication, Relationships for Better or worsening of life, understanding of basic instincts of life (more than a biology), Changing health behaviours through social engineering,

Module-4**Avoiding risks and harmful habits :**

Characteristics of health compromising behaviors, Recognizing and avoiding of addictions, How addiction develops and addictive behaviors, Types of addictions, influencing factors for addictions, Differences between addictive people and non addictive people and their behavior with society, Effects and health hazards from addictions Such as..., how to recovery from addictions.

Module-5**Preventing and fighting against diseases for good health :**

Process of infections and reasons for it, How to protect from different types of transmitted infections such as...., Current trends of socio economic impact of reducing your risk of disease, How to reduce risks for good health, Reducing risks and coping with chronic conditions, Management of chronic illness for Quality of life, Health and Wellness of youth: a challenge for the upcoming future Measuring of health and wealth status.

**Teaching
Learning
Process**

Chalk and talk method, PowerPoint presentation and YouTube videos, Animation videos methods. Creating real time stations in classroom discussions. Giving activities & assignments.

Course outcome (Course Skill Set)

At the end of the course the student will be able :

CO 1: To understand Health and wellness (and its Beliefs)

CO 2: To acquire Good Health & It's balance for positive mindset

CO 3: To inculcate and develop the healthy lifestyle habits for good health.

CO 4: To Create of Healthy and caring relationships to meet the requirements of MNC and LPG world

CO 5: To adopt the innovative & positive methods to avoid risks from harmful habits in their campus & outside the campus.

CO 6: To positively fight against harmful diseases for good health through positive mindset.

Assessment Details (both CIE and SEE)

Assessment Details (both CIE and SEE) Continuous internal evaluation (CIE) needs to be conducted for 50 marks like Engineering courses. The weight age of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The student has to obtain a minimum of 50% of maximum marks in CIE and 40% of maximum marks in SEE to pass. MCQ Pattern (Multiple Choice Questions) Semester End Exam (SEE) is conducted for 50 marks (120 minutes duration). Based on this grading will be awarded. The student has to secure 50% marks of the course (CIE+SEE).

Continuous Internal Evaluation (CIE) :

Two Unit Tests each of 20 Marks (duration 01 hour)

13. First test at the end of 6th week of the semester

14. Second test at the end of the 12th week of the semester

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

Two assignments each of 10 Marks

1. First assignment at the end of 4th week of the semester
2. Second assignment at the end of 9th week of the semester
3. Report writing /Group discussion/Seminar any one of three suitably planned to attain the COs and POs for 20 Marks(duration 01 hours)
4. At the end of the 13th week of the semester

The sum of two tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be scaled down to 50 marks CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination (SEE) :

SEE paper will be set for 100 questions of each of 01 mark. The pattern of the question paper is MCQ. The time allotted for SEE is 120 minutes. Marks scored are scaled down to 50 Marks. (Time duration may be made 90 minutes to train the students for engineering / non-engineering competitive examination)

3. Professional Writing Skills in English has become a very important component in all engineering and non-engineering competitive examinations. In exams like GRE, TOEFL, IELTS and GATE exam, all state and Central Government recruitment examinations, placement tests and other Examinations, so the pattern of question paper, in general, will be in multiple-choice question (MCQ) Pattern. So, to meet the relevance of the recruitment requirement of our Engineering students "Professional writing skill in English" Semester end examination (SEE) will be conducted in a multiple-choice question (MCQ) pattern.

4. MCQ Pattern (Multiple Choice Questions) Semester End Exam (SEE) is conducted for 50 marks (120 minutes duration).

Suggested Learning Resources:

1. Health Psychology (Second edition) by Charles Abraham, Mark Conner, Fiona Jones and Daryl O'Connor – Published by Routledge 711 Third Avenue, New York, NY 10017.
2. Health Psychology - A Textbook, FOURTH EDITION by Jane Ogden McGraw Hill Education (India) Private Limited - Open University Press
3. HEALTH PSYCHOLOGY (Ninth Edition) by SHELLEY E. TAYLOR - University of California, Los Angeles, McGraw Hill Education (India) Private Limited - Open University Press
4. Scientific Foundations of Health (Health & Wellness) - General Books published for university and colleges references by popular authors and published by the reputed publisher.
- 5 SWAYAM / NPTL/ MOOCS/ We blinks/ Internet sources/ YouTube videos and other materials / notes

References:

- Dharma, P.N. Fundamentals of Track and Field, Khel Sahitya Kendra, New Delhi
- Swami Kuvulyananda: Asma (Kavalyadhama. Lonavala)
- Tiwari, OP: Asana Why and How
- Ajitkumar Yoga Pravesha (Kannada)
- Swami SatyanandaSaraswati : Asana Pranayama, Mudra, Bandha (Bihar School of yoga, Munger)
- Swami SatyanandaSaraswati : Surya Namaskar, (Bihar School of Yoga. Munger)
- Nagendra HR: The art and science of Pranayama
- NSS Course Manual, Published by NSS Cell, VTU Belagavi.

