

I - SEMESTER

Interior Design Studio -I			
Course Code	2BBI101	CIE Marks	50
Teaching Hours/Week (L:T:S:P:SL)	42:0:84:0:54	SEE Marks	50
Total Hours of Pedagogy	180	Total Marks	100
Type of Examination (SEE)	Viva Voce	Exam Hours	-
		Credits	06

Course overview:

1. Interior Design Studio - I is the primary studio course of Semester I, introducing students to interior design as a discipline - its scope, typologies, and relationship to allied fields.
2. Through a series of studio exercises and one integrated project, students engage with the foundational elements and principles of interior space, acquire the language of interior drawing, and develop spatial literacy from the ground up.
3. This course runs concurrently and is directly integrated with Building Sciences for Interior Design, which provides the technical and scientific foundation that feeds into studio work.

Course objectives:

- To introduce interior design as a discipline - its scope, typologies, and relationship to architecture and allied fields.
- To develop understanding of the foundational elements that define and organise interior space.
- To complete a studio project integrating spatial concept, function, human scale, and built conditions.

Teaching Learning Process

- Studio sessions combine lectures, visual presentations, and hands-on drawing exercises
- Site visits to a local retail or hospitality space - cafe, boutique, or showroom for structured observation and sketching.
- Screening of documentaries and films on spatial experience and the work of notable designers, Indian and international.
- Scale model-making and material exploration as part of studio exercises.

Outline:

A. The Discipline and the Interior Environment (8 hours)

- An introduction to interior design - its definition, scope, and the range of project types it encompasses: residential, commercial, hospitality, retail, and institutional.
- The relationship between interior design, architecture, and interior decoration - their overlaps, distinctions, and collaborative practice.
- Design communication through drawings, models, material boards, and presentations.
- The human experience of space comfort, scale, enclosure, movement, and emotional response to interior environments.

B. Elements of Interior Space (12 hours)

- The foundational vocabulary of interior space is studied through observation, drawing, and analysis. Space as positive and negative volume, enclosure, and boundary.
- Line as an architectural element - vertical, horizontal, diagonal - expressed through structure, furniture, and finish. Form - geometric and organic - as seen in furniture, columns, and built-in elements.
- The three planes - floor, wall, and ceiling - and how material, level, and surface changes define spatial character.
- Light and colour studied observationally - natural and artificial light, and colour as a spatial element.

C. Scale, Drawing and Spatial Communication (12 hours)

- Understanding the human body as the primary reference for interior design - body dimensions, reach envelopes, clearance zones, and ergonomic standards for corridors, doors, counters, and seating - and proxemics as a framework for spatial zoning.
- These principles are applied directly through interior drawing: the floor plan using standard symbols

for walls, doors, windows, furniture, and stairs drawn to scale; the interior section revealing heights, ceiling form, wall treatments, and spatial relationships; interior elevations showing the wall face, openings, surfaces, and built-in elements; and freehand perspective sketching as a tool for communicating spatial ideas.

D. Studio Project (94 hours)

- The brief is a small-scale interior such as - a display booth, retail kiosk, lounge, other spatial briefs within residential, hospitality, institutional, or exhibition contexts.or similar taken from observation and research all the way to a complete set of interior drawings and a final presentation.
- *Recommended area of 200-400sqft.*
- **Integrating Building Science for Designers**
- The outcome of the Project to be supported and enhanced using the knowledge and principles acquired under Building Science for Designers. Assignments to be focused on incorporating aspects such as lighting, ventilation, thermal comfort, and material performance into the design, along with the generation of relevant technical drawings and details for presentation.
- Building Sciences is woven directly into the project: the shell is read for its structure, planning constraints, and daylighting before design begins.
- Layout, clearances, and furniture placement are grounded in anthropometric and proxemic principles. Material, surface, and light are treated as design decisions across all three planes. The project closes with a field measured drawing - documenting a real interior space and producing an as-built set with a brief building science analysis.

Course outcome:

CO1: Identify the scope of interior design and recognise the foundational elements that define interior space.

CO2: Read and **annotate** an architectural drawing set accurately using correct conventions of scale, line weight, dimensioning, and notation.

CO3: Apply basic principles of daylighting, structural awareness, and anthropometrics to evaluate and inform interior design decisions.

CO4: Ability to construct basic interior drawings - plans, sections, and elevations - using appropriate conventions.

CO5: Design a spatial proposal for a small-scale interior typology integrating function, human scale, built conditions, and spatial organisation.

Assessment Details (both CIE and SEE) for PCC

PCC - The Professional Core Course which is Project based/ Assignment based/Viva based course. 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 40% of the maximum marks (20 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

- **50 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models.
- The first Review will be at the end of 40-50% coverage of the syllabus and the second Review will be after covering 85-90% of the syllabus
- The student has to secure 40% of maximum marks- **20 marks** to qualify in the CIE of the professional core course PCC.

Methods suggested:

1. Studio discussions, Reviews, Time problems, Seminar or micro project, Quiz, report writing etc.
 2. The class teacher has to decide the topic for the Design and Seminars if any, in the beginning only.
- The teacher has to announce the methods of CIE for the subject in advance in writing.

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 / industry experts.
- Evaluation patterns will be based on Design portfolio presentations/ seminars/models.
- The student must secure a minimum of 40% of maximum marks- **(20 marks out of 50 marks)** to qualify in the SEE.
- The student needs to submit his/her works done throughout the semester, including rough sheets for the Viva examination, at least one day prior to the Viva work examination to the course teacher/coordinator.

Suggested Learning Resources:

Books

- Ching, F.D.K. & Binggeli, C. (2012). Interior Design Illustrated. Wiley. [Primary reference — keep in studio]
- Pile, J. (2003). Interior Design. Prentice Hall.
- Norman, D. (1988). The Design of Everyday Things. MIT Press.
- Pile, J. (1997). Color in Interior Design. McGraw-Hill. [Introductory reference — detailed study in Sem II]
- Pallasmaa, J. (1996). The Eyes of the Skin. Wiley. [Recommended reading — foundational for the discipline]
- Sully, A. (2012). Interior Design: Theory and Process. Bloomsbury.
- Potter, N. (2002). What is a Designer: Things, Places, Messages. Princeton Architectural Press.

Web links and Video Lectures (e-Resources):

- Design Museum London - <https://designmuseum.org/>
- ArchDaily Interiors - <https://www.archdaily.com/tag/interior-design>
- Architectural Digest India - <https://www.architecturaldigest.in/>
- Dezeen Interiors - <https://www.dezeen.com/interiors/>
- NDTV Design Files (YouTube) - interior design case studies, Indian context

Skill Development Activities Suggested

- Site visit to a local retail or hospitality interior - cafe, boutique, or showroom — for structured observation and sketching.
- Documentary screening on the work of notable designers - Sheila Sri Prakash, Charles and Ray Eames, Kelly Wearstler, B.V. Doshi followed by group discussion.
- Field measured drawing exercise: independently documenting a real accessible interior and producing a hand-measured floor plan, section, and reflected ceiling plan.

I - SEMESTER

SEMESTER

ART AND DESIGN FUNDAMENTALS - I			
Course Code	2BBI102	CIE Marks	50
Teaching Hours/Week (L:T:S:P: SL)	28:0:56:0:36	SEE Marks	50
Total Hours of Pedagogy	120	Total Marks	100
Type of Examination (SEE)	Viva Voce	Exam Hours	-
		Credits	04
Course Overview: 1. Introduces core principles of art and design through observational drawing and visual composition. 2. Explores key visual elements — point, line, shape, colour, texture, and form. 3. Builds creative thinking and hand skills while developing an understanding of balance, proportion, rhythm, and layout for effective design compositions.			
Course objectives: • To develop observational drawing skills and an understanding of design elements (point, line, plane, form, colour, texture) in two-dimensional composition. • To study colour theory and visual relationships within composition. • To understand and apply principles of balance, proportion, rhythm, harmony, and contrast — along with composition techniques and layout systems — in creative visual work.			
Teaching Learning Process: • Interactive lectures are supported by multimedia presentations. • Studio-based practical sessions with demonstrations of drawing, rendering, and visualisation techniques. • Hands-on design explorations, composition studies, and creative exercises. • Individual and collaborative assignments with case studies in art, architecture, and interior design. • Peer discussions, design critiques, and presentations for collaborative learning. • Continuous assessment through studio work, sketchbooks, assignments, and presentations.			
Module-1			
Exposure to various elements and principles of art and design in 2D (12 hours) • Observational drawing of simple objects • Points, lines, planes and their effects • Colours, pattern & texture — achromatic, monochromatic, polychromatic • Solidity, depth, volume; positive & negative shape • Value gradation and greyscale matching • Freehand sketching			
Module-2			
Principles of Aesthetics & Interior Composition in Design (12 hours) • Unity, balance, proportion, scale • Solidity, depth, volume; positive & negative shape — structure, surface, texture • Composition examples using elements & principles • Rendering technique exercises • Illustration and its application with historical buildings			
Module-3			

Principles of Colour Theory and Explorations (12 hours) • Colour psychology and its application in interior spaces • Colour wheel — hue, saturation, harmony, swatch • High/low value and high/low chroma • Colour harmonies: monochromatic, analogous, dyad, triad, tetrad, complementary, split-complementary, achromatic, polychromatic • Interior spaces through colour schemes
Module-4
Visual Relationships — Balance, Proportion, Order, Symmetry, Rhythm (20hours) • Scale and proportion of objects, forms, elements, colour, texture, harmony and contrast • Visual contrast, colour, rhythm and pattern in design • Cropping, hierarchy and direction in single images & complex compositions
Module-5
Composition Techniques and Layout Systems (24hours) • Advanced composition strategies: grids, layouts, symmetry, asymmetry • Application of systems to organize visual elements within a frame • Development of structured, creative compositions using design principles
Self-study Component: (40 hours) • Maintain a sketchbook for regular observation, freehand drawing, and visual documentation. • Explore the works of renowned artists, architects, and interior designers through books and digital resources. • Visit museums, galleries, heritage buildings, and public spaces for design observation and documentation. • Practice rendering techniques, colour explorations, and composition exercises using different media. • Create mood boards, colour palettes, and visual studies inspired by natural and built environments.
Course outcome: At the end of the course, the student will be able to: CO1: Develop fundamental 2D design skills through observational drawing, freehand sketching, and exploration of design elements and principles. CO2: Apply the principles of aesthetics and interior composition to create balanced and visually effective design compositions. CO3: Understand colour theory, colour psychology, and colour harmonies for appropriate application in interior spaces. CO4: Analyze visual relationships of balance, proportion, symmetry, rhythm, hierarchy, and contrast in design compositions. CO5: Create structured and innovative visual compositions using advanced layout systems, grids, and design principles.
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 40% of the maximum marks (20 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 and SEE taken together. CIE: CONTINUOUS INTERNAL EVALUATION 25 marks for the Assignment component and 25 marks for the Internal Assessment Test. The first test is administered after 40–50% syllabus coverage and the second after 85–90% coverage; the average is scaled to 25 marks. The student must secure 50% (25 marks) to qualify in the CIE.

Continuous Internal Evaluation: Two Unit Tests each of 30 Marks (duration 01 hour)

- First test at the end of 6th week of the semester
- Second test at the end of the 14th week of the semester
- Two assignments
- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for 20 Marks (duration 01 hours)
- Each method of CIE should have a different syllabus portion of the course).
- CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

SEE: SEMESTER END EXAMINATION

1. **50 SEE marks** will be viva based assessed by internal examiner and external examiner appointed by the University. **Note:** Examiners will be from academia / industry experts.
2. Evaluation patterns will be based on Design portfolio presentations/ seminars/models.
3. The student must secure a minimum of 40% of maximum marks- **(20 marks out of 50 marks)** to qualify in the SEE.
4. The student needs to submit his/her works done throughout the semester, including rough sheets for the Viva examination, at least one day prior to the Viva work examination to the course teacher/coordinator.

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 Colour: The Subjective Experience and Objective Rationale of Colour, 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
- Donald Norman, 'Design of Everyday Things', Basic Books; 2 edition (5 November 2013)
- John Berger, 'Ways of Seeing' 1972, Penguin, UK
- Arthur Llewellyn Basham, 'The Wonder That Was India', Picador; Indian edition, 2004
- Christopher Alexander, "The Timeless way of Building" , Oxford University Press (1979)

Web links and Video Lectures (e-Resources):

<https://ndl.iitkgp.ac.in> https://www.researchgate.net/publication/339016810_Pedagogy_for_Basic_Design_Studio_in_Learning_Architecture_A_Qualitative_Exploration.
https://www.shs-conferences.org/articles/shsconf/pdf/2016/04/shsconf_erpa2016_01053.pdf
<https://www.youtube.com/watch?v=s9KU6azBYZE>
https://www.classcentral.com/course/youtube-introduction-principles-of-design-438024?utm_source
https://www.classcentral.com/course/youtube-colour-theory-fundamentals-127605?utm_source
<https://ask.video/course/design-principles-and-elements>

Skill Development Activities Suggested

- Guest Lecture from an expert on Fundamentals of Visual Thinking and Composition.
- Workshop on Observational Drawing and Colour Composition Workshop.
- Site Visits to observe artworks to understand composition, colour, and visual elements
- Seminar on Application of Design Elements and Principles in Visual Composition.

I - SEMESTER

SEMESTER

IMAGE REPRESENTATION, TRANSFORMATIONS AND FUNDAMENTALS OF AI- I			
Course Code	2BBI103	CIE Marks	50
Teaching Hours/Week (L:T:S:P: SL)	28:0:56:0:36	SEE Marks	50
Total Hours of Pedagogy	120	Total Marks	100
Type of Examination (SEE)	Viva Voce	Exam Hours	-
		Credits	04

Course Overview:

1. Image Representation, Transformations and Fundamentals of AI - I (IRT-I) is a studio-based course designed for first-semester interior design students.
2. It lays the visual and technical groundwork for professional design communication by building drawing skills from the ground up beginning with simple observational sketches and progressing all the way to digitally rendered interior compositions.

Course objectives:

1. To develop accurate observational drawing skills using a range of hand drawing techniques.
2. To construct 1-point and 2-point perspective drawings of interior spaces and furniture.
3. To introduce and use digital image-making software as a bridge from hand drawing to digital workflow.

Teaching Learning Process:

1. Supervised drawing sessions with real-time feedback to develop observation, proportion, and representation skills.
2. Observation exercises: Drawing from nature and live/visual references to understand form, movement, and scale.
3. Demonstrations: Faculty-led sessions explaining perspective principles and construction techniques.
4. Guided tonal drawing exercises with real-time feedback to understand light, shade, and shadow on 3D forms.
5. Introduction to digital tools, workflows, and differences between raster and vector platforms using relevant softwares.

Module-1

Observational Drawing & Object Representation: (14 hours)

- Study of objects from the immediate environment
- Drawing techniques: outline, contour, gesture, line quality variation
- Understanding scale and proportion - the object relative to the human figure
- Study of size, shape, texture and colour as design elements of a single object
- Comparative scale drawings: small objects vs large furniture vs room elements

Module-2

Nature, Human Figure & Interior Elements : (14 hours)

- Representation of natural forms: organic forms, natural textures, and patterns observed in nature.
- Human figure drawing: gesture, proportion, and posture; using the figure as a reference for scale.
- Sketching figures in seated, standing and reclining positions relevant to interior scenes
- Elements for interior presentations: human figures, plants and interior accessories used to enhance spatial context and scale.
- Figure-and-object compositions: placing the human figure within an object study

Module-3

Perspective Drawing - Principles, 1-Point & 2-Point : (18 hours) • Principles: picture plane, station point, eye level, horizon line, vanishing points, cone of vision. • One-point perspective: interior room views, corridors, hallways, interior layouts. • Two-point perspective: built forms, furnitures , cabinets and joinery details. • Freehand perspective sketching of interior spaces with furniture in place. • Varying eye level: normal view, bird's-eye, worm's-eye for interior communication.
Module-4
Light, Shadow & Tonal Studies on 3D Form : (18 hours) • Understanding light sources and their effect on 3D geometric and organic forms. • Value scale: creating a tonal range from light to dark in pencil and pen. • Shade vs shadow: distinguishing shade (on the object) from cast shadow (on surfaces). • Tonal studies of furniture, geometric solids in interior lighting conditions. • Grid-based drawing and analytical representation of form with tone.
Module-5
Introduction to Digital Image-Making Tools: (20 hours) • Overview of the digital image-making ecosystem: raster vs vector tools. • Digital tracing of hand-drawn perspective sketches - bridging analogue to digital. • Basic colour fills and tone overlays on digitally traced interior drawings. • File formats, resolution and exporting for portfolio presentation.
Course outcome CO1: Identify and apply observational drawing techniques to represent objects with accuracy in scale, proportion, and line quality. CO2: Draw natural forms, human figures, and interior accessories and compose them within spatial contexts. CO3: Acquire the ability to construct one-point and two-point perspective drawings of interior spaces, furniture, and built elements. CO4: Analyse light and shadow on three-dimensional forms and produce tonal studies in pencil and pen. CO5: Demonstrate the ability to use basic digital image-making tools to trace, colour, and export interior drawings for presentation.
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 40% of the maximum marks (20 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 and SEE taken together. CIE: CONTINUOUS INTERNAL EVALUATION 25 marks for the Assignment component and 25 marks for the Internal Assessment Test. The first test is administered after 40–50% syllabus coverage and the second after 85–90% coverage; the average is scaled to 25 marks. The student must secure 40% (20marks) to qualify in the CIE. Continuous Internal Evaluation: Two Unit Tests each of 30 Marks (duration 01 hour) • First test at the end of 6th week of the semester • Second test at the end of the 14th week of the semester • Two assignments • First assignment at the end of 4th week of the semester

- Second assignment at the end of 9th week of the semester Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for 20 Marks (duration 01 hours)
- Each method of CIE should have a different syllabus portion of the course).
- CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

SEE: SEMESTER END EXAMINATION

- **50 SEE marks** will be viva based assessed by internal examiner and external examiner appointed by the University. **Note:** Examiners will be from academia / industry experts.
- Evaluation patterns will be based on Design portfolio presentations/ seminars/models.
- The student must secure a minimum of 35% of maximum marks- **(18 marks out of 50 marks)** to qualify in the SEE.
- The student needs to submit his/her works done throughout the semester, including rough sheets for the Viva examination, at least one day prior to the Viva work examination to the course teacher/coordinator.

Suggested Learning Resources:

Books

- Edwards, Betty — New Drawing on the Right Side of the Brain. Tarcher, 2002.
- Wang, T.C. — Pencil Sketching. John Wiley & Sons, 1997.
- Pogany, Willy — The Art of Drawing. Madison Books, 1996.
- Dalley, Terence (ed.) — The Complete Guide to Illustration & Design. Phaidon, Oxford, 1980.
- Kasprin, R. — Design Media: Techniques for Watercolour, Pen & Ink, Pastel and Coloured Markers. John Wiley & Sons, 1999.

Web links and Video Lectures (e-Resources):

- <https://www.youtube.com/watch?v=gz6hefmviEg> — Drawing fundamentals (observational drawing)
- <https://www.drawawesome.com/> — Structured drawing practice resource
- <https://www.youtube.com/watch?v=IpOIUIBk14> — Perspective drawing tutorial (1-point & 2-point)

Skill Development Activities Suggested

- Studio exercises: Each module includes progressive exercises from simple sketches to composed interior studies.
- Interior site visit: Students sketch from a real accessible interior space (café, home, library).
- Object-to-room progression: Students begin drawing individual objects and build up to placing them in a perspectival interior space.
- Digital exploration lab session (Module 5): Guided software demonstration followed by independent tracing exercises.

I SEMESTER

Design and Human Evolution - I			
Course Code	2BBI104	Cie Marks	50
Teaching Hours/Week (L:T:S:P: SM:SS)	42:0:0:0:48	See Marks	50
Total Hours of Pedagogy	90	Total Marks	100
Type of Examination (SEE)	Theory	Exam Hours	3 Hours
		Credits	3

Course Overview:

This course introduces students to the origins and evolution of designed interior space -from the earliest human shelters to the end of the ancient world. It establishes a historically informed, critically aware foundation for interior design practice by examining how spatial intelligence, material culture, craft, and decorative systems emerged across prehistoric and ancient civilisations worldwide, with sustained attention to the Indian interior tradition from the Indus Valley to the early medieval period.

Course Objectives:

1. Trace the spatial and cultural logic of early human shelter -from cave dwelling and nomadic encampment to the deliberately arranged interior -identifying the environmental, social, and symbolic forces that shaped the first designed spaces.
2. Analyse how ancient material and structural discoveries -stone masonry, fired brick, timber joinery, the arch, vault, and dome -transformed interior spatial possibilities across the ancient world.
3. Examine the ancient decorative systems of Egypt, Greece, Rome, and India -orders, fresco, mosaic, and stone carving -as spatial communication and as the foundation of all subsequent ornamental practice.

Teaching Learning Process (General Instructions):

1. Lectures supported by curated visual presentations: high-resolution documentation of ancient interior environments, site photography, measured drawings, and reconstruction diagrams.
2. Sketch-based studio exercises: students produce analytical hand-drawings of spatial plans, sections, and decorative details from each civilisation studied.
3. Visual analysis assignments: students read and annotate significant ancient interior environments using a structured framework -spatial organisation, threshold, material, light, and ornament.

Module 1 : Origins of the Designed Interior

30,000 BCE – 500 CE

Cave to shelter; the hearth as first interior; Egyptian palatial and tomb interiors; Greek domestic and civic space; Roman atrium, bath, and basilica; spatial hierarchy, threshold, and the concept of enclosure.

- Lascaux -the interior as ritual space
- Egyptian domestic + funerary interiors; column, hypostyle hall
- Greek oikos; Doric, Ionic, Corinthian orders, and interior application
- Roman domus -atrium, impluvium, tablinum; mosaic, fresco
- Pompeii and Herculaneum as primary interior evidence
- Elements: spatial zoning, privacy gradient, light, threshold

Module 2: Material and Structural Origins of Interior Space

3000 BCE – 500 CE

Stone masonry, fired brick, timber joinery, and the mud-brick interior; structural logic of the arch, vault, and dome; how construction method directly determines interior possibility; materials as evidence of civilization. • Mudbrick and rammed earth -Mesopotamian and Egyptian interior • Stone masonry -load-bearing wall and interior constraint • Greek trabeation vs Roman arch: spatial consequence for interiors • The Pantheon -concrete dome and oculus; interior as cosmological instrument • Colour and surface, fresco, mosaic, tile as interior material culture
Module 3: Ancient Decorative Systems and the Origins of Ornament
30,000 BCE – 500 CE
Definitions: art, craft, and ornament as distinct interior practices; prehistoric cave marking; Egyptian hieroglyph and decorative programme; Greek orders as applied ornament; Roman fresco systems and mosaic grammar; the decorated surface as spatial communication. • Cave art at Lascaux, Altamira -mark-making as spatial inhabitation. • Egyptian wall programme -hieroglyphic, figurative, and symbolic systems • Greek orders -Doric, Ionic, Corinthian as ornamental grammar • Roman fresco: the four Pompeian styles; illusionistic space as decoration • Mosaic: from floor to wall; glass tesserae and Byzantine pictorial space
Module 4: Ancient and Classical Asian Interiors
3000 BCE – 700 CE
Chinese Han and Tang dynasty palace and courtyard interiors; early Hindu temple interior spatial logic (garbhagriha, mandapa, pradakshina); Buddhist cave interiors -Ajanta, Dunhuang; Japanese Yayoi and Asuka period; the tatami module and spatial economy. • Chinese courtyard house (siheyuan) -spatial hierarchy and orientation • Han dynasty: lacquer, silk, and the designed interior object • Hindu temple interior: threshold, darkness, sanctum, and sacred geometry • Ajanta caves: rock-cut interior, mural painting, and procession space • Early Buddhist interior: stupa, chaitya hall, vihara spatial logic • Japanese: post-and-beam timber, shoji screen, modular tatami
Module 5: Ancient Indian Interior -Climate, Cosmos, and Craft + Case Study
2500 BCE – 700 CE
Indus Valley planned settlements and courtyard interiors; Vastu Shastra as spatial cosmology; rock-cut interior traditions -Ellora, Ajanta, Mahabalipuram; early stepwell as engineered interior landscape; regional craft as interior material -terracotta, stone inlay, textile. Key Topics: • Mohenjo-daro -the planned courtyard house; drainage and civic interior • Vastu Shastra -orientation, spatial hierarchy, and mandala planning • Ajanta and Ellora -the rock-cut interior as total spatial artwork • Rani ki Vav (Patan) -stepwell as multi-level interior public space • Regional craft: Karnataka stone, Tamil Nadu bronze, Rajasthani textile • Case Study: Rani ki Vav, Patan -reading a historic Indian interior through design process
Course Outcomes
At the end of the course, the student will be able to: CO1: Trace the evolution of interior space from prehistoric shelter to the ancient built environment, identifying the spatial, material, and cultural forces that drove each major transition across the civilisations studied.

CO2: Analyse how material and structural innovations -from stone masonry and fired brick to the arch, vault, and dome -transformed interior spatial possibilities in the ancient world. CO3: Identify, describe, and compare the decorative systems of ancient Egypt, Greece, Rome, and India -including orders, fresco, mosaic, and carved surface -as instruments of spatial communication and cultural identity. CO4: Evaluate the spatial logic, material culture, and interior environments of ancient Asian civilisations -Chinese, Hindu, Buddhist, and Japanese -and articulate their relationship to climate, cosmology, and social organisation. CO5: Apply design process thinking to read a significant ancient Indian interior -the Indus Valley house, the rock-cut cave, the stepwell -and produce a structured spatial analysis using plan, section, and written critical description.
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 40% of the maximum marks (20 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 and SEE taken together.
CIE -Continuous Internal Evaluation • Two Unit Tests each of 30 marks (duration 01 hour). • First test at the end of the 6th week of the semester. • Second test at the end of the 14th week of the semester. • Two assignments: First assignment at the end of the 4th week of the semester; Second assignment at the end of the 9th week of the semester. • Group discussion / Seminar / Quiz -any one suitably planned to attain the COs and POs -for 20 marks (duration 01 hour). • Each method of CIE should address a different portion of the syllabus. CIE methods and question papers are designed to attain different levels of Bloom's Taxonomy as per the outcomes defined for the course.
SEE -Semester End Examination Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the subject (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. • Students must answer 5 full questions, selecting one full question from each module. • The student must secure 40% (20 marks) to qualify in the SEE.
Suggested Learning Resources Books • John Pile and Judith Gura, A History of Interior Design, 4th edition, Laurence King Publishing, 2014. • Mario Praz, An Illustrated History of Interior Decoration: From Pompeii to Art Nouveau, Thames, and Hudson, 1982. • Francis D.K. Ching and Corky Binggeli, Interior Design Illustrated, 3rd edition, Wiley, 2012. • Gay Robins, Art of Ancient Egypt, Thames & Hudson, 2008. • Pierre Amiet, Art of the Ancient Near East, Harry N. Abrams, 1980. • Cooper and Dawson, Traditional Buildings of India, Thames, and Hudson, 1998.

- Charles Correa, A Place in the Shade, Penguin India, 2012.

Web Links and Video Lectures (e-Resources)

- <https://ndl.iitkgp.ac.in> -National Digital Library of India
- <https://www.vam.ac.uk> -V&A Museum: interiors, decorative arts, and design history
- <https://artsandculture.google.com> -Google Arts & Culture: virtual museum tours and ancient interior archives
- <https://www.thebritishmuseum.org> -British Museum: Egypt, Greece, Rome collections
- <https://whc.unesco.org> -UNESCO World Heritage: Ajanta Caves, Rani ki Vav, and other ancient Indian sites
- <https://www.eamesoffice.com> -Eames Office: design process methodology reference

Skill Development Activities Suggested

- Guest lecture from a practising interior designer, architect, or design historian on the spatial intelligence of ancient Indian interiors and their relevance to contemporary practice.
- Site visit to a significant heritage interior -a temple, stepwell, rock-cut monument, or museum with ancient decorative arts collection -with measured sketch and spatial analysis documentation.
- Sketch workshop: hand-drawing the plan and section of one ancient interior from each major civilisation studied -Egyptian, Greek/Roman, Hindu temple, and Indian vernacular.
- Visual analysis assignment: students select one ancient interior photograph and produce a structured written and drawn analysis covering spatial organisation, material, light, threshold, and ornament.

I SEMESTER

Building Science for Interior Design			
Course Code	2BBI105	Cie Marks	50
Teaching Hours/Week (L:T:S:P: SM:SS)	14:0:56:0:20	See Marks	50
Total Hours of Pedagogy	90	Total Marks	100
Type of Examination (SEE)	Viva Voce	Exam Hours	-
		Credits	3

Course Overview:

Building Sciences for Interior Design develops the structural and technical literacy that an interior designer needs to work responsibly within a built shell. Students learn to identify structural systems, read architectural drawings, analyse daylighting conditions, apply anthropometric principles, and document real spaces through field measured drawing.

It is a direct prerequisite for Interior Materials and Applications - I (2BBI204, Semester II). This subject is an IPCC course integrated with Interior Design Studio - I (2BBI101). Modules 1–3 build the technical foundation; Modules 4 and 5 are directly integrated with the concurrent IDS-I studio project and field exercises.

Course Objectives:

- To introduce primary structural systems and develop the ability to identify how structural decisions shape interior planning.
- To develop skills in reading and annotating architectural drawings - plan, section, elevation, and reflected ceiling plan.
- To build foundational knowledge of building materials - masonry, concrete, and timber - as encountered in existing buildings.
- To apply principles of solar geometry and daylighting to analyse interior light conditions.
- To use anthropometric and proxemic frameworks to evaluate the human scale of interior spaces.
- To independently measure and document a real interior space through field measured drawing.

Teaching Learning Process (General Instructions):

Demonstration-led studio sessions; all learning applied directly to the IDS-IV hospitality project. Builds on the digital toolkit from DM-I without re-introducing foundational tools. Portfolio assembled progressively across the semester. Weekly outputs submitted digitally and reviewed by faculty.

Module 1 : The Built Shell- Structural Systems & Construction Literacy

Weeks 1 – 3

Structural Systems

- Load-bearing versus framed (RCC) construction - planning implications for the interior designer.
- Structural grid, column locations, bay widths, and ceiling depths in RCC framed buildings.
- Floor-to-floor height, structural depth, and the difference between structural and finish floor level.
- Identifying structural walls versus partition walls in a building.

Masonry and Construction Methods

- Brick - types (country, modular, fly ash, AAC), properties, and bonding patterns (English bond, Flemish bond).
- Stone - types (granite, marble, slate, sandstone), quarrying, and use as finish and structural material.
- Concrete Masonry Units - hollow/solid blocks, AAC blocks, stabilised mud blocks, glass blocks.
- Mortar, plaster, and screeding - substrates beneath every interior finish.

- Construction joints and expansion joints - occurrence and implications for interior detailing. Timber in Construction - Natural timber - hardwood vs softwood, grain, seasoning, moisture behaviour, and preservation. - Basic door and window types - frames, shutters, and joinery as encountered in existing buildings.
Module 2: Reading the Envelope: Architectural Drawing Conventions
Weeks 4 - 5
- The four drawing types - plan, section, elevation, and reflected ceiling plan - and what each communicates. - Drawing conventions: scale selection, line weight hierarchy, dimensioning standards, material hatching, and notation. - Reading an existing architectural drawing set - extracting room dimensions, ceiling heights, openings, and service locations. - Drawing symbols: doors, windows, stairs, sanitary fittings, and furniture in plan. - Reading a section for spatial volumes, ceiling profiles, and wall thicknesses. - The reflected ceiling plan - purpose and importance in interior design practice.
Module 3: Daylighting, Solar Geometry, and Human Scale
Weeks 6 - 8
Daylighting and Solar Geometry - Illuminance, lux, and daylighting adequacy for interior spaces. - Solar geometry - sun path, altitude and azimuth angles, and orientation-based daylighting analysis. - Daylight factor and window-to-wall ratio - depth of daylight penetration. - Glare - causes, consequences, and mitigation through shading and surface reflectance. - Solar heat gain coefficient (SHGC) - definition and thermal comfort implications. - Surface reflectance, texture, and finish as performance variables affecting light behaviour. Human Scale, Anthropometrics, and Proxemics - Key body dimensions, reach envelopes, and clearance zones relevant to interior planning. - Ergonomic standards - corridor widths, door clearances, counter heights, stair dimensions, shelf depths. - NBC 2016 provisions relevant to interior dimensions and accessibility. - Spatial perception - how ceiling height, proportion, and volume affect occupant experience. - Proxemics (Edward T. Hall) - intimate, personal, social, and public zones, and their design implications.
Module 4: Spatial Analysis: Integration with IDS-I
Directly integrated with IDS-I (2BBI101) Weeks 9 – 11
- Students apply the technical frameworks of Modules 1–3 to analyse the IDS-I project shell before design begins. - Systematic shell analysis - structural system, drawing type cross-referencing, daylighting conditions, anthropometric evaluation. - The three planes (floor, wall, ceiling) as surfaces with performance properties - light reflectance, thermal behaviour. - Surface finish categories as performance variables - introduced conceptually; material specification belongs to MA-I onwards. - Translating building science analysis into design parameters - structural constraints, daylight zones, ergonomic compliance, proxemic zoning.
Module 5: Field Measured Drawing: Integration with IDS-I
Directly integrated with IDS-I (2BBI101) Weeks 12 - 14

• Constitutes the culminating exercise of both BSID and the IDS-I studio semester. • Professional workflow of measured drawing - instruments, field notation, and systematic documentation approach. • Measurement strategy - establishing datum lines, measuring structural elements first, recording openings, ceiling heights, and services. • Dimensioning strategy - whole to part, cross-checking, recording anomalies. • Production of a complete as-built drawing set - floor plan, section, and reflected ceiling plan at appropriate scale. • Building science analysis of the documented space - structural system, daylighting adequacy, anthropometric observations, proxemic note.
Course Outcomes At the end of the course, the student will be able to: CO1: Identify structural systems in a building shell and explain how structural decisions determine interior planning freedom. CO2: Read and annotate an architectural drawing set accurately - plan, section, elevation, and reflected ceiling plan - using correct conventions. CO3: Demonstrate foundational knowledge of masonry, concrete, and timber as building materials encountered in existing interiors. CO4: Apply solar geometry and daylighting principles to analyse interior light conditions and use anthropometric and proxemic frameworks to evaluate human scale. CO5: Independently measure and document a real interior space, producing an as-built drawing set with an integrated building science analysis.
Assessment Details (both CIE and SEE) for PCC CIE is portfolio-based across two internals. First internal at end of Module 3 (Week 8) - 25 marks. Second internal at the end of Module 5 (Week 14) - 25 marks. SEE: Viva Voce by internal and external examiner. Students submit a complete portfolio - annotated drawings, building science analysis document, and field measured drawing set - at least one day prior to the viva.
Suggested Learning Resources Books Francis D.K. Ching and Cassandra Adams, Building Construction Illustrated, 5th ed., Wiley, 2014 Mark DeKay and G.Z. Brown, Sun, Wind and Light, 3rd ed., Wiley, 2014 Julius Panero and Martin Zelnik, Human Dimension, and Interior Space, Watson-Guptill, 1979 Edward T. Hall, The Hidden Dimension, Anchor Books, 1966 Roy Chudley, Construction Technology, 3rd ed., Longman, 1999 National Building Code of India (NBC 2016), Bureau of Indian Standards Web Links and Video Lectures (e-Resources) https://nptel.ac.in - Building Science and Technology, IIT Kharagpur / IIT Roorkee https://ndl.iitkgp.ac.in - National Digital Library of India https://www.designingbuildings.co.uk
Skill Development Activities Suggested • Campus building observation walk - identify and sketch five structural components with annotations. • Hands-on material handling session - brick, AAC block, stone, and timber samples in studio. • Construction site visit - observe structural systems and masonry work in progress. • Field measured drawing site visit (Module 5).

- Case study analysis - built interiors where building science constraints shaped design outcomes.
- Guest lecture by a practising architect or structural engineer.

I SEMESTER

KANNADA ADVANCED			
Course Code	2BBI107	Cie Marks	50
Teaching Hours/Week (L:T:S:P: SM:SS)	14:0:0:0:0:0	See Marks	–
Total Hours of Pedagogy	PP	Total Marks	50
Type of Examination (SEE)	PP	Exam Hours	-
		Credits	PP

Communicative English

Course Code	2BBI106 /21ENG28	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:1:0:0 Hours	SEE Marks	----
Total Hours of Pedagogy	02 Hours/Week	Total Marks	50
Credits	00 (PP)	Exam Hours	02 hours

Course objectives:

The course will enable the students,

- To know about Fundamentals of Communicative English and Communication Skills in general.
- To train to identify the nuances of phonetics, intonation and enhance pronunciation skills for better communication skills.
- To impart Basic English grammar and essentials of important language skills.
- To enhance English vocabulary and language proficiency for better communication skills.
- To learn about Techniques of Information Transfer through presentation.

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.

1. 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.
 - (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.
2. 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.

Module-1

Introduction to Communicative English:

Introduction, Language as a Tool, Fundamentals of Communicative English, Process of Communication, Barriers to Effective Communicative English, Different styles and levels in Communicative English (Communication Channels). Interpersonal and Intrapersonal Communication Skills, How to improve and Develop Interpersonal and Intrapersonal Communication Skills.

Teaching-Learning Process	Chalk and talk method, Videos, 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	
Introduction to Phonetics : Introduction, Phonetic Transcription, English Pronunciation, Pronunciation Guidelines Related to consonants and vowels, Sounds Mispronounced, Silent and Non-silent Letters, Syllables and Structure, Word Accent and Stress Shift, – Rules for Word Accent, Intonation – purposes of intonation, Spelling Rules and Words often Misspelt – Exercises on it. Common Errors in Pronunciation.	
Teaching-Learning Process	Chalk and talk method, Videos, PowerPoint presentation and Animation videos to teach phonetics in Practical method, creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).
Module-3	
Basic English Communicative Grammar and Vocabulary PART - I : Grammar: Basic English Grammar and Parts of Speech - Nouns, Pronouns, Adjectives, Verbs, Adverbs, Conjunctions, Articles and Preposition. Preposition, kinds of Preposition and Prepositions often Confused. Articles: Use of Articles – Indefinite and Definite Articles, Pronunciation of ‘ <i>The</i> ’, words ending ‘ <i>age</i> ’, some plural forms. Introduction to Vocabulary, All Types of Vocabulary –Exercises on it.	
Teaching-Learning Process	Chalk and talk method, Videos, PowerPoint presentation to teach Grammar, Animation videos on communication and language skills, creating real-time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).
Module-4	
Basic English Communicative Grammar and Vocabulary PART - II: Question Tags, Question Tags for Assertive Sentences (Statements) – Some Exceptions in Question Tags and Exercises, One Word Substitutes and Exercises. Strong and Weak forms of words, Words formation - Prefixes and Suffixes (Vocabulary), 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.	
Teaching-Learning Process	Chalk and talk method, PowerPoint presentation to teach Grammar and phonetics, Animation videos on communication and language skills, creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with companies real time situations).
Module-5	
Communication Skills for Employment: Information Transfer: Oral Presentation - Examples and Practice. Extempore / Public Speaking, Difference between Extempore / Public Speaking, Communication Guidelines for Practice. Mother Tongue Influence (MTI) – South Indian Speakers, Various Techniques for Neutralization of Mother Tongue Influence – Exercises. Reading and Listening Comprehensions – Exercises.	
Teaching-Learning Process	Chalk and talk method, Videos, PowerPoint presentation to teach Grammar and phonetics, Animation videos on communication and language 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(21EGH18) the student will be able to :

1. Understand and apply the Fundamentals of Communication Skills in their communication skills.
2. Identify the nuances of phonetics, intonation and enhance pronunciation skills.
3. To impart basic English grammar and essentials of language skills as per present requirement.
4. Understand and use all types of English vocabulary and language proficiency.
5. Adopt the Techniques of Information Transfer through presentation.

Assessment Details (both CIE and SEE)

As course is not having any credits, assessment method for study is only Continuous Internal Assessment (CIE). Maximum marks meant for CIE is **50 marks**. The students have to score **40%** of the maximum marks of CIE (20 marks out of 50) to qualify in this course. Teacher is free to design the method of conduction of CIE in order to meet the objectives of the course. However, the following CIE methods are suggested:

1. Design Presentation & Pitch
2. Client-Designer Role Play
3. Group Discussion / Collaborative Activity
4. Professional Writing (email, design brief, proposal)
5. Viva / Individual Communication

The assessment is designed to be **profession-oriented and discipline-specific**, enabling students to effectively communicate with clients, consultants, contractors, and design teams, rather than assessing English proficiency solely through conventional written examinations.

The course teacher may adopt different assessment methods appropriate to the course outcomes and learning activities. The **total marks awarded under CIE shall not exceed 50 marks**. Where an assessment method is designed for a maximum of 100 marks, the marks obtained shall be **scaled down to 50 marks**, as prescribed in the scheme.

Note: Before entering CIE marks in the VTU web portal, the teacher shall verify whether the system requires marks to be entered **out of 50 or out of 100**. The marks shall be entered accordingly. If the portal requires marks to be entered out of 100, the system will scale them down to 50 marks as per the prescribed scheme.

Suggested Learning Resources:

- 1) **Communication Skills** by Sanjay Kumar and Pushp Lata, Oxford University Press - 2019.
- 2) **English for Engineers** by N.P.Sudharshana and C.Savitha, Cambridge University Press – 2018.
- 3) **A Textbook of English Language Communication Skills**, Infinite Learning Solutions–(Revised Edition) 2021.
- 4) **A Course in Technical English–D Praveen Sam, KN Shoba**, Cambridge University Press – 2020.
- 5) **Technical Communication** by Gajendra Singh Chauhan and Et al, Cengage learning India Pvt Limited [Latest Revised Edition] - 2019.
- 6) **English Language Communication Skills – Lab Manual cum Workbook**, Cengage learning India Pvt Limited [Latest Revised Edition] – 2019.
- 7) **Practical English Usage** by Michael Swan, Oxford University Press – 2016.
- 8) **Technical Communication – Principles and Practice**, Third Edition by Meenakshi Raman and Sangeetha Sharma, Oxford University Press 2017.

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
- ✓ Organising Group wise discussions Connecting to placement activities
- ✓ Quizzes and Discussions
- ✓ Seminars and assignments

ಬಳಕೆ ಕನ್ನಡ - baLake Kannada (Kannada for Usage)

ಕನ್ನಡ ಕಲಿಕೆಗಾಗಿ ನಿಗದಿಪಡಿಸಿದ ಪಠ್ಯಪುಸ್ತಕ - (Prescribed Textbook to Learn Kannada)

Course Title:	ಬಳಕೆ ಕನ್ನಡ		
Course Code:	2BBI107A/ 22KBK17	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	
		Total Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	
Total Hours of Pedagogy	15 hours	Credits	

Course objectives : ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು:

The course (22KBK17/27) will enable the students,

1. To Create the awareness regarding the necessity of learning local language for comfortable and healthy life.
2. To enable learners to Listen and understand the Kannada language properly.
3. To speak, read and write Kannada language as per requirement.
4. To train the learners for correct and polite conversation.
5. To know about Karnataka state and its language, literature and General information about this state.

ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವ್ಯವಸ್ಥೆ (Teaching-Learning Process - General Instructions) :

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. ಬಳಕೆ ಕನ್ನಡವನ್ನು ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಬೋಧಿಸಲು ವಿಟಿಯು ಸೂಚಿಸಿರುವ ಪಠ್ಯಪುಸ್ತಕವನ್ನು ಉಪಯೋಗಿಸಬೇಕು.
2. ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ತಯಾರಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಉತ್ತೇಜಿಸುವುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಅವುಗಳನ್ನು ಚರ್ಚಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುವುದು.
3. ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿ ಪುಸ್ತಕವನ್ನು ತರಗತಿಯಲ್ಲಿ ಬಳಸುವಂತೆ ನೋಡಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪ್ರತಿ ಪಾಠ ಮತ್ತು ಪ್ರವಚನಗಳ ಮೂಲ ಅಂಶಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಪೂರಕ ಚಟುವಟಿಕೆಗಳಿಗೆ ತೊಡಗಿಸತಕ್ಕದ್ದು.
4. ಡಿಜಿಟಲ್ ತಂತ್ರಜ್ಞಾನದ ಮುಖಾಂತರ ಇತ್ತೀಚೆಗೆ ಡಿಜಿಟಲೀಕರಣ ಗೊಂಡಿರುವ ಭಾಷೆ ಕಲಿಕೆಯ ವಿಧಾನಗಳನ್ನು ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ಮುಖಾಂತರ ಚರ್ಚಿಸಲು ಕ್ರಮಕೈಗೊಳ್ಳುವುದು. ಇದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಹೆಚ್ಚು ಏಕಾಗ್ರತೆಯಿಂದ ಪಾಠ ಕೇಳಲು ಮತ್ತು ಅಧ್ಯಯನದಲ್ಲಿ ತೊಡಗಲು ಅನುಕೂಲವಾಗುತ್ತದೆ.
5. ಭಾಷಾಕಲಿಕೆಯ ಪ್ರಯೋಗಾಲಯದ ಮುಖಾಂತರ ಬಹುಬೇಗ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಕಲಿಯಲು ಅನುಕೂಲವಾಗುವಂತೆ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳನ್ನು ಮತ್ತು ಕ್ರಿಯಾ ಯೋಜನೆಗಳನ್ನು ರೂಪಿಸುವುದು.

Module - 1

(03 hours of pedagogy)

1. Introduction, Necessity of learning a local language. Methods to learn the Kannada language.
2. Easy learning of a Kannada Language: A few tips. Hints for correct and polite conversation, Listening and Speaking Activities, Key to Transcription
3. ವೈಯಕ್ತಿಕ, ಸ್ವಾಮ್ಯಸೂಚಕ/ಸಂಬಂಧಿತ ಸಾರ್ವನಾಮಗಳು ಮತ್ತು ಪ್ರಶ್ನಾರ್ಥಕ ಪದಗಳು - Personal Pronouns, Possessive Forms, Interrogative words

Module - 2		(03 hours of pedagogy)
1.	ನಾಮಪದಗಳ ಸಂಬಂಧಾರ್ಥಕ ರೂಪಗಳು, ಸಂದೇಹಾಸ್ಪದ ಪ್ರಶ್ನೆಗಳು ಮತ್ತು ಸಂಬಂಧವಾಚಕ ನಾಮಪದಗಳು - Possessive forms of nouns, dubitive question and Relative nouns	
2.	ಗುಣ, ಪರಿಮಾಣ ಮತ್ತು ವರ್ಣಬಣ್ಣ ವಿಶೇಷಣಗಳು, ಸಂಖ್ಯಾವಾಚಕಗಳು Qualitative, Quantitative and Colour Adjectives, Numerals	
3.	ಕಾರಕ ರೂಪಗಳು ಮತ್ತು ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು -ಸಪ್ತಮಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ - (ಆ, ಅದು, ಅವು, ಅಲ್ಲಿ) -Predictive Forms, Locative Case	
Module - 3		(03 hours of pedagogy)
1.	ಚತುರ್ಥಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯದ ಬಳಕೆ ಮತ್ತು ಸಂಖ್ಯಾವಾಚಕಗಳು - Dative Cases, and Numerals	
2.	ಸಂಖ್ಯಾಗುಣವಾಚಕಗಳು ಮತ್ತು ಬಹುವಚನ ನಾಮರೂಪಗಳು -Ordinal numerals and Plural markers	
3.	ನ್ಯೂನ/ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾಪದಗಳು & ವರ್ಣ ಗುಣವಾಚಕಗಳು -Defective/Negative Verbs & Colour Adjectives	
Module- 4		(03 hours of pedagogy)
1.	ಅಪ್ಪಣೆ / ಒಪ್ಪಿಗೆ, ನಿರ್ದೇಶನ, ಪ್ರೋತ್ಸಾಹ ಮತ್ತು ಒತ್ತಾಯ ಆರ್ಥರೂಪ ಪದಗಳು ಮತ್ತು ವಾಕ್ಯಗಳು Permission, Commands, encouraging and Urging words (Imperative words and sentences)	
2.	ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಗಳಲ್ಲಿ ದ್ವಿತೀಯ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು ಸಂಭವನೀಯ ಪ್ರಕಾರಗಳು Accusative Cases and Potential Forms used in General Communication	
3.	“ಇರು ಮತ್ತು ಇರಲ್ಲ” ಸಹಾಯಕ ಕ್ರಿಯಾಪದಗಳು, ಸಂಭಾವ್ಯಸೂಚಕ ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾ ಪದಗಳು - Helping Verbs “iru and iralla”, Corresponding Future and Negation Verbs	
4.	ಹೋಲಿಕೆ (ತರತಮ), ಸಂಬಂಧ ಸೂಚಕ, ವಸ್ತು ಸೂಚಕ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಪದಗಳ ಬಳಕೆ- Comparative, Relationship, Identification and Negation Words	
Module - 5		(03 hours of pedagogy)
1.	ಕಾಲ ಮತ್ತು ಸಮಯದ ಹಾಗೂ ಕ್ರಿಯಾಪದಗಳ ವಿವಿಧ ಪ್ರಕಾರಗಳು -Different types of Tense, Time and Verbs	
2.	ದ್, -ತ್, - ತು, - ಇತು, - ಆಗಿ, - ಅಲ್ಲ, - ಗ್, -ಕ್, ಇದೆ, ಕ್ರಿಯಾ ಪ್ರತ್ಯಯಗಳೊಂದಿಗೆ ಭೂತ, ಭವಿಷ್ಯತ್ ಮತ್ತು ವರ್ತಮಾನ ಕಾಲ ವಾಕ್ಯ ರಚನೆ - Formation of Past, Future and Present Tense Sentences with Verb Forms	
3.	Kannada Vocabulary List :ಸಂಭಾಷಣೆಯಲ್ಲಿ ದಿನೋಪಯೋಗಿ ಕನ್ನಡ ಪದಗಳು -Kannada Words in Conversation	

Course outcome (Course Skill Set)

ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯ ಕಲಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಗುವ ಅನುಕೂಲಗಳು ಮತ್ತು ಫಲಿತಾಂಶಗಳು:

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

C01	To understand the necessity of learning of local language for comfortable life.
C02	To speak, read and write Kannada language as per requirement.
C03	To communicate (converse) in Kannada language in their daily life with kannada speakers.
C04	To Listen and understand the Kannada language properly.
C05	To speak in polite conversation.

Assessment Details (both CIE and SEE)

As course is not having any credits, assessment method for study is only Continuous Internal Assessment (CIE). Maximum marks meant for CIE is 50 marks. The students have to score 40% of the maximum marks of CIE (20 marks out of 50) to qualify in this course. Teacher is free to design the method of conduction of CIE in order to meet the objectives of the course. However, the following CIE methods are suggested:

Continuous Internal Evaluation(CIE):**Two Unit Tests each of 30 Marks (duration 01 hour)**

- 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

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
- ✓ Organising Group wise discussions Connecting to placement activities
- ✓ Quizzes and Discussions,
- ✓ Seminars and assignments

ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ - ಕನ್ನಡ ಬಲ್ಲ ಮತ್ತು ಕನ್ನಡ ಮಾತೃಭಾಷೆಯ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ನಿದಿಪಡಿಸಿದ ಪಠ್ಯಕ್ರಮ

Course Title:	ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ		
Course Code:	2BBI107B /22KSK17	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	—
		Total Marks	—
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	—
Total Hours of Pedagogy	15 hours	Credits	—
Course objectives : ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ ಪಠ್ಯ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು: The course (22KSK17/27) will enable the students, 1. ವೃತ್ತಿಪರ ಪದವಿ ವಿದ್ಯಾರ್ಥಿಗಳಾಗಿರುವುದರಿಂದ ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಯ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು. 2. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಧಾನ ಭಾಗವಾದ ಆಧುನಿಕ ಪೂರ್ವ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳನ್ನು ಸಾಂಕೇತಿಕವಾಗಿ ಪರಿಚಯಿಸುವುದು. 3. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಅರಿವು ಹಾಗೂ ಆಸಕ್ತಿಯನ್ನು ಮೂಡಿಸುವುದು. 4. ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯವನ್ನು ಹಾಗೂ ಅವರುಗಳ ಸಾಧಿಸಿದ ವಿಷಯಗಳನ್ನು ಪರಿಚಯಿಸುವುದು. 5. ಸಾಂಸ್ಕೃತಿಕ, ಜನಪದ ಹಾಗೂ ಪ್ರವಾಸ ಕಥನಗಳ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.			
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವ್ಯವಸ್ಥೆ (Teaching-Learning Process - General Instructions) : These are sample Strategies, which teacher can use to accelerate the attainment of the course outcomes. 1. ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡವನ್ನು ಬೋಧಿಸಲು ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಪ್ರಸ್ತುತ ಪುಸ್ತಕ ಆಧಾರಿಸಿ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನವನ್ನು ಅನುಸರಿಸುವುದು. ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ತಯಾರಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರೇರೇಪಿಸುವುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಅವುಗಳನ್ನು ಚರ್ಚಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುವುದು. 2. ಇತ್ತೀಚಿನ ತಂತ್ರಜ್ಞಾನದ ಅನುಕೂಲಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳುವುದು - ಅಂದರೆ ಕವಿ-ಕಾವ್ಯ ಪರಿಚಯದಲ್ಲಿ ಕವಿಗಳ ಚಿತ್ರಣ ಮತ್ತು ಲೇಖನಗಳು ಮತ್ತು ಕಥೆ ಕಾವ್ಯಗಳ ಮೂಲ ಅಂಶಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟ ಧ್ವನಿ ಚಿತ್ರಗಳು, ಸಂಭಾಷಣೆಗಳು, ಈಗಾಗಲೇ ಇತರ ವಿಮರ್ಶಕರು ಬರೆದಿರುವ ವಿಮರ್ಶಾತ್ಮಕ ವಿಷಯಗಳನ್ನು ಟಿಪಿಟಿ, ಡಿಜಿಟಲ್ ಮಾಧ್ಯಮಗಳ ಮುಖಾಂತರ ವಿಶ್ಲೇಷಿಸುವುದು. 3. ನವೀನ ಮಾದರಿಯ ಸಾಹಿತ್ಯ ಬೋಧನೆಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಧಾನಗಳನ್ನು ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅನುಕೂಲವಾಗುವ ರೀತಿಯಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳಬಹುದು.			
ಘಟಕ -1 ಕನ್ನಡ ಸಂಸ್ಕೃತಿ ಮತ್ತು ಭಾಷೆ ಕುರಿತಾದ ಲೇಖನಗಳು (03 hours of pedagogy)			
1. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ - ಹಂಪ ನಾಗರಾಜಯ್ಯ 2. ಕರ್ನಾಟಕದ ಏಕೀಕರಣ : ಒಂದು ಅಪೂರ್ವ ಚರಿತ್ರೆ - ಜಿ. ವೆಂಕಟಸುಬ್ಬಯ್ಯ 3. ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ - ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ ಮತ್ತು ಪ್ರೊ. ವಿ. ಕೇಶವಮೂರ್ತಿ			
ಘಟಕ - 2 ಆಧುನಿಕ ಪೂರ್ವದ ಕಾವ್ಯ ಭಾಗ (03 hours of pedagogy)			
1. ವಚನಗಳು : ಬಸವಣ್ಣ, ಅಕ್ಕಮಹಾದೇವಿ, ಅಲ್ಲಮಪ್ರಭು, ಆಯ್ದಕ್ಕಿ ಮಾರಯ್ಯ, ಜೇಡರದಾಸಿಮಯ್ಯ, ಆಯ್ದಕ್ಕಿ ಲಕ್ಕಮ್ಮ. 2. ಕೀರ್ತನೆಗಳು : ಅದರಿಂದೇನು ಫಲ ಇದರಿಂದೇನು ಫಲ - ಪುರಂದರದಾಸರು ತಲ್ಲಣಿಸಿದಿರು ಕಂಡ್ಯ ತಾಳು ಮನವೇ - ಕನಕದಾಸರು 3. ತತ್ವಪದಗಳು : ಸಾವಿರ ಕೊಡಗಳ ಸುಟ್ಟು - ಶಿಶುನಾಳ ಶರೀಫ			
ಘಟಕ -3 ಆಧುನಿಕ ಕಾವ್ಯಭಾಗ (03 hours of pedagogy)			
1. ಡಿವಿಜಿ ರವರ ಮಂಕುತಿಮ್ಮನ ಕಗ್ಗದಿಂದ ಅಯ್ಯ ಕೆಲವು ಭಾಗಗಳು 2. ಕುರುಡು ಕಾಂಚಾಣ : ದಾ.ರಾ. ಬೇಂದ್ರೆ 3. ಹೊಸಬಾಳಿನ ಗೀತೆ : ಕುವೆಂಪು			
ಘಟಕ - 4 ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯ (03 hours of pedagogy)			
1. ಡಾ. ಸರ್. ಎಂ. ವಿಶ್ವೇಶ್ವರಯ್ಯ : ವ್ಯಕ್ತಿ ಮತ್ತು ಐತಿಹ್ಯ - ಎ. ಎನ್. ಮೂರ್ತಿರಾವ್ 2. ಕರಕುಶಲ ಕಲೆಗಳು ಮತ್ತು ಪರಂಪರೆಯ ವಿಜ್ಞಾನ : ಕರೀಗೌಡ ಬೀಚನಹಳ್ಳಿ			
ಘಟಕ - 5 ಸಾಂಸ್ಕೃತಿಕ, ಜನಪದ ಕಥೆ ಮತ್ತು ಪ್ರವಾಸ ಕಥನ (03 hours of pedagogy)			
1. ಯುಗಾದಿ : ವಸುಧೇಂದ್ರ 2. ಮೆಗಾನೆ ಎಂಬ ಗಿರಿಜನ ಪರ್ವತ : ಹಿ.ಚಿ. ಬೋರಲಿಂಗಯ್ಯ			

Course outcome (Course Skill Set)

ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ (22KSK17/27) ಪಠ್ಯ ಕಲಿಕೆಯ ನಂತರ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ :

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

C01	ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಯ ಕುರಿತು ಅರಿವು ಮೂಡಿರುತ್ತದೆ.
C02	ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಧಾನ ಭಾಗವಾದ ಆಧುನಿಕ ಪೂರ್ವ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳನ್ನು ಸಾಂಕೇತಿಕವಾಗಿ ಕಲಿತು ಹೆಚ್ಚಿನ ಓದಿಗೆ ಮತ್ತು ಜ್ಞಾನಕ್ಕೆ ಸ್ಪೂರ್ತಿ ಮೂಡುತ್ತದೆ.
C03	ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಅರಿವು ಹಾಗೂ ಆಸಕ್ತಿಯನ್ನು ಹೆಚ್ಚಾಗುತ್ತದೆ.
C04	ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯ ಹಾಗೂ ಅವರುಗಳ ಸಾಧಿಸಿದ ವಿಷಯಗಳನ್ನು ತಿಳಿದುಕೊಂಡು ನಾಡಿನ ಇನ್ನಿತರ ವ್ಯಕ್ತಿಗಳ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳಲು ಕೌತುಕ ಹೆಚ್ಚಾಗುತ್ತದೆ.
C05	ಸಾಂಸ್ಕೃತಿಕ, ಜನಪದ ಹಾಗೂ ಪ್ರವಾಸ ಕಥನಗಳ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.

Assessment Details (both CIE and SEE)

As course is not having any credits, assessment method for study is only Continuous Internal Assessment (CIE). Maximum marks meant for CIE is 50 marks. The students have to score 40% of the maximum marks of CIE (20 marks out of 50) to qualify in this course. Teacher is free to design the method of conduction of CIE in order to meet the objectives of the course. However, the following CIE methods are suggested:

Continuous Internal Evaluation(CIE):**Two Unit Tests each of 30 Marks (duration 01 hour)**

- 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

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
- ✓ Organising Group wise discussions Connecting to placement activities
- ✓ Quizzes and Discussions, Seminars and assignments.

II SEMESTER

II - SEMESTER

INTERIOR DESIGN STUDIO -II			
Course Code	2BBI201	CIE Marks	50
Teaching Hours/Week (L:T:S:P: SM: SS)	42:0:84:0:54	SEE Marks	50
Total Hours of Pedagogy	180	Total Marks	100
Type of Examination (SEE)	Viva Voce	Exam Hours	-
		Credits	06
Course Overview: 1. Interior Design Studio - II (IDS-II) is the primary studio course of Semester II and a direct sequel to Interior Design Studio - I, which is a prerequisite for this course. It advances from the foundational spatial literacy established in IDS-I into the design of a complete monofunctional interior. 2. This course runs concurrently and is directly integrated with Interior Materials and Applications, where material knowledge developed in that subject feeds directly into the material, finish, and colour decisions made within the studio project. 3. IDS-II is also a prerequisite for Interior Design Studio - III.			
Course objectives: • To analyse residential interiors in terms of spatial organisation, material character, and light quality. • To design a layered natural and artificial lighting strategy for domestic spaces. • To apply ergonomic and anthropometric principles to key domestic rooms - kitchen, bathroom, bedroom, and living areas.			
Teaching Learning Process • The course will be delivered through a combination of lectures, studio-based learning, and interactive sessions. • Guided observation and documentation of residential interiors (space, material, light) and spatial organisation • Integration with Interior Materials and Applications for finish and surface decisions • Ergonomic studies through standards, anthropometric data, and furniture layouts • Continuous feedback through reviews and juries will facilitate iterative learning and refinement of design outcomes.			
Outline: A. Reading the Interior (18 hours) • An analytical study of residential interiors - space, material, and light operate in built domestic environments. • Residential typologies - Studio Apartment, Duplex, or A Holiday Home. • Spatial sequence and flow - room adjacencies, transition spaces, and visual connections. Spatial character - formal and informal, intimate and open, enclosed and permeable. • Reading material palettes in built interiors across floor, wall, ceiling, and furniture relationships. • Light quality observation - natural light direction, reflected light, and shadow patterns. • Interior analysis through annotated plans, sections, and elevations. B. Ergonomics and Furniture (18 hours) • Human factors and furniture applied to the ergonomic resolution of key domestic rooms. • Anthropometrics and ergonomic standards for kitchen and bathroom - surfaces, clearances, and room dimensions. • Furniture as a spatial tool - scale, proportion, visual weight, and furniture-to-room ratio. • Universal and inclusive design - considerations for elderly, differently-abled, and multi-generational households.			

C. Studio Project (90 hours) - The Monofunctional Interior (such as studio apartment, duplex, or independent house, holiday home) Recommended area of 800-1000 sqft

Each residential typology is explored through a client-specific design approach, where the spatial, material, and ergonomic decisions are driven by the identity, lifestyle, and needs of a defined user. The project develops spatial organisation, material and colour coordination, lighting strategy, and ergonomic resolution in an integrated way.

Material knowledge from the concurrent Interior Materials and Applications subject directly informs finish and surface decisions within the project. The project is resolved through plans, sections, elevations, a reflected ceiling plan, material and colour boards, and a final presentation.

Course outcome

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

- CO1:** Analyse residential interiors in terms of spatial organisation, material character, and light quality.
- CO2:** Apply ergonomic and anthropometric principles to kitchen, bathroom, bedroom, and living areas.
- CO3:** Develop a coordinated colour and material palette for a residential interior.
- CO4:** Design a residential interior integrating spatial, material, lighting, and ergonomic considerations for a client-specific brief.
- CO5:** Communicate a resolved residential interior through plans, sections, elevations, material boards, and client narrative.

Assessment Details (both CIE and SEE) for PCC

PCC - The Professional Core Course which is Project based/ Assignment based/Viva based course. 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 40% of the maximum marks (20 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

- **50 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models.
- The first Review will be at the end of 40-50% coverage of the syllabus and the second Review will be after covering 85-90% of the syllabus
- The student has to secure 50% of maximum marks- **20 marks** to qualify in the CIE of the professional core course PCC.

Methods suggested:

1. Studio discussions, Reviews, Time problems, Seminar or micro project, Quiz, report writing etc.
 2. The class teacher has to decide the topic for the Design and Seminars if any, in the beginning only.
- The teacher has to announce the methods of CIE for the subject in advance in writing.

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 / industry experts.
- Evaluation patterns will be based on Design portfolio presentations/ seminars/models.

● The student must secure a minimum of 40% of maximum marks- (20 marks out of 50 marks) to qualify in the SEE. ● The student needs to submit his/her works done throughout the semester, including rough sheets for the Viva examination, at least one day prior to the Viva work examination to the course teacher/coordinator.
Suggested Learning Resources: Books ● Pallasmaa, J. (1996). The Eyes of the Skin: Architecture and the Senses. Wiley. ● Bachelard, G. (1958). The Poetics of Space. Beacon Press. ● Ching, F.D.K. & Binggeli, C. (2012). Interior Design Illustrated. Wiley. ● Pile, J. (2003). Interior Design. Prentice Hall. ● Sully, A. (2012). Interior Design: Theory and Process. Bloomsbury. ● Karlen, M. & Fleming, R. (2016). Space Planning Basics. Wiley. ● Neufert, E. Architects' Data (latest edition). Wiley-Blackwell. ● National Building Code of India (NBC) — relevant sections on residential spaces and accessibility.
Web links and Video Lectures (e-Resources): ● ArchDaily — www.archdaily.com ● Dezeen — www.dezeen.com ● Architectural Digest India — www.architecturaldigest.in ● NDTV Design Files / India Design ID
Skill Development Activities Suggested ● Case study analysis of residential interiors through drawings and visual documentation. ● Development of colour, material, and finish palettes for interior spaces. ● Ergonomic analysis and furniture layout exercises.

II - SEMESTER

ART AND DESIGN FUNDAMENTALS-II			
Course Code	2BBI202	CIE Marks	50
Teaching Hours/Week (L:T:S:P: SL)	28:0:56:0:36	SEE Marks	50
Total Hours of Pedagogy	120	Total Marks	100
Type of Examination (SEE)	Viva Voce	Exam Hours	-
		Credits	05
Course Overview: This course introduces the relationship between art and interior design, emphasizing the role of art in shaping visual culture, spatial aesthetics, and human experiences. It develops an understanding of design elements, principles, colour, human proportions, anthropometry, and ergonomics as essential foundations for interior design. The course further explores the integration of art and diverse art forms into interior spaces, enabling students to create functional, expressive, and visually engaging interior environments.			
Course Objectives: 1. To develop an understanding of the meaning, functions, and cultural significance of art, and its relationship with interior design and other visual art forms. 2. To acquire knowledge of design elements, principles, human proportions, anthropometry, and ergonomics for creating functional and aesthetically appropriate interior spaces. 3. To enhance creative thinking, visual analysis, and the application of art and design principles in the conceptualization and design of interior environments.			
Teaching Learning Process: • Interactive lectures supported by visual presentations, case studies, and demonstrations of artworks and interior design projects. • Studio-based exercises involving sketching, colour studies, composition, anthropometric analysis, and design explorations. • Learning through discussions, presentations, museum/gallery visits, case studies, and documentation to relate art principles with interior design applications.			
Module-1			
Definition and Role of Art in Society: • Meaning and types of art • Fine arts, performing arts, commercial arts, industrial arts, folk arts • Contemporary forms — abstract, visual, spatial, temporal, pop art • Role of art in social, cultural, and historical contexts			
Module-2			
Visual Composition and Design Fundamentals • Elements: line, shape, form, colour, texture, space • Principles: balance, proportion, rhythm, harmony, contrast, unity • Gestalt theory and colour perception • Psychological impact of colour in design communication			
Module-3			
Interior Design and Other Art Forms • Relationship between interior design and painting/sculpture • Influence of art forms on spatial design and aesthetics • Integrating artistic elements into interiors • Interdisciplinary approach to design			
Module-4			

Human Body as a Guide for Interior Design

- Human proportions, anthropometry, and ergonomics
- Applying body dimensions to functional, comfortable spaces
- Relationship between human dimensions, furniture and layouts.

Module-5

Exploration of Art as a Design Feature

- Selection, placement, and integration of art in interior spaces
- Art as a focal point balanced with design principles in 3D compositions
- Case studies of notable interiors — art defining character and identity.

Course outcome:

CO1: Understand the meaning, types, and societal role of art, and its relevance to interior design and other visual art forms.

CO2: Demonstrate the application of design elements, principles, Gestalt theory, and colour psychology in creating effective visual compositions.

CO3: Analyze the relationship between interior design and various art forms, and evaluate their influence on spatial aesthetics and user experience.

CO4: Apply principles of human proportions, anthropometry, and ergonomics in designing functional and user-centred interior spaces.

CO5: Integrate artistic elements and design principles to create visually engaging, balanced, and meaningful interior environments.

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 40% of the maximum marks (20 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 and SEE taken together.

CIE: CONTINUOUS INTERNAL EVALUATION

25 marks for the Assignment component and 25 marks for the Internal Assessment Test. The first test is administered after 40–50% syllabus coverage and the second after 85–90% coverage; the average is scaled to 25 marks. The student must secure 50% (25 marks) to qualify in the CIE.

Continuous Internal Evaluation: Two Unit Tests each of 30 Marks (duration 01 hour)

- First test at the end of 6th week of the semester
- Second test at the end of the 14th week of the semester
- Two assignments
- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for 20 Marks (duration 01 hours)
- Each method of CIE should have a different syllabus portion of the course).
- CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

SEE: SEMESTER END EXAMINATION

- **50 SEE marks** will be viva based assessed by internal examiner and external examiner appointed by the University. **Note:** Examiners will be from academia / industry experts.
- Evaluation patterns will be based on Design portfolio presentations/ seminars/models.
- The student must secure a minimum of 40% of maximum marks- **(20 marks out of 50 marks)** to qualify in the SEE.

- The student needs to submit his/her works done throughout the semester, including rough sheets for the Viva examination, at least one day prior to the Viva work examination to the course teacher/coordinator.

Suggested Learning Resources:

Books

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

Web links and Video Lectures (e-Resources):

<https://study.com/academy/lesson/video/bauhaus-color-theory.html>

<https://edurev.in/v/222036/Fundamentals-of-Design>

<https://www.classcentral.com/course/youtube-the-gestalt-principles-basics-for-beginners-160019>

<https://www.classcentral.com/course/youtube-graphic-design-theory-104395>

<https://www.udemy.com/course/design-principles>

Skill Development Activities Suggested

- Guest Lecture “*Role of Art and Design Principles in Interior Spaces*”,
- Workshop on “*Visual Composition and Colour Application*”,
- Site Visits to observe art galleries, museums, or designed interior spaces to understand the use of art, composition, materials, and spatial aesthetics, with documentation and analysis of visual elements and design principles.
- Seminar - Student-led seminar on topics such as “*Art Movements and Their Influence on Interior Design*” or “*Ergonomics and Human-Centered Design*”, encouraging research, critical thinking, and presentation skills.

II - SEMESTER

IMAGE REPRESENTATION, TRANSFORMATIONS AND FUNDAMENTALS OF AI – II			
Course Code	2BBI203	CIE Marks	50
Teaching Hours/Week (L:T:S:P: SL)	28:0:56:0:36	SEE Marks	50
Total Hours of Pedagogy	120	Total Marks	100
Type of Examination (SEE)	Viva Voce	Exam Hours	-
		Credits	04
Course Overview: 1. Image Representation, Transformations and Fundamentals of AI – II (IRT-II) is a studio-based course that builds upon the knowledge and skills acquired in Image Representation, Transformations and Fundamentals of AI – I, which is a prerequisite for this course. 2. Building on foundational drawing and digital skills, the course advances into 3D projections, interior sectional representation, perspective drawing, the material rendering, and culminates in the development of a presentation-quality digital interior portfolio.			
Course objectives: 1. To develop skills in visualizing and representing interior spaces through projections, sections, and perspective drawings. 2. To communicate interior materials, finishes, and design ideas using manual, digital, and AI-assisted visualization techniques. 3. To create presentation-quality interior design portfolios integrating drawings, renderings, and digital visual communication.			
Teaching Learning Process: 1. Faculty-led demonstrations and interactive studio sessions on representation, visualization, and communication techniques. 2. Guided hands-on exercises using both manual and digital methods with continuous feedback. 3. Application-based learning through drawing, modelling, rendering, and presentation tasks. 4. Analysis of professional examples, case studies, and contemporary design practices.			
Module-1			
3D Projections: Isometric, Axonometric & Exploded Views: ● Principles of isometric and axonometric projections - differences and applications ● Isometric and Axonometric drawings of furniture pieces, cabinetry, storage units, room layouts and interior compositions. ● Exploded views of furniture and interior elements. ● Surface development of simple interior forms and components. ● Introduction to soft and tensile interior elements such as canopies, drapery, and upholstered surfaces. ● Introduction to paper and card model-making from developed surfaces.			
Module-2			
Interior Sections & Spatial Visualization ● Principles of sectional representation in interior design. ● Longitudinal and cross-sections of simple interior spaces. ● Relationship between plan, elevation, and section. ● Sectional representation of walls, doors, windows, partitions, furniture, and staircases. ● Application: drawing simple interior sections and visualizing interior spaces.			
Module-3			

Three-Point Perspective & Spatial Visualization

- Three-point perspective: theory and construction for tall interior volumes and dramatic views
- Bird's-eye and worm's-eye perspectives of multi-level or double-height interior spaces
- Section-perspective drawings: combining a sectional cut with a perspective view of the interior.
- Advanced freehand perspective, Perspective grids and underlay methods for efficient sketching.
- Introduction to AI-assisted sketching tools: using AI perspective-assist features.

Module-4

Material Rendering & Visual Communication Techniques

- Principles of light, shade, tone, and texture in interior representation.
- Rendering furniture, interior elements, and simple interior perspectives.
- Material rendering techniques for common interior finishes such as timber, stone, tile, glass, metal, and fabrics using hand and digital media.
- AI-assisted material exploration: generating material and finish references using AI image-generation tools.

Module-5

Digital Visualisation & Presentation Production :

- Importing hand-drawn base drawings; adding textures, lighting and material finishes digitally
- Compositing elements digitally: people, plants, furniture cut-outs onto perspective drawings
- Mood boards and concept boards: layout, typography, image hierarchy
- Preparing a multi-sheet digital interior presentation: plan, elevation, perspective, details
- Exporting and printing: resolution, bleed, formats (PDF, PNG, TIFF) for portfolio and submission
- AI-assisted visualisation and presentation: using tools to generate interior visualisations and assist in layout and presentation board composition.

Course Outcomes

CO1: Apply the principles of isometric, axonometric, and exploded projection drawings to represent interior elements and spaces.

CO2: Construct sectional drawings and interpret spatial relationships within interior environments.

CO3: Develop three-point, bird's-eye, worm's-eye, and section-perspective drawings to visualize interior spaces.

CO4: Render interior materials, finishes, and spatial qualities using manual, digital, and AI-assisted visualization techniques.

CO5: Produce presentation-quality digital interior boards integrating drawings, renderings, visualizations, and design communication elements.

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 40% of the maximum marks (20 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 and SEE taken together.

CIE: CONTINUOUS INTERNAL EVALUATION

25 marks for the Assignment component and 25 marks for the Internal Assessment Test. The first test is administered after 40–50% syllabus coverage and the second after 85–90% coverage; the average is scaled to 25 marks. The student must secure 50% (25 marks) to qualify in the CIE.

Continuous Internal Evaluation: Two Unit Tests each of 30 Marks (duration 01 hour) • First test at the end of 6th week of the semester • Second test at the end of the 14th week of the semester • Two assignments • First assignment at the end of 4th week of the semester • Second assignment at the end of 9th week of the semester Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for 20 Marks (duration 01 hours) • Each method of CIE should have a different syllabus portion of the course). • CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course. SEE: SEMESTER END EXAMINATION • 50 SEE marks will be viva based assessed by internal examiner and external examiner appointed by the University. Note: Examiners will be from academia / industry experts. • Evaluation patterns will be based on Design portfolio presentations/ seminars/models. • The student must secure a minimum of 40% of maximum marks- (20 marks out of 50 marks) to qualify in the SEE. • The student needs to submit his/her works done throughout the semester, including rough sheets for the Viva examination, at least one day prior to the Viva work examination to the course teacher/coordinator.
Suggested Learning Resources: Books • Ching, Francis D.K. — Architectural Graphics. Van Nostrand Reinhold, 1985. • Morris, I.H. — Geometrical Drawing for Art Students. Longmans, 1902. • Gill, Robert W. — Rendering with Pen and Ink. • Malik, Shankar — Perspective & Sciography. Allied Publishers, 1994.
Web links and Video Lectures (e-Resources): • https://ndl.iitkgp.ac.in — National Digital Library: geometrical drawing, projections • https://www.youtube.com/watch?v=VIVfHNDu1ds — Isometric and axonometric drawing • https://www.youtube.com/watch?v=lmrHPGFYIVg — Sciography and shadow construction • https://www.youtube.com/watch?v=uAH9gsUZBEY — Perspective drawing (advanced) • https://www.youtube.com/watch?v=bjhkxFDvD78 — Section through solids
Skill Development Activities Suggested • Interior detail drawings: students apply section-of-solids and interpenetration skills directly to drawn interior architectural details (built-in shelving, staircases, skylights). • Material sample + rendering pairing: students collect physical material samples and produce matching rendered swatches in both hand and digital media. • Digital production lab (Module 5): supervised sessions building the final presentation board, with iterative faculty review. • Peer critique: a full peer-review session at the end of Module 4 where students exchange and critique rendered drawings before the final digital module.

II SEMESTER

Interior Materials and Applications - I			
Course Code	2BBI204	Cie Marks	50
Teaching Hours/Week (L:T:S:P: SM:SS)	14:0:56:0:20	See Marks	50
Total Hours of Pedagogy	90	Total Marks	100
Type of Examination (SEE)	Viva Voce	Exam Hours	-
		Credits	3

Course Overview:

IMA-1 develops the critical intelligence to evaluate, document, and specify interior materials. The course builds a structured framework for assessing any material across performance, aesthetic, and sustainability dimensions - and applies that framework to real studio design decisions.

BSID (2BBI105, Semester I) is a direct prerequisite. Students enter with structural reading, drawing skills, and daylighting awareness from BSID. This course asks the next question: what are the surfaces of that space made of, and why?

It is a direct prerequisite for Interior Materials and Applications - II (2BBI302, Semester III), which extends the framework to timber, glass, metals, and professional wall and floor finishes. This subject is an IPCC course integrated with Interior Design Studio - II (2BBI201). Modules 1–3 build foundational material knowledge; Modules 4 and 5 are directly integrated with the concurrent IDS-II project.

Course Objectives:

- To develop a structured framework for evaluating any interior material across physical, mechanical, thermal, acoustic, and aesthetic dimensions.
- To build foundational knowledge of masonry substrates, concrete, plaster, ceramics, and natural stone as encountered and specified in real projects.
- To introduce the professional tools of material specification - product data sheets, sample boards, finish plans, and specification sheets.
- To develop skills in material research through market surveys and supplier visits.
- To apply material knowledge to studio design decisions, selecting and justifying materials based on performance, aesthetics, and context.

Teaching Learning Process (General Instructions):

Demonstration-led studio sessions; all learning applied directly to the IDS-II studio project. Builds on the structural literacy from BSID without re-introducing foundational construction knowledge. Portfolio assembled progressively across the semester. Weekly outputs submitted digitally and reviewed by faculty.

Module 1 : How Designers Read Materials - The Evaluation Framework

The Five-Dimension Framework

- Distinction between raw material, building material, and interior finish.
- Material selection as a design decision - not merely a procurement exercise.
- Physical and mechanical properties - hardness, density, compressive strength, abrasion resistance, and durability in residential vs. commercial contexts.
- Thermal properties - thermal mass, conductivity, and implications for floor and wall selection across climates.
- Acoustic properties - sound absorption vs. reflection, surface texture, and density; introduction to NRC (Noise Reduction Coefficient).
- Aesthetic properties - colour, texture, sheen, pattern, translucency, and interaction with natural and artificial light.

● Sustainability and lifecycle - embodied energy, local vs. imported sourcing, maintenance demands, and VOC content for indoor air quality. ● Reading a product data sheet - extracting specification-relevant information; introduction to IS 1708, IS 2553, IS 13630, and NBC 2016.
Module 2: Substrates and Base Materials - What Lies Beneath Every Finish
Masonry and Concrete as Substrate ● Brick walls - bonding patterns (English, Flemish), surface condition, and plastering requirements. ● Stone walls - granite, marble, sandstone, slate - surface conditions and adhesion behaviour. ● Concrete block walls - solid, hollow, AAC - properties and plastering behaviour. ● Cast-in-place vs. precast concrete - surface conditions and finish adhesion implications. ● Construction and expansion joints as constraints on interior finishes. Plaster, Screed, and Waterproofing ● Cement plaster, gypsum plaster, lime plaster - properties and finish quality. ● Sand-cement screed - thickness, flatness tolerance, and drying time as floor finish substrate. ● Waterproofing membranes for wet-area finishes - substrate preparation as the critical performance factor. Staircases as Interior Elements ● Staircase types - dog-legged, open-well, spiral, helical - as encountered in interior projects. ● Stair geometry - riser, tread, nosing, handrail heights, and NBC 2016 compliance. ● Stair construction types (RCC waist slab, steel stringer, timber) and applicable finish materials.
Module 3: Ceramics, Natural Stone, and Basic Surface Coatings
Ceramics and Tiles ● Manufacturing - ceramic vs. vitrified, relevance of the difference for interior applications. ● Key specifications - PEI rating, water absorption, slip resistance (R-rating), rectified vs. non-rectified edges. ● Mosaic tiles - glass, ceramic, and stone types. ● Tile formats, laying patterns (straight, offset, herringbone, diagonal), and their spatial effects. ● Grout types - cement vs. epoxy; fixing methods and adhesive types for different substrates. ● NBC 2016 accessibility provisions for slip resistance in public spaces. Natural Stone ● Types - granite, marble, limestone, slate, sandstone, quartzite - properties and interior applications. ● Stone finishes - polished, honed, flamed, brushed - and selection criteria per zone (floor, wall, wet area). ● Vein matching and book matching in marble. Maintenance and sealing requirements. Basic Surface Coatings ● Paint anatomy - base, pigment, vehicle, additives; types: emulsion, enamel, distemper. ● Layering system - primer, putty, undercoat, finish coat - and the purpose of each layer. ● Sheen levels - matte, eggshell, satin, semi-gloss, gloss - and light reflectance implications. ● VOC content and indoor air quality; textured coatings - sand texture, stucco, grit finish. ● Wood polishes - wax, oil, French polish, melamine, PU - properties and applications. Detailed timber science is covered in MA-II.
Module 4: Material Selection and Documentation
● Material selection process - translating design intent into performance needs, aesthetic direction, budget range, and substrate constraints. ● Developing a material palette - coherence across the three planes (floor, wall, ceiling); use of contrast, texture, and colour temperature.

- Producing a material sample board - professional presentation standards: samples mounted to scale, labelled with product name, manufacturer, finish, and zone. - The finish plan - floor plan annotated with material designations using a consistent key. - Basic specification writing - material name, product reference, finish, fixing method, maintenance note.
Module 5: Finish Plan and Material Specification
- Complete finish plan - IDS-II project floor plan, annotated with material designations across all zones, using a consistent key. - Formal specification entries - minimum three materials, each specified to professional standard: product name, manufacturer reference, finish, substrate requirement, fixing method, maintenance. - Material schedule - table listing every specified material: location, estimated quantity, cost range, and supplier. - FF&E awareness - fixed materials (finishes) vs. furniture, fixtures, and equipment specified separately. Full FF&E scheduling is covered in MA-III (2BBI402, Semester IV). - Sustainability review - identify low-VOC, locally sourced, or recycled content materials; note where sustainable alternatives could be considered.
Course Outcomes
At the end of the course, the student will be able to: CO1: Apply a five-dimension framework to evaluate any interior material and read a product data sheet to extract specification-relevant information. CO2: Identify substrate conditions in a building shell and explain how masonry, concrete, plaster, and screed substrates determine feasible finishes and preparation requirements. CO3: Demonstrate foundational knowledge of ceramics, natural stone, and basic surface coatings - manufacturing, key specifications, selection criteria, and fixing methods. CO4: Produce a professional material sample board, an annotated finish plan, and a basic specification sheet for an interior design project. CO5: Select and justify material choices for a studio design proposal, integrating performance criteria, aesthetic intent, substrate constraints, and sustainability considerations.
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 40% of the maximum marks (20 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 and SEE taken together. CIE: CONTINUOUS INTERNAL EVALUATION 25 marks for the Assignment component and 25 marks for the Internal Assessment Test. The first test is administered after 40–50% syllabus coverage and the second after 85–90% coverage; the average is scaled to 25 marks. The student must secure 50% (25 marks) to qualify in the CIE. Continuous Internal Evaluation: Two Unit Tests each of 30 Marks (duration 01 hour) - First test at the end of 6th week of the semester - Second test at the end of the 14th week of the semester - Two assignments - First assignment at the end of 4th week of the semester - Second assignment at the end of 9th week of the semester Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for 20 Marks (duration 01 hours) - Each method of CIE should have a different syllabus portion of the course).

- CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

SEE: SEMESTER END EXAMINATION

- **50 SEE marks** will be viva based assessed by internal examiner and external examiner appointed by the University. **Note:** Examiners will be from academia / industry experts.
- Evaluation patterns will be based on Design portfolio presentations/ seminars/models.
- The student must secure a minimum of 40% of maximum marks- **(20 marks out of 50 marks)** to qualify in the SEE.

The student needs to submit his/her works done throughout the semester, including rough sheets for the Viva examination, at least one day prior to the Viva work examination to the course teacher/coordinator.

Suggested Learning Resources

Books

- Francis D.K. Ching and Cassandra Adams, Building Construction Illustrated, 5th ed., Wiley, 2014
- Corky Binggeli, Interior Design: A Survey, Wiley - chapters on materials and finishes
- Graeme Brooker and Sally Stone, Basics Interior Design: Materials and Finishes, AVA Publishing
- Roy Chudley, Construction Technology, 3rd ed., Longman, 1999
- National Building Code of India (NBC 2016), Bureau of Indian Standards
- IS 2553 (Safety Glass), IS 1708 (Timber), IS 13630 (Ceramic Tiles) - Bureau of Indian Standards

Web Links and Video Lectures (e-Resources)

- <https://nptel.ac.in> - Building Materials and Construction, IIT lectures.
- <https://ndl.iitkgp.ac.in> - National Digital Library of India
- <https://www.archdaily.com/materials> - case studies with material callouts
- ArchDaily India, Architectural Digest India, Dezeen Interiors - case study research

Skill Development Activities Suggested

- Market Survey 1: Tile showroom visit - samples, PEI/R-ratings, price per sft, fixing methods.
- Market Survey 2: Paint experience centre visit - colour and texture mood board exercise.
- The Layer Plank exercise - hands-on paint layering in the studio.
- Hands-on material evaluation sessions using tile, stone, and coating samples.
- Guest lecture by a practising interior designer or material supplier on real-world specification.
- Field visit to an ongoing interior fit-out site - observe substrate conditions and material application.

II - SEMESTER

DESIGN AND HUMAN EVOLUTION II			
Course Code	2BBI205	CIE Marks	50
Teaching Hours/Week (L:T:S:P:SL)	42:0:0:0:48	SEE Marks	50
Total Hours of Pedagogy	90	Total Marks	100
Type of Examination (SEE)	Theory	Exam Hrs	3 Hours
		Credits	2
Course Overview: This course examines the evolution of interior environments from the medieval period to the nineteenth century, tracing the transformation of sacred, domestic, palatial, and commercial interiors across Europe, Asia, and India. Students explore how religion, politics, craft traditions, technological innovation, and cultural exchange shaped interior space, furniture, ornament, and material culture. Through comparative historical analysis, case studies, and documentation, the course establishes a critical understanding of the development of interior design as a cultural, artistic, and functional discipline.			
Course Objectives: 1. Trace the evolution of medieval, Renaissance, Islamic, Asian, and Indian interiors, examining their spatial organization, decorative traditions, and cultural significance. 2. Analyse the relationship between furniture, craft, materials, ornamentation, and architectural interiors across different historical periods and regions. 3. Evaluate historical interior environments through documentation, comparative analysis, and case studies to understand their relevance to contemporary interior design practice.			
Teaching Learning Process: • Lectures supported by curated visual presentations, historical drawings, digital reconstructions, and documentary films. • Comparative analysis through sketches, measured drawings, timelines, and thematic mapping of historical interiors. • Case study discussions, museum/showroom documentation, heritage site analysis, and student presentations integrating historical research with contemporary design understanding.			
Module-1			
Sacred and Palatial Interiors of Medieval Europe Period: Early Christian → Gothic · 300–1400 CE0 Medieval European sacred interiors from the Early Christian period to the Gothic era. It examines the basilica as a devotional and communal space, the symbolic and spiritual interiors of Byzantine architecture such as Hagia Sophia, and the massive stone interiors of Romanesque cathedrals including Durham Cathedral and Speyer Cathedral. The module further studies Gothic interiors and the role of stained glass and verticality in spaces like Sainte-Chapelle, highlighting how light transformed the sacred interior into a spiritual experience. • Early Christian basilicas and devotional interiors • Hagia Sophia and Byzantine interior aesthetics • Romanesque churches: crypts, arches and masonry • Gothic interiors: ribbed vaults, stained glass and verticality • Sainte-Chapelle and evolution of medieval domestic interiors			
			No. of hours : 5 Hours
Module-2			

Renaissance to Rococo: Decoration, Luxury, and the Domestic Interior**Period: Renaissance → Rococo · 1400–1800 CE**

European interiors from the Renaissance to Rococo periods, focusing on classical proportion, Baroque drama, and Rococo elegance. It includes interiors such as the Palace of Versailles and the works of Gian Lorenzo Bernini, along with Rococo salons, pastel ornamentation, Neoclassical styles, and the development of early furniture forms.

- Renaissance proportion and classical interior principles
- Alberti and Palladio's contribution to interior design
- Baroque interiors: Versailles and Bernini
- Rococo salons, boudoirs and decorative arts
- Neoclassical interiors and early furniture typologies

No. of hours : 5 Hours

Module-3**Medieval to Industrial Craft and the Decorated Interior****Period: Medieval → Industrial Revolution · 500–1900 CE**

Asian interior traditions, including Islamic palace interiors such as Topkapi Palace, Mughal interiors of Fatehpur Sikri and Agra Fort, Chinese Ming scholarly spaces, Japanese Shoin interiors, and the gallery spaces of Angkor Wat. The module highlights spatial organisation, craftsmanship, and cultural expression in Asian interiors.

- Islamic geometry, arabesque and Alhambra interiors
- Gothic stained glass and carved interiors
- Renaissance marquetry, inlay and cabinet making
- Industrial Revolution and mass-produced decorative arts
- William Morris, John Ruskin and the Arts & Crafts Movement

No. of hours : 6 Hours

Module-4**Asian Interiors: Medieval and Mughal-Era****Period: Medieval → Early Modern · 700–1800 CE**

Islamic palace interiors such as Topkapi Palace reflect rich ornamentation, spatial hierarchy, and decorative detailing, while Mughal interiors in Fatehpur Sikri and Agra Fort showcase jali work, symmetry, and courtly planning. Chinese Ming scholarly interiors emphasise simplicity and balance, whereas Japanese Shoin interiors focus on modular planning and minimalism. The galleries of Angkor Wat highlight ceremonial movement and devotional spatial experience.

- Islamic palace interiors and Alhambra
- Mughal interiors: Fatehpur Sikri, Agra Fort, pietra dura and jali
- Chinese Ming scholarly interiors
- Japanese Shoin-zukuri, tokonoma and modular planning
- Angkor Wat galleries and Southeast Asian palace interiors

No. of hours : 6 Hours

Module-5**Indian Vernacular Case Studies****Medieval to Colonial Indian Interior — Courts, Trade, and Transformation****Period: Medieval → Colonial · 700–1900 CE**

Rajasthani havelis feature spatial elements such as chowk, jharokha, and zenana that reflect social hierarchy and climate-responsive design. Mughal interiors, including Sheesh Mahal, showcase mirror work and decorative richness, while Hoysala temple interiors are known for intricate narrative carvings and detailed

surfaces. Colonial bungalows and Indo-Saracenic interiors combine Indian and European architectural influences in planning and decoration.

- Hoysala and Vijayanagara interiors
- Rajasthani haveli: jharokha, chowk, zenana and baithak
- Mughal interiors: Sheesh Mahal, pietra dura and mirror work
- Colonial bungalow and Indo-Saracenic interiors
- Case Study: Spatial analysis of a Rajasthani Haveli

No. of hours : 6 Hours

Course Outcomes

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

CO1: Explain the evolution of medieval, Renaissance, Islamic, Asian and Indian interior environments, identifying their cultural, spatial and historical characteristics.

CO2: Analyse the influence of religion, politics, craftsmanship, materials and decorative traditions on the development of historical interiors and furniture.

CO3: Compare Western, Asian and Indian interior styles by evaluating their planning principles, ornamentation, furniture, and material culture.

CO4: Evaluate historical furniture, decorative arts, and craft traditions in relation to manufacturing techniques, cultural identity and contemporary interior design.

CO5: Apply historical research methods through case studies, visual documentation, analytical drawings and presentations to interpret significant historical interior environments.

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 40% of the maximum marks (20 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 and SEE taken together.

CIE -Continuous Internal Evaluation

- Two Unit Tests each of 30 marks (duration 01 hour).
- First test at the end of the 6th week of the semester.
- Second test at the end of the 14th week of the semester.
- Two assignments: First assignment at the end of the 4th week of the semester; Second assignment at the end of the 9th week of the semester.
- Group discussion / Seminar / Quiz -any one suitably planned to attain the COs and POs -for 20 marks (duration 01 hour).
- Each method of CIE should address a different portion of the syllabus. CIE methods and question papers are designed to attain different levels of Bloom's Taxonomy as per the outcomes defined for the course.

SEE -Semester End Examination

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the subject (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.
- Students must answer 5 full questions, selecting one full question from each module.

The student must secure 40% (20 marks) to qualify in the SEE

Suggested Learning Resources:

Books

- Francis D.K. Ching and Corky Binggeli, Interior Design Illustrated, 4th Edition, Wiley, 2018.
- Penelope Hobhouse, The Story of Interior Design, DK Publishing, 2016.
- Judith Miller, Furniture: World Styles from Classical to Contemporary, DK Publishing, 2005.
- Owen Jones, The Grammar of Ornament, Princeton Architectural Press (Reprint Edition), 2002.
- Percy Brown, Indian Architecture (Islamic Period), D.B. Taraporevala Sons & Co.
- John Pile and Judith Gura, A History of Interior Design, 4th Edition, Laurence King Publishing, 2014.
- Mario Praz, An Illustrated History of Interior Decoration: From Pompeii to Art Nouveau, Thames & Hudson, 1982.

Web Links and Video Lectures (e-Resources)

- <https://ndl.iitkgp.ac.in> – National Digital Library of India
- <https://www.vam.ac.uk> – V&A Museum: Furniture, interiors, decorative arts, and design history
- <https://artsandculture.google.com> – Google Arts & Culture: Virtual museum tours and historic interiors
- <https://www.metmuseum.org> – The Metropolitan Museum of Art: Furniture and Decorative Arts Collection
- <https://whc.unesco.org> – UNESCO World Heritage Centre: Medieval, Mughal, and Historic World Heritage Sites
- <https://smarthistory.org> – Smarthistory: Medieval, Renaissance, Islamic, and Asian Art & Architecture

Skill Development Activities Suggested:

- Guest lecture by a practising interior designer, conservation architect, or design historian on the evolution of medieval, Renaissance, Mughal, and colonial interiors.
- Heritage documentation of a palace, haveli, fort, museum, or colonial building through measured sketches, photography, and spatial analysis.
- Comparative sketch workshop on historical furniture styles, interior ornamentation, and decorative elements from European, Asian, and Indian traditions.
- Case study presentation analysing a significant historical interior (e.g., Hagia Sophia, Versailles, Alhambra, Fatehpur Sikri, or a Rajasthani Haveli), focusing on spatial organization, furniture, materials, and decorative systems.

Indian Constitution and Engineering Ethics			
Course Code	2BBI206/1BIC0207	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0	SEE Marks	---
Total Hours of Pedagogy	01Hours/Week	Total Marks	50
Credits	00	Exam Hours	-
Course objectives: This course will enable the students 1. To know about the basic structure of the Indian Constitution. 2. To know the Fundamental Rights (FRs), DPSP's, and Fundamental Duties (FD's) of our constitution. 3. To know about our Union Government, political structure & codes, and procedures. 4. To know the State Executive & Elections system of India. 5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.			
Teaching-Learning Process These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools. (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. 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.			
Module - 1			
Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.			
Module - 2			
FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building.			
Module - 3			
Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.			
Module - 4			
State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.			
Module-5			
Professional Ethics: Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics. Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.			
Course outcome (Course Skill Set) : At the end of the course the student will be able to :			
CO1	Analyse the basic structure of Indian Constitution.		

CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

Assessment Structure:

The course is assessed **only through Continuous Internal Assessment (CIA) for 50 marks** and does not have a **Semester-End Examination (SEE/SEB)**. Further, the course carries **no credits**.

Accordingly, the concerned faculty member shall conduct the prescribed **internal tests and other continuous/cumulative assessment activities** as applicable. The marks obtained through the various assessment components shall be consolidated and **scaled/averaged to a maximum of 50 marks**.

The concerned faculty member shall upload the final CIA marks, out of 50, on the **University Web Portal** whenever the marks are called for or the portal is opened for entry.

Suggested Learning Resources:

Textbook:

1. **“Constitution of India” (for Competitive Exams)** - Published by Naidhruva Edutech Learning Solutions, Bengaluru. – 2022.
2. **“Engineering Ethics”**, M.Govindarajan, S.Natarajan, V.S.Senthilkumar, Prentice –Hall, 2004.

Reference Books:

1. **“Samvidhana Odu” - for Students & Youths by Justice HN Nagamohan Dhas, Sahayana, kerekon.**
2. **“Constitution of India, Professional Ethics and Human Rights”** by Shubham Singles, Charles E. Haries, and et al: published by Cengage Learning India, Latest Edition – 2019.
3. **“Introduction to the Constitution of India”, (Students Edition.) by Durga Das Basu (DD Basu):** Prentice –Hall, 2008.
4. **“The Constitution of India”** by Merunandan K B: published by Merugu Publication, Second Edition, Bengaluru.

Rubrics for Learning Activity (Based on the nature of learning activity, design the rubrics for each activity):

	Superior	Good	Fair	Needs Improvement	Unacceptable
Performance Indicator- 1 (CO/PO Mapping)					
Performance Indicator-2 (CO/PO Mapping)					
...					
Performance Indicator-n (CO/PO Mapping)					

Suggested Learning Activities may include (but are not limited to):

- Course Project
- Case Study Presentation
- Programming Assignment
- Tool/Software Exploration
- Literature Review
- Open Book Test (preferably at RBL4 and RBL5 levels)
- GATE-based Aptitude Test
- Assignment (at RBL3, RBL4, or RBL5 levels)
- Any other relevant and innovative academic activity
- Use of MOOCs and Online Platforms

Suggested Innovative Delivery Methods may include (but are not limited to):

- Flipped Classroom
- Problem-Based Learning (PBL)
- Case-Based Teaching

- Simulation and Virtual Labs
- Partial Delivery of course by Industry expert/ industrial visits
- ICT-Enabled Teaching
- Role Play

Scientific Foundations of Health

Course Title:	Scientific Foundations of Health		
Course Code:	2BBI207	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	00
		Total Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	
Total Hours of Pedagogy	15 hours	Credits	00(PP)
Course objectives The course Scientific Foundations of Health (22SFH18/28) will enable the students, 1. To know about Health and wellness (and its Beliefs) & It's balance for positive mindset. 2. To Build the healthy lifestyles for good health for their better future. 3. To Create a Healthy and caring relationships to meet the requirements of good/social/positive life. 4. To learn about Avoiding risks and harmful habits in their campus and outside the campus for their bright future 5. To Prevent and fight against harmful diseases for good health through positive mindset			
Teaching-Learning Process These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools. (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. 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.			
Module-1		(03 hours of pedagogy)	
Good Health & It's balance for positive mindset: Health -Importance of Health, Influencing factors of Health, Health beliefs, Advantages of good health, Health & Behavior, Health & Society, Health & family, Health & Personality, Psychological disorders-Methods to improve good psychological health, Changing health habits for good health.			
Module-2		(03 hours of pedagogy)	
Building of healthy lifestyles for better future: Developing healthy diet for good health, Food & health, Nutritional guidelines for good health, Obesity & overweight disorders and its management, Eating disorders, Fitness components for health, Wellness and physical function, How to avoid exercise injuries.			
Module-3		(03 hours of pedagogy)	
Creation of Healthy and caring relationships : Building communication skills, Friends and friendship - Education, the value of relationship and communication skills, 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		(03 hours of pedagogy)	
Avoiding risks and harmful habits : Characteristics of health compromising behaviors, Recognizing and avoiding of addictions, How addiction develops, Types of addictions, influencing factors of addictions, Differences between addictive people and non addictive people & their behaviors. Effects of addictions Such as..., how to recovery from addictions.			
Module-5		(03 hours of pedagogy)	
Preventing & fighting against diseases for good health: How to protect from different types of infections, How to reduce risks for good health, Reducing risks & coping with chronic conditions, Management of chronic illness for Quality of life, Health & Wellness of youth :a challenge for upcoming future, Measuring of health & wealth status.			

Course outcome (Course Skill Set) :

At the end of the course Scientific Foundations of Health (22SFH18/28) the student will be able to:

CO1	To understand and analyse about Health and wellness (and its Beliefs) & Its balance for positive mindset.
CO2	Develop the healthy lifestyles for good health for their better future.
CO3	Build a Healthy and caring relationships to meet the requirements of good/social/positive life.
CO4	To learn about Avoiding risks and harmful habits in their campus and outside the campus for their bright future.
CO5	Prevent and fight against harmful diseases for good health through positive mindset.

Assessment Details (both CIE and SEE) :

As course is not having any credits, assessment method for study is only Continuous Internal Assessment (CIE). Maximum marks meant for CIE is **50 marks**. The students have to score **40%** of the maximum marks of CIE (20 marks out of 50) to qualify in this course. Teacher is free to design the method of conduction of CIE in order to meet the objectives of the course. However, the following CIE methods are suggested:

Continuous Internal Evaluation(CIE) :**Two Unit Tests each of 30 Marks (duration 01 hour)**

- 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

Suggested Learning Resources:**Textbook:**

1. "Scientific Foundations of Health" – Study Material Prepared by Dr. L Thimmesha, Published in VTU - University Website.
2. "Scientific Foundations of Health", (ISBN-978-81-955465-6-5) published by Infinite Learning Solutions, Bangalore – 2022.
3. **Health Psychology - A Textbook**, FOURTH EDITION by Jane Ogden McGraw Hill Education (India) Private Limited - Open University Press.

Reference Books:

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 (Ninth Edition)** by SHELLEY E. TAYLOR - University of California, Los Angeles, McGraw Hill Education (India) Private Limited - Open University Press.
3. **SWAYAM / NPTEL/ MOOCS/ We blinks/ Internet sources/ YouTube videos** and other materials / notes.
4. **Scientific Foundations of Health (Health & Wellness) - General Books** published for university and colleges references by popular authors and published by the reputed publisher.

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
- ✓ Organising Group wise discussions Connecting to placement activities
- ✓ Quizzes and Discussions, Seminars and assignments

Indian Constitution and Engineering Ethics			
Course Code	2BBI206/1BIC02 07	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0	SEE Marks	---
Total Hours of Pedagogy	01Hours/Week	Total Marks	50
Credits	00 (PP)	Exam Hours	-
Course objectives: This course will enable the students 1. To know about the basic structure of the Indian Constitution. 2. To know the Fundamental Rights (FRs), DPSP's, and Fundamental Duties (FD's) of our constitution. 3. To know about our Union Government, political structure & codes, and procedures. 4. To know the State Executive & Elections system of India. 5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.			
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Module - 1			
Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.			
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Module-5			
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Assessment Structure:

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Accordingly, the concerned faculty member shall conduct the prescribed **internal tests and other continuous/cumulative assessment activities** as applicable. The marks obtained through the various assessment components shall be consolidated and **scaled/averaged to a maximum of 50 marks**.

The concerned faculty member shall upload the final CIA marks, out of 50, on the **University Web Portal** whenever the marks are called for or the portal is opened for entry.

Note: Before entering CIE marks in the VTU web portal, the teacher shall verify whether the system requires marks to be entered **out of 50 or out of 100**. The marks shall be entered accordingly. If the portal requires marks to be entered out of 100, the system will scale them down to 50 marks as per the prescribed scheme.

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- Case-Based Teaching
- Simulation and Virtual Labs
- Partial Delivery of course by Industry expert/ industrial visits
- ICT-Enabled Teaching
- Role Play