VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI.

Scheme of Teaching and Examinations and Syllabus
M. ARCH. INTERIOR ARCHITECTURE
(Effective from Academic year 2022-23)

AS PER COA:

PCC: Professional Core Courses: 50-55%

PSC: Professional supporting Course 20-25%

PCE: Professional Core Elective 15-20%

PAE: Professional Ability Enhancement:10%

OE: Open Elective: 2-5%

NEP 2020 Principles:

Main features:

1. Broad-based

2.Multi-disciplinary

3. Holistic Graduate education with a flexible curriculum

4.Creative combinations of subjects

5. Integration of vocational education

6. Self-learning process

7. Student-centric learning process rather than teaching

INTERIOR DESIGN STUDIO – I			
Course Code	**22AID11**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	2:6:0	SEE [VIVA] Marks	50
Total Hours of Pedagogy	128	Total Marks	100
Credits	08	Exam Hours	--

Course Objectives
Understand how to
Evolve method of studies, analysis & design process.
Resolve complex issues in interior spaces through design language
Institutional spaces & Exhibition Displays

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The studio will be divided into the practical and the theory part. The theory will consist of the faculty introducing and sharing various standards and other material required for the studio work.
2. Practical aspect will involve the site visit and other case study visits by the students for better understanding.
3. The students will also be given reference book list and other online repository portals that they can learn and refer to for the studio.

Course outcomes: AID
At the end of the course the student will be able to:
Do detailed studies and analysis of design processes
Develop design skills for Institutional spaces & exhibition displays
Develop an integrated approach to interior design through sustainable techniques
Resolve complex issues in interior spaces through design language

Assessment Details (both CIE and SEE)
Continuous Internal Evaluation
The CIE will be progressive marking:
Each week discussion will be marked and considered for 50 + Internal Reviews for 50 + External Reviews for 50 + final Portfolio for 50.
Total 200 will be then reduced to 50
Semester End Examination
Will be a VIVA for 50 marks.
The VIVA VOCE examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters..
The VIVA VOCE duration will be 20 minutes each per student for I, II and III Semesters

Textbook/ Textbooks

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	Rethinking Design and Interiors: Human Beings in the Built Environment	Shashi Caan.	Laurence King Publishing	2011
(2)	Interior Design	John Pile	Pearson/Prentice Hall	2003

Reference Books

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	Interior design Illustrated	Francis.D.K.Ching Corky Binggeli	Wiley	2018
(2)	Time Saver standards for Interior Design & Space Planning	Joseph de Chiara, Julius Panero and Martin Zelnik	McGraw Hill Professional	2003

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Do detailed studies and analysis of interior design processes	L2
CO2	Develop design skills for Institutional spaces & exhibition displays	L2
CO3	Develop an integrated approach to interior design through sustainable techniques	L3
CO4	Develop skills resolve complex issues in interior spaces through design language	L4

Program Outcome of this program. (ID)

Sl. No.	Description	Pos
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	M	0	L	M	H	M	M
CO2	H	H	M	M	M	M	M	L
CO3	H	L	L	0	H	L	H	M
CO4	L	H	M	H	L	H	M	M

H – High , M – Medium, L – Low

INTERIOR DESIGN MATERIALS & CONSTRUCTION – I			
Course Code	**22AID12**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	2:1:1	SEE [VIVA] Marks	50
Total Hours of Pedagogy	64	Total Marks	100
Credits	04	Exam Hours	--

Course Objectives
To facilitate the understanding of the properties of materials used in interiors
To enable a better understanding of the joineries of wood and stone
To emphasize the need for sustainable materials and the alternative available

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The studio will be divided into the practical and the theory part. The theory will consist of the faculty introducing the topic and its application as well as the various techniques employed in the construction process.
2. Practical aspect will involve the site visits and other case study visits by the students for better understanding of the material and its practical application.
3. The students will also be given reference book lists and other online repository portals that they can learn and refer to for the studio.

Module-1

Wood: Physical properties – growth rings, knots, heart wood and sap wood. Colour, water content, Structure. Hard wood and soft wood.

Teaching-Learning Process	**Direct method** :Lecture supported by conventional method of Blackboard and chalk to introduce the material wood and its properties
	ICT and Digital support: Power point presentation to elaborate on the various types and properties of wood and Video to demonstrate about growth rings and knots and sap wood.

Module-2

Joineries – dovetail, scissor joint etc., Uses & defects of wood.

Teaching-Learning Process	**Direct method**: Lecture supported by conventional method of Blackboard and chalk to introduce the topic of joineries.
	ICT and Digital support: Video to demonstrate the process of various methods of joining wood. Power point presentation to elaborate the details of the joineries, defects and uses of wood.
	Collaborative and Cooperative learning: Students should work on various joinery techniques to understand wood joinery better.

Module-3

Metal: Ferrous & non-ferrous metals – steel, copper, brass.
Steel – material properties, types of steel, treatments, history of steel making.
Copper – physical characteristics, history, applications, degradation.
Brass – physical properties, corrosion resistance, history, applications.

Teaching-Learning Process	**ICT and Digital support**: Video to demonstrate the various metal types and their uses
	Power point presentation to elaborate on the material properties, characteristics, treatments and applications
	Collaborative and Cooperative learning: Students should work on various metals to understand the properties and applications of each

Module-4

Stone: Natural & engineered stones.
Granite –types of granite – based on composition, finishes. Uses ofgranite.
Marble – composition & physical characteristics, finishes. Uses & applications of marble.
Engineered stones – composition, properties. Uses & applications.

Teaching-Learning Process	**Direct method**: Lecture supported by conventional method of Blackboard and chalk to introduce the natural and engineered stones
	ICT and Digital support: Video to demonstrate the process of creating engineered stones
	Power point presentation to elaborate on the types of granites, marbles, engineered stones and their uses and applications

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	L	0	M	H	M	M
CO2	H	0	L	0	M	H	M	M
CO3	H	L	L	M	H	L	H	M
CO4	H	L	M	H	L	M	H	H
CO5	M	M	M	M	H	H	H	M

H – High , M – Medium, L – Low

BASIC ENVIRONMENTAL SCIENCE FOR INTERIORS			
Course Code	**22AID13**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	**48**	Total Marks	100
Credits	03	Exam Hours	03

Course Objectives
To facilitate the understanding of thermal comfort in building interiors
To enable a better understanding of lighting and types of fixtures and forms of lighting
To introduce fundamentals of acoustics and the various acoustical materials

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The pedagogy will focus on both theory and practical aspects of the subject
2. Use of instruments and software along with site visits to understand the concepts
3. Use of visuals, video and audio will be used to augment the teaching process
   Seminars and talks from the leading experts in the field will be planned for relevant topics

Module-1

Thermal Comfort
Thermal comfort in interior spaces, comfort zone, thermal neutrality, thermal indices – metabolic
rate, clothing insulation, air temperature, mean radiant temperature, air speed, relative humidity, predicted mean vote (PMV).

Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of thermal comfort
	ICT and Digital support: Power point presentation to elaborate on the various terminologies and definitions

Module-2

Significance of thermal comfort, sick building syndrome, indoor air quality.
Factors influencing thermal comfort, operative temperature. Thermal comfort models – Elevated air speed method, Local thermal discomfort, adaptive comfort model.
Thermoregulation – physiological, behavioural. Effects of natural ventilation on thermal comfort. Thermal comfort in different regions. Thermal stress.

Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of indoor air quality
	ICT and Digital support: Power point presentation to elaborate on the various vactors of thermal comfort, indoor air quality, thermal comfort models, thermal stress etc

Module-3

Lighting
History of lighting, Light fixtures – types and characteristics.
Types of lighting – task, accent & general lighting and its methods.
Forms of lighting – indoor & outdoor. Lamps – ballast, fluorescent, halogen, neon, LED & CFL.

Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce history of lighting
	ICT and Digital support: Power point presentation to elaborate on the history of lighting, types, characteristics and forms of lighting

Module-4

Photometric studies. On stage & set lighting. Photometry – Illuminance, Luminance, Lux.
Colour properties – colour temperature, colour rendering index.

Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of photometric studies
	ICT and Digital support: Power point presentation to elaborate on photometric studies, colour properties, illuminance, luminance and lux

Module-5

Acoustics
History of acoustics, fundamental concepts of acoustics, sound propagation, frequency, transduction in acoustics. Acoustic material, properties and sound absorbents.

Teaching-Learning	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce the

Process	*fundamentals of acoustics*
	ICT and Digital support*: Power point presentation to elaborate on the history of acoustics, the concepts and definitions, materials properties and absorbents* *Video to demonstrate the properties and materials and the method of applying acoustics in interiors*

Assessment Details (both CIE and SEE)

CIE: The CIE will be based on Internal Tests and Assignments.

Internal tests:

- One test of 50 marks will be conducted for Every CIA cycle. Total 3 tests per semester.
- One Assignment for 20 marks or two assignments for 10 marks each will be considered for each CIA cycle.
- Assignments can consist of Sketches for 10 marks and written answers for 10 marks. It can also be 10 marks for Quiz and 10 marks for seminar presentation.
- Any combination of the above will be considered for the 20 marks component.
- The total of 50+20 =70 will be reduced to 50

SEE: Will be a written exam for 100 marks reduced to 50.

Question paper pattern:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have ten full questions carrying equal marks.
- Each full question is for 20 marks.
- There will be two full questions (with a maximum of four sub questions) from each module.

The students will have to answer five full questions, selecting one full question from each module**.**

Textbook/ Textbooks

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	Building Systems: Design Technology and Society	Kiel Moe, Ryan.E.Smith	Routledge	2012
(2)	Fundamentals of Lighting	Susan M. Winchip	Bloomsbury Academic	2nd Edition

Reference Books

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	Handbook of Acoustics	Malcolm J. Crocker	Wiley	1998
(2)	The Theory of Sound,	J. W. S. Rayleigh	Dover Publications	2013, Volume One: Unabridged Second
(3)	Theoretical Acoustics	Philip McCord Morse	Princeton University Press	1968

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Understand fundamentals of basic environmental science for interiors	L2
CO2	Develop the knowledge to demonstrate an understanding of thermal comfort in a building interior	L3
CO3	Develop the knowledge to demonstrate an understanding of lighting needs in a building interior	L3
CO4	Develop the knowledge to demonstrate an understanding of colour psychology and its application in a building interior	L3
CO5	Develop the knowledge to demonstrate an understanding of acoustical needs in a building interior	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	L	0	M	H	M	M
CO2	H	H	M	L	M	L	M	L
CO3	H	L	L	L	H	L	H	L
CO4	H	L	L	L	H	L	H	L
CO5	H	L	L	L	H	L	H	L

H – High , M – Medium, L – Low

FURNITURE DESIGN & DETAILING			
Course Code:	**22AID14**	CIE Marks:	50
Teaching Hours/Week (L:P:SDA):	0:2:4	SEE [TW] Marks:	50
Total hours of pedagogy	64	Total Marks	100
Credits	04	Exam Hours	--

Course Objectives
To facilitate the understanding the concepts of furniture design
To enable a better understanding of use of critical judgement in furniture design and detailing
To introduce different materials and their applications for various types of furniture

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The pedagogy will focus on both the theoretical and practical aspects of furniture design
2. Factory visits to understand the process of manufacturing furniture
3. Seminars and talks from the leading experts in the field will be planned for relevant topics
Visit to leading brand showrooms/studios to understand the anthropometry and current market trends

Module-1	
History & Concepts Of Furniture Design	
History of furniture from early days to industrial revolution. Study of various styles, systems & products available in the market.	
Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce history of Furniture design and its various concepts *ICT and Digital support*: Power point presentation to elaborate on the history of furniture, various styles, systems and products

Module-2	
Theory Of Furniture Design & Design Parameters	
Descriptive & normative theories, intensive studies of furniture, theory of manufacturing and usability, beauty and aesthetics of furniture, semiotics of furniture, aesthetics of furniture.	
Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce theory of furniture design *ICT and Digital support*: Power point presentation to elaborate on the theory of furniture design, design parameters, the theory of aesthetics, semiotics and manufacturing in furniture.

Module-3	
Materials In Furniture Design	
Bentwood, tubular steel, plywood, chipboard, plastics, paper. Its properties, applications and designers who patronized them.	
Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce about the various materials and their properties *ICT and Digital support*: Power point presentation to elaborate on the various types of material, their properties and applications Videos about the designers who prefer certain materials and their products

Module-4	
Trends In Furniture Design	
Marcel Bruer, Harry Bertoia, Mario Bellini, Achille Castiglioni, Antonio Citterio, John Cobb, JoeColombo, Ray & Charles Eames, Tom Dixon, Gio Ponti, Arne Jacobsen	
Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce the trends in furniture design *ICT and Digital support*: Power point presentation to elaborate on the many designers of furniture form historical to modern times Videos of some of the work and methods of the famous designers

Module-5	
Florence Knoll, Ross Lovegrove, Mackintosh, Enzo Mari, Verner Panton, Jean Provue, Patricia Urquiola, Philippe Starck, Karim Rashid.	
Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce the trends in furniture design *ICT and Digital support*: Power point presentation to elaborate on the many designers of furniture

	form historical to modern times
	Videos of some of the work and methods of the famous designers
	Collaborative and Cooperative learning: *Students should work on a furniture design that incorporates all the learning from the above.*

Assessment Details (Only CIE)
Continuous Internal Evaluation:
Each week discussion will be marked and considered for 50 + Internal Reviews for 50 + External Reviews for 50
Total 150 will be then reduced to 50
Semester End Examination
Will be a TERM WORK for **50 marks**.
The TERM WORK examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters of the final portfolio of work submitted by each student.

Textbook/ Textbooks

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	Furnish – Furniture & Interior Design for the 21st Century	Birga Meyer, Robert Klanten, Sophie Lovell	Prestel Publications	2007, Digitized 2011
(2)	Product design	Tucker Veimeistu	PBC intl	1994

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Understand the theory and history of furniture design and the fundamentals of the same.	L2
CO2	Understand the various trends in furniture design and the designers methodologies	L2
CO3	To develop the use of critical judgement in furniture design and detailing	L4
CO4	Develop a conceptual model of a furniture that is practical	L4

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	L	0	L	H	M	L
CO2	H	0	M	0	L	M	M	L
CO3	H	L	L	M	H	H	H	H
CO4	H	L	M	H	M	H	M	M

H – High , M – Medium, L – Low

ADVANCED CAD			
Course Code	**22AID15**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	0:2:0	SEE [TW] Marks	50
Total Hours of Pedagogy	**32**	Total Marks	100
Credits	02	Exam Hours	--

Course Objectives
To facilitate the understanding the concepts of Computer Aided Design
To enable learning of software skills
To introduce the latest software

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The pedagogy will focus on rigorous practice of software skills through exercises and applications of the software learnt in other subjects like the design studio and the furniture design studio.
2. Workshops from the leading experts in the field will be planned for relevant topics

Module-1	
3D Modelling 3D Modelling using Revit, auto cad. Wire frame, surface & solid modelling.	
Teaching-Learning Process	*Collaborative and Cooperative learning*: *Students should work on BIM model as individual work. The research and learning to be share with the class*

Module-2	
Rendering Rendering using 3DSMax & Presentation Techniques	
Teaching-Learning Process	*Collaborative and Cooperative learning*: *Students should work on BIM model as individual work. And use the rendering software. The research and learning to be share with the class*

Module-3	
Walkthrough Presentation through still images & walkthrough	
Teaching-Learning Process	*Collaborative and Cooperative learning*: *Students should work on the walkthrough presentation as individual work. The research and learning to be share with the class*

Module-4	
Graphics Adobe Photoshop & Illustrator for graphic design & corrections Aldus Photostyle, Adobe premiere sound forge, Director & razor pro for A-V Editing Alternative software – Accu render, Artisan, Spotlight ray tracer.	
Teaching-Learning Process	*Collaborative and Cooperative learning*: *Students should work on graphics as individual work. The research and learning to be share with the class*

Module-5	
Simulation Software Light scape; CATIA Eco Software.	
Teaching-Learning Process	*Collaborative and Cooperative learning*: *Students should work on the simulation software as individual work. The research and learning to be share with the class*

Course outcomes:
At the end of the course the student will be able to:
Understand advanced CAD skills.

Assessment Details (CIE only)
Continuous Internal Evaluation: The CIE will be based on Internal Tests and Assignments.
Internal tests:
- One test of 50 marks will be conducted for Every CIA cycle. Total 3 tests per semester.
- One Assignment for 20 marks or two assignments for 10 marks each will be considered for each CIA cycle.
- Assignments will consist of 10 marks for Quiz and 10 marks for seminar presentation or 10 marks for each submission of the exercises given.

- Any combination of the above will be considered for the 20 marks component.

The total of 50+20 =70 will be reduced to **50marks**

Semester End Examination

Will be a TERM WORK for **50 marks**.

The TERM WORK examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters of the final portfolio of work submitted by each student.

Textbook/ Textbooks

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	Mastering Autodesk Revit Architecture 2013	Phil Read, James Vandezande , Eddy	Wiley Publishing	2012
(2)	Interior Design Visual Presentation: A Guide to	Maureen Mitton	Wiley Publishing	2018

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	To develop an understanding and learning of software skills	L2
CO2	Understand advanced CAD and 3D skills.	L3
CO3	Develop models with simulation software	L3
CO4	To apply the graphics presentation skills for their design presentation	L4

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	L	0	L	H	0	H	M	M
CO2	L	0	L	H	0	M	M	M
CO3	L	L	L	H	0	L	M	M
CO4	L	L	L	H	0	L	M	M

H – High , M – Medium, L – Low

RESEARCH METHODOLOGY AND IPR			
Course Code	**22AID16**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	1:0:2	SEE Marks	50
Total Hours of Pedagogy	32	Total Marks	100
Credits	02	Exam Hours	03

Course Objectives

To understand research methodology and the techniques of defining a research problem

To enable a better understanding of various data collecting techniques

To introduce IPR and the various related regulations in India

Pedagogy (Method and Practice of Teaching, Self-Study**)**

1. The pedagogy will focus on introducing the students to a research mindset
2. Examples of various paper writing and research methodologies will be shown
3. Use of visuals, video and audio will be used to augment the teaching process
4. Workshops and talks from the leading experts in the field will be planned for relevant topics

Module-1	
Research Methodology: Introduction, Meaning of Research, Objectives of Research, Motivation in Research, Types of Research, Research Approaches, Significance of Research, Research Methods versus Methodology, Research and Scientific Method, Importance of Knowing How Research is Done, Research Process, Criteria of Good Research, and Problems Encountered by Researchers in India. **Defining the Research Problem:** Research Problem, Selecting the Problem, Necessity of Defining the Problem, Technique Involved in Defining a Problem, An Illustration.	
Teaching-Learning Process	***Direct method****: Lecture supported by conventional method of Blackboard and chalk to introduce Research Methodology and the various associated concepts* ***ICT and Digital support****: Power point presentation to elaborate on the various topics of research methodology*

Module-2	
Reviewing the literature: Place of the literature review in research, bringing clarity and focus to your research problem, improving research methodology, broadening knowledge base in research area, enabling contextual findings, how to review the literature, searching the existing literature, reviewing the selected literature, developing a theoretical framework, developing a conceptual framework, writing about the literature reviewed. **Research Design:** Meaning of Research Design, Need for Research Design, features of a Good Design, Important Concepts Relating to Research Design, Different Research Designs, Basic Principles of Experimental Designs, Important Experimental Designs.	
Teaching-Learning Process	***Direct method****: Lecture supported by conventional method of Blackboard and chalk to introduce literature review and research design.* ***ICT and Digital support****: Power point presentation to elaborate on literature review, theoretical framework, research design etc*

Module-3	
Design of Sampling: Introduction, Sample Design, Sampling and Non-sampling Errors, Sample Survey versus Census Survey, Types of Sampling Designs. **Measurement and Scaling:** Qualitative and Quantitative Data, Classifications of Measurement Scales, Goodness of Measurement Scales, Sources of Error in Measurement Tools, Scaling, Scale Classification Bases, Scaling Techniques, Multidimensional Scaling, Deciding the Scale. **Data Collection**: Experimental and Surveys, Collection of Primary Data, Collection of Secondary Data, Selection of Appropriate Method for Data Collection, Case Study Method.	
Teaching-Learning Process	***Direct method****: Lecture supported by conventional method of Blackboard and chalk to introduce various movements and their impact on India* ***ICT and Digital support****: Power point presentation to elaborate on the impact of various modern movements and masters on the Indian building scenario* ***Collaborative and Cooperative learning****: Students should do a case study of any Indian master and their style of interior design the learning and research should be shared with the class*

Module-4

Testing of Hypotheses: Hypothesis, Basic Concepts Concerning Testing of Hypotheses, Testing of Hypothesis, Test Statistics and Critical Region, Critical Value and Decision Rule, Procedure for Hypothesis Testing, Hypothesis Testing for Mean, Proportion, Variance, for Difference of Two Mean, for Difference of Two Proportions, for Difference of Two Variances, P-Value approach, Power of Test, Limitations of the Tests of Hypothesis.

Chi-square Test: Test of Difference of more than Two Proportions, Test of Independence of Attributes, Test of Goodness of Fit, Cautions in Using Chi Square Tests.

Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce Hypotheses testing *ICT and Digital support*: Power point presentation to elaborate on the different topics of hypotheses testing and Chi square tests

Module-5

Interpretation and Report Writing: Meaning of Interpretation, Technique of Interpretation, Precaution in Interpretation, Significance of Report Writing, Different Steps in Writing Report, Layout of the Research Report, Types of Reports, Oral Presentation, Mechanics of Writing a Research Report, Precautions for Writing Research Reports.

Intellectual Property: The Concept, Intellectual Property System in India, Development of TRIPS Complied Regime in India, Patents Act, 1970, Trade Mark Act, 1999,The Designs Act, 2000, The Geographical Indications of Goods (Registration and Protection) Act1999, Copyright Act,1957,The Protection of Plant Varieties and Farmers' Rights Act, 2001,The Semi-Conductor Integrated Circuits Layout Design Act, 2000, Trade Secrets, Utility Models, IPR and Biodiversity, The Convention on Biological Diversity (CBD) 1992, Competing Rationales for Protection of IPRs, Leading International Instruments Concerning IPR, World Intellectual Property Organisation (WIPO),WIPO and WTO, Paris Convention for the Protection of Industrial Property, National Treatment, Right of Priority, Common Rules, Patents, Marks, Industrial Designs, Trade Names, Indications of Source, Unfair Competition, Patent Cooperation Treaty (PCT), Advantages of PCT Filing, Berne Convention for the Protection of Literary and Artistic Works, Basic Principles, Duration of Protection, Trade Related Aspects of Intellectual Property Rights(TRIPS) Agreement, Covered under TRIPS Agreement, Features of the Agreement, Protection of Intellectual Property under TRIPS, Copyright and Related Rights, Trademarks, Geographical indications, Industrial Designs, Patents, Patentable Subject Matter, Rights Conferred, Exceptions, Term of protection, Conditions on Patent Applicants, Process Patents, Other Use without Authorization of the Right Holder, Layout-Designs of Integrated Circuits, Protection of Undisclosed Information, Enforcement of Intellectual Property Rights, UNSECO.

Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce Intellectual Property concepts *ICT and Digital support*: Power point presentation to elaborate on the impact of various modern movements and masters on the various concepts of Intellectual property

Assessment Details (both CIE and SEE)
Continuous Internal Evaluation: The CIE will be based on Internal Tests and Assignments.
Internal tests:
- One test of 50 marks will be conducted for Every CIA cycle. Total 3 tests per semester.
- One Assignment for 20 marks or two assignments for 10 marks each will be considered for each CIA cycle.
- Assignments will consist of Sketches for 10 marks and written answers for 10 marks. It can also be 10 marks for Quiz and 10 marks for seminar presentation.
- Any combination of the above will be considered for the 20 marks component.
- The total of 50+20 =70 will be reduced to 50

Semester End Examination: Will be a written exam for 100 marks reduced to 50.
Question paper pattern:
The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have ten full questions carrying equal marks.
- Each full question is for 20 marks.
- There will be two full questions (with a maximum of four sub questions) from each module.

| The students will have to answer five full questions, selecting one full question from each module |

Textbooks

Sl No	Title of the	Name of the	Name of the	Edition and
(1)	Research	C.R. Kothari,	New Age	4th Edition,
(2)	Research Methodology a	Ranjit Kumar,	SAGE Publications	3rd Edition, 2011

Reference Books

Sl No	Title of the	Name of the	Name of the	Edition and
(1)	Research Methods: the	Trochim	Atomic Dog Publishing	2005
(2)	Conducting Research Literature	Fink A	Sage Publications	2009

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Discuss research methodology and the technique of defining a research problem	L2
CO2	Explain the functions of the literature review in research, carrying out a literature search, developing theoretical and conceptual frameworks and writing a review.	L2
CO3	Explain various research designs, sampling designs, measurement and scaling techniques and also different methods of data collections.	L3
CO4	Explain several parametric tests of hypotheses, Chi-square test, art of interpretation and writing research reports	L3
CO5	Discuss various forms of the intellectual property, its relevance and business impact in the changing global business environment and leading International Instruments concerning IPR.	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	L	0	M	H	M	M
CO2	H	L	M	0	L	L	M	M
CO3	H	L	L	0	H	L	H	M
CO4	L	L	M	0	L	L	H	M
CO5	M	L	M	0	M	M	H	H

H – High , M – Medium, L – Low

WORKSHOP - I			
Course Code	**22AID17**	CIE Marks	100
Teaching Hours/Week (L:P:SDA)	0:0:4	SEE Marks	--
Total Hours of Pedagogy	64	Total Marks	100
Credits	02	Exam Hours	--

Course Objectives
To facilitate the understanding the concepts of Carpentry
To enable learning of wood joinery and detailing
To introduce cane as a sustainable material

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The pedagogy will focus on rigorous practice of working with wood
2. Workshops from the leading experts in the field will be planned for relevant topics
3. Visit to sites and factories to understand how products are detailed and finished

Module-1	
Wood & Joinery	
Working with wood & wood products to understand material parameters. Wood Joinery Details.	
Teaching-Learning Process	*Collaborative and Cooperative learning*: *Students should work on wood joinery as individual work. The research and learning to be share with the class*

Module-2	
Carpentary Finishes	
Application of veneer / laminates on different timber surfaces	
Teaching-Learning Process	*Collaborative and Cooperative learning*: *Students should work on the finishes as individual work. The research and learning to be share with the class*

Module-3	
Wood polishing, painting and other finishes	
Teaching-Learning Process	*Collaborative and Cooperative learning*: *Students should work on polishing and paianting as individual work. The research and learning to be share with the class*

Module-4	
Ornamental Detailing	
Engraving & carving	
Teaching-Learning Process	*Collaborative and Cooperative learning*: *Students should work on detailing as individual work. The research and learning to be share with the class*

Module-5	
Cane	
Types of cane & its properties – joinery & its finishes Colour & surface quality	
Teaching-Learning Process	*Collaborative and Cooperative learning*: *Students should work on cane as individual work. The research and learning to be share with the class*

Assessment Details (CIE only)
Continuous Internal Evaluation: The CIE will be based on Internal assessment
The students will be assessed on the completion of the exercises given in the workshop.
Each exercise will be marked for 10
Market surveys will also be assessed for 10 marks
The final marking will be for **100**

Reference Books

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	Workshop Idea Book (Taunton Woodworking)	Andy Rae	Taunton Press	2007
(2)	The Complete Book of Wood Joinery	R. J. De Cristoforo	Sterling Publishers	1997

| (3) | Metal Craft Discovery Workshop | Linda O'Brien, Opie O'Brien | Northlight Publishers | 2005 |

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Develop skills for Wood Joinery Details. .	L2
CO2	Develop skills for Carpentry finishes.	L2
CO3	Develop skills for Ornamental detailing and cane work.	L3
CO4	Develop a wood product with joinery and finishes	L4

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	L	0	M	H	M	M
CO2	H	H	M	0	M	M	M	L
CO3	H	L	L	M	H	L	H	M
CO4	0	L	M	H	L	L	M	M

H – High , M – Medium, L – Low

*** END OF I SEMESTER ***

INTERIOR DESIGN STUDIO II			
Course Code	**22AID21**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	2:6:0	SEE [VIVA] Marks	50
Total Hours of Pedagogy	128	Total Marks	100
Credits	08	Exam Hours	--

Course Objective

Resolving complex issues in interior spaces through design language
Evolving method of studies, analysis & design process.
Commercial spaces. Barrier free interiors. Interiors for children or the elderly.

Pedagogy (Method and Practice of Teaching, Self-Study**)**

1. The studio will be divided into the practical and the theory part. The theory will consist of the faculty introducing and sharing various standards and other material required for the studio work.
2. Practical aspect will involve the site visit and other case study visits by the students for better understanding.
3. The students will also be given reference book list and other online repository portals that they can learn and refer to for the studio.

Course outcomes:

At the end of the course the student will be able to:
Develop design skills for Commercial spaces & barrier free design.
Develop design skills with respect to anthropometry of the young and the elderly

Assessment Details (both CIE and SEE)
Continuous Internal Evaluation: The CIE will be progressive marking:
Each week discussion will be marked and considered for 50 + Internal Reviews for 50 + External Reviews for 50 + Final Portfolio for 50.
Total 200 will be then reduced to 50

Semester End Examination:
Will be a VIVA for **50 marks**.
The VIVA VOCE examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters.
The VIVA VOCE duration will be 15 minutes each per student for I, II and III Semesters

Textbook/ Textbooks

Sl	Title of the Book	Name of the	Name of the Publisher	Edition and
(1)	The Fundamentals of Interior Architecture	John Coles, Naomi House	Bloomsbury Publishers	**2007**
(2)	Interior Design	John Pile	Pearson/Prentice Hall	2003

Reference Books

Sl	Title of the Book	Name of the	Name of the Publisher	Edition and
(1)	Interior design Illustrated	Francis.D.K.Ching Corky Binggeli	Wiley	2018
(2)	Time Saver standards for Interior Design & Space Planning	Joseph de Chiara, Julius Panero and Martin Zelnik	McGraw Hill Professional	2003

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Develop method of studies, analysis & design process	L2
CO2	Develop design skills with respect to anthropometry of the young and the elderly	L2
CO3	Develop design skills for Commercial spaces & barrier free design.	L3
CO4	Develop the ability to resolve complex issues in interior spaces through design language	L4

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	M	0	M	M	M	M
CO2	H	0	M	0	M	M	M	L
CO3	H	0	M	M	H	L	M	M
CO4	H	H	M	H	L	L	H	M

H – High , M – Medium, L – Low

INTERIOR DESIGN MATERIALS & CONSTRUCTION – II			
Course Code	**22AID22**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	1:1:4	SEE [VIVA]Marks	50
Total Hours of Pedagogy	64	Total Marks	100
Credits	04	Exam Hours	--

Course Objectives

To facilitate the understanding of the properties of materials used in interiors

To enable a better understanding of the applications of glass, plastics and textiles in interiors

To emphasize the need for sustainable finishes and the alternatives available

Pedagogy (Method and Practice of Teaching, Self-Study**)**

1. The studio will be divided into the practical and the theory part. The theory will consist of the faculty introducing the topic and its application as well as the various techniques employed in the construction process.
2. Practical aspect will involve the site visits and other case study visits by the students for better understanding of the material and its practical application

   The students will also be given reference book lists and other online repository portals that they can learn and refer to for the studio.

Module-1

Glass

Types of Glass, ingredients, properties & application. Stained glass.

Glass in Green Buildings.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce various types and applications of glass*
	ICT and Digital support: Power point presentation to elaborate on the various types of Glass and its applications. Videos about the green glass in buildings

Module-2

Plastics

History, types of plastics. Polystyrene, Nylon, Rubber and its properties. Environmental effects of plastics. Recycling of plastic. Common plastics and its uses.

Types of moulding plastics – blow moulding, extrusion moulding, injection moulding.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce various types and applications of plastics*
	ICT and Digital support: Power point presentation to elaborate on the various types of plastics and its applications. Videos about the use of plastics and the moulding processes of plastics

Module-3

Textiles

Role of textiles in interior design. Properties and applications.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce various types and applications of textiles in interior design*
	ICT and Digital support: Power point presentation to elaborate on the various types of textiles and their applications. Videos about the properties and application of textiles in interiors

Module-4

Materials for finishes

Miscellaneous materials such as linoleum, asphalt, cork, rubber

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce various types and applications of miscellaneous materials*
	ICT and Digital support: Power point presentation to elaborate on the various types of miscellaneous materials.

Module-5

Leather, paper, rexine, paints &varnishes, laminates & veneers.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce various types and applications of leather, paints and varnishes.*
	ICT and Digital support: Power point presentation to elaborate on the various types of leather,

	paints, varnishes, veneers and the products

Assessment Details (both CIE and SEE)
Continuous Internal Evaluation: The CIE will be progressive marking:
Each Plate will be marked for 10 [80 total] + Viva (for every CIA) 50 + Case Study Presentation 20 + final Portfolio for 50.
Total 200 will be then reduced to **50 marks**

Semester End Examination:
The VIVA will be conducted for **50 marks**.
The VIVA VOCE examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters.
The VIVA VOCE duration will be 15 minutes each per student for I, II and III Semesters.

Textbook/ Textbooks

Sl No	Title of the Book	Name of the	Name of the	Edition and
(1)	Construction materials for interior design: principles of structure and properties of materials	William Rupp, Arnold Friedmann, Philip F. Farrell	Whitney Library of Design	1989
(2)	Inside: interiors of colour, fabric, glass, light.	Sibylle Kramer, Iris van Hülst.	Braun Publishing	2007

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Learn about different materials and understand construction processes and joinery details.	L2
CO2	Develop an understanding of the role of textiles in interiors	L2
CO3	Understand and analyse the suitability of various materials and their finishes for different interior applications	L4

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	L	0	M	L	M	M
CO2	H	H	M	0	M	L	M	L
CO3	H	L	L	L	H	M	H	H

H – High , M – Medium, L – Low

THEORY OF AESTHETICS & CONCEPTS OF INTERIOR DESIGN			
Course Code	22AID23	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	48	Total Marks	100
Credits	03	Exam Hours	03

Course Objectives

To facilitate the understanding of evolution of aesthetics through history
To enable a better understanding of use of critical judgement in design
To introduce colour and the principles of design and their application

Pedagogy (Method and Practice of Teaching, Self-Study**)**

1. The pedagogy will focus on aesthetics as a common thread that will combine ornamentation, colour, cognition and the principles of design together
2. Both Indian and Western examples will be used to explain these concepts
3. Use of visuals, video and audio will be used to augment the teaching process
   Seminars and talks from the leading experts in the field will be planned for relevant topics

Module-1

Introduction To Aesthetics

History of aesthetics – Greek, Indian, African, Arab & Western medieval aesthetics.
Modern aesthetics – AG Baungarten, Fredrick Wilhelm, Joseph, Schelling, Adolf Loos
Aesthetic realism. Aesthetics & science.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of Aesthetics* *ICT and Digital support: Power point presentation to elaborate on the history of aesthetics and the modern interpretation.*

Module-2

Introduction to the western aesthetics & Indian Aesthetics relating to the spaces, surfaces and interior designing with aesthetics.
Study of relation between the traditions of architecture & aesthetics.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of western and indian aesthetics related to space and the aesthetics of interior design.* *ICT and Digital support: Video to demonstrate the aesthetics of western and Indian interior design* *Power point presentation to elaborate on the relation between the tradition of architecture and aesthetics*

Module-3

Critical Judgement & Cognitive Learning

Understanding the concept of critical judgment.
Design related cognitive learning

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of Critical Judgement & Cognitive Learning* *ICT and Digital support: Power point presentation to elaborate on Critical Judgement & Cognitive Learning and design related cognitive thinking.* *Video of how cognitive thinking is related to design*

Module-4

Advanced Study on Colour

Physics of colour, spectral colours, colour of objects. Perception.
Theories of colour – Trichromatic theory. Additive & Subtractive colours. Traditional colour theories, colour wheel, RYB colour model, Warm & cool colours, tint and shades, colour harmony.
Psychology of colour, Colour & mood, Principles of colour psychology, brand meaning.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of colour and the various theories of colour and the psychology of colour* *ICT and Digital support: Video to demonstrate the psychology of colour* *Power point presentation to elaborate on all the topics of colour and the theories of colour and about colour psychology.* *Collaborative and Cooperative learning: Students should work on a case study to understand the principles of colour psychology*

Module-5	
Space & Form	
Principles of design – Unity, harmony, balance, hierarchy, scale & proportion, emphasis, similarity & contrast. Line, colour, shape, texture, space, form, material.	
Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of various design principles *ICT and Digital support*: Power point presentation to elaborate on all the principles and elements of design. Video to demonstrate the application of all these principles of space in a project.

Assessment Details (both CIE and SEE)

CIE: The CIE will be based on Internal Tests and Assignments.

Internal tests:
- One test of 50 marks will be conducted for Every CIA cycle. Total 3 tests per semester.
- One Assignment for 20 marks or two assignments for 10 marks each will be considered for each CIA cycle.
- Assignments will consist of Sketches for 10 marks and written answers for 10 marks. It can also be 10 marks for Quiz and 10 marks for seminar presentation.
- Any combination of the above will be considered for the 20 marks component.
- The total of 50+20 =70 will be reduced to 50

SEE: Will be a written exam for 100 marks reduced to 50.

Question paper pattern:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have ten full questions carrying equal marks.
- Each full question is for 20 marks.
- There will be two full questions (with a maximum of four sub questions) from each module.

The students will have to answer five full questions, selecting one full question from each module.

Textbook/ Textbooks

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	Interior Color by Design A Design Tool for Architects, Interior Designers, and Homeowners	Jonathan Poore, Sandra L. Ragan	Rockport Publishers	1994
(2)	Lighting Spaces No 2	Roger Yee	Visual Reference Publications, Inc	2008

Reference Books

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	The Fundamentals of Interior Architecture	John Coles, Naomi House	Bloomsbury Academic	2007
(2)	Essay:White Walls, Designer Dresses: The Fashioning of Modern Architecture	Mark Wigley	MIT Press	2001
(3)	Colour Harmony	Bride M Whelan	Rockport Publishers	1994
(4)	Essay: Spoken into void: The principles of cladding	Adolf Loos	Collected Essays	1897 – 1900
(5)	Essay: A Wall of Books: The Gender of Natural Colours in Modern	William W. Braham.		2003
(6)	Essay: Sexuality and space: The split wall: Domestic Voyeurism	Beatriz Colomina	Princeton Architectural Press	1992

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	To facilitate the understanding of evolution of aesthetics through history	L2
CO2	To enable a better understanding of use of critical judgement in design	L2
CO3	To introduce colour and the principles of design and their application	L3
CO4	Develop the knowledge to Demonstrate the ability to apply the knowledge of colour psychology and the principles design	L5

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	L	0	M	H	L	L
CO2	H	0	M	0	M	M	L	M
CO3	H	L	L	0	M	L	L	M
CO4	H	M	M	H	L	L	M	M

H – High , M – Medium, L – Low

BUILDING SERVICE SYSTEMS FOR INTERIORS			
Course Code	**22AID24**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:2	SEE Marks	50
Total Hours of Pedagogy	64	Total Marks	100
Credits	04	Exam Hours	03

Course Objectives
To facilitate the understanding of all building services
To enable a better understanding of HVAC and other air conditioning and distribution systems
To introduce NBC regulations for all building services

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The pedagogy will focus on the need for integration of services into interior design.
2. Site visits to understand plumbing and electrical layouts and laying
3. Use of visuals, video and audio will be used to augment the teaching process
4. Seminars and talks from the leading experts in the field will be planned for relevant topics

Module-1

Water Supply & Sanitation
Comprehensibility of all the building services - water supply, plumbing - implications on interior Layout

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce Water Supply and Sanitation*
	ICT and Digital support: Power point presentation to elaborate on water supply, plumbing and its implications on interiors

Module-2

HVAC
HVAC, Air Conditioning methods & equipment - Air distribution system - Calculation of Ac loads

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the various concepts of HVAC*
	ICT and Digital support: Power point presentation to elaborate on HVAC, air conditioning, air distribution and calculation of loads
	Collaborative and Cooperative learning: Students should do a case study of any building with HVAC and calculate the load for AC. The learning and research should be shared with the class

Module-3

Regulations Of Safety & Services
Regulations of NBC for all the services mentioned,

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce NBC 2016*
	ICT and Digital support: Power point presentation to elaborate on various services covered in NBC 2016 and pointers on how to decipher the NBC.

Module-4

Fire Fighting Systems
Introduction: Classification of fire, causes & hazards; Grading of structural elements for its fire resistance as per NBC. Classification of building types as per NBC and brief description of characteristics of combustible and non-combustible materials.
Concepts in passive fire protection in buildings: Escape routes, fire driveways, fire refuge area, fire assembly areas, pressurization, travel distance, fire tower and compartmentation, fire signages etc.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce various movements and their impact on India*
	ICT and Digital support: Power point presentation to elaborate on the impact of various modern movements and masters on the Indian building scenario
	Collaborative and Cooperative learning: Students should do a case study of any Indian master and their style of interior design the learning and research should be shared with the class

Module-5

Building Services And Design Solutions

Understanding all services & their components - studio work for proposals with emphasis to above services for small as well as large scale projects	
Teaching-Learning Process	***Collaborative and Cooperative learning***: *Students should work on BIM model as individual work. The research and learning to be share with the class*

Assessment Details (both CIE and SEE)

Continuous Internal Evaluation: The CIE will be based on Internal Tests and Assignments.

Internal tests:

- One test of 50 marks will be conducted for Every CIA cycle. Total 3 tests per semester.
- One Assignment for 20 marks or two assignments for 10 marks each will be considered for each CIA cycle.
- Assignments will consist of Sketches for 10 marks and written answers for 10 marks. It can also be 10 marks for Quiz and 10 marks for seminar presentation.
- Any combination of the above will be considered for the 20 marks component.
- The total of 50+20 =70 will be reduced to **50 Marks**

Semester End Examination: Will be a written exam for 100 marks reduced to 50.

Question paper pattern:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to **50** marks.

- The question paper will have ten full questions carrying equal marks.
- Each full question is for 20 marks.
- There will be two full questions (with a maximum of four sub questions) from each module.

The students will have to answer five full questions, selecting one full question from each module

Textbook/ Textbooks

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	Managing Water Supply and Sanitation in Emergencies (Oxfam Skills and Practice Series)	John Adams	Oxfam	1999
(2)	Building Services Handbook	Fred Hall and Roger Greeno	Routledge	2017

Reference Books

(1)	HVAC Design Sourcebook	W. Larsen Angel	McGraw-Hill Education	2011

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Develop comprehensive understanding of building services for interior architecture.	L2
CO2	Develop skills to design as per regulations for services and how to read NBC	L3
CO3	Design interiors as per fire Safety regulations as specified in NBC 2016	L4
CO4	Design interiors with all services and their components for large and small scale projects	L5

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	L	0	L	H	M	M
CO2	H	H	L	0	L	M	M	L
CO3	H	L	M	M	H	M	H	M
CO4	H	L	M	H	H	H	H	H

H – High , M – Medium, L – Low

LIGHTING DESIGN			
Course Code	**22AID25**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	1:1:2	SEE [TW] marks	50
Total Hours of Pedagogy	48	Total Marks	100
Credits	03	Exam Hours	--

Course Objectives
To understand the characteristics of lighting in a building and its relevance in design.
To understand and modulate illumination requirements for effective designing.
To develop a skill for utilising modern lighting systems focusing on energy saving while designing.
To understand the recent trends in lighting design.

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The pedagogy will focus on introducing the students to the importance of lighting in design by various examples and software available.
2. Use of software to teach about photometry and luminance
3. Use of visuals, video and audio will be used to augment the teaching process
   Workshops and talks from the leading experts in the field will be planned for relevant topics

Module-1

Light – As A Design Parameter
Daylighting, Daylight factor, reflection, refraction, Light tube, light shelves, light reflectors, Photometry – Illuminance, Luminance, Lux. Colour properties – colour temperature, colour rendering index, Lumen, luminous flux, light pressure.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalkto introduce the concept of lighting and its parameters.* *ICT and Digital support: Video to demonstrate the process of lighting for interiors and its management.*

Module-2

Lighting Design
Specification of illumination requirements for each given use area-Analysis of lighting quality - Designing illumination for complex project types, including analysis of lighting criteria, development of design concepts and complete documentation requirements.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalkto understand the requirements and specifications of illumination for lighting design.* *ICT and Digital support: Video to demonstrate development of concepts and its analysis.*

Module-3

Lighting Systems, Energy Consumption & Automation
Illumination- light fixtures, methods of lighting, forms of lighting- indoor & outdoor. Lamps, fixtures and its types. Lighting systems, light pollution- energy consumption, light exposure.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalkto understand the lighting systems and its energy consumption and consequences.* *ICT and Digital support: Power point presentation for the various topics on lighting, enery consumption and automation*

Module-4

Lighting control systems for buildings. Smart lighting- minimizing energy usage, major techniques of smart lighting.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalkto understand the lighting and systems used to control them.* *ICT and Digital support: Video to demonstrate smart lighting and its energy optimising techniques.*

Module-5

Light as Art
Light art, Light sculptures. Examples of light art works by Chul Hyun Ahn, Dan Flavin, Olafur Eliasson, James Turrel, Watraut Cooper, Bruce Munro, Dan Roosegaarde+

Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalkto understand art that uses light as medium. *ICT and Digital support*: Videos to explain the conceptualisation of lighting in art. *Collaborative and Cooperative learning*: Students should understand the application of lighting in art by studying one particular art work as groupwork. The research and learning to be share with the class.

Assessment Details (Only CIE)
Continuous Internal Examination: The CIE will be progressive marking:
Each week discussion will be marked and considered for 50 + Internal Reviews for 50 + External Reviews for 50+ Final Portfolio for 50.
Total 200 will be then reduced to 100
Semester End Examination
Will be a TERM WORK for **50 marks**.
The TERM WORK examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters of the final portfolio of work submitted by each student.

Textbook/ Textbooks

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	Architectural Lighting Design	Gary R. Steffy	John Wiley & Sons	2002
(2)	The Architecture of Light: A textbook of procedures and practices for the Architect, InteriorDesigner and Lighting	Sage Russell	Conceptnine Publishers	2008

Reference Books

Sl No	Title of the Book	Name of the	Name of the	Edition and
(1)	Interior Lighting for Designers	Gary Gordon	**Wiley Publishers**	4th Edition, 2003

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Develop an understanding the characteristics of lighting in a building and its relevance in design.	L2
CO2	Develop an understanding of and modulate illumination requirements for effective designing.	L2
CO3	Develop a skill for utilising modern lighting systems focusing on energy saving while designing.	L3
CO4	Develop an understanding of the recent trends in lighting design.	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	M	M	L	0	L	M	0	0
CO2	H	M	H	0	L	M	0	0
CO3	M	M	M	H	H	M	M	L
CO4	H	L	L	L	H	L	M	L

H – High , M – Medium, L – Low

TECHNICAL SEMINAR			
Course Code	**22AID26**	CIE Marks	100
Teaching Hours/Week (L:P:SDA)	0:2:0	SEE Marks	--
Total Hours of Pedagogy	32	Total Marks	100
Credits	02	Exam hours	--

Course objectives:

The objective of the seminar is to inculcate self-learning, face audience confidently, enhance communication skill, involve in group discussion and present and exchange ideas.

Each student, under the guidance of a faculty, is required to

- Choose, preferably through peer reviewed journals, a recent topic of his/her interest relevant to the Course of Specialization.
- Carryout literature survey, organize the Course topics in a systematic order.
- Prepare the report with own sentences.
- Type the matter to acquaint with the use of Micro-soft equation and drawing tools or any such facilities.
- Present the seminar topic orally and/or through power point slides.
- Answer the queries and involve in debate/discussion.
- Submit two copies of the typed report with a list of references.

The participants shall take part in discussion to foster friendly and stimulating environment in which the students are motivated to reach high standards and become self-confident.

The CIE marks for the seminar shall be awarded (based on the relevance of the topic, presentation skill, participation in the question-and-answer session and quality of report) by the committee constituted for the purpose by the Head of the Department. The committee shall consist of three faculties from the department with the senior most acting as the Chairperson.

Pedagogy (Method and Practice of Teaching, Self-Study**)**

1. The pedagogy will focus on a discursive method where the students will be encouraged to debate and discuss their ideas.
2. Reading and writing skills will be encouraged through workshops and reading assignments that will inculcate the practice of critical and analytical reading.
3. The students will also be given reference book list and other online repository portals that they can learn and refer to for their topics

Course outcomes:

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

- Prepare a report on the chosen topic
- Present the seminar topic to peers, faculty and experts
- Answer the queries and involve in debate and discussions

Assessment Details (Continuous Internal Examination only):

Seminar Report: 30 marks

Presentation skill:50 marks

Question and Answer:20 marks

Total Marks = **100**

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Debate, discuss and deliver their ideas confidently	L2
CO2	Improve their comprehension and writing skills	L3
CO3	Prepare a report on the chosen topic	L3
CO4	Present the seminar topic to peers, faculty and experts	L3
CO5	Answer the queries and involve in debate and discussions	L4

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Program Outcome of this program. (ID)

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	L	0	0	M	L	M	M
CO2	H	0	0	0	L	L	M	M
CO3	H	0	M	0	H	L	H	M
CO4	L	L	M	0	L	M	H	M
CO5	M	L	L	0	M	H	H	H

H – High , M – Medium, L – Low

Display systems for Retail Spaces			
Course Code	**22AID271**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	1:0:2	SEE [TW]Marks	50
Total Hours of Pedagogy	32	Total Marks	100
Credits	02	Exam Hours	-

Course Objectives
To introduce visual merchandising and retail display systems
To understand the various types of display and the display syatems
To understand related areas of visual merchandising
To understand the basics of design criteria for designing display systems

Pedagogy (Method and Practice of Teaching, Self Study**)**
3. The pedagogy will be project oriented
4. Live examples will be studied in the class
5. Guest lectures and expert talks will be arranged for the relevant topics

Module-1	
Retail display and Visual Merchandising. Elements of store display and where to display	
Teaching-Learning Process	*Direct method*: *Lecture supported by conventional method of Blackboard and chalk to introduce the concept of visual merchandising and retail systems* *ICT and Digital support*: *Power point presentation to introduce definitions and elements of store display and points of display*

Module-2	
Types of Display: open, closed, point of purchase, architectural display and store decorations. Display systems: Unibat system, the PG structure system, The Super Structure System, The Metro System, the Appli Cazioni system, Octa-norm system, Lietner System.	
Teaching-Learning Process	*Direct method*: *Lecture supported by conventional method of Blackboard and chalk to discuss types of display and display systems* *ICT and Digital support*: *PPT and Videos demonstrating various display types and the display systems.*

Module-3	
Digital and Graphical Display Systems: pavement & forecourt signs, poster frames, cable systems, barriers, banners, flags & exhibition, printing services, floor displays, brochure holders & acrylic pos solutions, chalkboard displays, carnival signs, digital displays	
Teaching-Learning Process	*Direct method*: *Lecture supported by conventional method of Blackboard and chalk to introduce Digital and Graphical display systems.* *ICT and Digital support*: *Power point presentation and Videos to explain and demonstrate the various types of graphical and digital display systems*

Module-4	
Related areas of Visual Merchandising : Point of Purchase display, Exhibit and trades show design: Industrial Display, Fashion show, Trade organizations and sources,	
Teaching-Learning Process	*Direct method*: *Lecture supported by conventional method of Blackboard and chalk to discuss the related areas of visual merchandising* *ICT and Digital support*: *Power point presentation and Videos to explain and demonstrate the various other related areas of visual merchandising.*

Module-5	
Display unit design and design criteria for display units. What to use for successful displays. Custom built and modified systems. Uprights & channels, brackets & fittings, rails & fittings, ferrules & fittings, floor & wall display units	
Teaching-Learning Process	*Direct method*: *Lecture supported by conventional method of Blackboard and chalk to discuss display unit design* *ICT and Digital support*: *Power point presentation and Videos to explain and demonstrate display unit design and design criteria for display units.* *Collaborative and Cooperative learning*: *Students should work on individual projects with a focus on interior landscaping, the observations and analysis which should be shared with the class*

Assessment Details (both CIE and SEE)

Continuous Internal Evaluation: The CIE will be based on Internal Tests or Assignments.

Internal tests:

- One Assignment for 50 marks or two assignments for 25 marks each or a combination of assignments and seminars for 50 marks will be considered for each CIA cycle.
- Assignments types will consist of Sketches for 10 marks and design exercises for 10 marks. It can also be for Quiz and for seminar presentation (20/25 marks each)
- Any combination of the above will be considered for the 50 marks component.
- A total of 50 marks will be the final internal marks component.

Semester End Examination

Will be a TERM WORK for **50 marks**.

The TERM WORK examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters of the final portfolio of work submitted by each student.

Reference Books

S.No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
1	Time Saver Standards for Interior Design and Space Planning,	Joseoh De Chiara , Julius Pinero, Martin Zelnik,	McGraw-Hill Book Company	International editions, Singapore,1992
2	Times-Saver Details for Store Planning and Design	Broudy, Charles E. and Filma Barr	McGraw-Hill Book Company	New York 1988

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	To develop an understanding of visual merchandising and retail displays	L2
CO2	Develop and understanding of the types of display and the types of display systems	L2
CO3	Develop an understanding of graphical and digital display systems	L2
CO4	To design a display unit based on design criteria and requirements	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	L	H	0	M	H	L	M
CO2	H	H	L	0	L	L	0	0
CO3	M	M	M	L	M	L	0	L
CO4	H	H	H	M	H	M	M	M

H – High , M – Medium, L – Low

TRADITIONAL INDIAN SPACES			
Course Code	**22AID272**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	1:1:0	SEE [TW] Marks	50
Total Hours of Pedagogy	32	Total Marks	100
Credits	02	Exam Hours	--

Course Objectives
To introduce traditional Indian spatial planning
To understand the various space articulation techniques in Indian architecture
To introduce

Pedagogy (Method and Practice of Teaching, Self Study**)**
6. The pedagogy will be project oriented
7. Live examples will be studied in the class
8. Guest lectures and expert talks will be arranged for the relevant topics

Module-1

Principles & Functions Of Indian Spaces
Principles of Space making in Ancient Hindu Architecture; Shatras behind the Space planning;

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of space making in Ancient Hindu Architecture.* *ICT and Digital support: Power point presentations to act as visual aid to understand space making in Ancient Hindu Architecture.*

Module-2

Vernacular Elements
The effective vernacular elements that withstand the climate, geographic conditions, & cultural setting, in a range of architectural ex's like temples, vernacular houses, palaces, mosques, etc

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce vernacular elements in interior design.* *ICT and Digital support: Power point presentations to act as visual aid to demonstrate various conditions required for the vernacular elements.*

Module-3

Space Articulation & Indian Aesthetics
Detailed Study on Indian Aesthetics and its Reflections in Indian Spaces.
In a range of architectural ex's like temples, vernacular houses, palaces, mosques, etc

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of space articulation.* *ICT and Digital support: Power point presentations to act as visual aid to demonstrate the concept of space articulation.*

Module-4

Space And Energy
A discursive approach to understanding Energy in space based on examples of Spaces in Temples.

Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of space and energy.* *Collaborative and Cooperative learning: Students can have a visit to a temple where they analysis its space and energy.*

Module-5

Research Work On Indian Interiors
Detailed study on one ancient building.

Teaching-Learning Process	*Collaborative and Cooperative learning: Detailed research and analysis of the interiors of an ancient building to be done individually by the students, the conclusions of which should be shared with the class.*

Course outcomes:
At the end of the course the student will be able to:
• Design spaces with respect to vernacular aesthetics and planning techniques

Assessment Details (both CIE and SEE)
Continuous Internal Evaluation: The CIE will be based on Internal Tests or Assignments.
Internal tests:

- One Assignment for 50 marks or two assignments for 25 marks each or a combination of assignments and seminars for 50 marks will be considered for each CIA cycle.
- Assignments types will consist of Sketches for 10 marks and design exercises for 10 marks. It can also be for Quiz and for seminar presentation (20/25 marks each)
- Any combination of the above will be considered for the 50 marks component.
- A total of 50 marks will be the final internal marks component.

Semester End Examination
Will be a TERM WORK for **50 marks**.

- The TERM WORK examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters of the final portfolio of work submitted by each student.

S.No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
1	Indian Temple Architecture: Form and Transformation : the Karṇāṭa Drāviḍa Tradition, 7th to 13th Centuries	Adam Hardy	Abhinav Publications,	**1995**

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Understand traditional Indian Spatial Planning	L2
CO2	Understand various space articulation techniques	L2
CO3	Understand the use of vernacular elements	L3
CO4	Design spaces with respect to vernacular aesthetics and planning techniques.	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	M	M	L	H	H	M	M
CO2	H	M	H	M	H	H	M	L
CO3	H	L	L	0	M	M	L	M
CO4	H	M	H	M	M	M	L	M

H – High , M – Medium, L – Low

INTERIOR DESIGN STUDIO - III			
Course Code	**22AID31**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	2:6:0	SEE [VIVA] Marks	50
Total Hours of Pedagogy	128	Total Marks	100
Credits	08	Exam Hours	--

Course Objectives:
Resolving complex issues in interior spaces through design language
Evolving method of studies, analysis & design process.
Recreational spaces like theatres, clubs, etc.

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The studio will be divided into the practical and the theory part. The theory will consist of the faculty introducing and sharing various standards and other material required for the studio work.
2. Practical aspect will involve the site visit and other case study visits by the students for better understanding.
The students will also be given reference book list and other online repository portals that they can learn and refer to for the studio

Course outcomes:
At the end of the course the student will be able to:
• Develop design skills for recreational spaces like Theatre, Clubs, etc.
• Design for everyone in the form of barrier free design

Assessment Details (both CIE and SEE)
Continuous Internal Examination: The CIE will be progressive marking:
Each week discussion will be marked and considered for 50 + Internal Reviews for 50 + External Reviews for 50 + Final Portfolio for 50.
Total 200 will be then reduced to **50 MARKS**

Semester End Examination:

The VIVA will be conducted for **50 marks**.
The VIVA VOCE examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters.
The VIVA VOCE duration will be 15 minutes each per student for I, II and III Semesters.

Textbook/ Textbooks

Sl No	Title of the Book	Name of the	Name of the	Edition and
(1)	The Fundamentals of Interior Architecture	John Coles	AVA Publishing	2007
(2)	Interior Design	John Pile	Pearson/Prentice Hall	2003

Reference Books

(1)	Interior design Illustrated	Francis.D.K.Ching	Wiley	2018
(2)	Time Saver standards for Interior Design & Space Planning	Joseph de Chiara, Julius Panero and Martin Zelnik	McGraw Hill Professional	2003

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Develop design skills for recreational spaces like Theatre, Clubs, etc.	L2
CO2	Design for everyone in the form of barrier free design.	L2
CO3	Resolving complex issues in interior design through design language.	L3
CO4	Developing an understanding of the process of research studies, analysis and design process.	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	L	0	H	H	M	L
CO2	H	H	M	0	H	M	M	L
CO3	H	L	H	L	H	M	M	L
CO4	M	H	M	L	L	L	H	M

H – High , M – Medium, L – Low

INTERIOR LANDSCAPE DESIGN			
Course Code	**22AID32**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	1:1:4	SEE [VIVA] Marks	50
Total Hours of Pedagogy	64	Total Hours	100
Credits	04	Exam Hours	--

Course Objectives
To introduce interior landscaping
To understand the various types of flora required in interior landscaping
To understand application of interior landscaping for various types of projects

Pedagogy (Method and Practice of Teaching, Self Study**)**
1.   The pedagogy will be project oriented
2.   Live examples will be studied in the class
3.   Guest lectures and expert talks will be arranged for the relevant topics

Module-1	
Interior Landscape	
Types of indoor plants, plant characteristics, size, biology, soil, moisture, light, nutrient, atmospheric conditions, growing medium, pests & diseases. Market survey & costs	
Teaching-Learning Process	***Direct method***:*Lecture supported by conventional method of Blackboard and chalkto introduce the concept of interior landscaping.*
	ICT and Digital support: *Power point presentation to introduce types of indoor plants and their characteristics.*

Module-2	
Flower & Arrangements	
Flowers, its colours, texture and its visual perception in various indoor spaces. Science of flower arrangement	
Teaching-Learning Process	***Direct method***:*Lecture supported by conventional method of Blackboard and chalk to discuss flowers and its arrangements*
	ICT and Digital support: *Videos demonstrating flower arrangements and their visual perception.*

Module-3	
Irrigation Systems	
Manual versions automatic irrigation , costing & installation of micro irrigation systems	
Teaching-Learning Process	***Direct method***:*Lecture supported by conventional method of Blackboard and chalk to introduce irrigation systems for interior landscaping.*
	ICT and Digital support: *Videos demonstrating irrigation systems and their installation and usage.*

Module-4	
Interior Designs	
Interior landscape application for residential, commercial and other public use spaces	
Teaching-Learning Process	***Direct method***: *Lecture supported by conventional method of Blackboard and chalk to discuss various applications of interior landscape in various types of spaces.*
	ICT and Digital support: *Videos demonstrating landscaping techniques for various spaces.*

Module-5	
Case study and Design of landscaping for an interior space	
Teaching-Learning Process	***Collaborative and Cooperative learning***: *Students should work on individual projects with a focus on interior landscaping, the observations and analysis which should be shared with the class.*

Course outcomes:
At the end of the course the student will be able to:
  • Design an interior landscaping for any given space

Assessment Details (both CIE and SEE)
Continuous Internal Evaluation: The CIE will be based on Internal Tests or Assignments.

Internal tests:
- One Assignment for 50 marks or two assignments for 25 marks each or a combination of assignments and seminars for 50 marks will be considered for each CIA cycle.
- Assignments types will consist of Sketches for 10 marks and design exercises for 10 marks. It can also be for Quiz and for seminar presentation (20/25 marks each)
- Any combination of the above will be considered for the 50 marks component.
- A total of 50 marks will be the final internal marks component.

Semester End Examination

Will be a TERM WORK for **50 marks**.

The TERM WORK examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters of the final portfolio of work submitted by each student.

Reference Books

S.No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
1	Interior Landscaping	Tokuji Furuta, Debra Sievers, Vernon Artman	Reston pub. Co	1983
2	.Interior Landscape design	Nelson Hemmer	McGraw Hill..	1991

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Understand Interior Landscaping.	L2
CO2	Understand various types of flora required for interior landscaping	L2
CO3	Systems and concepts of arranging flora for interior landscaping	L3
CO4	Application of interior landscaping for various types of projects.	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	L	H	0	M	H	L	M
CO2	H	H	L	0	L	L	0	0
CO3	M	M	M	L	M	L	0	L
CO4	H	M	M	M	L	L	0	M

H – High , M – Medium, L – Low

ERGONOMICS & PRODUCT DESIGN			
Course Code	**22AID33**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	1:1:2	SEE Marks	50
Total Hours of Pedagogy	48	Total Marks	100
Credits	04	Exam Hours	03

Course Objectives
To introduce ergonomics and human factor design
To enable a better understanding of fabrication and manufacturing processes
To introduce digital modelling software and fabrication methods

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The pedagogy will focus on both hardware and software aspects of fabrication
2. Visit to fabrication units and factories
3. Use of visuals, video and audio will be used to augment the teaching process
   Workshops and talks from the leading experts in the field will be planned for relevant topics

Module-1	
Ergonomics	
Introduction to ergonomics & human factor design. Domains of specialization in the discipline of ergonomics. Methods of analysis.	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce ergonomics and human factor design.* *ICT and Digital support: Video to demonstrate specialisation in ergonomics and its analysis.*

Module-2	
Product Design	
Product design process. Trends in product design. History of industrial design. Examples of iconic industrial design. Product development & its stages.	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to understand product design processes.* *ICT and Digital support: Power point presentation to show the historical concept and examples of iconic product design.*

Module-3	
Fabrication	
Manufacturing & fabrication. Prefabrication & its advantages. Composite fabrication, metal fabrication, micro fabrication & optics fabrication. Rapid proto typing, solid free form fabrication	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to understand manufacturing, fabrication and its processes.* *ICT and Digital support: Videos demonstrating the different types of fabrication processes.*

Module-4	
Digital Modeling& Fabrication	
Machines for fabrication- CNC router, laser cutter, 3D printers. Software for modeling- Blender	
Teaching-Learning Process	*ICT and Digital support: Videos demonstrating the use of Machines for fabrication. Power point presentation to show their advantages and disadvantages. Video to demonstrate blender.* *Collaborative and Cooperative learning: Students should explore and work on blender and share learning's with the class.*

Module-5	
Form Z, Rhinoceros 3D, CAD work, 3D Studio Max, Sketchup.	
Teaching-Learning Process	*ICT and Digital support: Videos to demonstrate the use and application of various modelling software.* *Collaborative and Cooperative learning: Students should explore and work on one software of their choice and share the learning's with the class.*

Course outcomes:
At the end of the course the student will be able to:
Greater understanding of ergonomics & product design.

Assessment Details (both CIE and SEE)
Continuous Internal Evaluation: The CIE will be based on Internal Tests and Assignments.
Internal tests:
- One test of 50 marks will be conducted for Every CIA cycle. Total 3 tests per semester.
- One Assignment for 20 marks or two assignments for 10 marks each will be considered for each CIA cycle.
- Assignments will consist of Sketches for 10 marks and design exercises for 10 marks. It can also be 10 marks for Quiz and 10 marks for seminar presentation.
- Any combination of the above will be considered for the 20 marks component.
- The total of 50+20 =70 will be reduced to **50**

Semester End Examination: Will be a written exam for 100 marks reduced to **50 Marks**
Question paper pattern:
The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to **50**.
- The question paper will have ten full questions carrying equal marks.
- Each full question is for 20 marks.
- There will be two full questions (with a maximum of four sub questions) from each module.

Textbook/ Textbooks

Sl	Title of the Book	Name of the	Name of the	Edition and
1.	Product design	Tucker Veimeistu	PBC intl	1994

Reference Books

Sl	Title of the Book	Name of the	Name of the	Edition and
(1)	Furnish – Furniture & Interior Design for the 21st Century	Robert Klanten	Gestalten Verlag	2007
(2)	Handbook of Human Factors & Ergonomics	Gavriel Salvendy	John Wiley & Sons	2012

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	To understand the concept of ergonomics and human factor design	L2
CO2	To develop a better understanding of fabrication and manufacturing processes	L2
CO3	To introduce digital modelling software and fabrication methods	L3
CO4	To understand the relevance of ergonomics and product design as part of interior design.	L3
CO5	To develop a skill in designing for compact and limited spaces.	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	M	M	0	L	M	L	L
CO2	H	H	M	0	L	L	M	L
CO3	H	L	L	H	0	0	0	L
CO4	H	L	H	0	M	M	L	L
CO5	H	L	H	0	M	L	L	M

H – High , M – Medium, L – Low

HISTORY & THEORY OF INTERIOR DESIGN			
Course Code	**22AID34**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:2	SEE Marks	50
Total Hours of Pedagogy	64	Total Marks	100
Credits	04	Exam Hours	03

Course Objectives

To facilitate the understanding of evolution of various styles of interior design and design movements
To enable a better understanding of Indian design aesthetics
To introduce adaptive reuse in modern interiors

Pedagogy (Method and Practice of Teaching, Self-Study**)**

1. The pedagogy will focus on understanding the vocabulary and glossary of design and aesthetics
2. Examples and case studies of various buildings to understand different movements and styles
3. Use of visuals, video and audio will be used to augment the teaching process
4. Seminars and talks from the leading experts in the field will be planned for relevant topics

Module-1

Understanding Styles & Theories Of Interior Design

Categorizing design into key elements, including space, light, display, storage, and offering new terminology to describe each area. A design approach that brings vitality and clear communication to a misunderstood and often free-wheeling design discipline.

Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce various theories of interior design
	ICT and Digital support: Power point presentation to elaborate on the styles and theories and the key elements of interior design

Module-2

Universal Design Movements

Landmark events in the history of international design movement historical development of artifact overview of major styles like Regency, Colonial, Romanticism, Art Nouveau, Eclecticism, Art Deco, Cubism, Modernism, Late Modernism, Post Modernism & Deconstructivism.

Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce The various design movements
	ICT and Digital support: Power point presentation to elaborate on the various design movements through history

Module-3

Modern Design Movements in India

Industrialization changes in technology and production systems impact on lifestyle & interiors
Modern movement & its impact in India Shift from historical to modern methods of building spaces, change in the interior elements of design Elements of Interior Design

Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce various movements and their impact on India
	ICT and Digital support: Power point presentation to elaborate on the impact of various modern movements and masters on the Indian building scenario
	Collaborative and Cooperative learning: Students should do a case study of any Indian master and their style of interior design the learning and research should be shared with the class.

Module-4

Indian Styles In Interior Design

Indian Elements of space making – Concepts of Traditional symbols and spatial organization.
Creative and ethnic approaches to interior elements and its adaptations in the Contemporary design methods.

Teaching-Learning Process	*Direct method*: Lecture supported by conventional method of Blackboard and chalk to introduce Indian elements of space making
	ICT and Digital support: Power point presentation to elaborate on the Indian elements of space making
	Collaborative and Cooperative learning: Students should do any space of their choice in the style of any region in India using the same interior elements of design. The learning and research should be

	shared with the class.
	Module-5
	The adaptive re-use of Architectural Built forms for the modern Interiors.
Teaching-Learning Process	***Direct method***: *Lecture supported by conventional method of Blackboard and chalk to introduce the concept of adaptive reuse.* ***ICT and Digital support***: *Power point presentation to elaborate on adaptive reuse and a guest lecture on the topic by an eminent conservation architect* ***Collaborative and Cooperative learning***: *Students should work on the adaptive reuse interiors of any building of their choice nd present the learning and research to the class.*

Course outcomes:
At the end of the course the student will be able to:
Learn about historical development of Interior design and different theories.
Application of Indian aesthetics in modern design
Apply and adapt historical built forms to modern interiors

Assessment Details (both CIE and SEE)
Continuous Internal Examination : The CIE will be based on Internal Tests and Assignments.
Internal tests:
- One test of 50 marks will be conducted for Every CIA cycle. Total 3 tests per semester.
- One Assignment for 20 marks or two assignments for 10 marks each will be considered for each CIA cycle.
- Assignments will consist of Sketches for 10 marks and written answers for 10 marks. It can also be 10 marks for Quiz and 10 marks for seminar presentation.
- Any combination of the above will be considered for the 20 marks component.
- The total of 50+20 =70 will be reduced to **50Marks**

Semester End Examination: Will be a written exam for 100 marks reduced to **50 marks.**
Question paper pattern:
The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have ten full questions carrying equal marks.
- Each full question is for 20 marks.
- There will be two full questions (with a maximum of four sub questions) from each module.
  The students will have to answer five full questions, selecting one full question from each module

Textbook/ Textbooks

Sl No	Title of the Book	Name of the	Name of the	Edition and Year
(1)	A History of Interior Design	John Pile	Laurence King Publishing	2005
(2)	Interior design Illustrated	Francis.D.K.Ching	Wiley	2018
Reference Books				
(1)	History of Interior Design	John Wiley	Wiley Publications	2nd edition – 2004
(2)	Handbook of Human Factors & Ergonomics	Gavriel Salvendy	John Wiley & Sons	2012
(3)	Design in Architecture – Architecture & the human sciences	Geoffrey Broadbent	John Wiley &Sons	New York , 1981
(4)	Developments in Design	Nigel Cross	John Wiley & Sons	1984

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Learn about historical development of Interior design and different theories.	L2
CO2	Develop an understanding of adapting the western aesthetic to the Indian spatial and aesthetic sense	L2
CO3	Application of Indian aesthetics in modern design	L3
CO4	Apply and adapt historical built forms to modern interiors	L4

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	L	0	L	H	L	M
CO2	H	0	M	0	L	M	L	L
CO3	H	L	L	M	H	H	M	M
CO4	0	L	M	H	H	H	M	M

H – High , M – Medium, L – Low

DISSERTATION-PHASE I			
Course Code	**22AID35**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	1:0:2	SEE [VIVA] Marks	50
Total Hours of Pedagogy	32	Total Marks	100
Credits	02	Exam Hours	--

Course Objectives
To enable in depth investigation into area of chosen interest

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The pedagogy will focus on research methodology and writing aspects.
2. Seminars and workshops on research and writing by eminent personalities will be organised
   Use of visuals, video and audio will be used to augment the teaching process

Course Description
The topic chosen should be related to the design thesis and may involve the following areas of study in four stages: An in-depth investigation into any aspect of the chosen area Analysis of data, inferences to establish underlying principles Evaluation of existing theory in new concepts Establishment of a hypothesis and its substantiation. The particulars of schedule, content presentation, format etc, as decided by the department from time to time, shall be strictly followed. The progress will be periodically reviewed by internal jury members.

Course outcomes:
At the end of the course the student will be able to:
Present a paper on the topic of their choice.

Assessment Details (CIE Only)
Continuous Internal Evaluation: The CIE will be progressive marking:
Each week discussion will be marked and considered for 50 + Seminar for 50 + Total 100 will be then reduced to 50
Semester End Examination
Will be a VIVA for **50 marks**.
The VIVA examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters of the final portfolio of work submitted by each student.

Textbook/ Textbooks

Sl No	Title of the Book	Name of the	Name of the	Edition and
(1)	The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation	Carol M. Roberts, Laura Z. Hyatt	Corwin	**2004**
(2)	Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text	Peg Boyle Single and Richard M. Reis	Stylus Publishing	Sep 2009

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Develop a skill for in depth investigation into a desired topic	L2
CO2	Understand, analyse and synthesise a topic using one's own interpretation.	L2
CO3	Develop a critical eye to understand and improve upon areas of intervention.	L3
CO4	Evaluating existing theories and establishment of a hypothesis and its inference	L3
CO5	Develop a skill in content presentation and justification.	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	M	0	L	0	M	L	H	0
CO2	H	0	M	0	H	L	H	0
CO3	H	0	L	0	H	M	H	0
CO4	M	M	M	0	M	M	H	L
CO5	H	L	M	M	L	0	H	M

H – High , M – Medium, L – Low

GRAPHIC COMMUNICATION & SIGNAGE			
Course Code	**22AID36**	CIE Marks	100
Teaching Hours/Week (L:P:SDA)	1:0:2	SEE Marks	--
Total Hours of Pedagogy	32	Total Marks	100
Credits	02	Exam Hours	--

Course Objectives

To enable understanding of the history of graphics and communication
To understand the various visual communication systems
To introduce the various types of signages and their use in design
To understand graphics as a space transforming element

Pedagogy (Method and Practice of Teaching, Self-Study**)**

1. The pedagogy will focus on both the 2D and 3D aspects of graphics.
2. Learning graphics through various software
3. Workshops on typography, graphical representation techniques etc

Use of visuals, video and audio will be used to augment the teaching process

Module-1	
Graphic Communication	
History of communication- graphics, communication, visual communication & communication design. Graphic design- typography, visual arts, page layout. Graphic representation, graphicacy.	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalkto introduce the importance of graphic communication.* *ICT and Digital support: Video and Power point presentations to introduce the various aspects of graphic design.*

Module-2	
Visual Communication Systems	
Gestalt Theory, Aldous Huxley. Image analysis & its perspectives. Visual AAID & its types. Visual aids media- simple to advance.	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the concept of visual communication skills.* *ICT and Digital support: Video and Power point presentations to demonstrate the concept of visual aids.*

Module-3	
Signages & Audio Visuals	
History of signages. Functions of signs. Sign technologies- banner, bill boards, digital signs, street signs, neon signs, LED signs. Digital signs & its different applications.	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to describe the importance and functioning of signages and its application* *ICT and Digital support: Video and Power point presentations to understand digital signs & their applications.*

Module-4	
Graphics & Image making – audio visuals and graphic systems.	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce graphic systems and audio visuals.*

Module-5	
Graphic As A Space	
Graphic as a space – making element. Graphic as space transforming element.	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to understand the concept of graphic in enhancing space.* *Collaborative and Cooperative learning: Students should work in groups, imposing graphics on the floor that helps explore the implications of graphics on space.*

	Course outcomes:

Course outcomes:
At the end of the course the student will be able to:
Learn in detail about graphic communication &signage.ood graphics
The software skills to create good graphics
Create digital and physical signs

Assessment Details (CIE Only)
Continuous Internal Evaluation: The CIE will be progressive marking:
Each week discussion will be marked and considered for 50 + Seminar for 50 + Final Portfolio for 100.
Total 200 will be then reduced to 50

Textbook/ Textbooks

Sl No	Title of the Book	Name of the	Name of the	Edition and
(1)	Graphic Communications Today, 4E (Design Concepts)	William E Ryan, Theodore E. Conover	Cengage Learning	2003
(2)	Signage Systems and Information Graphics	AndreasUebele	Thames Hudson	1st edition, 2010

Reference Books

(1)	Technical Graphics Communication	Gary Robert Bartolini, Eric N.	McGraw-Hill Higher Education	2009
(2)	Signage Design Manual	EdoSmitshuijzen	Prestel Publications	2007
(3)	Digital Graphic Design	Bob Gordon and Maggie Gordon	Watson-Guptill Publications	2002
(4)	Perspective Space & Design	Louise Bowen Ballinger	Van Nostrand Reinhold Company	1969
(5)	System Graphics: Breakthroughs In Drawing Production And Project Management For Architects, Designers, And Engineers	Fred A Stitt	Mcgraw Hill Company	1983

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Understand the history of graphics and communication	L2
CO2	Understand the various visual communication systems	L2
CO3	Understand various types of signages and their use in design.	L3
CO4	Understand the usage of graphics as a space transforming element.	L3
CO5	Develop necessary software skills to create graphics.	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	M	0	M	M	L	H	M	0
CO2	M	M	M	M	L	M	M	0
CO3	H	M	L	L	L	L	L	L
CO4	H	L	M	L	H	L	M	M
CO5	M	L	M	M	M	0	0	L

H – High , M – Medium, L – Low

SUSTAINABLE INTERIORS			
Course Code	**22AID371**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	1:0:2	SEE [TW] Marks	50
Total Hours of Pedagogy	32	Total Marks	100
Credits	02	Exam Hours	--

Course Objectives
To introduce the concept of sustainability in interiors
To understand the various materials and green aspects of interiors
To introduce IEQ

Pedagogy (Method and Practice of Teaching, Self Study**)**
9.   The pedagogy will be project oriented
10. Live examples will be studied in the class
11. Guest lectures and expert talks will be arranged for the relevant topics

Module-1	
The Concept of Sustainability	
Definition, Meaning and Importance Sustainability and the Human Future Earth and the Sustainability Crisis. The Challenge of Sustainability	
Teaching-Learning Process	*Direct method:Lecture supported by conventional method of Blackboard and chalkto introduce the concept of sustainability*
	ICT and Digital support: Video to demonstrate sustainability and its impact on the earth. Power point presentation to elaborate the sustainability crisis and its challenges.

Module-2	
Sustainable Materials	
Different types of materials for different interiors. Recycled and up-cycled materials in interiors	
Teaching-Learning Process	*Direct method:Lecture supported by conventional method of Blackboard and chalkto introduce different types of sustainable materials.*
	ICT and Digital support: Video to introduce various sustainable materials.
	Collaborative and Cooperative learning: Students can be exposed to the materials through a market visit.

Module-3	
Sustainable Concept In Interior Designing.	
The Concept of Sustainable Interiors. Sustainable interiors designing by adopting various policies. Principles of Sustainable Interior Design.	
Teaching-Learning Process	*Direct method:Lecture supported by conventional method of Blackboard and chalkto introduce concepts in sustainable interior designing.*
	ICT and Digital support: Video to demonstrate the concepts used by well known designers to achieve sustainability in interior design.

Module-4	
Green Interiors	
Benefits of Green Interiors Indoor Environment Quality (IEQ) Elements associated to IEQ	
Teaching-Learning Process	*Direct method:Lecture supported by conventional method of Blackboard and chalkto introduce the concept of green interiors*
	ICT and Digital support: Video to demonstrate the concept of Indoor Environmental Quality and Green interior spaces.

Module-5	
Case study (Self-study / Assignment)	
Conduct a study on concept of green building. Visit any green building; absorb the place, design, interior elements, materials and construction techniques. Interview with appropriate persons and make a case study report.	
Teaching-Learning Process	*Collaborative and Cooperative learning: Students should take up a green building case study, analyse and study it and share their observations with the class.*

Course outcomes:

At the end of the course the student will be able to:
- Learn about sustainable interiors
- Apply and use sustainable materials and methods in the design of any interiors

Assessment Details (both CIE and SEE)

Continuous Internal Evaluation: The CIE will be based on Internal Tests or Assignments.

Internal tests:
- One Assignment for 50 marks or two assignments for 25 marks each or a combination of assignments and seminars for 50 marks will be considered for each CIA cycle.
- Assignments types will consist of Sketches for 10 marks and design exercises for 10 marks. It can also be for Quiz and for seminar presentation (20/25 marks each)
- Any combination of the above will be considered for the 50 marks component.
- A total of 50 marks will be the final internal marks component.

Semester End Examination

Will be a TERM WORK for **50 marks**.
- The TERM WORK examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters of the final portfolio of work submitted by each student.

Reference Books

S.No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
1	Ecological sustainability and integrity: Concepts and approaches	Lemons, John, Laura Westra, and Robert Goodland	Vol. 13. Springer Science & Business Media,	1998.
2	Human ecology: Basic concepts for sustainable development	Marten, Gerald G	Earthscan	2001
3	Sustainable architecture and urbanism: concepts, technologies, examples	Gauzin-Mueller, Dominique, and Nicolas Favet. S	Springer Science & Business Media	2002
4	Qualities, Use, and Examples of Sustainable Building Materials	Kim, Jong-Jin;	CSS, University of Michigan,	1998
5	Materials for interior environments	Binggeli, Corky	John Wiley & Sons,	2008
6	Environmental Resource Guide Subscription	American Institute of Architects	Washington: AIA;	1992
7	Strategies for Sustainable Architecture	Sassi, P	New York, Taylor and Francis	2006
8	Green building materials: a guide to product selection and specification	Spiegel, Ross;	John Wiley & Sons,	2010
9	The green building revolution.	Yudelson, Jerry	Island Press	2010
10	The Complete Guide to Green Building & Remodeling Your Home	Martha Maeda	Atlantic Pub. Co	2011
11	Product design for the environment: a life cycle approach	Giudice, Fabio	CRC press	2006

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Develop the understanding of sustainability in interiors.	L2
CO2	Understand various materials and green aspects of interiors	L2
CO3	Understand the concept of IEQ	L3
CO4	Analysis and implementation of sustainable materials and methods in existing interiors	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	M	L	0	M	M	M	L
CO2	H	L	L	0	L	L	M	L
CO3	M	M	M	M	M	M	M	0
CO4	H	L	M	0	L	L	M	M

H – High , M – Medium, L – Low

PSYCHOLOGY & HUMAN BEHAVIOR			
Course Code	**22AID372**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	1:0:2	SEE [TW] Marks	50
Total Hours of Pedagogy	32	Total Marks	100
Credits	02	Exam Hours	--

Course Objectives
To introduce
To understand the
To introduce

Pedagogy (Method and Practice of Teaching, Self Study**)**
12. The pedagogy will be project oriented
13. Live examples will be studied in the class
14. Guest lectures and expert talks will be arranged for the relevant topics

Module-1	
Human Behavioral Pattern Analysis of human mind & his or her image world. Human being and social behavioural patterns in various public & private areas.	
Teaching- Learning Process	*Direct method:Lecture supported by conventional method of Blackboard and chalkto introduce the relevance of human behavioural patterns.* *ICT and Digital support: Video and/or power point presentation to demonstrate the concept of humans and their social behavioural patterns in various public and private areas.*

Module-2	
Territorial & Group Psychology Human behavior in a group of two, three, and more. Activities and its relationship with grouping of people. Privacy, territoriality & defensible space.	
Teaching- Learning Process	*Direct method:Lecture supported by conventional method of Blackboard and chalkto discuss territorial and group psychology.* *ICT and Digital support: Power point presentation to demonstrate the various characteristics of group psychology.*

Module-3	
Modernization & Impacts On Human Behaviour Modernization, change in society, change in thought process and behavioral patterns. Behavior and its co relation to design elements	
Teaching- Learning Process	*Direct method:Lecture supported by conventional method of Blackboard and chalkto discuss modernisation and its impact on humans* *ICT and Digital support: Power point presentation to demonstrate modernisation and behaviour and its co relation to design elements.*

Module-4	
Behaviour Pattern & Space Planning Relation of behavior patterns of human being in space planning for public areas like theatre lounge, waiting rooms, hotel foyer, café and other rooms.	
Teaching- Learning Process	*Direct method:Lecture supported by conventional method of Blackboard and chalkto discuss behaviour patterns and its relation to humans in special planning.* *ICT and Digital support: Videos to demonstrate how spatial planning based on behaviour patterns have been utilised in public areas like theatre lounge, waiting rooms etc.*

Module-5	
Case study and Literature study of any one project that has inculcated the above aspects. Analysis and inference and compilation of a report based on the study.	
Teaching- Learning Process	*Collaborative and Cooperative learning: Students should take up a building case study, analyse and study it based on human behaviour and spatial planning and share their observations with the class.*

Course outcomes:
At the end of the course the student will be able to:
• Learn about how design can impact behaviour and the various ways of reinforcing positive behaviour

	through design

Assessment Details (both CIE and SEE)

Continuous Internal Evaluation: The CIE will be based on Internal Tests or Assignments.

Internal tests:

- One Assignment for 50 marks or two assignments for 25 marks each or a combination of assignments and seminars for 50 marks will be considered for each CIA cycle.
- Assignments types will consist of Sketches for 10 marks and design exercises for 10 marks. It can also be for Quiz and for seminar presentation (20/25 marks each)
- Any combination of the above will be considered for the 50 marks component.
- A total of 50 marks will be the final internal marks component.

Semester End Examination

Will be a TERM WORK for **50 marks**.

- The TERM WORK examination will be conducted by one external examiner (from academics/profession) and one internal examiner for I, II and III Semesters of the final portfolio of work submitted by each student.

Reference Books

S.No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
1	An Introduction to Social Psychology,Chapter 8: Behavior Patterns: Their Nature and Development	Luther Lee Bernard	Henry Holt and Co	1926
2	The Psychology of the Interior	Agnieska Mlicka	University of Oxford	2006
3	The System of Objects (Verso English Edition	Baudrillard, J	Bookmarque .United Kingdom	1996
4	Social Attributions Based on Domestic Interiors	Mackenzie, N.E.; M.A. Wilson	Journal of Environmental Psychology, 20: 343–354	2000
5	The Emergence of the Interior	Rice, Charles	Oxon: Routledge	2007
6	"La Maison de Verre: Negotiating a Modern Domesticity".	Edwards, M.J.; W.G. Gjertson	Journal of Interior Design	2008

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Understanding the effect of interior spaces on human behaviour and psychology.	L2
CO2	Understand various behavioural patterns in public and private spaces.	L2
CO3	Understand behavioural patterns and spatial planning.	L3
CO4	Understand the effect of modernisation and its impact on humans.	L3
CO5	Understand characteristics of psychology that effects interior spaces.	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	M	L	M	0	M	H	M	M
CO2	M	L	M	0	M	M	M	0
CO3	M	L	L	0	L	L	L	L
CO4	H	L	M	0	M	M	L	M
CO5	M	0	0	0	M	M	H	M

H – High , M – Medium, L – Low

INTERNSHIP / PROFESSIONAL PRACTICE			
Course Code	**22AID38**	CIE Marks	50
Number of contact Hours/Week	--	SEE [VIVA]Marks	50
Total Hours of Pedagogy	--	Total Marks	100
Credits	03	Exam Hours	**--**

Course objectives:

Internship/Professional practice provide students the opportunity of hands-on experience that include personal training, time and stress management, interactive skills, presentations, budgeting, marketing, liability and risk management, paperwork, equipment ordering, maintenance, responding to emergencies etc. The objective are further,

To put theory into practice.

To expand thinking and broaden the knowledge and skills acquired through course work in the field.

To relate to, interact with, and learn from current professionals in the field.

To gain a greater understanding of the duties and responsibilities of a professional.

To understand and adhere to professional standards in the field.

To gain insight to professional communication including meetings, memos, reading, writing, public speaking, research, client interaction, input of ideas, and confidentiality.

To identify personal strengths and weaknesses.

To develop the initiative and motivation to be a self-starter and work independently.

Internship/Professional practice: Students under the guidance of internal guide/s and external guide shall take part in all the activities regularly to acquire as much knowledge as possible without causing any inconvenience at the place of internship.

Seminar: Each student, is required to

- Present the seminar on the internship orally and/or through power point slides.
- Answer the queries and involve in debate/discussion.
- Submit the report duly certified by the external guide.

The participants shall take part in discussion to foster friendly and stimulating environment in which the students are motivated to reach high standards and become self-confident.

Course outcomes:

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

- Gain practical experience within industry in which the internship is done.
- Acquire knowledge of the industry in which the internship is done.
- Apply knowledge and skills learned to classroom work.
- Develop a greater understanding about career options while more clearly defining personal career goals.
- Experience the activities and functions of professionals.
- Develop and refine oral and written communication skills.
- Identify areas for future knowledge and skill development.
- Expand intellectual capacity, credibility, judgment, intuition.

Acquire the knowledge of administration, marketing, finance and economics.

Assessment Details (SEE only)

Weekly work logs by the students will be filed and marked for **50**

Semester End Examination marks for the internship report (50 marks), seminar (25 marks) and question and answer session (15 marks) shall be awarded (based on the quality of report and presentation skill, participation in the question-and-answer session) by the examiners appointed by the University. The total marks will be then reduced to **50 marks**

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Understand the practicalities of professional practice	L2
CO2	Expand thinking and broaden the knowledge and skills acquired through course work in the field.	L2
CO3	Interact with and learn from current professionals in the field.	L3
CO4	Understand the duties and responsibilities of a professional.	L3
CO5	Insight into professional communication including meetings, memos, reading, writing, public speaking, research, client interaction, input of ideas, and confidentiality.	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	H	H	M	M	M	L	H
CO2	H	H	M	M	M	H	L	M
CO3	M	M	M	H	L	L	L	H
CO4	M	L	0	0	L	L	0	H
CO5	M	L	L	L	H	M	0	H

H – High , M – Medium, L – Low

*** END OF III SEMESTER ***

Dissertation Phase II & INTERIOR DESIGN STUDIO - IV			
Course Code	**22AID41**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	2:10:8	SEE [VIVA] Marks	50
Total Hours of Pedagogy	128	Total Marks	100
Credits	16	Exam Hours	--

Course Objectives

Resolving complex issues in interior spaces through design language
Evolving method of studies, analysis & design process.

Pedagogy (Method and Practice of Teaching, Self-Study**)**

1. The studio will follow a guide system where each student will be guided individually by their mentors.
2. Students will visit sites for their studies and document various case studies to help in their design process

Additional input in the form of expert review panels and external reviews will be part of the studio pedagogy

Course outcomes:

At the end of the course the student will be able to:
Demonstrate their ability of interior architecture design through thesis.

Assessment Details (both CIE and SEE)

Continuous Internal Evaluation: The CIE will be progressive marking:
Each week discussion will be marked and considered for 50 + Internal Reviews for 50 + External Reviews for 50 + Final Portfolio for 50.
Total 200 will be then reduced to 50

Semester End Examination:

Will be a VIVA for 50 marks
The final Semester Thesis Viva will be conducted by two external examiners (from academics/profession) and one internal examiner.
The VIVA VOCE duration will be 40 minutes per student for Final Semester Thesis Viva.

Textbook/ Textbooks

Sl No	Title of the Book	Name of the	Name of the	Edition and
(1)	Indian Design (Daab Design)	Ralf Daab	DAAB Press	2004
(2)	Detail + Interior + Architecture - Series from	Archiworld	Archiworld	2017
(3)	Interior World, Series from Archiworld	Archiworld	Archiworld	2002
(4)	Interior Spaces, Series from Archiworld	Archiworld	Archiworld	2008

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Demonstrate the skill to put research into practice.	L5
CO2	Resolving complex issues in interior spaces through design language	L5
CO3	Evolving method of studies, analysis and design process	L3
CO4	Demonstrate the ability to design interior architecture.	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	0	M	0	M	H	H	0
CO2	H	0	H	M	M	H	M	0
CO3	H	M	M	L	M	H	H	M
CO4	H	0	H	O	H	H	L	M

H – High , M – Medium, L – Low

INTERIOR PROJECT MANAGEMENT & PRACTICE			
Course Code	**22AID42**	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	2:0:4	SEE Marks	50
Total Hours of Pedagogy	64	Total Marks	100
Credits	04	Exam Hours	03

Course Objectives
To introduce interior project management
To understand the various stages of design process and coordination aspects
To introduce estimation and costing and budgeting

Pedagogy (Method and Practice of Teaching, Self-Study**)**
1. The pedagogy will be project oriented
2. Live examples will be studied in the class
   Guest lectures and expert talks will be arranged for the relevant topics

Module-1	
Interior Project Management – Introduction	
Introduction to interior project management, its objectives, resources & team	
Client contact & relationship issues, design development stage and co-ordination with variousagencies.	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce the system of project management in interiors.* *ICT and Digital support: Power point presentation to elaborate the system of project management.*

Module-2	
Management Techniques	
Execution of work – planning, scheduling and control.	
Project monitoring, programming of works. Tools & techniques for project management; bar charts, network techniques.	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to introduce management techniques.* *ICT and Digital support: Videos to demonstrate usage of tools and techniques digitally and manually.*

Module-3	
Estimation & Costing	
Project cost analysis – methods of estimating, total budgeting and schedule of payment of various agencies	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to explain estimation and costing.* *ICT and Digital support: Video and Power point presentations to demonstrate the process of estimation costing.*

Module-4	
Professional Practice, Market Trends & Survey	
Interior design profession: survey of various interior designers, working procedures. Fee systems.	
Teaching-Learning Process	*ICT and Digital support: Power point presentations to introduce the technicalities of professional practice and market trends.*

Module-5	
Professional interior design societies, licensing & registering.	
Teaching-Learning Process	*Direct method: Lecture supported by conventional method of Blackboard and chalk to explain the various societies and licensing methods.* *ICT and Digital support: Power point presentations to introduce and demonstrate licensing and registration in the professional field.*

Course outcomes:
At the end of the course the student will be able to:
Learn about interior project management & practice

Assessment Details (both CIE and SEE)
Continuous Internal Evaluation: The CIE will be based on Internal Tests and Assignments.
Internal tests:
- One test of 50 marks will be conducted for Every CIA cycle. Total 3 tests per semester.
- One Assignment for 20 marks or two assignments for 10 marks each will be considered for each CIA cycle.
- Assignments will consist of Sketches for 10 marks and design exercises for 10 marks. It can also be 10 marks for Quiz and 10 marks for seminar presentation.
- Any combination of the above will be considered for the 20 marks component.
- The total of 50+20 =70 will be reduced to 50 Marks

Semester End Examination: Will be a written exam for 100 marks reduced to 50 marks
Question paper pattern:
The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have ten full questions carrying equal marks.
- Each full question is for 20 marks.
- There will be two full questions (with a maximum of four sub questions) from each module.
The students will have to answer five full questions, selecting one full question from each module.

Reference Books

Sl No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
(1)	The Interior Design Business Handbook: A Complete Guide to Profitability	Mary V Knackstedt/ Haney, Laura Knackstedt,	Wiley Publishing	2001
(2)	Architect's Essentials of Negotiation - [Professional practice]	Ava J. Abramowitz	Wiley Publishing	2009
(3)	Becoming an Interior Designer	Christine M. Piotrowski	Wiley Publications.	2nd Edition. 2008

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Understand Interior design project management system	L2
CO2	Understand various stages of design process and coordination aspects	L2
CO3	Effectively produce estimates and costing.	L3
CO4	Understand execution of work and processes	L3
CO5	Survey recent market trends in interior design	L3

Program Outcome of this program. (ID)

Sl. No.	Description	POs
1	Acquire outstanding fundamental knowledge in the field of interior design	PO1
2	Encompass the ability to work in collaboration with interdisciplinary teams.	PO2
3	Demonstrate creativity in the problem-solving process through professional quality graphic presentations and technical drawings.	PO3
4	Acquire outstanding knowledge & software skills for interior design	PO4
5	Understanding the diverse needs of values and systems of society and providing sustainable solutions.	PO5
6	Demonstrate design solutions that integrate contextual, social, economic, cultural, ethical, environmental concerns.	PO6
7	Ability to do independent/option-based research and exploration of advanced and emerging topics.	PO7
8	Appraise professional standards and ethical responsibilities as a team member.	PO8

Mapping of COS and POS

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	H	H	L	0	0	0	0	H
CO2	H	H	M	0	0	0	0	H
CO3	M	M	L	M	H	L	L	M
CO4	M	M	M	0	0	L	0	H
CO5	L	L	L	0	L	M	M	L

H – High , M – Medium, L – Low

21AID 43- BOS RECOMMENDED ONLINE COURSE.

*** END OF IV SEMESTER***