



**HINDUSTAN**  
INSTITUTE OF TECHNOLOGY & SCIENCE  
(DEEMED TO BE UNIVERSITY)

**SCHOOL OF PLANNING ARCHITECTURE  
AND DESIGN EXCELLENCE**

**CURRICULUM AND SYLLABUS**

Under CBCS

(Applicable for Students admitted from Academic Year 2018-19)

**B. DES. (Interior Design)**

**HINDUSTAN INSTITUTE OF TECHNOLOGY & SCIENCE**

CHENNAI

## VISION AND MISSION

### MOTTO

To make every man a success and no man a failure.

### VISION:

To be an International Institute of Excellence, providing a conducive environment for education with a strong emphasis on innovation, quality, research and strategic partnership blended with values and commitment to society.

### MISSION:

The Mission of the Institute is

- To create an ecosystem that promotes learning and world class research, to nurture creativity and innovation.
- To instill highest ethical standards and values.
- To pursue activities for the development of Society.
- To develop national and International collaborations with institutes and industries of eminence.
- To enable graduates to become future leaders and innovators.

### Vision and Mission of SPADE

### VISION:

To facilitate the creation of built environment by adopting holistic approaches to promote sustainable development in Architecture, Planning & Design.

### MISSION:

- To qualify students to address concerns of the 21st century and making them globally competent.
- To empower students by imparting Architecture, Planning and Design knowledge in diverse areas with social commitment.
- To enable them to handle the complexities of modern requirements and encouraging exploration, innovation and creative experimentation in shaping the living environment.

**B.Des (Interior Design)PROGRAMME  
EDUCATIONAL OBJECTIVES (PEO)**

The program is expected to enable the students to

- PEO1** Prepare graduates for designing the Residential & Commercial Projects.
- PEO2** Equip future designers with technical skills, new technology to be able to produce working drawings, specifications, layouts and suggest materials and finishes for a specific project.
- PEO3** Help students to demonstrate a good understanding of the various components of interior designing by exposing them to a wide variety of live design projects, presentations, lab works, research papers and critique.
- PEO4** Develop designs, plan material and suggest systems for various spaces for aesthetic and effective functioning.
- PEO5** Familiarize students with computational techniques and software typically used in the profession of Interior Design
- PEO6** Provide a good grounding in the best practice of collating and disseminating information.
- PEO7** Prepare students to undertake further study at Masters Level.
- PEO8** Teach students to construct models for several processes in the real-world.
- PEO9** Integrate the process of design by working on projects, initially working with designers in the industry and taking on professional task responsibilities.
- PEO10** Interact and participate in projects with Industry experts and specialists and get hands on learning on live projects.

## PROGRAM OUTCOMES (ALIGNED WITH GRADUATE ATTRIBUTES) (PO)

At the end of this program, graduates will be able to

- PO1** Integrate knowledge, skill and attitude that will sustain an environment of learning and creativity
- PO2** Develop and integrate trends in interior design
- PO3** Understand the design, technology and techniques to design spaces effectively
- PO4** Understand building and safety codes, principles and practices for environmental and sustainable interior design
- PO5** Develop an understanding of various tools, techniques and software.
- PO6** Apply critical and contextual approaches across wide variety of subject matter.
- PO7** Develop logical thinking to comprehend key facts leading to formulation of the solution process.
- PO8** Engage a process of research and design for holistic contribution to the profession.
- PO9** Develop self-confidence and awareness of general issues prevailing in the society
- PO10** An ability to understand the market trends, client needs, project potentials and work with an inter disciplinary team
- PO11** An ability to create human responsive spaces and ensure project execution.

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>B.DES (INTERIOR DESIGN)</b>									
<b>(165 CREDIT STRUCTURE)</b>									
<b>SEMESTER - I</b>									
<b>SL. NO</b>	<b>COURSE CATEGORY</b>	<b>COURSE CODE</b>	<b>NAME OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>S</b>	<b>TCH</b>
<b>THEORY</b>									
1	PC	IDB4101	Basics of Theory of Design	3	0	0	3		3
2	BS	IDA4102	Anthropometrics & Ergonomics	3	0	0	3		3
3	BS	IDA4103	Basic History of Interiors	2	0	0	2		2
<b>THEORY CUM STUDIO</b>									
4	PC	IDB4111	Sketching	1	0	2	2	2	3
5	BS	IDA4112	Basics of Visualization and Representation	1	0	4	3		5
<b>STUDIO</b>									
6	PC	IDB4131	Basic Design – I	0	0	8	4	1	8
7	PC	IDB4132	Model Making	0	0	4	2	2	4
<b>PERSONALITY DEVELOPMENT</b>									
8	H	ELA4102	Communication skills	2	0	0	2		2
<b>TOTAL</b>							<b>21</b>		<b>30</b>
<b>SEMESTER - II</b>									
<b>SL. NO</b>	<b>COURSE CATEGORY</b>	<b>COURSE CODE</b>	<b>NAME OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>S</b>	<b>TCH</b>
<b>THEORY</b>									
1	PC	IDB4116	Advanced Theory of Design	3	0	0	3		3
2	PC	IDB4117	History of Interior Design–I (Global)	2	0	0	2		2
3	BS	BDA1119	Environmental Science	1	0	0	1		1
4	BS	IDA4119	Basic Construction Techniques and Representation	3	0	0	3		3
5	BS	BDA1120	Value and Ethics	1	0	0	1		1
<b>THEORY CUM STUDIO</b>									
6	BS	IDA4126	Basics of Computer Design and Digital Fabrication	1	0	4	3		5
7	BS	IDA4127	Advanced Visualization and Representation	2	0	2	3		4
<b>STUDIO</b>									
8	PC	IDB4141	Basic Design – II	0	0	8	4	2	8
9	PC	IDB4142	Interior Space Drawing	0	0	4	2	2	4
<b>VALUE ADDED PROGRAMME</b>									
10	PAECC		Mini Project –10 Days (Minimum)				-		
<b>TOTAL</b>							<b>22</b>		<b>31</b>

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>B.DES (INTERIOR DESIGN)</b>									
<b>(165 CREDIT STRUCTURE)</b>									
<b>SEMESTER - III</b>									
<b>SL. NO</b>	<b>COURSE CATEGORY</b>	<b>COURSE CODE</b>	<b>NAME OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>S</b>	<b>TCH</b>
<b>THEORY</b>									
1	PC	IDB4201	Basics of Furniture Design	3	0	0	3		3
2	PC	IDB4202	Interior Landscape	3	0	0	3		3
3	PC	IDB4203	History of Interior Design – II (Indian)	2	0	0	2		2
4	BS	IDA4204	Advanced Construction Techniques and Representation	3	0	0	3		3
5	BS	IDA4205	Basics of Interior Services	2	0	0	2		2
6	PE	E1	Elective - I	3	0	0	3		3
<b>THEORY CUM STUDIO</b>									
7	BS	IDA4211	Advanced Computer Design and Digital Fabrication	1	0	4	3	1	5
<b>STUDIO</b>									
8	PC	IDB4231	Interior Design Studio –I	0	0	12	6	2	12
<b>VALUE ADDED PROGRAMME</b>									
9	PAECC	IDB4232	Evaluation of Mini Project	-	-	-	1	-	-
<b>TOTAL</b>							<b>26</b>		<b>33</b>
<b>SEMESTER - IV</b>									
<b>SL. NO</b>	<b>COURSE CATEGORY</b>	<b>COURSE CODE</b>	<b>NAME OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>S</b>	<b>TCH</b>
<b>THEORY</b>									
1	PC	IDB4216	Advanced Furniture Design	3	0	0	3		3
2	BS	IDA4217	Basics of Structural Design	3	0	0	3		3
3	BS	IDA4218	Interior Services ( Intermediate)	2	0	0	2		2
4	PE	E2	Elective – II	3	0	0	3		3
<b>THEORY CUM STUDIO</b>									
5	BS	IDA4226	Basics of Materials and Methods of Construction	1	0	4	3		5
<b>STUDIO</b>									
6	PC	IDB4241	Interior Design studio – II	0	0	12	6	2	12
7	PC	IDB4242	Workshop	0	0	4	2	2	4
<b>VALUE ADDED PROGRAMME</b>									
8	PAECC		Mini Project- 15 Days (Minimum)				-		
<b>TOTAL</b>							<b>22</b>		<b>32</b>

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>B.DES (INTERIOR DESIGN)</b>									
<b>(165 CREDIT STRUCTURE)</b>									
<b>SEMESTER - V</b>									
<b>SL. NO</b>	<b>COURSE CATEGORY</b>	<b>COURSE CODE</b>	<b>NAME OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>S</b>	<b>TCH</b>
<b>THEORY</b>									
1	PC	IDB4301	Lighting and Acoustics in Interiors	3	0	0	3		3
2	BS	IDA4302	Advanced Structural Design	3	0	0	3		3
3	PC	IDB4303	Sustainable Design	3	0	0	3		3
4	BS	IDA4304	Advanced Interior Services	2	0	0	2		2
5	PE	E3	Elective – III	3	0	0	3		3
6	NE	OE1	Open Elective - I	2	0	0	2		2
<b>THEORY CUM STUDIO</b>									
7	BS	IDA4311	Advanced Materials and Methods of Construction	1	0	4	3		5
<b>STUDIO</b>									
8	PC	IDB4331	Interior Design Studio - III	0	0	12	6	2	12
<b>VALUE ADDED PROGRAMME</b>									
9	PAECC	IDB4332	Evaluation of Mini Project	-	-	-	2	-	-
<b>TOTAL</b>							<b>27</b>		<b>33</b>
<b>SEMESTER - VI</b>									
<b>SL. NO</b>	<b>COURSE CATEGORY</b>	<b>COURSE CODE</b>	<b>NAME OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>S</b>	<b>TCH</b>
<b>THEORY</b>									
1	PC	IDB4316	Professional Practice	3	0	0	3		3
2	PC	IDB4317	History of Modern Movement	2	0	0	2		2
3	BS	IDA4318	Interior Construction and Drawing	3	0	0	3		3
4	PC	IDB4319	Renovation and Alteration	3	0	0	3		3
5	PE	E4	Elective – IV	3	0	0	3		3
6	NE	OE2	Open Elective - II	2	0	0	2		2
<b>STUDIO</b>									
7	PC	IDB4341	Interior Design Studio - IV	0	0	12	6	2	12
8	PC	IDB4342	Dissertation	0	0	4	2	1	4
<b>TOTAL</b>							<b>24</b>		<b>32</b>
<b>SEMESTER - VII</b>									
<b>SL. NO</b>	<b>COURSE CATEGORY</b>	<b>COURSE CODE</b>	<b>NAME OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>S</b>	<b>TCH</b>
<b>STUDIO</b>									
1	PAECC	IDB4431	Training	0	0	20	10		20
<b>TOTAL</b>							<b>10</b>		<b>20</b>

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>B.DES (INTERIOR DESIGN)</b>									
<b>(165 CREDIT STRUCTURE)</b>									
<b>SEMESTER - VIII</b>									
<b>SL. NO</b>	<b>COURSE CATEGORY</b>	<b>COURSE CODE</b>	<b>NAME OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>S</b>	<b>TCH</b>
<b>STUDIO</b>									
1	PC	IDB4441	Thesis	0	0	26	13		26
<b>TOTAL</b>							<b>13</b>		<b>26</b>



**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>LIST OF DEPARTMENTAL ELECTIVES WITH GROUPING - SEMESTER WISE</b>									
<b>SEM (Elec tive No.)</b>	<b>COURSE CATEGORY</b>	<b>COURSE CODE</b>	<b>NAME OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>S</b>	<b>TCH</b>
III (E1)	PE	IDC4251	Cultural Anthropology	3	0	0	3		3
	PE	IDC4252	Interior Model Making	3	0	0	3		3
	PE	IDC4253	Interior Sketching	3	0	0	3		3
IV (E2)	PE	IDC4266	Visual and Performing Arts	3	0	0	3		3
	PE	IDC4267	Vernacular Architecture and Interiors	3	0	0	3		3
	PE	IDC4268	Representation of Spaces	3	0	0	3		3
V (E3)	PE	IDC4351	Interior Accessories and Product Design	3	0	0	3		3
	PE	IDC4352	Revitalization of Art and Crafts	3	0	0	3		3
	PE	IDC4353	Graphics & Animation	3	0	0	3		3
VI (E4)	PE	IDC4366	Interior Photography	3	0	0	3		3
	PE	IDC4367	Entrepreneurship Development	3	0	0	3		3
	PE	IDC4368	Art and Graphics in Interior Design	3	0	0	3		3

**SEMESTER – I**

<b>COURSE TITLE</b>		<b>BASICS OF THEORY OF DESIGN</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4101</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>3- 0-0- 0</b>	
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>	
<b>LEARNING LEVEL</b>	<b>BTL-4</b>					
<b>Prerequisites : Nil</b>						
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>	
<b>1</b>	To understand the basics elements and principles of design				1,2	
<b>2</b>	To develop the understanding of shapes in reference to elements and principles				1,2	
<b>3</b>	To understand space making using solid shapes creating visual composition				2,3	
<b>4</b>	To develop the vision of color and color wheel in different scenarios				3,4	
<b>5</b>	To develop the meaning of space in reference to color and other elements				5,6,7	
<b>MODULE 1 - INTRODUCTION TO DESIGN</b>						<b>10</b>
<p>Definitions and meaning of design, importance of design, examples of design from nature. Fundamental elements of design in 2-D and their definitions; point, line, shape, form, space, texture, value, colour and material. Introduction to the principles of design in 2-D and 3D - unity, balance, symmetry, proportion, scale, hierarchy, rhythm, contrast, harmony, focus, etc. ; use of grids, creating repetitive patterns.</p> <p><b>Suggested Reading:</b> <a href="http://hubel.med.harvard.edu/book/ch8.pdf">http://hubel.med.harvard.edu/book/ch8.pdf</a></p>						
<b>MODULE 2 - CONCEPTS OF GEOMETRY</b>						<b>8</b>
<p>Introduction to different 3-D forms and primitive forms, shapes and understanding the behavior when combined. Transformation of 2-D to 3-D.</p>						
<b>MODULE 3 – PRINCIPLES OF COMPOSITION</b>						<b>7</b>
<p>Principles of composition using grids, symmetrical/ asymmetrical, Rule Of Thirds, Center Of Interest, Gestalts Theory of Visual Composition.</p>						
<b>MODULE 4 – THEORY OF COLOURS</b>						<b>12</b>
<p>Introduction – visible spectrum, coloured light, colour temperature, colour interaction, colour blindness.</p> <p>Color wheel – primary, secondary, tertiary colors, color wheel, color schemes color value, intensity, and modification of color hues – tints, shades, neutralization. Color charts – types, making and using. Color harmony, use of color harmony. Psychological impact of color – warm, cool and neutral colors, impact of specific hues, meanings of color, color and form, color and light, color and surface qualities, color and distances and scales</p> <p><b>Suggested Reading:</b> <a href="http://www.um.es/phi/aguirao/master/color.pdf">http://www.um.es/phi/aguirao/master/color.pdf</a></p>						
<b>MODULE 5 – USE OF COLOURS</b>						<b>8</b>
<p>Problems with color. Use of colors in various functional contexts – e.g. residential interiors, Non Residential interiors. Use of color in special situations – out door/indoor spaces, accessories, art works etc.</p> <p><b>Suggested Reading:</b> <a href="http://www.um.es/phi/aguirao/master/color.pdf">http://www.um.es/phi/aguirao/master/color.pdf</a></p>						

<b>REFERENCE BOOKS</b>	
1	Hanks, A.David. Decorative Designs of Frank Lloyd Wright, Dover Publications, Inc. New York, 2003.
2	Ching, Francis D.K. Architecture Form, space, and Order, 3rd ed. Van Nostrand Reinhold, New York, 2007.
<b>MOOC</b>	
1	<a href="https://www.edx.org/course/design-theory">https://www.edx.org/course/design-theory</a>
2	<a href="https://www.edx.org/course/design-thinking-fundamentals-ritx-think501x">https://www.edx.org/course/design-thinking-fundamentals-ritx-think501x</a>

<b>COURSE TITLE</b>	<b>ANTHROPOMETRICS AND ERGONOMICS</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDA4102</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-4</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
1.	To analyse and identify the anthropometrics and ergonomics in daily life				1,3
2.	To understand and analyse the stress factors on human body in various tasks				1
3.	To be able to create a standard measurement / dimension for a given task based on percentile methods				3,7,11
4.	To understand and analyse the furniture for different types of works and their effects on human body				3,10
5.	To understand and analyze the cognitive and behavioral aspects of humans with respect to furniture				10,11
<b>MODULE – 1 NEEDFORSTUDY</b>					<b>9</b>
Introduction to Ergonomics, Need for study of anthropometric and ergonomics, Design today- Human aid to lifestyle.					
<b>MODULE – 2 ERGONOMICSININDIA</b>					<b>9</b>
Environmental factors influencing human performance, Ergonomics in India. Ergonomics/ human Factors fundamentals, Physiology (work physiology) and stress					
<b>MODULE- 3 HUMANPHYSICAL DIMENSION</b>					<b>9</b>
Human physical dimension concern: Human body- structure and function, anthropometrics, Anthropometry: body growth and somato types, Static and dynamic anthropometry, Stand Posture- erect, Anthropometry landmark: Sitting postures, Anthropometry: squatting and cross-legged postures, Anthropometric measuring techniques, Statistical treatment of data and percentile calculations					
<b>MODULE-4 HUMAN BODY STRUCTUREANDFUNCTION</b>					<b>9</b>
Posture and job relation, Posture and body supportive devices, Chair characteristics, Vertical work surface, Horizontal work surface, movement, work Counter.					
<b>MODULE-5 BEHAVIOURANDPERCEPTION</b>					<b>9</b>
Communication and cognitive issues, Psychosocial behavior aspects, behavior and stereotype, Information processing and perception, Cognitive aspects and mental workload, Human error and risk perception.					

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>TEXT BOOKS</b>	
1	Alan Barnard & Jonathan Spencer, Encyclopaedia of social and cultural anthropology, Routledge; 1 edition, 2002
2	Niggel Rapport, Social and Cultural Anthropology: The Key Concepts, Routledge, 2000
3	Elizabeth. D. Hutchinson, Sage publications, Dimensions of Human Behavior, person and Environment, 2007.
4	Kumar Raj (Ed) Essays on Indian Art and Architecture. Discovery pub., New Delhi, 2003
5	Ghosh. A (Ed). Jain Art and Architecture Vol 1-3. BharatiyaJnanpith.New Delhi.
<b>REFERENCE BOOKS</b>	
1	Christine M. Piotrowski, Becoming an Interior Designer, John Wiley and Sons, 2003.
2	Henry Wilson, India: Decoration, Interiors, Design, Watson Guptill, First American edition, 2001
3	Michael Freeman, India Modern, Periplus editions, 2005
4	Sunil Sethi, Angelika Taschen, Indian Interiors, TASCHEN America Ltd; 25th ed. edition, 2009
<b>MOOC</b>	
1	<a href="https://study.com/academy/lesson/the-history-of-interior-design.html">https://study.com/academy/lesson/the-history-of-interior-design.html</a>
2	<a href="https://www.nda.ac.uk/study/courses/fda-degree/heritage-interior-design">https://www.nda.ac.uk/study/courses/fda-degree/heritage-interior-design</a>

<b>COURSE TITLE</b>	<b>BASIC HISTORY OF INTERIORS</b>			<b>CREDITS</b>	<b>2</b>
<b>COURSE CODE</b>	<b>IDA4103</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>2- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
1	To understand the evolution of art in interiors during the prehistoric period				1,2
2	To understand the different traditional contemporary art form with different tools and techniques				1,2
3	To explore the different ornaments and accessories in historic interiors				1,2
4	To understand the spatial scale in Buddhist, Islamic and Hindu art forms				1,2
5	To explore the various art forms throughout the world durq9th and 20 <sup>th</sup> century				1,2
<b>MODULE 1 - PURPOSE AND RELEVANCE OFARTDEVELOPMENT</b>					<b>4</b>
A survey of history of art forms: pre historic times to present times: changing nature of art through time in terms of content: form and material.					
<b>MODULE 2 - EXPLORATION OF ARTFORMS</b>					<b>6</b>
Study of traditional and contemporary art forms – painting, sculpture, architecture, decorative arts, design arts, digital art. Relationship between art and design from the earliest time.					
<b>MODULE 3 – STUDY OF ORNAMENTS&amp;ACCESSORIES</b>					<b>6</b>

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

Ornaments & Accessories in Interior Design. Different types of Ornamentation & Accessories in the interiors. Study and evaluation of artefacts, historic examples and their applicability.	
<b>MODULE 4 – INTRODUCTION TO HERITAGE INTERIORS</b>	<b>4</b>
Heritage Interiors Buddhist, Islamic and Hindu: Evolution of Interiors in different regions of India with examples. Heritage and identity at different spatial scales.	
<b>MODULE 5 – NEW DIRECTIONS IN ART</b>	<b>10</b>
Context for new directions in art in the late 19th and early 20 <sup>th</sup> century - Impressionism - post Impressionism – Fauvism- Expressionism- Cubism –Dadaism – Surrealism - abstract art – Futurism - Constructivism – Surrealism – De Stijl -Abstract Expressionism - Pop art - Op art- new forms and media of art. Study of famous and influential Artists, Craftsmen and people who pioneered innovations in their own fields and their influence on design and other fields.	
Works of Van Gogh, Dali, William Morris, Picasso, Da Vinci.	
<b>Suggested Reading:</b> <a href="http://www.nios.ac.in/media/documents/dled/Block1_508.pdf">http://www.nios.ac.in/media/documents/dled/Block1_508.pdf</a>	
<b>TEXT BOOKS</b>	
<b>1</b>	Alan Barnard & Jonathan Spencer, Encyclopaedia of social and cultural anthropology, Routledge; 1 edition, 2002
<b>2</b>	Niggel Rapport, Social and Cultural Anthropology: The Key Concepts, Routledge, 2000
<b>3</b>	Elizabeth. D. Hutchinson, Sage publications, Dimensions of Human Behavior, person and Environment, 2007.
<b>4</b>	Kumar Raj (Ed) Essays on Indian Art and Architecture. Discovery pub., New Delhi, 2003
<b>5</b>	Ghosh. A (Ed). Jain Art and Architecture Vol 1-3. Bharatiya Jnanpith. New Delhi.
<b>6</b>	Christine M. Piotrowski, Becoming an Interior Designer, John Wiley and Sons, 2003.
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<b>1</b>	Henry Wilson, India: Decoration, Interiors, Design, Watson Guptill, First American edition, 2001
<b>2</b>	Michael Freeman, India Modern, Periplus editions, 2005
<b>3</b>	Sunil Sethi, Angelika Taschen, Indian Interiors, TASCHEN America Ltd; 25th ed. edition, 2009
<b>MOOC</b>	
<b>1</b>	<a href="https://study.com/academy/lesson/the-history-of-interior-design.html">https://study.com/academy/lesson/the-history-of-interior-design.html</a>
<b>2</b>	<a href="https://www.nda.ac.uk/study/courses/fda-degree/heritage-interior-design">https://www.nda.ac.uk/study/courses/fda-degree/heritage-interior-design</a>

COURSE TITLE	SKETCHING			CREDITS	2
COURSE CODE	IDB4111	COURSE CATEGORY	PC	L-T-P-S	1- 0- 2- 2
CIA	50%			ESE	50%
LEARNING LEVEL	BTL-4				
Prerequisites : Nil					
CO	COURSE OUTCOMES				PO
1	To understand the usage of different points of pencils and apply in sketching				1,10

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2	To understand and analyze the geometric patterns in nature	1,3,5,8
3	To learn the fundamentals of drawing equipments and method of presentation	1,2,3,5
4	To create,compose sheets using different drawing tools on different mediums	1,3,5,7
5	To learn and understand measurement and scaling techniques for representing furniture and landscape elements	1,2,3,5
6	To understand variety of forms as a medium for indoor and outdoor sketching	1,2,3,5,11
<b>MODULE 1 - INTRODUCTION TO PENCIL EXERCISES</b>		
Knowledge about usage of different points of pencils, handling of pencils, practicing lines and tone building exercises. <b>Suggested Reading:</b> <a href="http://www.tianjiashao.com/Docs/2013/concept_sketch_sigg13_reduced.pdf">http://www.tianjiashao.com/Docs/2013/concept_sketch_sigg13_reduced.pdf</a>		
<b>MODULE 2 - EXERCISES OF OBJECT DRAWINGS</b>		
Natural geometric forms with emphasis on depth and dimension, detail & texture, sunlight & shadow.		
<b>MODULE 3 – FUNDAMENTALS OF DRAWING</b>		
Introduction – Fundamentals of drawing and its practice, introduction to drawing equipment, familiarization, use and handling of various media		
<b>MODULE4 - GEOMETRICALDRAWING</b>		
Drawing – Drawing sheet sizes, composition, fixing. Simple exercises in drafting, point and line, line types, line weights, straight and curvilinear lines, dimensioning, lettering, borders, title panels, tracing in pencil, ink, use of tracing cloth. Portfolio preparation.  <b>Suggested Reading:</b> <a href="http://carlosdamascenodesenhos.com.br/wp-content/uploads/2013/10/David-Lewis-Pencil_Drawing_Techniques.pdf">http://carlosdamascenodesenhos.com.br/wp-content/uploads/2013/10/David-Lewis-Pencil_Drawing_Techniques.pdf</a>		
<b>MODULE 5 – MEASURED DRAWING</b>		
Measuring and drawing to scale – scales, simple object, reduction and enlargement of drawings Architectural representation of landscape elements such as trees, indoor plants, planters, hedges, foliage, human figures in different postures, vehicles, street furniture etc.; by using different media and techniques and their integration to presentation drawings. <b>Suggested Reading:</b> <a href="http://www.nios.ac.in/media/documents/dled/Block1_508.pdf">http://www.nios.ac.in/media/documents/dled/Block1_508.pdf</a>		
<b>MODULE 6 – SKETCHING INDOOR OBJECTS</b>		
Still Life – Furniture, Equipment – Understanding Depth, light, shade, Shadow Etc. Outdoor Sketching: Natural Forms/Built Forms. Understanding variety in Forms. Sketching Human Form: Anatomy and Expressions – Graphical Representations.		
<b>REFERENCE BOOKS</b>		
1	Maureen Mitton, Interior Design Visual Presentation: A Guide to graphics, models and presentation techniques, 3rd edition, wiley publishers, 2007	
2	MogaliDelgadeYanes and Ernest Redondo Dominquez, Freehand drawing for Architects and Interior Designers, ww.Norton& co., 2005	
3	Francis D.Ching, Design Drawing, Wiley publishers	

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4	Moris, I.H.Geometrical Drawing for Art Students.
5	Thoms, E.French. Graphics Science and Design, New York: MC Graw Hill.
6	Shah, M.G., Kale, C.M. and Patki, S.Y. Building Drawing: with an integrated approach to built environment, 7th ed. Tata McGraw Hill Pub., Delhi, 2000.
7	Bies, D.John. Architectural Drafting: Structure and Environment Bobbs – Merril Educational Pub., Indianapolis.
<b>MOOC</b>	
1	<a href="https://www.edx.org/course/drawing-nature-science-culture-natural-newcastlex-nhi101x-1">https://www.edx.org/course/drawing-nature-science-culture-natural-newcastlex-nhi101x-1</a>
2	<a href="https://www.udemy.com/sketching-for-beginners/?couponCode=QTENRA">https://www.udemy.com/sketching-for-beginners/?couponCode=QTENRA</a>

<b>COURSE TITLE</b>	<b>BASICS OF VISUALIZATION AND REPRESENTATION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDA4112</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>1- 0- 4- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL 3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
1	To understand scales and construction of various conic sections				1,6,7
2	To impart knowledge about orthogonal projection				1,6,7
3	To learn about projection of various solids and their combinations				1,6,7
4	To understand the development of surfaces and intersection of surfaces				1,6,7
5	To learn to draw the isometric projection of planes, and objects				1,6,7
<b>MODULE 1 -GEOMETRICAL CONSTRUCTIONS</b>					<b>15</b>
<p>SCALES : Construction of plain scale and diagonal scale</p> <p>CONIC SECTIONS: Construction of conic sections given the distance of focus from the directrix and eccentricity. Construction of ellipse – concentric circle method, rectangular method and intersecting arc method. Construction of parabola by rectangular method and by tangent method. Construction of hyperbola – given the asymptotes and a point on the curve SPIRALS : Construction of Archimedean spiral and Logarithmic spiral HELIX : Construction of cylindrical helix ,conical helix and square helical spring</p>					
<b>MODULE 2-PROJECTIONS</b>					<b>15</b>
<p>First angle projection Points and Lines : Orthographic projection of lines for any given condition, determination of true length ,traces and inclinations to the planes of projection of any given line</p> <p>Planes : Traces of planes , plane figure inclined to one or both the reference planes</p>					
<b>MODULE 3–SOLIDS</b>					<b>15</b>
<p>Solids : Simple solids in simple position , prisms, regular pyramids, tetrahedron, octahedron, cone, spheres and their combinations placed in different positions. Auxiliary projections of simple solids and their combinations. Change of position and auxiliary plane method.</p>					
<b>MODULE 4 - SECTIONS &amp; DEVELOPMENTSOF SOLIDS</b>					<b>15</b>

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Intersection of surfaces: Line of intersection of two prisms, two cylinders and cone Section of solids: Section of simple solids by planes inclined. True shape of sections. Development of surfaces: Development of surfaces of simple solids, prisms, cylinders, pyramids, cones, spheres and truncated solids.	
<b>MODULE 5 -MATERIALPROJECTIONS</b> <span style="float:right"><b>15</b></span>	
Isometric Projection: Isometric scale, isometric view of planes ,simple solids, truncated solids , combination of objects Perspective projection : Perspective projection of simple solids and their combinations by visual ray method and vanishing point method.	
<b>TEXT BOOKS</b>	
1	N.D.Bhatt, 'Elementary Engineering Drawing', 53rd edition, Charotar, 2014
2	CariLaraSvensan and William Ezara Street, 'Engineering Graphics',
3	K. Venugopal, 'Engineering Drawing and Graphics', New Age Publishers, 2004.
4	S. Rajaraman, 'Practical Solid Geometry'
<b>MOOC</b>	
1	<a href="http://nptel.ac.in/noc/individual_course.php?id=noc17-ce03">http://nptel.ac.in/noc/individual_course.php?id=noc17-ce03</a>
2	<a href="http://nptel.ac.in/courses/112103019/">http://nptel.ac.in/courses/112103019/</a>

<b>COURSE TITLE</b>	<b>BASIC DESIGN - I</b>			<b>CREDITS</b>	<b>4</b>
<b>COURSE CODE</b>	<b>IDB4131</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>0- 0- 8- 1</b>
<b>CIA</b>	<b>60%</b>			<b>ESE</b>	<b>40%</b>
<b>LEARNING LEVEL</b>	<b>BTL-4</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
1	To integrate the understanding towards creative thinking techniques				1,2,7,9
2	To develop and understand graphical representation of elements.				3,5,6
3	To work in hands with concepts and creative thinking that represent the same				2,3,5,6,7
4	To collaborate both technical knowledge along with creativity, theme and rendering output.				1,3,5,7
5	To understand the evolution of design from basic concepts to design outputs.				1,3,5,6,7
<b>MODULE 1 - INTRODUCTION TO BASICDESIGN</b>					<b>16</b>
Definitions of creativity, understanding components of creativity, definitions of problem solving, theories of creativity, goals and objectives, value judgments, defining problems, information gathering, creative incubation, creative thinking and creative process.					
<b>MODULE 2 -THINKINGTECHNIQUES</b>					<b>16</b>
Principles in generative, convergent, lateral, interactive, graphical thinking, check lists, analysis and synthesis simulation, action ability and implementations of intentions. Blocks in creative thinking.					
<b>MODULE 3 – TOOLS AND TECHNIQUESOFCREATIVITY</b>					<b>24</b>



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Mind mapping, brain storming with related stimuli and unrelated stimuli, positive techniques for creativity, creative pause, Focus, Challenge, alternatives, concepts, sensitizing techniques, group or individual techniques.	
<b>MODULE 4 –PROBLEMSTATEMENTS</b>	<b>24</b>
Brain writing with unrelated stimuli, idea mapping, random input, story boarding exercises, problem solving techniques –brain storming, lateral thinking of De Bono	
<b>MODULE 5 –CREATIVESOLUTIONS</b>	<b>40</b>
Applicable to designs – Design, Invention, opportunity, problems, improvement, planning, projects, conflicts. Simple Design exercises. Creative Design process – conceptual design, embodiment design, detail design, Iterations Assignments: students are to design & produce at least 24 minor & 12 major basic products of day to day use and submit conceptual sketches along with a written report for internal and external assessment.	
<b>REFERENCE BOOKS</b>	
<b>1</b>	Geoffrey Broadbent. Design in Architecture, London:D.Fulton
<b>2</b>	Christopher Alexander. Pattern Language. New York: Oxford University Press & Thomas Mitchell. Redefining Designing: Form to Experience
<b>3</b>	Edward De Bono, Lateral Thinking
<b>4</b>	Design Basics for Creative Results by Bryan L.Peterson, F&W Publications, Inc.

<b>COURSE TITLE</b>	<b>MODEL MAKING</b>			<b>CREDITS</b>	<b>2</b>
<b>COURSE CODE</b>	<b>IDB4132</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>0- 0- 4- 2</b>
<b>CIA</b>	<b>60%</b>			<b>ESE</b>	<b>40%</b>
<b>LEARNING LEVEL</b>	<b>BTL-6</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1.</b>	To learn scale and techniques to make simple form models.				3,5,6
<b>2.</b>	Developing hand on experience and applying techniques to make clay models				3,5,6,11
<b>3.</b>	Developing hand on experience and applying joinery techniques to make wooden models				3,5,6,11
<b>4.</b>	Developing hand on experience and applying techniques to make metal(G.Iwire) models				3,5,6,11
<b>5.</b>	Developing hand on experience and applying techniques to make textiles models and create textile patterns				5,6.11
<b>MODULE - 1:LIVINGAND BEDROOM</b>					<b>8</b>
Need; role of scale models in design: general practices: Essentials of model making: understanding of various tools and machines employed, best practices involved in operating the tools and the techniques. Introduction to the Mount Board/Paper/Boards for model making – types, properties etc.Hand building techniques on different planes-making rigid forms like, cubic, spherical, pyramidal shaped forms, depiction of steps, free forms, sculptures, etc					

<b>Suggested Reading:</b> Karen Moon:Modeling Messages -The Architect and the Model	
<b>MODULE - 2:MATERIALS &amp; TECHNIQUES ( CLAY) 14</b>	
<p>Ceramics – clay/ plaster of Paris : Introduction to model making, Need; role of scale models in design:general practices - The potter’s wheel – kneading the clay, function of hands in throwing. Learning basic techniques in making different objects like bowl, plate, cylinder, vase, etc. Essentials of model making: understanding of various tools and machines employed, best practices involved in operating the tools and the techniques. Introduction to the Ceramic materials used for modelmaking – clay, types and mixtures, properties etc. Hand building techniques- coiling, hand building with clay strips- making a small sculpturein Relief work – addition - making a mural, scooping – tile work.</p> <p><b>Suggested Reading:</b> Nick Dunn : Architectural Modelmaking ( 2<sup>nd</sup> edition)</p>	
<b>MODULE - 3:MATERIALS &amp; TECHNIQUES(WOOD) 12</b>	
<p>Wood : Working with wood and wood derivatives to understand material parameters. Wooden joinery andits strength, Wood polishes and other finishes – colour and surface quality. Making of elements of variousscales in the built form, such as, interior space making elements, furniture forms, various products, Art &amp;Artifacts by using wood. Understanding the material and tools by making objects which allow studentstoexplore the forms, surfaces, textures and patterns. Explore different joinery, support conditions, and wovensurfaces</p>	
<b>MODULE -4 :MATERIALS &amp; TECHNIQUES( METAL) 12</b>	
<p>Metal : Types of metals, properties of metals, definitions of terms with reference to properties and uses ofmetals, various methods of working with metals, fixing and joinery in metals, finishing and treatment ofmetals., finishes on metals. Standard specifications. Metals in built form activity – horizontal, vertical andinclined surfaces – in interior environment elements- products and furniture forms - doors, windows, grilles,railing, stair etc. Metals and other materials – form and joinery.</p>	
<b>MODULE -5 :MATERIALS &amp; TECHNIQUES (TEXTILES) 14</b>	
<p>Textiles – Weaving &amp; printing: Introduction to fibers and yarns, table loom and floor loom, preparing warp, setting up loom for weaving. Basic weaves and their variations. Variation weaves and design quality,weaves as light controlling device, weaves and its quality for upholstery, curtains and floor coverings, Rugsand durries – motifs design, patterns and color variations. Development of textile design in differentcultures from primitive art to contemporary designs. Criteria of design of the elements and principles oftextile design. Analysis of a motif, developing repeat as a basic unit of design in textile printing. Printing –developing block, understanding the material used, colors, types and their mixing process, various colorprinting. Screen printing – design evolution for wallhangings, preparing screen and understanding thetechnique, printing on paper and printing on fabric</p>	
<b>REFERENCE BOOKS</b>	
<b>1</b>	PyoMi Young: Construction and Design Manual: Architectural Models
<b>2</b>	ArjanKarsen& Bernard Otte : Model Making- Conceive, Create and Convince
<b>3</b>	R.BruceHoadley : Understanding Wood: A Craftsman's Guide to Wood Technology
<b>E BOOKS</b>	
<b>1</b>	<a href="https://study.com/academy/lesson/wire-sculpture-art-techniques.html">https://study.com/academy/lesson/wire-sculpture-art-techniques.html</a>
<b>2</b>	<a href="http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm">http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm</a>
<b>3</b>	<a href="https://www.figurines-sculpture.com/sculpture-technique.html">https://www.figurines-sculpture.com/sculpture-technique.html</a>
<b>MOOC</b>	

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1	<a href="https://www.skillshare.com/classes/Polymer">https://www.skillshare.com/classes/Polymer</a>
2	<a href="https://www.arts.ac.uk/subjects/architecture">https://www.arts.ac.uk/subjects/architecture</a>
3	<a href="https://www.skillshare.com/classes/Polymer">https://www.skillshare.com/classes/Polymer</a>

COURSE TITLE		COMMUNICATION SKILLS		CREDITS	2	
COURSE CODE		ELA4102	COURSE CATEGORY	H	L-T-P-S	2-0-0-0
CIA		50%		ESE	50%	
LEARNING LEVEL		BTL-4				
CO	COURSE OUTCOMES				PO	
1	Enhance the communicative competence with focus on syntax and fluency				2,6,7,10	
2	Excel in oral and written medium and prepare them for employability				1,2,4,5,10	
<b>Prerequisites : Plus Two Level English</b>						
<b>MODULE 1 – IMPORTANCE OF COMMUNICATION</b>					<b>5</b>	
Communication: Importance of Communication; Elements of good individual communication; organizing oneself; different types of communication; Barriers in the path of Communication <b>Suggested Reading:</b> <i>Daily Newspaper, E newspaper</i>						
<b>MODULE 2 – LISTENING SKILLS</b>					<b>5</b>	
Listening skills: Listening to conversation and speeches (Formal and Informal) Reading: Techniques of reading, skimming, Scanning, SQ3R technique <b>Suggested Reading:</b> <i>Daily Newspaper, E newspapers</i>						
<b>MODULE 3 – CREATIVE WRITING SKILLS</b>					<b>5</b>	
Creative Writing: Scope of creative writing; Report Writing, Paragraph, Letter Writing (formal and Informal), Memo, Circular, Preparation of Agenda, Minutes of the meeting, Notice, Description of projects and features <b>Suggested Reading:</b> <i>Daily Newspaper, E newspapers</i>						
<b>MODULE 4 – SPEAKING SKILLS</b>					<b>5</b>	
Speaking: How to converse with people, how to communicate effectively; Pronunciation drills, Phonetics, vowels, Diphthongs, consonants, Dialogue and Conversational skills, Role play, Telephone etiquette. Interview technique, preparing for interviews (HR questions) Mock Interviews <b>Suggested Reading:</b> <i>Daily Newspaper, E newspapers</i>						
<b>MODULE 5 – DIGITAL COMMUNICATION</b>					<b>5</b>	
Impact of internet on communication; communication through computers; voice mail; broadcast messages; e-mail auto response; etc. Video conference; Tele conference <b>Suggested Reading:</b> <i>Daily Newspaper, E newspapers</i>						
<b>REFERENCE BOOKS</b>						
1	Professional Speaking Skills by Aruna Koneru, Oxford University Press, 2017					
2	Krishna Mohan & Meera Banerji: Developing Communication Skills Macmillan India, 2nd edition, 2009					

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3	K. Ashwathappa: Organizational Behavior, Himalaya Publishing House
4	Daniel Colman: Emotional Intelligence, Bloomsburry publication India,2010
<b>E BOOKS</b>	
1	English Language – TN College Text Book - <a href="http://www.textbooksonline.tn.nic.in/books/dted/dted1-english.pdf">http://www.textbooksonline.tn.nic.in/books/dted/dted1-english.pdf</a>
<b>MOOC</b>	
1	<a href="https://www.mooc-list.com/course/business-english-basics-coursera">https://www.mooc-list.com/course/business-english-basics-coursera</a>

**SEMESTER – II**

<b>COURSE TITLE</b>	<b>ADVANCED THEORY OF DESIGN</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4116</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-4</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand the articulation of roof plane in interior spaces				2,7,8
<b>2</b>	To understand the articulation of wall and floor plane in interior spaces				2,7,8
<b>3</b>	To analyze and understand the organization of various forms to define spaces				2,7,11
<b>4</b>	To understand the concept of function relationship and its outcome of circulation through spaces				2,7,11
<b>5</b>	To understand the design theories of Architects				2,8,10
<b>MODULE 1 –BUILDING COMPONENTS AND DESIGN –ROOF PLANES</b>					<b>12</b>
Role of roof planes in defining the ambience of an interior space – manipulation of roof planes – example across typologies.					
<b>MODULE 2 –BUILDING COMPONENTS AND DESIGN – WALL AND FLOOR PLANES</b>					<b>9</b>
Role of wall planes in defining the ambience of an interior space – manipulation of wall planes – example across typologies - Role of floor planes in defining the ambience of an interior space– example across typologies.					
<b>MODULE 3 - ORGANISATION OF FORMS</b>					<b>12</b>
Spatial Relationships: i) Space within space, ii) Interlocking spaces, iii) Adjacent spaces, iv) Space linked by a common space b) Spatial Organization: influencing factors and their types i) Centralized, ii) Linear, iii) Radial, iv) Clustered, v) Grid c) Articulation of forms and space types: i) Edges and corners, ii) Surface. A Project on Creation of forms & spaces using the principles learnt.					
<b>MODULE 4-CIRCULATION</b>					<b>6</b>
Function of building circulation components of building circulation - The building approach, The building entrance, configuration of the path, path space relationship, form of circulation space with examples. Simple circulation diagram for buildings <b>Suggested Reading:</b> <i>Interior Design: Conceptual Basis</i> by Sully Anthony.					
<b>MODULE 5 –APPLICATION OF DESIGN THEORIES</b>					<b>6</b>
Small exercises to understand how theories come together to create good design – application of theories within typology and across typologies					
<b>TEXT BOOKS</b>					
<b>1</b>	Francis D. K. Ching, 'Architecture - Form, Space and Order', Van Nostrand Reinhold Company, 2007				
<b>2</b>	V.S.Pramar, 'Design Fundamentals in Architecture', Somaiya Publications, New Delhi, 2007				
<b>REFERENCE BOOKS</b>					

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1	Leland M.Roth, 'Understanding Architecture', Routledge; 3 edition, 2013
2	Foundations in Architecture: An Annotated Anthology of Beginning Design Project, Van Nostrand Reinhold NY, 1993.
3	Basic Visual Concepts and Principles for Artists, Architects and Designers by Charles Wallschlagger & Cynthia Busic-Snyder, McGraw Hill, New York 1992.
4	Logic and Design in Art, Science and Mathematics by Krome Barratt, Globe Pequot Press, 2005.
<b>E BOOKS</b>	
1	<a href="http://ndl.iitkgp.ac.in/document/OkW0j6hdRjRF9TOI-AJ6ZaxR3oaR2haCcM8brpUUVuw9jk4dMZZ1BdsVu6yFVm27NmC_d2yYd9-_dP7PfmJ6CQ">http://ndl.iitkgp.ac.in/document/OkW0j6hdRjRF9TOI-AJ6ZaxR3oaR2haCcM8brpUUVuw9jk4dMZZ1BdsVu6yFVm27NmC_d2yYd9-_dP7PfmJ6CQ</a>
2	<a href="http://ndl.iitkgp.ac.in/document/rD3oym8UCm19P6yFn9P_jlFcu1r78QqPWhEJfrEKcO5ppiSL_L9aDFbnSyV-sWESl1y0d3vt6-uXT7Q-NAQg">http://ndl.iitkgp.ac.in/document/rD3oym8UCm19P6yFn9P_jlFcu1r78QqPWhEJfrEKcO5ppiSL_L9aDFbnSyV-sWESl1y0d3vt6-uXT7Q-NAQg</a>
<b>MOOC</b>	
1	<a href="https://www.edx.org/course/design-theory">https://www.edx.org/course/design-theory</a>
2	<a href="https://www.edx.org/course/design-thinking-fundamentals-ritx-think501x">https://www.edx.org/course/design-thinking-fundamentals-ritx-think501x</a>

COURSE TITLE		HISTORY OF INTERIOR DESIGN – I (GLOBAL)		CREDITS	2	
COURSE CODE		IDB4117	COURSE CATEGORY	PC	L-T-P-S	2- 0- 0- 0
CIA		50%		ESE	50%	
LEARNING LEVEL		BTL-3				
CO	COURSE OUTCOMES				PO	
1	To understand various architectural and interior elements from the ancient civilisations				4,9,10	
2	To review the classic styles and oriental influences from the past				4,9,10	
3	To understand how various styles from Europe shaped Architecture and interiors during the middle ages				4,9,10	
4	To understand the role of decorative styles in history of architecture and interior design				4,6,9,10	
5	To appreciate various styles learnt through individual designs across diverse range of sources.				1,5,6	
<b>Prerequisites : Nil</b>						
<b>MODULE 1 - ELEMENTS OF STYLE</b>					<b>6</b>	
Elements of style and determinants of Interior environments in Ancient Civilization: emphasis shall be on Architectural elements, furniture, decorative arts, colours & materials. Egyptian - Indus Valley Civilisation - The ancient Near East <b>Suggested Reading:</b> <a href="https://en.unesco.org/silkroad/sites/silkroad/files/knowledge-bank-article/vol_1%20silk%20road_the%20indus%20civilization%20BIS.pdf">https://en.unesco.org/silkroad/sites/silkroad/files/knowledge-bank-article/vol_1%20silk%20road_the%20indus%20civilization%20BIS.pdf</a>						
<b>MODULE 2 - CLASSICAL WORLD AND ORIENTAL INFLUENCES</b>					<b>6</b>	
Greek, Roman architecture and Eastern influences - China and Japan. <b>Suggested Reading:</b> <a href="https://www.britannica.com/art/interior-design/Origins-of-interior-">https://www.britannica.com/art/interior-design/Origins-of-interior-</a>						

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design#ref74210	
<b>MODULE 3 –FROM THE MIDDLE AGESTORENAISSANCE</b> <span style="float:right"><b>6</b></span>	
Early Christian and Byzantine, Romanesque and Gothic, Renaissance. <b>Suggested Reading:</b> <a href="https://www.britannica.com/art/interior-design/Origins-of-interior-design#ref74218">https://www.britannica.com/art/interior-design/Origins-of-interior-design#ref74218</a>	
<b>MODULE 4–DECORATIVESTYLES</b> <span style="float:right"><b>6</b></span>	
Ornamentation and decoration - Baroque, Rococco, and other royal styles <b>Suggested Reading:</b> <a href="https://www.britannica.com/art/interior-design/Origins-of-interior-design#ref422">https://www.britannica.com/art/interior-design/Origins-of-interior-design#ref422</a>	
<b>MODULE 5 – APPLICATION OF STYLESININTERIORS</b> <span style="float:right"><b>6</b></span>	
Exercises involving mix and match across styles involving eclectic compositions across typologies and themes.	
<b>TEXT BOOKS</b>	
1	John F. Pile, A history of interior design, 2nd edition, Laurence King Publishing, 2005. Jeannie Ireland, History of Interior Design, air child publications, illustrated ed., 2009.
2	GiedionSigfried, Space, Time and Architecture: The growth of a new tradition, 5th ed. Harvard University Press, Cambridge, 2008
<b>REFERENCE BOOKS</b>	
1	Pile. F John, Gura Judith (2013) A History of Interior Design, Wiley, New York, 4 <sup>th</sup> edition
2	Sir Banister Fletcher, A History of Architecture, CBS Publications (Indian Edition),20th Edition 2002.
<b>E BOOKS</b>	
1	<a href="https://www.yumpu.com/en/document/view/36775179/roman-architecture-notes.pdf">https://www.yumpu.com/en/document/view/36775179/roman-architecture-notes.pdf</a>
2	<a href="https://tigerprints.clemson.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1909&amp;context=all_theses">https://tigerprints.clemson.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1909&amp;context=all_theses</a>
3	<a href="http://www.nationalmuseumindia.gov.in/pdfs/Harappan-Civilization.pdf">http://www.nationalmuseumindia.gov.in/pdfs/Harappan-Civilization.pdf</a>
4	<a href="http://www.arch.mcgill.ca/prof/mellin/articles/glassievarch.pdf">http://www.arch.mcgill.ca/prof/mellin/articles/glassievarch.pdf</a>
5	<a href="http://iaste.berkeley.edu/pdfs/01.2b-Spr90glassie-sml.pdf">http://iaste.berkeley.edu/pdfs/01.2b-Spr90glassie-sml.pdf</a>
<b>MOOC</b>	
1	<a href="http://www.architecturecourses.org/classical-architecture-history">http://www.architecturecourses.org/classical-architecture-history</a>
2	<a href="https://www.edx.org/course/global-history-architecture-mitx-4-605x-0">https://www.edx.org/course/global-history-architecture-mitx-4-605x-0</a>

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COURSE TITLE		ENVIRONMENTAL SCIENCE			CREDITS	1
Course Code		BDA1119	Course Category	BS	L-T-P-S	1-0-0-0
CIA		50%			ESE	50%
LEARNING LEVEL		BTL1				
CO	COURSE OUTCOMES					PO
1.	To understand our natural resources, ecosystem and the biodiversity of the planet					1
2.	Obtain basic knowledge on environment pollutions, its types and pollutants					1
3.	Understanding the Social Issues and the impact of Population on the Environment					5
<b>Prerequisites : Nil</b>						
<b>MODULE 1 - INTRODUCTION TO WORLD ART &amp; CULTURES</b>						
Definition, scope and importance, of environmental studies, Need for public awareness. Renewable and non-renewable resources: Natural resources and associated problems. Forest resources: Water resources: Mineral resources : Food resources : Energy resources : Land resources:						
<b>MODULE – 2 : ECO SYSTEMS</b>						
Structure and function of an ecosystem, Concept of an ecosystem , Producers, consumers and decomposers, Energy flow in the ecosystem, Ecological succession, Food chains, food webs and ecological pyramids, Types of Eco system						
<b>MODULE – 3 : BIODIVERSITY AND ITS CONSERVATION</b>						
Bio-geographical classification of India, Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values, Hot-spots of biodiversity. Threats to biodiversity. Endangered and endemic species of India. Conservation of biodiversity						
<b>MODULE 4: ENVIRONMENTAL POLLUTION</b>						
Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards, Solid waste Management, Disaster management: floods, earthquake, cyclone and landslides.						
<b>MODULE 5 : SOCIAL ISSUES AND THE ENVIRONMENT</b>						
Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. Wasteland reclamation. Consumerism and waste products. Environment Protection Act. Air (Prevention and Control of Pollution) Act. Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation. Public awareness.						
<b>SUGGESTED READS</b>						
Bio geo genesis, Green agenda, Sustainability						
<b>LAB / MINI PROJECT/FIELD WORK</b>						
A study on the environment status of the village adopted by HITS						
<b>REFERENCE BOOKS</b>						
1	Cunningham, W.P. Cooper T.H. Gorhani, E& Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p					
2	Text Book for environmental Studies For UGC, Erach Bharucha, 2004					
<b>E BOOKS</b>						
1.	<a href="http://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf">http://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf</a>					
<b>MOOC</b>						
1.	<a href="http://academicearth.org/environmental-studies/">http://academicearth.org/environmental-studies/</a>					



**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>COURSE TITLE</b>	<b>BASIC CONSTRUCTION TECHNIQUES AND REPRESENTATION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDA4119</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>3-0-0-0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1.</b>	a. To Understand the progressive function of hardware's and Its properties,application in interior and base building construction industry,				
	b. To gain awareness of the existing and new trends and availability of hardware and accessories materials.				2,3,5
<b>2.</b>	To Understand the stone varieties and properties to use in interior building industry.				1,9,10
<b>3</b>	To Understand the rubber performance at various state and properties to use in interior building construction industry.				1,9,10
<b>4.</b>	To Understand properties and use of plastics in interior building industry.				4,5,10
<b>5.</b>	To Understand in detail about the types and use of partitions and false ceilings in interior construction industry.				3,4,11
<b>Prerequisites : Nil</b>					
<b>MODULE 1 -HARD WARE</b>					<b>12</b>
Hardware & Accessories : all hardware required for residences, offices, other public & private spaces, etc., including all types of hinges, drawer slides, handles, locks, wire managers, etc., accessories for toilet, kitchen, office, glass patch fittings, profiles, etc.,					
<b>MODULE 2-STONES</b>					<b>9</b>
Stones : Igneous, metamorphic & sedimentary – classifications, types, properties, availability, applications					
<b>MODULE 3-RUBBER</b>					<b>6</b>
Rubber – Natural rubber, latex, coagulation, vulcanizing and synthetic rubber- properties and application.					
<b>MODULE 4-PLASTIC</b>					<b>6</b>
Plastics – Types, thermosetting and thermo plastics, resins, common types of moldings, fabrication of plastics, polymerization and condensation. Plastic coatings reinforced plastic, plastic laminates – properties, uses and applications.					
<b>MODULE 5 - PARTITIONS ANDFALSE CEILING</b>					<b>12</b>
Partition walls : all types of partitions – full height, half & dwarf, double skinned, single skinned, frameless glass, etc., Wall paneling : plywood, leather, acoustic boards, etc., False Ceiling : all types, with full system, insulation, acoustical, etc.,					
<b>Suggested Reading:</b> <a href="https://www.supertecceilings.co.za/wp-content/uploads/2013/02/SUPERTEC-GYPSUM-BOARD.pdf">https://www.supertecceilings.co.za/wp-content/uploads/2013/02/SUPERTEC-GYPSUM-BOARD.pdf</a>					
<b>TEXT BOOKS</b>					
<b>1</b>	Bindra, S.P. and Arora, S.P. Building Construction: Planning Techniques and Methods of Construction, 19th ed. DhanpatRai Pub., New Delhi, 2000.				

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2	Moxley, R. Mitchell's Elementary Building Construction, Technical Press Ltd.
<b>REFERENCE BOOKS</b>	
1	Rangwala, S.C. Building Construction 22nd ed. Charota Pub. House Anand, 2004.
2	Sushil Kumar. T.B. of Building Construction 19th ed. Standard Pub. Delhi, 2003.
3	Francis D. Ching, Building Construction Illustrated, Wiley publishers, 2008.
<b>E BOOKS</b>	
1	<a href="http://www.slcdocs.com/historicpreservation/guideres/ch2.pdf">http://www.slcdocs.com/historicpreservation/guideres/ch2.pdf</a>
2	<a href="http://www.ouhk.edu.hk/LIPACE/Full_time/Notice/tips-201207/DESN3004EF%20Environment%20and%20Interior%20Design%20Study%20Notes.pdf">http://www.ouhk.edu.hk/LIPACE/Full_time/Notice/tips-201207/DESN3004EF%20Environment%20and%20Interior%20Design%20Study%20Notes.pdf</a>
3	<a href="http://www.csdcindia.org/sites/default/files/QP%20-%20Chargehand%20False%20Ceiling%20%26%20Dry%20Wall%20Installer.pdf">http://www.csdcindia.org/sites/default/files/QP%20-%20Chargehand%20False%20Ceiling%20%26%20Dry%20Wall%20Installer.pdf</a>
<b>MOOC</b>	
1	<a href="https://www.makeuseof.com/tag/learn-interior-design-8-free-online-courses/">https://www.makeuseof.com/tag/learn-interior-design-8-free-online-courses/</a>
2	<a href="http://www.interiordesignonline.edu.au/">http://www.interiordesignonline.edu.au/</a>
3	<a href="https://www.udemy.com/topic/interior-design/">https://www.udemy.com/topic/interior-design/</a>

COURSE TITLE	VALUE AND ETHICS			CREDITS	1
COURSE CODE	BDA1120	COURSE CATEGORY	BS	L-T-P-S	1- 0- 0- 0
CIA	50%			ESE	50%
LEARNING LEVEL	BTL-2				
Prerequisites : Nil					
CO	COURSE OUTCOMES				PO
1	Understanding values and its importance in current scenario				1
2	Understanding human rights and identifying social evils				1
3	Spreading awareness amongst others to help curb injustice and spread human values				1
<b>MODULE 1 - NEED FOR STUDY</b>					<b>3</b>
Value Education—Introduction – Definition of values – Why values? – Need for Incultation of values – Object of Value Education – Sources of Values – Types of Values: i) Personal values ii) Social values iii) Professional values iv) Moral and spiritual values) Behavioral (common) values					
<b>MODULE 2 - PERSONAL VALUES</b>					<b>5</b>
Personal values – Definition of person – Self confidence – Relative and absolute confidence, being self-determined,swatantrata (loosely equivalent to freedom). Self discipline – Self Assessment – Self restraint –Self motivation – Determination – Ambition – Contentment Self-respect and respect to others; expression of respect					
<b>MODULE 3 -SOCIAL VALUES</b>					<b>5</b>
Social values – Units of Society - Individual, family, different groups – Community – Social consciousness–EqualityandBrotherhood–Dialogue–Tolerance–Sharing–Honesty–Responsibility – Cooperation; Freedom – Repentance and Magnanimity. Peer Pressure – Ragging - examples - making one's own choices					

<b>MODULE 4 -PROFESSIONAL VALUES</b>		<b>5</b>
Professional values – Definition – Competence – Confidence – Devotion to duty –Efficiency – Accountability – Respect for learning /learned – Willingness to learn-Open and balanced mind – Team spirit – Professional Ethics – Willingness for Discussion; Difference between understanding and assuming Time Management: Issues of planning, as well as concentration (and aligning with selfgoals) Expectations from yourself. Excellence and competition, coping with stress, Identifying one’sinterests as well as strengths.		
<b>MODULE 5-BEHAVIOURAL VALUES</b>		<b>5</b>
Behavioral values – Individual values and group values. Anger: Investigation of reasons, watching one’s own anger; Understanding anger as: a sign of power or helplessness, distinction between response and reaction. Right utilization of physical facilities. Determining one’s needs, needs of the self and of the body, cycle of nature. Relationship with teachers. Inside the class, and outside the class, interacting with teachers. Complimentary nature of skills and values. Distinction between information & knowledge Goals: Short term goals and long term goals; How to set goals; How to handle responsibilities which have to be fulfilled while working for goals.		
<b>TEXT BOOKS</b>		
<b>1</b>	Values (Collection of Essays)., Published by : Sri Ramakrishna Math.,Chennai—	(2008)
<b>2</b>	Prof. R.P.Dhokalia., Eternal Human Values NCRT – Campus Sri Aurobindo Marg., New Delhi	
<b>3</b>	Holy Books of all religions	
<b>E BOOKS</b>		
<b>1</b>	<a href="https://www.researchgate.net/publication/293755836_VALUE_EDUCATION_NEE_D_OF_THE_HOUR">https://www.researchgate.net/publication/293755836_VALUE_EDUCATION_NEE_D_OF_THE_HOUR</a>	
<b>2</b>	<a href="http://cbseportal.com/e-books/download-free-ncert-e-book-education-for-values-in-school-a-framework">http://cbseportal.com/e-books/download-free-ncert-e-book-education-for-values-in-school-a-framework</a>	

<b>COURSE TITLE</b>	<b>BASICS OF COMPUTER DESIGN AND DIGITAL FABRICATION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDA4126</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>1- 0- 4- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand the basic components of operating on menu and setup wizard				5,6,7
<b>2</b>	To understand the co-ordinate systems, UCS, shortcuts in AutoCAD				5,6,7
<b>3</b>	To work on the settings of environment				5,6,7
<b>4</b>	To work on drafting a plan with dimensioning and layers				5,6,7
<b>5</b>	To understand the various tools on Photoshop				5,6,7
<b>MODULE 1 -BASICOUTLINE</b>					<b>15</b>

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Introduction to the menu, starting drawings from scratch. Creating and using templates- starting drawings with setup wizards. Saving and closing a file.					
<b>MODULE 2 -AXIS POINTS</b>					<b>15</b>
Using co-ordinate systems – The UCS. Working with Cartesian and polar coordinate systems. Using displays with shortcuts.					
<b>MODULE 3 - UNITS, LIMITSANDLAYERS</b>					<b>15</b>
Setting up the drawing environment – setting the paper size, setting units, grid limits, drawing limits, snap controls. Use of paper space and model space. Basic commands dealing with drawing properties: Layer control, change properties, line weight control, etc. <b>Suggested Reading:</b> <a href="http://www.cadinstitute.com/fund/pdf/units/unit13.pdf">http://www.cadinstitute.com/fund/pdf/units/unit13.pdf</a>					
<b>MODULE 4 - DIMENSIONS, CALCULATIONSANDGROUPING</b>					<b>15</b>
Inquiry methods: Using data base information for objects, calculating distance, angle, areas etc. Dimensioning commands and blocks: Dimensioning the objects in linear, angular fashions along with quick time dimensioning etc. Creating and working with blocks, creating symbols, use of blocks in creating a layout, of a residential area- one exercise to be done as lab assignment.					
<b>MODULE 5 - BASICS OFADOBEPHOTOSHOP</b>					<b>15</b>
Tool box ( Moving , marquee tool), Magic ward selection, Crop tool, Paint Brush, Opacity, Tent Styles, Blue tool, Sharpening Tool, Color correction, Layers, moving Tool, Masking Tool.					
<b>TEXT BOOKS</b>					
1	Computer Design & Digital Fab				
2	Auto Desk, Revit 2017 for Architecture, Sybex, 2016 .				
<b>REFERENCE BOOKS</b>					
1	Auto Desk, 3DS MAX comprehensive tutorial resources Wiley 2014.				
2	Sketch up for interior Design . 3D visualising designing & space planning by Lidya Sloan, Wiley Publisher – 2014.				
3	Auto Desk Auto cad 2017 for Architecture, Sybex , 2016.				
<b>E BOOKS</b>					
1	<a href="http://toasterdog.com/files/basics_of_photoshop_full_guide.pdf">http://toasterdog.com/files/basics_of_photoshop_full_guide.pdf</a>				
2	<a href="http://academics.triton.edu/faculty/fheitzman/Customizing%20AutoCAD.pdf">http://academics.triton.edu/faculty/fheitzman/Customizing%20AutoCAD.pdf</a>				
<b>MOOC</b>					
1	<a href="https://www.coursera.org/learn/2d-cad#%20">https://www.coursera.org/learn/2d-cad#%20</a>				
2	<a href="http://au.autodesk.com/au-online/classes-on-demand/search?full-text=autocad">http://au.autodesk.com/au-online/classes-on-demand/search?full-text=autocad</a>				
3	<a href="https://www.udemy.com/introduction-to-graphic-design/">https://www.udemy.com/introduction-to-graphic-design/</a>				

<b>COURSE TITLE</b>	<b>ADVANCED VISUALIZATION AND REPRESENTATION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDA4127</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>2- 0- 2- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>

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<b>LEARNING LEVEL</b>		<b>BTL-3</b>
<b>Prerequisites : Nil</b>		
<b>CO</b>	<b>COURSE OUTCOMES</b>	<b>PO</b>
<b>1</b>	To understand the spatial and stylistic qualities associated with architecture	1,4,6
<b>2</b>	To understand architecture as an outcome of various social, political and economic upheavals	1,4,6
<b>3</b>	To understand architecture as a response to the cultural and context	1,4,6
<b>4</b>	To learn the standards for residential furniture and apply them through drafting	2,3,4,10
<b>5</b>	To learn the standards for office furniture and apply them through drafting	2,3,4,10
<b>MODULE 1 -FINISHES &amp; STAIRCASE</b>		<b>12</b>
Wall finishes, wall plastering, chamfered corners, dado, wall cladding, fixing of doors & windows, etc Details of floor finishes : tiling/ stone flooring, wooden flooring, access flooring Plans, sections & elevations of staircases : Types of staircase, different materials – RCC, wood, steel staircase, etc <b>Suggested Reading:</b> <b>Reading:</b> <a href="http://eastsidebr.com/wp-content/uploads/2017/01/Wall-Paneling-4-page-brochure-web.pdf">http://eastsidebr.com/wp-content/uploads/2017/01/Wall-Paneling-4-page-brochure-web.pdf</a>		
<b>MODULE 2 – WOOD WORK REPRESENTATION</b>		<b>12</b>
All woodworks : joinery, types of doors, windows, etc Detailed drawing of Partition walls : all types of partitions – full height, half & dwarf, double skinned, single skinned, frameless glass, etc Wall paneling : plywood, leather, acoustic boards, etc False Ceiling : all types, with full system, insulation, acoustical, etc <b>Suggested Reading:</b> <a href="https://www.hunker.com/12000102/types-of-wall-paneling">https://www.hunker.com/12000102/types-of-wall-paneling</a>		
<b>MODULE 3 - RESIDENTIAL FURNITURE</b>		<b>12</b>
Detailed plan, sections, elevations and isometrics of the standard residential furniture like: Sofas – double, single seat Tables – peg, nested, dining, etc Chairs –study, dining, sofa chairs, etc Beds with side tables – TW frame, box frame, with storage, etc		
<b>MODULE 4 - STORAGE REPRESENTATION</b>		<b>12</b>
Storage & display units : dressing table units, showcase, china cabinets, home bar, entertainment units, book case, tall boy units, chest of drawers, etc Bar counter with bar stool. Detailed plan, sections, elevations with one point perspectives of kitchen with details of each units, etc .		
<b>MODULE 5 - OFFICE FURNITURE</b>		<b>12</b>
Detailed plan, sections, elevations and isometric views of office furniture – hierarchy of work stations, tables, return units, filing units, Reception table, etc		
<b>TEXT BOOKS</b>		<b>12</b>
<b>1</b>	Shah, M G & others, Building Drawing : An Integrated approach to build Environment, 5TH edition, Tata McGraw Hill Publications Company Ltd, New Delhi, 2012	
<b>2</b>	Kilmer, Working Drawings & Details for Interiors, John Wiley & Sons., 2009	
<b>REFERENCE BOOKS</b>		
<b>1</b>	Dr. B.C Punmia , Building construction , Laxmi publications Pvt. Ltd., New Delhi, 1993.	
<b>2</b>	Francis D. K. Ching - Building Construction Illustrated, VNR, 1975	

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3	W.B.Mckay, Building construction, Longmans, UK 1981
<b>E BOOKS</b>	
1	<a href="https://www.griffith.edu.au/_data/assets/pdf_file/0021/196203/13.00-Floor-Finishes-v18.pdf">https://www.griffith.edu.au/_data/assets/pdf_file/0021/196203/13.00-Floor-Finishes-v18.pdf</a>
2	<a href="https://www.researchgate.net/publication/320800578_Interior_Finishing_Materials">https://www.researchgate.net/publication/320800578_Interior_Finishing_Materials</a>
3	<a href="http://www.prenhall.com/divisions/ect/app/mehta.old/MEHTMC26_0131579886.pdf">http://www.prenhall.com/divisions/ect/app/mehta.old/MEHTMC26_0131579886.pdf</a>
4	<a href="http://www.rmfgroup.com/catalog/catalog.pdf">http://www.rmfgroup.com/catalog/catalog.pdf</a>
5	<a href="https://www.fema.gov/sites/default/files/orig/plan/prevent/earthquake/fema74/pdf/chapter6_5_1/chapter6_5_1_1.pdf">https://www.fema.gov/sites/default/files/orig/plan/prevent/earthquake/fema74/pdf/chapter6_5_1/chapter6_5_1_1.pdf</a>
<b>MOOC</b>	
1	<a href="https://www.finefurnituremaker.com/course-syllabus/">https://www.finefurnituremaker.com/course-syllabus/</a>
2	<a href="https://www.risd.edu/academics/furniture-design/courses/">https://www.risd.edu/academics/furniture-design/courses/</a>
3	<a href="http://ceas.uc.edu/wood/furniture-drawing-courses.html">http://ceas.uc.edu/wood/furniture-drawing-courses.html</a>

<b>COURSE TITLE</b>	<b>BASIC DESIGN - II</b>			<b>CREDITS</b>	<b>4</b>
<b>COURSE CODE</b>	<b>IDB4141</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>0- 0- 8- 2</b>
<b>CIA</b>	<b>60%</b>			<b>ESE</b>	<b>40%</b>
<b>LEARNING LEVEL</b>	<b>BTL-6</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
1	To understand the need of measurement for future design in spatial planning				5,7,8,9
2	To generate design module and use anthropometry as a tool in design				8,9,10,11
3	To understand and create spaces of comfort and spatial quality				6,8,9,10
<b>MODULE 1 -BASICANTHROPOMETRICS</b>					<b>20</b>
Average measurements of human body in different postures – its proportion and graphic representation, application in the design of simple household and furniture. Role of mannequins in defining spatial parameter of design. Basic human functions and their implications for spatial planning. Minimum and optimum areas for various functions. <b>Suggested Reading:</b> <a href="http://ergo.human.cornell.edu/studentdownloads/dea3250pdfs/anthrodesign.pdf">http://ergo.human.cornell.edu/studentdownloads/dea3250pdfs/anthrodesign.pdf</a>					
<b>MODULE 2 - INTRODUCTION TODESIGNMETHODOLOGY</b>					<b>40</b>
Detailed study of residential spaces: such as, living, dining, bedrooms, kitchen, toilet etc. including the furniture layout, circulation, clearances, etc. Case study of existing residential spaces and the analysis of the spaces therein, to be taken up. Preparing user profile, bubble and circulation diagrams.					
<b>MODULE 3 - VISUAL ANALYSISDESIGNEDSPACES</b>					<b>60</b>
Visual analysis designed spaces of noted for comfort and spatial quality; analysis of solid and void relations, positive and negative spaces. Integration of spaces and function in the design of kiosk for - traffic police, ATM center, etc; stalls inside a shopping mall, - jewellery stall, flower stall, ice cream stall, etc; booths - bus ticketing booth, smokers’ booths, etc.					
<b>TEXT BOOKS</b>					

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

1	Karlen Mark, Space planning Basics, Van Nostrand Reinhold, New York, 3rd edition 2009
2	V.S.Pramar, 'Design Fundamentals in Architecture', Somaiya Publications, New Delhi, 2007
<b>REFERENCE BOOKS</b>	
1	Joseph D Chiara, Julius Panero, & Martin Zelnick, Time Saver standards for Interior Design & space planning, 2nd edition, Mc-Graw Hill professional, 2001.
2	Francis.D. Ching& Corky Bingelli, Interior Design Illustrated, 2nd edition, Wiley publishers, 2004.
<b>E BOOKS</b>	
1	<a href="https://multisite.eos.ncsu.edu/www-ergocenter-ncsu-edu/wp-content/uploads/sites/18/2016/06/Anthropometric-Detailed-Data-Tables.pdf">https://multisite.eos.ncsu.edu/www-ergocenter-ncsu-edu/wp-content/uploads/sites/18/2016/06/Anthropometric-Detailed-Data-Tables.pdf</a>
2	<a href="http://www.stat.colostate.edu/~jah/papers/Irvine%20et%20al%202007.pdf">http://www.stat.colostate.edu/~jah/papers/Irvine%20et%20al%202007.pdf</a>
3	<a href="http://iopscience.iop.org/article/10.1088/1755-1315/95/5/052008/pdf">http://iopscience.iop.org/article/10.1088/1755-1315/95/5/052008/pdf</a>
4	<a href="https://bwracs.eecs.berkeley.edu/Classes/lcBook/SLIDES/slides11.pdf">https://bwracs.eecs.berkeley.edu/Classes/lcBook/SLIDES/slides11.pdf</a>

COURSE TITLE	INTERIOR SPACE DRAWING			CREDITS	2
COURSE CODE	IDB4142	COURSE CATEGORY	PC	L-T-P-S	0- 0- 4- 2
CIA	60%			ESE	40%
LEARNING LEVEL	BTL-6				
Prerequisites : Nil					
CO	COURSE OUTCOMES				PO
1	To understand the spatial and stylistic qualities associated with design and creativity				1,5
2	To understand interior design using different medias of presentation				1,2,3
3	To understand architecture as a response to culture and context				1,4,11
4	To understand the purpose of shadows in buildings and in interiors				1,5,11
5	To enable a student to understand the theory of perspective in design				3,6
<b>MODULE 1 -PENS &amp; BRUSHES</b>					<b>12</b>
Introduction to pen and brush exercises – Simple exercises of shapes and lines, lines and textures, pen lines, ruling with pen and brush, brush lines etc.					
<b>MODULE 2 - TONES AND RENDERING</b>					<b>12</b>
Tones and Rendering – tones in pen drawings, value scales, Gray values, Grading tones etc. Simple exercises of tonal values and textures with pen. Color study, monochrome and wash rendering etc. Rendering of the perspectives in different media through drawing pencil, sketch pen, pencil color, monochrome, wash rendering etc.					
<b>MODULE 3 - LANDSCAPE AND SHADOWS</b>					<b>12</b>
Integrating landscape elements, human figures, shadows, foreground etc in the perspectives.					
<b>MODULE 4 - SCIOGRAPHY</b>					<b>12</b>
Introduction to Sciography – Simple and composite forms, shadows on horizontal, vertical planes and on their own surfaces. Study of shade and shadows of simple geometrical solids of various forms and groups of forms in Interiors.					

<b>MODULE 5 - PERSPECTIVE</b>		<b>12</b>
Perspective: Characteristics of perspective drawings, perspectives of simple geometric solids and spaces and complex geometries. Advanced examples in one-point or parallel perspective, two-point		
Interior perspectives of rooms. Introduction to three-point perspective of furniture.		
<b>TEXT BOOKS</b>		
<b>1</b>	Maureen Mitton, Interior Design Visual Presentation: A Guide to graphics, models and presentation techniques, 3rd edition, wiley publishers, 2007	
<b>2</b>	Mogali Delgado Yanes and Ernest Redondo Dominquez, Freehand drawing for Architects and Interior Designers, ww.Norton & co., 2005	
<b>REFERENCE BOOKS</b>		
<b>1</b>	Francis D.Ching, Design Drawing, Wiley publishers	
<b>2</b>	Bately, Claude. Design Development of India Architecture.	
<b>3</b>	Bellings, Lance Bowen. Perspective space and Design.	
<b>4</b>	Conli, Claudius. Drawings by Architects.	
<b>5</b>	Joseph D, Amelio, Perspective Drawing Hand book, Dover publications, 2004	
<b>E BOOKS</b>		
<b>1</b>	<a href="https://www.elsevier.com/book/architectural-graphics/ching/9780731290555">https://www.elsevier.com/book/architectural-graphics/ching/9780731290555</a>	
<b>2</b>	<a href="https://dtcc.edu/project.inco.arch.dwg">https://dtcc.edu/project.inco.arch.dwg</a>	

<b>COURSE TITLE</b>	<b>INTERNSHIP</b>			<b>CREDITS</b>	<b>1</b>
<b>COURSE CODE</b>	<b>IDB4232</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>-</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To observe and learn the tools, techniques and design process from consultants				<b>9,10</b>
<p>Every student must work with, artisans, for 10 days after identification of the consultants and discussion with the concerned faculty.</p> <p>The student should involve in the work of these people and observe and document the materials, tools, techniques and process used by them in the projects.</p> <p>After the summer vacation, every student will have to submit a detailed report with drawings, photographs of the work in which the student was involved with the consultants.</p>					



**SEMESTER – III**

COURSE TITLE		BASICS OF FURNITURE DESIGN		CREDITS	3
COURSE CODE	IDB4201	COURSE CATEGORY	PC	L-T-P-S	3-0-0-0
CIA	50%			ESE	50%
LEARNING LEVEL	BTL-3				
Prerequisites : Nil					
CO	COURSE OUTCOMES				PO
1	To understand and use basic theories of design to develop furniture in different styles.				1,2,3,6,7
2	To apply principles of universal design to create comfortable furniture				4,5,8,9
3	To refer from history and other case studies to get inspired and apply learnings to their designs				5,6,10,
4	To express concepts with appropriate terms and reflect the design by developing furniture of different categories.				3,4,5,6
5	To understand seating typologies and impact of culture on them.				3,4,5,6
<b>MODULE 1 - FUNCTIONAL AND FORMAL ISSUES IN DESIGN</b>					<b>12</b>
Study and evaluation of popular dictums such as “Form follows function”, “Form and function are one”, “God is in Details”, “Less is more” or “Less is bore” etc. Evaluation of visual design: study of Gestalt theory of design – law of closure, law of proximity, law of continuity etc. Typology of furniture with respect to the different states in India.					
<b>MODULE 2 - ERGONOMICS AND HUMAN FACTORS</b>					<b>10</b>
Human factors, engineering and ergonomic considerations: Principles of Universal Design and their application in furniture design.					
<b>MODULE 3 – EVOLUTION OF FURNITURES</b>					<b>10</b>
Evolution of furniture from Ancient to present: Various stylistic transformations. Furniture designers and movements for various types of furniture.					
<b>MODULE 4 – ROLE OF FURNITURE</b>					<b>7</b>
Furniture categories – role of furniture in interior design, exploration of the idea of furniture as elements of living units, education institutes, health facilities, street elements office, educational institutes, banks, stores, street furniture, etc					
<b>MODULE 5 – SEATING</b>					<b>6</b>
Seating Design: Different types of seating with Functionality, Aesthetics, Style, Human factors and ergonomics <b>Assignment:</b> Design with wood, metal and combination of materials. Drawings, details. Market survey of available products and economics of products. Design of furniture for upper middle, middle and lower middle income groups - elements of living units, educational institutes, health facilities, street elements etc. Exploration of wood, metal, glass, plastics, FRP, etc as materials for furniture design – traditional and modular. Cost criteria of furniture design.					
<b>TEXT BOOKS</b>					

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>1</b>	Maureen Mitton, Interior Design Visual Presentation: A Guide to graphics, models and presentation techniques, 3rd edition, wiley publishers, 2007
<b>2</b>	MogaliDelgadeYanes and Ernest Redondo Dominquez, Freehand drawing for Architects and Interior Designers, www.Norton& co., 2005
<b>TEXT BOOKS</b>	
<b>1</b>	Bradley Quinn, Mid-Century Modern: Interiors, Furniture, Design Details, Conran Octopus Interiors, 2006.
<b>2</b>	Jim Postell, Furniture Design, Wiley publishers, 2007.
<b>3</b>	Robbie. G. Blakemore, History of Interior Design and Furniture: From Ancient Egypt to Nineteenth-Century Europe, Wiley publishers, 2005.

<b>COURSE TITLE</b>	<b>INTERIOR LANDSCAPE</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4202</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To learn the basic palette of design outside the premise of the built envelope				4,5,9,11
<b>2</b>	To get an in-depth knowledge of plant life and the science behind their life				3,5,6,7
<b>3</b>	To learn way of using plants as a design element and understand its visual and physical dimensions				4,6,8,10
<b>4</b>	To understand the role of hardscape elements and assess their role individually				4,5,6,8
<b>5</b>	To explore the application of various tools in specific spatial context				6,8,10,11
<b>MODULE 1 - LANDSCAPE ANDBUILTENVIRONMENT</b>					<b>12</b>
Introduction and role of landscape design in the built environment. Types of natural elements – stones, rocks, pebbles, water forms, plants and vegetation. Introduction to the study of plants in relation to landscape design and interiors. Types of indoor plants, visual characteristics: i.e., color, texture, foliage.					
<b>MODULE 2 -VISUAL PERCEPTION</b>					<b>10</b>
Flowers- its colors, texture and its visual perception in various indoor spaces and science of flower arrangement Indoor plants in Indian context. Plant biology, soil, moisture, light nutrient, atmospheric conditions, growing medium, pests & diseases. Botanical nomenclature, anatomy and physiology of plant growth. Market survey and costs.					
<b>MODULE 3 – DESIGNWITH PLANTS</b>					<b>7</b>
Design with plants – Basic principles of designs. The physical attribute of plants and relation to design. Appearance, functional and visual effects of plants in landscape design and built environment. Selection and management of plant material in relation to the built environment					
<b>MODULE 4–HARDSCAPE</b>					<b>6</b>
Design concepts related to use of sculpture, lightings, garden furniture, architectural feature and grouping them into meaningful compositions for visual and functional effects.					
<b>MODULE 5 – LANDSCAPEDESIGNPARAMETERS</b>					<b>10</b>
Landscaping design parameters for various types of built forms- indoor and outdoor linkage to spaces.					

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Landscaping of courtyards- residential and commercial forms. Indoor plants and their visual characteristics-Science of maintaining and growing greenery. Automatic irrigation costing and installation of micro irrigation systems.	
<b>TEXT BOOKS</b>	
<b>1</b>	Joseph DeChiara, Julius Panero, and Martin Zelnik Time-Saver Standards for Interior Design and Space Planning, 2nd edition, Mc-Graw Hill Professional,2001.
<b>2</b>	Andreas Uebele, Signage Systems and Information Graphics , Thames and Hudson, 2007
<b>3</b>	Craig Berger, Wayfinding: Designing and Implementing Graphic Navigational Systems,Rotovision, 2009.
<b>REFERENCE BOOKS</b>	
<b>1</b>	Chris Calori, Signage and Way finding Design: A Complete Guide to Creating Environmental Graphic Design Systems, Wiley and sons, 2007.
<b>2</b>	David Gibson, The Way finding Handbook: Information Design for Public Places, Princeton Architectural Press; 1st edition, 2009.
<b>3</b>	Rayan Abdullah and Roger Hubner, Pictograms, Icons and Signs, Thames and Hudson, illustrated edition, 2006

<b>COURSE TITLE</b>	<b>HISTORY OF INTERIOR DESIGN – II (INDIAN)</b>			<b>CREDITS</b>	<b>2</b>
<b>COURSE CODE</b>	<b>IDB4203</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>2- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand the importance of culture and tradition in interior				1,2
<b>2</b>	To understand the shapes and patterns that emphasize the elements in interiors				1,2
<b>3</b>	To learn the different types of materials that could bring changes in the country				2,3
<b>4</b>	To understand about imperialism and colonialism in Indian context				2,3
<b>5</b>	To learn about the different contemporary styles in interiors				2,6
<b>MODULE 1 – Interior Space and religion- Buddhist, JainandHindu</b>					<b>6</b>
Buddhist, Jain and Hindu faith - Harmony between architecture and interior in religious spaces – the play of light and shadow – art, sculpture, mouldings, wall treatments, roof treatments, floor treatments – interiors as reflection of the faith – examples and case studies across faiths					
<b>MODULE 2 - Interior Space andreligion - ChristianandIslamic</b>					<b>8</b>
Christian and Islamic faith - Harmony between architecture and interior in religious spaces – the play of light and shadow – art, sculpture, mouldings, wall treatments, roof treatments, floor treatments – interiors as reflection of the faith - – examples and case studies across faiths					
<b>MODULE 3 – Regionalvernacularinteriors</b>					<b>4</b>
Elements of style, materials and concepts of interiors in vernacular secular architecture across North and South India -Jammu and Kashmir – Gujarat – Goa - Kerala – Tamil Nadu – examples and case studies					

<b>MODULE 4 – Imperialism and colonialism in India</b>		<b>4</b>
Elements of Style - Ornamentation and decoration – quality of space – Colonial, Regency, Indo Sarcenic - examples and case studies		
<b>MODULE 5 – APPLICATION OF STYLES IN INTERIORS</b>		<b>8</b>
Range of contemporary Indian interiors – constituents of ‘earthy Indian interiors’ – Colors, materials, motifs and elements associated with Indian Interiors. Exercises and case studies		
<b>TEXT BOOKS</b>		
<b>1</b>	John F. Pile, A history of interior design, 2nd edition, Laurence King Publishing, 2005. Jeannie Ireland, History of Interior Design, air child publications, illustrated ed., 2009	
<b>2</b>	Elaine, Michael Dywer, Christopher Mackinnon, Norman A. J. Berisford Denby , A History of Interior Design, Rhodex International, 2000	
<b>3</b>	Giedion Sigfried, Space, Time and Architecture: The growth of a new tradition, 5th ed. Harvard University Press, Cambridge, 2008	

<b>COURSE TITLE</b>	<b>ADVANCED CONSTRUCTION TECHNIQUES AND REPRESENTATION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDA4204</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-2</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand the various types of roofing tiles and flooring tiles in the application of interiors and exteriors				1,2,3,10
<b>2</b>	To explain on the tools and technologies of glasses in the application of built form				1,2,5,10
<b>3</b>	To understand on the fabric materials and its application in interior design				2,3,10
<b>4</b>	To explore on the soft furnishing materials				2,3,10
<b>5</b>	To understand on various types of adhesives available in commercial form				2,3,10
<b>MODULE 1 – TERRACOTTA AND TILES</b>					<b>12</b>
Roofing tiles: terracotta, sheets and fibre boards – properties and application. Flooring tiles : Various natural as well as artificial flooring materials like, ceramic tiles, full body vitrified tiles, terracotta tiles, glass mosaic tiles, stone tiles, Mosaic, Rubber, Linoleum, PVC and PVA flooring, their properties, other uses and applications in the interiors.					
<b>MODULE 2 - GLASS AND GLASS PRODUCTS</b>					<b>12</b>
Glass and glass products – Composition and fabrication of glass, classification, all types of glass annealed, float, mirrored, tinted, etc. – including wired glass, fiber glass, laminated glass, glass blocks, etc - their properties and uses in buildings. Commercial forms available – their physical and behavioral properties. Application of glass: tools and technology of its application in built forms – glass doors, partitions, etc. Material and workmanship, specifications					
<b>MODULE 3 – FABRICS AND OTHER FURNISHING MATERIALS</b>					<b>6</b>
Fabrics and other furnishing materials – fibers – natural – silk, cotton, linen, damask, furs, etc:					

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artificial - polyester, nylon, rayon, etc , textiles, fabric treatments, carpets, durries, tapestries, Drapery, upholstery, wall coverings, etc. – properties, uses and application in the interiors	
<b>MODULE 4 –SOFTFURNISHING</b>	<b>6</b>
Details of soft furnishings : types of Draperies, curtains, blinds, types of stitches, valences, linings, tiebacks, hanging details, etc	
<b>MODULE 5–ADHESIVES</b>	<b>9</b>
Adhesives – Natural and Synthetic, their varieties, thermoplastic and thermosetting adhesives, epoxy resin. Method of application, bond strength etc	
<b>TEXT BOOKS</b>	
<b>1</b>	Shah, M G & others, Building Drawing: An Integrated approach to build Environment, 5th edition, Tata McGraw Hill Publications Company Ltd, New Delhi, 2017
<b>2</b>	Kilmer, Working Drawings & Details for Interiors, John Wiley & Sons.

<b>COURSE TITLE</b>	<b>BASICS OF INTERIOR SERVICES</b>			<b>CREDITS</b>	<b>2</b>
<b>COURSE CODE</b>	<b>IDA4205</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>2- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To identify the domestic water supply system and design the size of the tank				1, 3, 10
<b>2</b>	To identify and differentiate the various sanitary fitting in the domestic setup				3, 10
<b>3</b>	To understand the appropriate sanitary system with respect to the layout and the economics				3, 8, 9,
<b>4</b>	To know the waste management system in residences and rain water harvesting.				2, 3, 5, 9,
<b>5</b>	To understand the various electrical appliances, their symbols and their installations with respect to NBC and prepare the electrical layout for the interiors.				6, 7, 8, 11
<b>MODULE 1 – WATER SUPPLY</b>					<b>5</b>
General idea of sources of water supply. Standards for quality of water. Domestic water systems, suction and storage tanks and their capacity. Pipes and their sizes and jointing. Consumption of water. Down take supply to various fittings					
<b>MODULE 2- SANITARY FITTINGS</b>					<b>5</b>
Types of fittings like taps, ball valves, hot water supply systems, bathtubs, showers, jets, cocks, valves etc. Faucets for kitchens, bathrooms and toilets. Check valves, foot valves, sump pump check valves					
<b>MODULE 3 – SANITATION</b>					<b>8</b>
Basic principles of sanitations and disposal of waste materials from buildings. Connection to outdoor drainage system, size requirements, types of pipes available in the market. Water carriage systems, standard sanitary fittings, traps, pipes and their jointing. Flushing systems. Bathroom interior layouts, extensive market survey of products available, economies of products available, fixing of the products with other finishing materials.					
<b>MODULE 4 – SOLID WASTE</b>					<b>4</b>
Waste management : Refuse, different forms of refuse garbage, house refuse , refuse chutes , rain					

water harvesting etc	
<b>MODULE 5–ELECTRICITY</b>	
<b>8</b>	
Electrical Installations: Building wiring system. Service wires, metering distribution boards, circuits, MCB cutouts. Conductors, wiring methods, switch boards, electrical devices in the buildings, light and power circuits. Indian electricity rules, relevant provisions of NBC. Preparation of electrical layout scheme for a interior using standard electrical symbols	
<b>TEXT BOOKS</b>	
<b>1</b>	Rangwala, S.C. water supply and Sanitary Engineering : Environmental Engineering, Charotar pub house, Anand, 2008
<b>2</b>	Electrical wiring and contracting (vol. 1 to vol.4), London. The New era Publishing Company
<b>3</b>	DrFrithAbnwos and others, Electrical Engineering hand book.
<b>4</b>	William . J. Guinness, Mechanical and Electrical Systems for Buildings, New York :McGraw Hill.

<b>COURSE TITLE</b>	<b>ADVANCED COMPUTER DESIGN AND DIGITAL FABRICATION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDA4211</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>1- 0- 4- 1</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL- 3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand the basics of 3D drawings with sketch up software				5,6,7
<b>2</b>	To understand the theory behind 3d modeling with wireframe structures				5,6,7
<b>3</b>	To apply the various commands in REVIT and create architectural drawings				5,6,7
<b>4</b>	To explore on the solid modeling techniques in the software				5,6,7
<b>5</b>	To understand the rendering and presentation techniques for a drawing				5,6,7
<b>MODULE 1 – SKETCH UP</b>					<b>10</b>
Orientation towards 3D : 2D to 3D conversion, perspective view, walk through the layout.					
<b>MODULE 2- 3DMAX</b>					<b>15</b>
Understanding 3D, theory behind 3D modelling. Preparing for construction of 3D models. Construction of 3D surface models- extrusion, wire frame, creation of a shell, elaborate surfaces.					
<b>MODULE 3 – REVIT (2D + 3D IN SAME PLATFORM)</b>					<b>20</b>
Introduction to REVIT ,Learning to use basic tools such as wall, roof floor ,staircases, dimensioning, plotting etc					
<b>MODULE 4 – SOLID MODELING (TRANSFORMING SPACES)</b>					<b>15</b>
Solid modelling: concepts behind solid modelling, composite solids creation and modification, solids display and inquiry. (Rhino and Grasshopper)					
<b>MODULE 5 – RENDERING &amp; PRESENTATION TECHNIQUES</b>					<b>15</b>
Rendering and presentation. Printing and plotting.(V ray, In design, Illustrator, Lumion)					
<b>TEXT BOOKS</b>					

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<b>1</b>	Auto Desk, Revit 2017 for Architecture, Sybex, 2016 .
<b>2</b>	Auto Desk, 3D MAX comprehensive tutorial resources Wiley 2014.
<b>3</b>	Sketch up for interior Design . 3D visualising designing & space planning by Lidya Sloan, Wiley Publisher - 2014

<b>COURSE TITLE</b>	<b>INTERIOR DESIGN STUDIO - I</b>			<b>CREDITS</b>	<b>6</b>
<b>COURSE CODE</b>	<b>IDA4231</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>0- 0- 12- 2</b>
<b>CIA</b>	<b>60%</b>			<b>ESE</b>	<b>40%</b>
<b>LEARNING LEVEL</b>	<b>BTL- 3</b>				

**Prerequisites : Nil**

<b>CO</b>	<b>COURSE OUTCOMES</b>	<b>PO</b>
<b>1</b>	To understand the basics of 3D drawings with sketch up software	2,5,6,7
<b>2</b>	To understand the theory behind 3d modeling with wireframe structures	2,5,6,7
<b>3</b>	To apply the various commands in REVIT and create architectural drawings	5,6,7,11
<b>4</b>	To explore on the solid modeling techniques in the software	5,6,7,10
<b>5</b>	To understand the rendering and presentation techniques for a drawing	5,6,7,10

The primary focus should be on

- Anthropometry
- Design methodology
- Conceptual exploration and representation.
- Creativity
- Scale/proportion
- Documenting space
- Graphic design (page layout and composition)
- Concept sketching
- Application of design principles and elements
- Portfolio development

The list of suggested topics to be covered as design problems shall be a single space like: Single room residence, Doctor’s clinic, kindergarten class room, Crèche, Architect’s studio, Lawyer’s office, small cafeteria, bank extension counter, florist shops, medical outlets, clothing store, shoe store, accessory store, book shop, waiting lounges for – hospitals, corporate, hotels, etc.

Note: At least three major exercises and four minor design/time problems should be given.

Internal marking shall be done in stages project wise:

- Schematic layouts
- Final layout
- Sectional elevations
- Typical details
- Complete project with all details
- 3D drawings with colour rendering

**REFERENCE BOOKS**

## CURRICULUM AND SYLLABUS B.Des (Interior Design)

---

<b>1</b>	Joseph D Chiara, Julius Panero, & Martin Zelnick, Time Saver standards for Interior Design & space planning, 2nd edition, Mc-Graw Hill professional, 2001.
<b>2</b>	Francis.D. Ching& Corky Bingelli, Interior Design Illustrated, 2nd edition, Wiley publishers, 2004.
<b>3</b>	Maureen Mitton, Interior Design Visual Presentation: A Guide to Graphics, Models,and Presentation Techniques. John Wiley and Sons, 2003
<b>4</b>	Robert Rengel, Shaping Interior Space, Fairchild Books & Visuals ,2002



**SEMESTER – IV**

COURSE TITLE		ADVANCED FURNITURE DESIGN		CREDITS	3
COURSE CODE	IDB4216	COURSE CATEGORY	PC	L-T-P-S	3-0-0-0
CIA	50%			ESE	50%
LEARNING LEVEL	BTL- 3				
<b>Prerequisites : Nil</b>					
CO	COURSE OUTCOMES				PO
1	To understand the working of kitchen and storage access system				1,2,9
2	To understand the basics of storage system design				1,2,9
3	To understand the importance of modular systems to achieve volume of work				1,2,11
4	To explore the use of various materials and its manufacturing process				1,2,9
5	To understand the theories of design by various designers				1,2,11
<b>MODULE 1: STORAGE SYSTEM-KITCHEN</b>					<b>10</b>
Storage systems: Functional analysis of storage systems and thereby deriving types of cabinets needed for interior spaces – kitchen cabinets, wardrobes closets & respective hardware for modular kitchen. <b>Assignment:</b> Exercise to design kitchen cabinets for a given kitchen in details.					
<b>MODULE 2: STORAGE SYSTEMS – BOOK CASES &amp; SHOWCASE</b>					<b>12</b>
Storage systems: Functional analysis book cases, show cases, display systems, compactors, mechanical storage, etc. and respective hardware for these. Survey of several modular systems available for different functions in the market.					
<b>MODULE 3: MODULAR APPROACH TO FURNITURE DESIGN</b>					<b>5</b>
Various materials, combination of materials, their hardware and applications. Cost criteria of furniture design. <b>Assignments :</b> Survey of several modular systems available for different functions in the market..					
<b>MODULE 4: DESIGN APPROACHES IN FURNITURE DESIGN</b>					<b>12</b>
An introduction of various manufacturing processes most frequently adopted in furniture design such as Injection Molding, investment casting, sheet metal work, die casting, vacuum - forming etc. Assignments : Survey of different types of moulded or casted furniture available for different functions in the market.					
<b>MODULE 5: FAMOUS DESIGNERS</b>					<b>6</b>
Charles & Ray Eames, Eero Saarinen, Jean Prouve, Paul McCobb, Ettore Sottsass, Knoll, Jens Risom etc.					
<b>TEXT BOOKS</b>					
1	Robbie. G. Blakemore, History of Interior Design and Furniture: From Ancient Egypt to Nineteenth-Century Europe, Wiley publishers, 2005.				
<b>REFERENCE BOOKS</b>					
1	Bradley Quinn, Mid-Century Modern: Interiors, Furniture, Design Details, Conran Octopus Interiors, 2006.				
2	Jim Postell, Furniture Design, Wiley publishers, 2007.				

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>COURSE TITLE</b>	<b>BASICS OF STRUCTURAL DESIGN</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDA4217</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>3-0-0-0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL- 3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To be aware of various built elements used in the building construction.				1,3,6,10,
<b>2</b>	To understand the concept of structural systems in building and their importance in load transfer.				1,2,4,7,9
<b>3</b>	To be familiar with the loads acting on building.				1,3,4
<b>4</b>	To understand behavior of buildings during the action of various loads acting on it.				2,3,4,8
<b>5</b>	To describe the structural properties of materials used in the building.				1,3,5,10
<b>MODULE 1:BUILTELEMENTS</b>					<b>9</b>
Introduction to built elements – study of built elements in the interiors with respect to materials used. Basic construction methods and general specifications. General types and classification of different types of buildings: overview of different functional, structural and architectural elements.					
<b>MODULE 2:STRUCTURAL SYSTEMS</b>					<b>9</b>
Introduction to basic structural systems, elements of structure, their functions and behavior, beams, slabs, columns, walls, foundations, frame structures, composite structures, load bearing wall systems, trusses, rigid frames, linear and curved elements, : simply supported, cantilever and overhanging beams for various loads, : effect of simple geometric forms in the overall structural behavior. Construction of elements like lintels, sunshades, staircases, arches – parts, types, types of columns – RCC, fabricated, built-up brick column, floating column, etc.,					
<b>MODULE 3:STRUCTURAL LOADS</b>					<b>9</b>
Primary and secondary forces acting on the structures – gravitational force, live load, wind, temperature variation, distribution of loads through the elements of the structural system.					
<b>MODULE 4:STRUCTURAL BEHAVIOUR</b>					<b>9</b>
Characteristic requirements of a structural design – stress and strains, strength, stiffness and stability. Discussion on factors affecting them and the ways of satisfying these requirements. Study of behaviour of structures through models and testing them for given loads.					
<b>MODULE 5: STRUCTURAL PROPERTIES&amp;ELEMENTS</b>					<b>9</b>
Structural properties of basic materials like masonry, timber, concrete and steel etc. Light weight space structure, small and large scale surface structure, integrated display system and structural elements. Structural systems and their layout for a small building. Structural systems for elements of interior spaces – false ceilings, false flooring, suspended floors & ceilings, etc. Structural system for urban interior spaces – malls, fair grounds, exhibition spaces, etc. Awnings, space frames, etc. <b>Assignments:</b> Sketches of various types of structures, trusses, arches, lintels, sections of chajjas, awnings, etc.,					
<b>TEXT BOOKS</b>					

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

1	Rowland J. Mainstone : Development of Structural Form
2	Rangwala : Engineering Materials
3	S.P.Bindra, S.P.Arora, Building Construction
4	B.C. Punmia : Strength of Materials vol - I
<b>REFERENCE BOOKS</b>	
1	S.N. Sinha, "Reinforced Concrete Design", Tata McGraw-Hill, New Delhi 2011.
2	Dr.B.C.Punmia, Reinforced Concrete Structures, Laxmi publication, Delhi, 2004.
3	P.Dayaratnam, "Design of Reinforced Concrete Structures", Oxford and IBH Publishing Co., 2002.
<b>E BOOKS</b>	
1	<a href="https://nptel.ac.in/noc/courses/noc20/SEM1/noc20-ar03/">https://nptel.ac.in/noc/courses/noc20/SEM1/noc20-ar03/</a>
<b>MOOC</b>	
1	<a href="https://nptel.ac.in/noc/courses/noc20/SEM1/noc20-ar03/">https://nptel.ac.in/noc/courses/noc20/SEM1/noc20-ar03/</a>

COURSE TITLE	INTERIOR SERVICES (INTERMEDIATE)			CREDITS	2
COURSE CODE	IDA4218	COURSE CATEGORY	BS	L-T-P-S	2-0-0-0
CIA	50%			ESE	50%
LEARNING LEVEL	BTL- 3				
Prerequisites : Nil					
CO	COURSE OUTCOMES				PO
1	To understand the heating, ventilation and air conditioning systems				1,2,4,5
2	To learn on the various fire fighting systems and provision of fire systems in NBC				1,2,4
3	To learn about the vertical transportation systems in multi-storied buildings				2,4,5,10
4	To understand on the various safety and security systems.				2,4,5,10
5	To have a brief understanding on the various building management systems				2,4,5,11
<b>MODULE 1:HVAC</b>					<b>6</b>
Heating Ventilation & Air Conditioning (HVAC) systems: Air conditioning, Mechanical ventilation – mechanical inlet and extraction systems. Functions of air conditioning, Principles of AC, capacity of AC, Types of AC systems – window AC, split, ductable, central AC and their details. Air distribution systems – ducts, air inlets.					
<b>MODULE 2:FIRESAFETY</b>					<b>6</b>
Fire – causes and spread of fire. Design considerations for fire safety, Devices for firefighting – portable, built in wet riser system, sprinkler system, fire hydrant. Class of fire and occupancy, study of fire regulations as per NBC					
<b>MODULE 3:VERTICALTRANSPORT</b>					<b>6</b>
Services for multi storied buildings - Vertical transportation systems – Introduction – lifts, escalators-vertical & horizontal, definition, location, arrangement, structure, drives, traffic analysis, supervisory control, remote monitoring.					

<b>MODULE 4: SAFETY AND SECURITY</b>		<b>6</b>
Security and safety systems – introduction, designing a security system – burglar alarm, CCTV, central alarm systems, intrusion sensors and space sensors. Other services – cable TV, PABX, computer labs – access flooring, server rooms.		
<b>MODULE 5: BUILDING AUTOMATION AND ENERGY MANAGEMENT</b>		<b>6</b>
Building automation and energy management – Introduction, History of development of BAS, typical BAS, criteria for choosing the right BAS, open system architecture. Information technology, communications & artificial intelligence in intelligent buildings. Design in computer age, engineering intelligence through nature.		
<b>TEXT BOOKS</b>		
<b>1</b>	Rangwala, S.C. water supply and Sanitary Engineering : Environmental Engineering, 19th ed, Charotar pub house, Anand, 2004.	
<b>2</b>	Electrical wiring and contracting (vol. 1 to vol.4), London. The New era Publishing Company	
<b>3</b>	DrFrithAbnwos and others, Electrical Engineering hand book.	
<b>REFERENCE BOOKS</b>		
<b>1</b>	William . J. Guinness, Mechanical and Electrical Systems for Buildings, New York :McGraw Hill.	
<b>2</b>	Derek Clements-Croome, Derek J. Croome, Intelligent buildings: Design, Management and Operation, Thomas Telford Books, London, 2004.	
<b>3</b>	Albert Ting-pat So, WaiLok Chan, Intelligent Building Systems, Kluwer Academic Publishers, 2009.	
<b>MOOC</b>		
<b>1</b>	<a href="https://www.mooc-list.com/course/sustainable-building-design-tropical-climates-integrating-design-buildings-and-technology">https://www.mooc-list.com/course/sustainable-building-design-tropical-climates-integrating-design-buildings-and-technology</a>	
<b>2</b>	<a href="https://www.mooc-list.com/tags/fire-safety">https://www.mooc-list.com/tags/fire-safety</a>	
<b>3</b>	<a href="https://www.mooc-list.com/course/building-information-modeling-101-openlearning">https://www.mooc-list.com/course/building-information-modeling-101-openlearning</a>	

<b>COURSE TITLE</b>	<b>BASICS OF MATERIALS AND METHODS OF CONSTRUCTION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDA4226</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>1-0-4-0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL- 3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand furniture and do a technical drawing of furniture				2,3,6
<b>2</b>	To understand and do a technical drawing of kitchen related elements and storages				2,3,4,6
<b>3</b>	To understand and do a technical drawing of office related interiors & furniture				2,3,6
<b>4</b>	To understand and do a technical drawing of Institutional related interiors & furniture				2,3,6
<b>5</b>	To be able to choose the desired finishes and materials for the design based on their technical attributes				2,3,4,6

<b>MODULE 1: LIVING AND BEDROOM</b>		<b>15</b>
Detailed plan, sections, elevations and isometrics of the standard residential furniture like: Sofas – double, single seat Tables – peg, nested, dining, etc Chairs –study, dining, sofa chairs, etc Beds with side tables – TW frame, box frame, with storage, etc		
<b>MODULE 2: STORAGE &amp; KITCHEN</b>		<b>15</b>
Storage & display units : dressing table units, showcase, china cabinets, home bar, entertainment units, book case, tall boy units, chest of drawers, etc Bar counter with bar stool Detailed plan, sections, elevations with one point perspectives of kitchen with details of each units, etc <b>Suggested Reading:</b> Chris Grimley :The Interior Design Reference & Specification		
<b>MODULE 3: OFFICE SPACES</b>		<b>15</b>
Detailed plan, sections, elevations and isometric views of office furniture – hierarchy of work stations, tables, return units, filing units, Reception table, etc		
<b>MODULE 4: INSTITUTIONAL SPACE</b>		<b>15</b>
Detailed plan, sections, elevations and isometric views of furniture of Institutional spaces, Retail spaces & hospitality spaces – bank counters, reception counters/ tables, restaurant service counters, storage & display, awnings, etc		
<b>MODULE 5: FINISHES &amp; STAIRCASES</b>		<b>15</b>
Wall finishes, wall plastering, chamfered corners, dado, wall cladding, fixing of doors & windows, etc Details of floor finishes : tiling/ stone flooring, wooden flooring, access flooring Plans, sections & elevations of staircases : Types of staircase, different materials – RCC, wood, steel staircase, etc <b>Suggested Reading:</b> ROSEMARY Kilmer :Construction Drawings and Details for Interior		
<b>TEXT BOOKS</b>		
<b>1</b>	Professional Speaking Skills by Aruna Koneru, Oxford University Press, 2017	
<b>2</b>	Krishna Mohan & Meera Banerji: Developing Communication Skills Macmillan India ,2 <sup>nd</sup> edition, 2009	
<b>3</b>	K. Ashwathappa: Organizational Behavior, Himalaya Publishing House	
<b>REFERENCE BOOKS</b>		
<b>1</b>	Daniel Colman: Emotional Intelligence, Bloomsbury publication India, 2010	
<b>E BOOKS</b>		
<b>1</b>	<a href="https://drawings.archicgi.com/millwork-shop-drawings-how-to-use-them-for-furniture-design/">https://drawings.archicgi.com/millwork-shop-drawings-how-to-use-them-for-furniture-design/</a>	
<b>2</b>	<a href="https://www.indiefolio.com/project/579871df7e290/detail-drawings">https://www.indiefolio.com/project/579871df7e290/detail-drawings</a>	
<b>3</b>	<a href="https://lecturenotes.in/download/material/25691-home-furnishing-interior-design">https://lecturenotes.in/download/material/25691-home-furnishing-interior-design</a>	
	<a href="https://www.skillshare.com/classes/Kitchen-Design-Interior-Design-101/365663561?via=search-layout-grid">https://www.skillshare.com/classes/Kitchen-Design-Interior-Design-101/365663561?via=search-layout-grid</a>	
<b>MOOC</b>		
<b>1</b>	<a href="https://www.udemy.com/course/interior-design-101/">https://www.udemy.com/course/interior-design-101/</a>	

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

COURSE TITLE		INTERIOR DESIGN STUDIO - II		CREDITS	6
COURSE CODE	IDB4241	COURSE CATEGORY	PC	L-T-P-S	0-0-12-2
CIA	60%			ESE	40%
LEARNING LEVEL	BTL- 6				
Prerequisites : Nil					
CO	COURSE OUTCOMES				PO
1	To understand spaces in urban context and be able to create concepts that will enhance the knowledge towards modernity				9,10,11
2	To explore and create spatial design with respect to different eras				9,10,11
<p>The primary focus should be on –</p> <ol style="list-style-type: none"> <li>i. Documenting space (sketch and photodocumentation)</li> <li>ii. Space planning process (block diagram, conceptstatement)</li> <li>iii. Conceptsketching</li> <li>iv. Application of design principles andelements</li> <li>v. Creativity/originality</li> <li>vi. DesignProcess/methodology</li> <li>vii. Structuralintegration</li> <li>viii. Style</li> <li>ix. ColourRendering</li> <li>x. Anthropometry andergonomics</li> <li>xi. FurnitureDesign</li> <li>xii. Material selection</li> <li>xiii. Graphic design (page layout andcomposition)</li> <li>xiv. Portfoliodevelopment</li> </ol> <p>Design portfolio to include designs in response to today’s situation of urban society, i.e., contemporary spaces required in modern society – needs, realities, value system etc.. The spaces to be considered shall be: home, office, bank, school, college, public level spaces - restaurant, lounge (hotel),etc.</p> <p>The list of suggested topics to be covered as design problems:</p> <ul style="list-style-type: none"> <li>• Thematic space making with Art and craft forms of our own culture in India – East, West, North, Central and so onand</li> <li>• Design of built units of various geographical locations and culture by involving historical periods, styles and use of craft in its inherent quality and form - integrating craft and living environment.</li> </ul> <p>Note: At least two major exercises and three minor time problems should be given. Internal marking shall be done in stages and project wise:</p> <ul style="list-style-type: none"> <li>▪ Schematiclayouts</li> <li>▪ Finallayout</li> <li>▪ Sectionalelevations</li> <li>▪ Designs &amp;details</li> </ul>					

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>TEXT BOOKS</b>	
<b>1</b>	Joseph D Chiara, Julius Panero, & Martin Zelnick, Time Saver standards for Interior Design & space planning, 2nd edition, Mc-Graw Hill professional, 2001.
<b>2</b>	Francis.D. Ching& Corky Bingelli, Interior Design Illustrated, 2nd edition, Wiley publishers, 2004.
<b>3</b>	Maureen Mitton, Interior Design Visual Presentation: A Guide to Graphics, Models, and Presentation Techniques. John Wiley and Sons, 2003
<b>4</b>	Robin D. Jones, Interiors of Empire: Objects, Space and Identity within the Indian Subcontinent, Manchester University Press; illustrated edition, 2008
<b>REFERENCE BOOKS</b>	
<b>1</b>	Neufert Ernest, Architect's Data, Granada pub. Ltd. London, 2000.
<b>2</b>	Robert Rengel, Shaping Interior Space, Fairchild Books & Visuals, 2002.
<b>3</b>	John F. Pile, A history of interior design, Laurence King Publishing, 2005.

<b>COURSE TITLE</b>	<b>WORKSHOP</b>			<b>CREDITS</b>	<b>2</b>
<b>COURSE CODE</b>	<b>IDB4242</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>0-0-4-2</b>
<b>CIA</b>	<b>60%</b>			<b>ESE</b>	<b>40%</b>
<b>LEARNING LEVEL</b>	<b>BTL- 3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To perceive and analyze a space with respect to human body dimensions, recognizing the functional aspect and imparting them in designing a furniture				1,3,4,5,7
<b>2</b>	Describing the machine process for construction of furniture and designed objects and evaluating the material manipulation used for making interior products and designed objects				1,2,5,6,7
<b>3</b>	Demonstrate competency towards innovative design parameters, prevailing trends, and material manipulation in manufacturing interior products and life style accessories				1,2,5,6,7
<b>4</b>	Produce a model of interior space that demonstrates different furniture types, of varying scales.				1,2,3,5,7
<b>5</b>	Execute a furniture design with detail working drawing for construction of the furniture, describe the materials and finishes and execute a prototype of the same with documenting the complete process.				1-11
<b>MODULE 1 - ANTHROPOMETRY&amp;ERGONOMICS</b>					<b>15</b>
Use of anthropometry, ergonomics, and handling of space and application of knowledge gained from other subjects, and design a piece of furniture.					
<b>MODULE 2 -DESIGNSTRATEGY</b>					<b>15</b>

## CURRICULUM AND SYLLABUS B.Des (Interior Design)

Design approach with limited constraints inherent in furniture design. Evolving the strategy of design with integration of technical complexities and lifestyle influences. Development of the design of a furniture piece to specific interiors and prevailing trends. Broad based approach towards innovative design and application to multi products and multi materials in manufacturing interior products and lifestyle accessories.

### **MODULE 3-SCALES**

**15**

Making of the furniture in various scales – a scaled model, template

### **MODULE 4 -PROTOTYPESMAKING**

**15**

Assignment: Individual assignment: To design & execute a piece of furniture with wood or metal or combination of materials. Drawings, details, templates and prototype of the same piece of furniture with detailed study and documentation is required for submission to the jury along with a report

### **TEXT BOOKS**

- |          |  |
|----------|--|
| <b>1</b> | Laura Slack, What is product Design? Roto Vision publishers, 2006  |
| <b>2</b> | Treena Crochet and David Vleck, Designer's Guide to Decorative Accessories, Prentice Hall, 1st edition, 2008.,   |
| <b>3</b> | Michael Ashby, Kara Johnson, Materials and Design: The Art and Science of material selection in product design, Butter Worth Heinemann, 1st edition, 2002. |

### **REFERENCE BOOKS**

- |          |   |
|----------|---|
| <b>1</b> | T. Ulrich, Steven D. Eppinger, Product Design and Development, McGraw-Hill Education Singapore; 4th edition, 2007 |
| <b>2</b> | William Lidwell, Kritina Holden, Jill Butler ,Universal principles of Design, Rockport                            |



**SEMESTER – V**

<b>COURSE TITLE</b>		<b>LIGHTING AND ACOUSTICS IN INTERIORS</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4301</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>	
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>	
<b>LEARNING LEVEL</b>	<b>BTL-3</b>					
<b>Prerequisites : Nil</b>						
<b>CO</b>	<b>COURSE OUTCOMES</b>					<b>PO</b>
<b>1</b>	Illustrate the qualities of natural light					
<b>2</b>	Identify the roles of lighting system in artificial lighting					
<b>3</b>	Prepare lighting layouts , specify light , different type of applications					
<b>4</b>	Identify the qualities of sound and its behavior in different context					
<b>5</b>	Illustrate the quality of sound insulation materials and their application in interiors.					
<b>MODULE – 1 INTRODUCTION TOLIGHTING</b>						<b>9</b>
Introduction - Light - Electromagnetic radiation, Visual task requirements, Units of Light, Light, Vision and Buildings, Standards of Lighting and Visual comfort.The sky as a source of light, Daylight factor, Lighting - Windows, Room proportions and other building elements, Daylight penetration, Calculation of daylightfactor.						
<b>MODULE – 2 ARTIFICIAL LIGHTING</b>						<b>9</b>
General lighting system - Direct light - Indirect light - defused light - Types of fittings - Down - lighters - wall washers - up - lighter Task lighting – Accent lighting - terminology like Lax , Lumens - illuminations required in Various areas - Variety of Lamps - Incandescent lamps - Tungsten Halogen lamps - Fluorescent lamps - Mercury lamps - sodium vapor lamps - Emergency lighting - Lighting Accessories - Protection devices-etc..						
<b>MODULE – 3 LIGHTING PLANNING</b>						<b>9</b>
Artificial lighting and different types ofPlanning for lighting:- Position of lighting points – strength of light – type of light –type of light& its cover Type of fixtures, Elements of fixtures etc... Different type of lighting system in residential , commercial and office interiors planning and design						
<b>MODULE - 4 ACOUSTICS</b>						<b>9</b>
Sound, Nature of sound. Behavior of sound in enclosed spaces. Concept of Geometric Acoustics. Reflection of sound and their applications. Absorption of sound. Sound absorption coefficient. Reverberation & Reverberation Time Calculation.						
<b>MODULE -5SOUND INSULATING MATERIALS:-</b>						<b>9</b>
Sound absorbing materials - Porous materials, Panel / Membrane absorbers &Cavity / Helmholtz Resonators. Absorption coefficients of indigenous acoustical materials. Space / Functional absorbers. Mounting conditions and its impact on soundabsorption. Materials used for sound insulation,Different methods of reduction & insulation of unwanted sound, etc.. Design Principles of Auditorium ,Electro-Acoustics & Open-Air Auditorium,Air& Structure Borne Sound PropagationEnvironmental Acoustics						
<b>TEXT BOOKS</b>						
<b>1</b>	Benjamin Evans, "Daylight inArchitecture",McGraw-Hill Book Company, Newyork,					
<b>2</b>	Pritchard, D.C., "Lighting", Longman Scientific & Technical, Harlow.					

<b>3</b>	Medan Mehta.James Johnson, Jorge Rocafort, “Architectural Acoustics: Principles and Design”, Prentice-Hall, New York,1998.
<b>REFERENCE BOOKS</b>	
<b>1</b>	William J. Cavanaugh, Gregory C. Tocci, Joseph A. Wilkes, Architectural Acoustics: Principles and Practice, 2nd Edition, Wiley, New York,2009.
<b>2</b>	Marshall Long, “Architectural Acoustics”, Second Edition, Academic Press, Waltham, USA,2014
<b>MOOC</b>	
<b>1</b>	<a href="https://www.mooc-list.com/tags/light">https://www.mooc-list.com/tags/light</a>
<b>2</b>	<a href="https://www.mooc-list.com/tags/acoustics">https://www.mooc-list.com/tags/acoustics</a>

<b>COURSE TITLE</b>	<b>ADVANCED STRUCTURAL DESIGN</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDA4302</b>	<b>COURSE CATEGORY</b>	<b>BS</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	Develop knowledge on Earthquake forces on structures and building behavior under earthquake loading				
<b>2</b>	Develop knowledge on Wind load and their action on high-rise structures.				
<b>3</b>	Import knowledge on pre-stressing and post tensioning members and their behavior under various loading.				
<b>4</b>	Understand the different materials and their importance in prefabrication process.				
<b>5</b>	Understand the different methods of prefabrication used for different components.				
<b>MODULE – 1 Seismic forces on structures</b>					<b>9</b>
Causes of Earthquake -Geological faults -Tectonic plate theory -Elastic rebound -Epicentre -Hypocentre - Primary, shear and Raleigh waves -Seismogram -Magnitude and intensity of earthquakes -Magnitude and Intensity scales -Spectral Acceleration -Ductile details for RCC members					
<b>MODULE – Wind load on structures</b>					<b>9</b>
Terminology -Wind Data -Gust factor and its determination -Wind speed variation with height -Shape factor - Aspect ratio -Drag and lift					
<b>MODULE – 3 PRINCIPLES OF PRESTRESSING</b>					<b>9</b>

Materials for pre-stressed concrete -Different methods and systems -introduction to pre-stressing and post tensioning-Uniform and non-uniform pre-stressing -Losses in pre-stress	
<b>MODULE - 4 Introduction to Prefabricated Structures</b>	<b>9</b>
Need for prefabrication -Principles -Materials -Modular coordination -Standardization -Systems -Production -Transportation -Erection.	
<b>MODULE -5 PRE-FABRICATED COMPONENTS</b>	<b>9</b>
Behaviour of structural components -Large panel constructions -Construction of roof and floor slabs -Wall panels -Columns -Shear walls	
<b>REFERENCE BOOKS</b>	
<b>1</b>	WaiKwong Lau , "Building Construction with Precast Concrete Structural Elements", LAP Lambert Academic Publishing, 2010
<b>2</b>	Krishna Raju N., Prestressed concrete, Tata McGraw Hill Company, New Delhi 2012
<b>3</b>	S.R.Damodarasamy, S.Kavitha "Basics of Structural dynamics and Aseismic Design", PHI Learning Private Limited., 2009.
<b>4</b>	Ted Stathopoulos &Charalambos C. Baniotopoulos, Wind Effects on Buildings and Design of Wind-Sensitive Structures, Springer, 2007
<b>MOOC</b>	
<b>1</b>	<a href="https://freevideolectures.com/course/94/prestressed-concrete-structures">https://freevideolectures.com/course/94/prestressed-concrete-structures</a>
<b>2</b>	<a href="https://www.learnbuildingscience.com/courses/prefabricated-construction">https://www.learnbuildingscience.com/courses/prefabricated-construction</a>

<b>COURSE TITLE</b>	<b>SUSTAINABLE DESIGN</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4303</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	Illustrate the impact of buildings on environment				
<b>2</b>	Identify the roles of human capital and interiors in indoor environment.				
<b>3</b>	Understand the use of principles of sustainable design in interiors using real time applications				
<b>4</b>	Explore the energy conservation techniques in interiors and to understand the benefits of green interiors				
<b>5</b>	To know the various methods used to enhance the indoor quality of interiors.				
<b>MODULE – 1 INTRODUCTION</b>					<b>9</b>

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Concept of Sustainability ,growing recognition for sustainable design ,efficient use of natural resources ,Environment and Energy cost , role of human capital , buildings impact on people and environment ,Green interiors and materials , Interiors impact on inhabitants and occupants in interior	
<b>MODULE – 2 SUSTAINABLE INTERIORS</b>	<b>9</b>
Importance of Sustainability in Interior Design- Evaluation of materials –embodied energy of interior material – its concepts and calculation – Choice of selection of materials and application in interiors – Design process and case studies with material board .	
<b>MODULE – 3 PRINCIPLES OF SUSTAINABLE DESIGN</b>	<b>9</b>
Origins of sustainable development – Principles – Understanding place - connecting with nature – Understanding natural process – Understanding environmental impact - Embracing co-creative design process – Understanding Case studies relating to the above.	
<b>MODULE - 4 GREEN INTERIORS</b>	<b>9</b>
Introduction to Green Interior – Energy conservation material for building – Grass wall (vertical gardens)- Grass roofing – Benefits of green interiors — Characteristics - Indoor landscape – Bio pools – Anthropometrics – use of Colour- Wall linings – Floor finishes – Ceiling finishes – Furniture and Accessories – Lighting	
<b>MODULE -5 INDOOR ENVIRONMENTAL QUALITY</b>	<b>9</b>
Rating systems in India – Indoor air quality – Visual quality – Acoustic quality – Noise control – Control of systems – Thermal absorption – Green prefab walls – Roof treatment- people Water efficiency – waste efficiency – Environmental Quality enhancement – services(Green toilet & Green Kitchen) -	
<b>REFERENCE BOOKS</b>	
<b>1</b>	Sustainability in Interior Design by Sian Moxon , Lawrence King Publishing , 2012
<b>2</b>	Sustainable Design for Interior Environments, second Edition, Susan M.Winchip, 2007
<b>3</b>	The sustainable design book by Rebecca proctor, Lawrence King Publishing 2015
<b>MOOC</b>	
<b>1</b>	<a href="https://www.mooc-list.com/tags/sustainable-design">https://www.mooc-list.com/tags/sustainable-design</a>
<b>2</b>	<a href="https://www.mooc-list.com/tags/green-building">https://www.mooc-list.com/tags/green-building</a>

<b>COURSE TITLE</b>	<b>ADVANCED INTERIOR SERVICES</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4304</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand about services in residential high-rise building and complexes.				
<b>2</b>	To explain about services in commercial high-rise building.				
<b>3</b>	To understand functioning of service in civic building types like shopping malls, theatres, auditoriums etc.				

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<b>4</b>	To explore the functioning of service aspects of swimming pools and its influence on design	
<b>5</b>	To understand about services in site planning , drainage etc.	
<b>MODULE – 1 INTRODUCTION</b>		<b>9</b>
Introduction to services in High rise building, residential high rise and services, Amenities lighting and natural ventilation services , electrical and allied installations, mechanical ventilation, acoustics, sound insulation and noise control, installation of lifts, water supply, gas supply , Fire safety		
<b>MODULE – 2 COMMERCIAL BUILDING</b>		<b>9</b>
High rise office building, services, basement parking, ramps, lighting and natural ventilation, electrical and allied installations, air conditioning, mechanical ventilation, acoustics, sound insulation and noise control, water supply and sewage treatment , Storm water and Rainwater collection , Water recycling		
<b>MODULE – 3 CIVIC BUILDING</b>		<b>9</b>
Shopping mall theatres, auditoriums, sports halls, lighting and natural ventilation, electrical and allied installations, mechanical ventilation, acoustics, sound insulation and noise control, installation of lifts, water supply, Fire safety and access controls		
<b>MODULE - 4 SWIMMING POOLS</b>		<b>9</b>
Types of swimming pool, turnover rate, swimming pool user load, dimensions and sizes, design of swimming pool, material, floor slopes, transition point, water depth, walkway and deck areas, starting platforms, electrical installations, ventilation, shower and bathroom, water treatment system.		
<b>MODULE -5 SITE SERVICES</b>		<b>9</b>
Service detailing for Artificial water bodies, drainage, storm water pond, rain water collection, landscape site planning, landscape open spaces, childrens play areas, storm water drainage, sewage disposal system, Rain water harvesting:- Rainwater harvesting techniques, methods of recharging ground water, construction details		
<b>TEXT BOOKS</b>		
<b>1</b>	S.K Garg Water Supply Engineering, Environmental Engineering (Volume 1).	
<b>2</b>	Dr. B.C Punmia Building Construction.	
<b>3</b>	Duggal, K. N., Elements of Environmental Engineering, S Chand and Co. Ltd., New Delhi,2008.	
<b>REFERENCE BOOKS</b>		
<b>1</b>	Wise, A.F.E. and Swaffield, J.A., “Water Sanitary Services for Buildings”, Longman Scientific and Technical, Harlow.	
<b>2</b>	Greeno, Roger, “Building Services Technology and Design”, Longman Scientific and Technical, Harlow.	
<b>MOOC</b>		
<b>1</b>	<a href="https://www.mooc-list.com/tags/water-supply">https://www.mooc-list.com/tags/water-supply</a>	
<b>2</b>	<a href="https://www.mooc-list.com/tags/sanitation-policy">https://www.mooc-list.com/tags/sanitation-policy</a>	

<b>COURSE TITLE</b>	<b>ADVANCE MATERIALS AND METHOD OF CONSTRUCTION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4303</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To Understand the different types and forms of steel available in the market.				
<b>2</b>	To apply the use of different types in building interiors in various application.				
<b>3</b>	To develop the plan section and elevation of aluminum frames.				
<b>4</b>	To understand the fixing details of cladding.				
<b>5</b>	Understand the different methods of fixture and materials used in false ceiling and flooring.				
<b>MODULE – 1 STEEL</b>					<b>9</b>
Steel-Types, properties and uses, various application of steel including stainless steel, Steel windows, metal flooring, Mezzanine floor construction , supports , joists , flooring , steel staircase , Sheet metal roofing ,with truss ,joist , purlin Case study- Industrial sheds with steel structure sheet metal wall and roofing .					
<b>MODULE – 2 METAL</b>					<b>9</b>
Gates-Hinged Gates , Rolling and Sliding gates ,Collapsible Gates, Lift Doors , Rolling shutters, Balcony Railings , Staircase railings ,Balustrades, Stainless steel with wood gates , Stainless steel with glass balcony railings , Stainless steel staircase handrails and balusters – indoor and outdoor accessories.					
<b>MODULE – 3 ALUMINUM</b>					<b>9</b>
Aluminum – Properties and uses, various applications in interiors ,finishes in aluminum ,Doors-open able and sliding , Windows- openable, fixed and sliding , Office Partitions-full height partition and modular partition. Case study-Different shapes in aluminum frames and fixtures					
<b>MODULE - 4 CLADDING</b>					<b>9</b>
Aluminum as Façade Cladding material ,Fixing of cladding to exteriors –Curtain wall –Different f fixing methods , Joining systems –Glazing extrusions - insulations, Aluminum composite panel -interior & exterior ,commercial applications in interior wall cladding , Shop fronts , Advertisement panels and accessories.					
<b>MODULE -5 FALSE CEILING</b>					<b>9</b>
False ceiling –with various materials such as , Plaster of Paris in residential, Gypboard , Aluminium ,Wood in office and commercial establishments ,Acoustic Ceiling , Thermal insulation , Under deck insulation - Insulated Ceilings in factories and Fuel outlets - case study .					
<b>REFERENCE BOOKS</b>					
<b>1</b>	W.B.Mckay, “Building Construction”, Vol. 1, 2,3- Longmans U.K 2010.				

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

2	.B.C.Punmia, "Building Construction", Laxmi Publications Pvt. Ltd., New Delhi, 2005.
3	Harold B. Olin, Construction Principles Materials and Methods, The Institute of Financial Education, Chicago, 2006.
4	S.C.Rangwala , "Engineering Materials", Charotar Publishing House, India, 2007.
<b>MOOC</b>	
1	<a href="https://www.classcentral.com/course/swayam-principles-of-casting-technology-7899">https://www.classcentral.com/course/swayam-principles-of-casting-technology-7899</a>
2	<a href="https://www.classcentral.com/course/edx-introduction-to-steel-3398">https://www.classcentral.com/course/edx-introduction-to-steel-3398</a>

<b>COURSE TITLE</b>	<b>INTERIOR DESIGN STUDIO - III</b>			<b>CREDITS</b>	<b>6</b>
<b>COURSE CODE</b>	<b>IDB4331</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>0-0-12-2</b>
<b>CIA</b>	<b>60%</b>			<b>ESE</b>	<b>40%</b>
<b>LEARNING LEVEL</b>	<b>BTL- 6</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand projects of commercial value with a theme				9,10,11
<b>2</b>	To explore and create spatial design with respect to different genres				9,10,11
<p>Design projects to highlight the theme of a commercial space in terms of showroom , Restaurant , Working space and draw out different design solutions highlighting the specialities. Students should be able to work out a Theme , and design solution to represent the theme in different context and material ,design language and innovative solutions .</p> <p>Note: One wo major exercises and two minor time problems should be given. Internal marking shall be done in stages and project wise:</p> <p>Schematiclayouts                      Finallayout                      Sectionalelevations                      Designs &amp;details</p>					

**SEMESTER – VI**

<b>COURSE TITLE</b>	<b>PROFESSIONAL PRACTICE</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4316</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand about entrepreneurship and projects				
<b>2</b>	To understand issues in professional practice				
<b>3</b>	To explain about tender and its applications				
<b>4</b>	To explore materials and its application in interiors				
<b>5</b>	To explain about volumetric estimation in interiors.				
<b>MODULE – 1 Business</b>					<b>9</b>
Setting up an individual business, Hiring , Project scheduling , Work delegation , organization Project Budgeting, Stakeholder management , Risk management , Execution and implementation					
<b>MODULE – 2 PRACTICE</b>					<b>9</b>
Professional Correspondence in practice, issues of professional practice, Professional behavior , Ethics and code of conduct , Different styles of Interior practice, Types of fees and process					
<b>MODULE – 3 TENDER</b>					<b>9</b>
Tender , Tender documents and contract and supervision preparation of tender for large interior projects					
<b>MODULE - 4 SPECIFICATION</b>					<b>9</b>
Material specification and quality control, Principles of specifications , classification of specifications, specifications writing ,					
<b>MODULE -5 CERTIFICATION</b>					<b>9</b>
Measurements , Billing and Payment Certification, Volumetric estimate of interiors for commercial design					
<b>REFERENCE BOOKS</b>					
<b>1</b>	Ted Crawford, AIGA Professional Practices in Graphic Design, Allworth Press, 2008				
<b>2</b>	Shan Preddy, How to Run a Successful Design Business: The New Professional Practice, Gower Publishing, Ltd., 2011				
<b>3</b>	Best, K. (2006). Design management: managing design strategy, process and implementation				
<b>4</b>	Cooper, R., Junginger, S., & Lockwood, T. (Eds.). (2013). The handbook of design management				



**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>COURSE TITLE</b>	<b>HISTORY OF MODERN MOVEMENT</b>			<b>CREDITS</b>	<b>2</b>
<b>COURSE CODE</b>	<b>IDB4317</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>2- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand the modern theory of interior design				
<b>2</b>	To explain difference in modernism and post war modernism				
<b>3</b>	To understand the structure of international style.				
<b>4</b>	To explain the postmodern style of interiors				
<b>5</b>	To explore contemporary design aspects in interiors.				
<b>MODULE – 1 MODERN ERA</b>					<b>6</b>
Industrial Design Art nouveau, the post Industrial era works of Charles Renée Mackintosh, Antonio Gaudi, GerritRietveld and their expressionist interior design.					
<b>MODULE – 2</b>					<b>6</b>
Bauhaus and post war modernists, Walter Gropius/ Bauhaus, De Stijl, Mies Van Der Rohe, Art Deco, Postwar Modernism.					
<b>MODULE – 3</b>					<b>6</b>
Modernism Interiors of Le Corbusier, Frank Llyod Wright, Louis Khan, KenzoTange and Oscar Niemeyer					
<b>MODULE - 4</b>					<b>6</b>
International styleThe works of Alvar Alto, Phillip Johnson, Charles and Ray Eames , Eero Saarinen, EeroArnio, Arne Jacobsen					
<b>MODULE -5</b>					<b>6</b>
Post modernism and minimalisminteriors of ZahaHadid, Santiago Calatrava, Frank Gehry and Peter Eisenmann.					
<b>REFERENCE BOOKS</b>					
<b>1</b>	Interior Design, Francis D.K. Ching, John Wiley & Sons, New York				
<b>2</b>	Interior Design & Decoration, SherrilWhiton, Prentice Hall				
<b>3</b>	Interior Design Course, Mary GilliatCoyran, Octopus Ltd., London				
<b>4</b>	Time Saver Standards for Interior Design, Joseph De Chiara, McGraw Hill, New York				

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<b>COURSE TITLE</b>	<b>INTERIOR CONSTRUCTION AND DRAWING</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4317</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand working drawings				
<b>2</b>	To explain the co relations and cross referencing in drawings				
<b>3</b>	To understand elevations , Sections in drawings				
<b>4</b>	To evaluate technical projections and isometric detailing				
<b>5</b>	To understand detailing of material and representation in drawings				
<b>MODULE – 1</b>					<b>9</b>
Plywood as a building material, Layout techniques and machining plans. Fabrication techniques - stapling, gluing. Furniture Joinery - screw joinery, nail joinery, Mortise &tenon joints, Dovetail joints, Dowel joints, Edge joints.					
<b>MODULE – 2</b>					<b>9</b>
Modular kitchens, components basis of Construction involving, layouts, carcass, hardware selection, fixing details finishes and special types such as tall units, grain trolleys, and carousels fold outs etc. A detailed project involving the design of a small kitchen using modular components.					
<b>MODULE – 3</b>					<b>9</b>
Working drawing of different types of doors and windows.					
<b>MODULE - 4</b>					<b>9</b>
Measurement and measurement systems, Furniture Construction: Drawers, Cadenza, dining chairs, sofa, settee, cots detail. Preparation for finishing, Furniture Materials Specifying timber finishes etc .Detailed construction drawings & explaining construction and material finishes.					
<b>MODULE -5</b>					<b>9</b>
Working drawing for toilets with plumbing diagram, Working drawing of Electrical layouts , reflected ceiling plans and flooring patterns					
<b>REFERENCE BOOKS</b>					
<b>1</b>	Interior Design & Decoration, SherrilWhiton, Prentice Hall				
<b>2</b>	Interior Design, Francis D.K. Ching, John Wiley & Sons, New York				
<b>3</b>	Time Saver Standards for Interior Design, Joseph De Chiara, McGraw Hill, New York.				

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<b>COURSE TITLE</b>		<b>RENOVATION AND ALTERATION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4318</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>	
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>	
<b>LEARNING LEVEL</b>	<b>BTL-3</b>					
<b>Prerequisites : Nil</b>						
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>	
<b>1</b>	To understand the reusability of space					
<b>2</b>	To explore multiple activities and flexible space adaptation					
<b>3</b>	To understand recycle and reuse of materials					
<b>4</b>	To understand techniques in alteration and renovation in interiors					
<b>5</b>	To explore public behavior and spaces for renovation					
<b>MODULE – 1</b>					<b>9</b>	
Renovation of interiors for class rooms, seminar halls and AV halls – schemes for library, smart class rooms and discussion areas.						
<b>MODULE – 2</b>					<b>9</b>	
Renovation and alteration of interior requirements for gymnasium, indoor stadium and aquatic complex – schemes for interiors of stadium with focus on lighting requirements and visibility.						
<b>MODULE – 3</b>					<b>9</b>	
Alterations of interiors in saloons, pubs, discotheque and banks, etc. - schemes for the same.						
<b>MODULE - 4</b>					<b>9</b>	
Renovation and alteration of interiors for airports, MRTS, railway stations and bus terminals – schemes for the same						
<b>MODULE -5</b>					<b>9</b>	
Renovation and alteration of interiors for entertainment buildings such as clubs, multiplex and amusement parks – schemes for video games parlour, food court areas and exclusive indoor game areas of clubs						
<b>REFERENCE BOOKS</b>						
<b>1</b>	Edward D Mills- planning Buildings for administration, entertainment and recreation – Krieger publishers, New York, 2006					
<b>2</b>	Carlson Broto- architecture on sports facilities – pg 1 publishing, Spain, 2005					
<b>3</b>	Designs for 20 <sup>th</sup> century Interiors – Fiona Leolie, VH Publications, London.					
<b>4</b>	De Chiara and Callender – Time Saver Standards for interior design, 1982.					

<b>COURSE TITLE</b>	<b>INTERIOR DESIGN STUDIO - IV</b>			<b>CREDITS</b>	<b>6</b>
<b>COURSE CODE</b>	<b>IDB4341</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>0-0-12-2</b>
<b>CIA</b>	<b>60%</b>			<b>ESE</b>	<b>40%</b>
<b>LEARNING LEVEL</b>	<b>BTL-6</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand large scale interior projects and services				9,10,11
<b>2</b>	To generate coordination drawings with consultants and architects				9,10,11
<p>Design problems of larger scale and complexity to be introduced to make the students understand the role of services in functioning of interior space in relation to buildings. Students should be able to generate working drawings to scale and co-ordinate the services such as electrical, plumbing and air-conditioning to provide a complete solution to the user. Public spaces such as Shopping Malls , Auditorium , Theatre , Multi storeyed office spaces , Hotel interiors , Airport lounges can be considered for design.</p> <p>Note: One major exercises and one minor time problem should be given. Internal marking shall be done in stages and project wise: Schematiclayouts Finallayout Sectionalelevations Designs &amp;details Electrical and Lighting layout Plumbing Drawing HVAC co-ordination</p>					

<b>COURSE TITLE</b>	<b>DISSERTATION</b>			<b>CREDITS</b>	<b>2</b>
<b>COURSE CODE</b>	<b>IDB4342</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>-</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To prepare a report on any qualitative aspect of interior design				9,10
<p>Understanding of the current and past scenario of Interior Design globally or any state of India. Every student to identify a field study of selected material , culture , Design process , lighting , services etc and submit a dissertation highlighting the innovations and development happening around the world that would be applicable to Interior Design</p>					

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>COURSE TITLE</b>	<b>TRAINING</b>			<b>CREDITS</b>	<b>10</b>
<b>COURSE CODE</b>	<b>IDB4431</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>-</b>
<b>CIA</b>	<b>60%</b>			<b>ESE</b>	<b>40%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To observe and learn the tools, techniques and design process from practitioners				9,10
<p>Every student must work with Interior Designers ,identification of the Designers to be done in discussion with the concerned faculty.</p> <p>The student should involve in the work of these people and observe and document the materials, tools, techniques and process used by them in the projects.</p> <p>Every student will have to submit a detailed report with drawings, photographs of the work in which the student was involved with the practitioners and designers and the learning outcome.</p>					

<b>COURSE TITLE</b>	<b>THESIS</b>			<b>CREDITS</b>	<b>13</b>
<b>COURSE CODE</b>	<b>IDB4441</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>-</b>
<b>CIA</b>	<b>60%</b>			<b>ESE</b>	<b>40%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To explore the design options in a project				9,10
<p>Students in this semester would take fulltime project (technically complex project). The students can do design degree project in house but it would be advisable for them to go to industry, design firm and do the design project. Project may be Industry-sponsored Project or a continuation of the Minor Project to implement in a practical basis.</p>					

**ELECTIVE – I**

<b>COURSE TITLE</b>		<b>CULTURAL ANTHROPOLOGY</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDC4251</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>	
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>	
<b>LEARNING LEVEL</b>	<b>BTL-3</b>					
<b>Prerequisites : Nil</b>						
<b>CO</b>	<b>COURSE OUTCOMES</b>					<b>PO</b>
<b>1</b>	To understand the human aspects and its co relation					6,8,9,11
<b>2</b>	To be able to apply the concepts of ethnography in anthropology					6,8,10,11
<b>3</b>	To understand the relevance of anthropology and ethnography					6,8,9,11
<b>4</b>	To analyze daily life with respect to ethnography					6,8,10
<b>5</b>	Understanding and implementing a method to data collection and analysis					6,8,10
<b>MODULE – 1 ETHNOGRAPHY</b>						
Introduction to Ethnography, relation to design & product, relation to the user, relation to culture, language, history. <b>Suggested Reading:</b> Clifford Greetz : <a href="#">The Interpretation of Cultures</a>						
<b>MODULE – 2 HUMAN BEHAVIOUR</b>						<b>9</b>
Understanding Human Behavior as a Mechanism for Change, Application of Ethnography and Use in Industry						
<b>MODULE – 3 RELEVANCE</b>						<b>9</b>
Relevance of Anthropology in Ethnology, Cultural anthropology, relevance of Ergonomics to Ethnography						
<b>MODULE - 4 ISSUES</b>						<b>9</b>
Problems of ethnocentrism, seeing things from someone else’s point of view, Linking Ethnography & day to day Design						
<b>MODULE -5METHODOLOGY</b>						<b>9</b>
Methods in the study of Ethnography, People’s behavior to be studied in everyday context, the approach to data collection, the analysis of the data, Rapid ethnography Ethnographic Field Methods : case studies, analysis & inferences Every student shall take up one project and do a complete research and design a new product or re-design a day to day product. The report shall be assessed periodically & at the end of the semester.						
<b>TEXT BOOKS</b>						
<b>1</b>	Rothstein, P. (2010). Ethnographic research: teaching a young professional old trick. Innovation.					
<b>2</b>	ROBERT M. EMERSON, RACHEL I. FRETZ, AND LINDA L. SHAW Writing Ethnographic Fieldnotes, 2nd Edition, © 2011 Chicago Guides to Writing, Editing, and Publishing					
<b>REFERENCE BOOKS</b>						
<b>1</b>	M Hammersley, P Atkinson – 2007 Ethnography: Principles in practice, 3rd edition, Routledge					
<b>2</b>	Kurt A. Raaflaub (Editor), Richard J. A. Talbert (Editor) :Geography and Ethnography: Perceptions of the World in Pre-Modern Societies, January 2013, Paperback, Wiley-					
<b>MOOC</b>						

1	<a href="https://www.futurelearn.com/courses/cultures-societies-introducing-anthropology">https://www.futurelearn.com/courses/cultures-societies-introducing-anthropology</a>
2	<a href="https://und.edu/academics/online/enroll-anytime/anth171.html">https://und.edu/academics/online/enroll-anytime/anth171.html</a>

COURSE TITLE		INTERIOR MODEL MAKING			CREDITS	3
COURSE CODE	IDC4252	COURSE CATEGORY	PE	L-T-P-S	3- 0- 0- 0	
CIA	50%			ESE	50%	
LEARNING LEVEL	BTL-3					
<b>Prerequisites : Nil</b>						
CO	COURSE OUTCOMES					PO
1	To understand the workability of materials for finish quality					1,2,5,11
2	To be able to understand the model scales in 3D					1,2,5,11
3	To be able to capture good photographs of the models made					1,2,5,11
4	To document and present the models using various representation skills					5,11
5	To understand the workability of materials for finish quality					5,11
<b>MODULE – 1 MEDIUM OF REPRESENTATION</b>						<b>12</b>
Working with different materials like wood paper metal textile to understand material parameters in design in terms of finishes color surface quality etc <b>Suggested Reading:</b> Materials for Interior Environments, Corky Bingelli, John Wiley and Sons, 2007						
<b>MODULE – 2 SCALES</b>						<b>12</b>
Making of elements of various scales in the built form such as interior space making elements, furniture forms and their evolution.						
<b>MODULE - 3 PHOTOGRAPHY</b>						<b>9</b>
Model Photography						
<b>MODULE - 4 REPRESENTATION</b>						<b>12</b>
Documentation and representation of final product <b>Suggested Reading: Collingwinstlow:</b> <a href="#">The Handbook of Model-making for Set Designers</a>						
<b>REFERENCE BOOKS</b>						
1	Carol Stangler, The crafts and art of Bamboo, Rev. updated edition, Lark books, 2009.					
2	Liz Gibson, Weaving Made Easy: 17 Projects Using a Simple Loom (Paperback), Interweave press, 2008					
3	Deborah Chandler, Learning to weave, Revised edition, Interweave press, 2009.					
4	Fabrics: A guide for architects and Interior Designers, Marypaul Yates, Norton publishers, 2007.					
<b>MOOC</b>						
1	<a href="https://www.mooc-list.com/course/models-architecture-design-through-physical-digital-models-edx">https://www.mooc-list.com/course/models-architecture-design-through-physical-digital-models-edx</a>					

<b>COURSE TITLE</b>		<b>INTERIOR SKETCHING</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDC4253</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>	
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>	
<b>LEARNING LEVEL</b>	<b>BTL-3</b>					
<b>Prerequisites : Nil</b>						
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>	
<b>1</b>	To be able to sketch to express and present a traditional residential space				1,2	
<b>2</b>	To be able to sketch to express and present a traditional public space				1,2	
<b>3</b>	To be able to sketch to express and present a modern private space				2,3	
<b>4</b>	To be able to sketch to express and present a public space				3,4	
<b>5</b>	To be able to sketch to furniture and other elements within a space to scale				5,6,7	
<b>MODULE – 1 TRADITIONALPRIVATE SPACES</b>					<b>9</b>	
Studying (Measured sketch) various interior traditional private spaces like traditional houses etc to understand and express various materials spatial configurations and varied surface finishes in various medium. <b>Suggested Reading:</b> Thoms, E.French. Graphics Science and Design, New York: MC Graw Hill.						
<b>MODULE – 2 TRADITIONALPUBLIC SPACES</b>					<b>9</b>	
Studying (Measured sketch) various interior traditional public spaces like religious precincts, museums, palaces etc to understand and express various materials spatial configurations and varied surface finishes in various medium. <b>Suggested Reading:</b> Donald Greds : PERSPECTIVE: Using the Grid System for Interior Design Sketching						
<b>MODULE- 3 CONTEMPORARYPRIVATE SPACES</b>					<b>9</b>	
Studying (Measured sketch) various interior contemporary private spaces like houses etc. to understand and express various materials spatial configurations and varied surface finishes in various medium.						
<b>MODULE - 4 CONTEMPORARYPUBLIC SPACES</b>					<b>9</b>	
Documentation and representation of final product						
<b>MODULE – 5 FURNITURES&amp;FIXTURES</b>					<b>9</b>	
Studying (Measured sketch) various interior furniture and fixtures.						
<b>TEXT BOOKS</b>						
<b>1</b>	Maureen Mitton, Interior Design Visual Presentation: A Guide to graphics, models and presentation techniques, 3rd edition, wiley publishers, 2007					
<b>2</b>	MogaliDelgadeYanes and Ernest Redondo Dominquez, Freehand drawing for Architects and Interior Designers, ww.Norton& co., 2005					
<b>REFERENCE BOOKS</b>						
<b>3</b>	Maureen Mitton, Interior Design Visual Presentation: A Guide to graphics, models and presentation techniques, 3rd edition, wiley publishers, 2007					
<b>4</b>	MogaliDelgadeYanes and Ernest Redondo Dominquez, Freehand drawing for Architects and Interior Designers, ww.Norton& co., 2005					
<b>MOOC</b>						
<b>1</b>	<a href="https://www.udemy.com/course/sketching-for-beginners/">https://www.udemy.com/course/sketching-for-beginners/</a>					



**ELECTIVE – 2**

<b>COURSE TITLE</b>	<b>VISUAL AND PERFORMING ARTS</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDC4266</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand about basic details of mass media and its effects on culture				1,6,9,10
<b>2</b>	To explore types of media Audience analysis				1,6,9,10
<b>3</b>	To understand media as a text and various approaches to media analysis				1,6,9,10
<b>4</b>	To understand how media helps within our societies				1,9,10
<b>5</b>	To explore the relationship between media and culture				1,9,10
<b>MODULE – 1 NEEDFORSTUDY</b>					<b>9</b>
Understanding mass media. Characteristics of mass media. Effects of mass media on individual, society and culture – basic issues. Power of mass media. Media in Indian society. Definition, nature and scope. Function of mass media.					
<b>MODULE – 2AUDIENCEANALYSIS</b>					<b>9</b>
Media Audience analysis (mass, segmentation, product, social uses). Audience making. Active Vs Passive audience: Some theories of audience - Uses and Gratification, Uses and Effects, etc.					
<b>MODULE – 3 MEDIAASTEXT</b>					<b>9</b>
Media as text. Approaches to media analysis - Marxist, Semiotics, Sociology, Psycho analysis. Media and realism (class, gender, race, age, minorities, children,etc.)					
<b>MODULE - 4 MEDIAAND SOCIETY</b>					<b>9</b>
Media as consciousness Industry. Social construction of reality by media. Rhetoric of the image, narrative, etc. Media myths (representation, stereotypes, etc.) -- Cultural Studies approach to media, audience as textual determinant, audience as readers, audience positioning, establishing critical autonomy					
<b>MODULE -5 MEDIAANDCULTURE</b>					<b>9</b>
Media and Popular culture — commodities, culture and sub-culture, popular texts, popular discrimination, politics and popular culture, popular culture Vs people’s culture, celebrity industry- personality as brand name, hero-worship, etc. Acquisition and transformation of popular culture					
<b>TEXT BOOKS</b>					
<b>1</b>	Media Literacy. Sage Publications Potter, James W (2016).				
<b>2</b>	Media-Making: Mass Media in a Popular Culture. Sage Publications Grossberg, Lawrence et al (2005).				
<b>REFERENCE BOOKS</b>					
<b>1</b>	Media Analysis Techniques. Sage Publications Berger, AsaAuthur (2017).				

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>COURSE TITLE</b>	<b>VERNACULAR ARCHITECTURE AND INTERIORS</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDC4267</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand the basics of vernacular architecture and sustainability				1,3,5
<b>2</b>	To learn the basic building materials and its usage in vernacular architecture				1,3,5
<b>3</b>	To document the various decorative features used in vernacular buildings				1,3,5
<b>4</b>	To learn the various ways of documenting vernacular buildings				1,3,5,8
<b>5</b>	To enrich knowledge on the various contemporary regional buildings across the country				1,3,5,8
<b>MODULE –1ETYMOLOGY</b>					<b>9</b>
Etymology, Definitions, Vernacular and the architect, Regional influences on vernacular Architecture, Humanitarian response, Urban and rural vernacular architecture, role of sustainability in vernacular architecture, Environment & Resource Management					
<b>MODULE – 2 MATERIAL ANDTECHNIQUES</b>					<b>9</b>
Building materials and traditions, Vernacular building materials- Recognize the different ways in which these materials were used at different times and in different parts of the country, Documenting vernacular traditions, and knowledge systems.					
<b>MODULE – 3DECORATIVE FEATURES</b>					<b>9</b>
Assess the likely sources of stylistic and decorative features of vernacular buildings and employ these to assist in dating analyzing their role and application in the present context.					
<b>MODULE -4DOCUMENTATION</b>					<b>9</b>
Recording vernacular buildings- Why record buildings? Recording basics (measuring and recording historic buildings) Drawing up; conventions and equipment Documentary sources and what they can tell us Briefing for recording day(s) Recording the chosen building(s) Reviewing the results; and role of photography in documenting vernacular buildings.					
<b>MODULE -5VERNACULARTOWNS</b>					<b>9</b>
Vernacular Towns – evolution process, character, morphology, growth and decay. Case studies of Vernacular towns within Tamil Nadu. Knowledge of vernacular architecture in contemporary regional designs. Traditionalism and Vernacular.					
<b>TEXT BOOKS</b>					
<b>1</b>	Heath, Kingston wm- ‘Vernacular Architecture and Regional design’- Cultural process and environmental response- ‘Elsevier science and technology’- 30 April 2007				
<b>2</b>	Vernacular Traditions : Contemporary Architecture, The energy resources and institute, Aishwarya Tipnis, 2012				
<b>REFERENCE BOOKS</b>					
<b>1</b>	Lindsay Asquith, Marcel Vellinga, Taylor and Francis- ‘Vernacular architecture in the Twenty first century’- 2006 USA				
<b>MOOC</b>					

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

1	<a href="https://www.classcentral.com/course/swayam-vernacular-architecture-14350">https://www.classcentral.com/course/swayam-vernacular-architecture-14350</a>
2	<a href="https://www.mooc-list.com/course/interpreting-vernacular-architecture-edx">https://www.mooc-list.com/course/interpreting-vernacular-architecture-edx</a>

COURSE TITLE	REPRESENTATION OF SPACES			CREDITS	3
COURSE CODE	IDC4268	COURSE CATEGORY	PE	L-T-P-S	3- 0- 0- 0
CIA	50%			ESE	50%
LEARNING LEVEL	BTL-3				
<b>Prerequisites : Nil</b>					
CO	COURSE OUTCOMES				PO
1	To learn to represent space as a phenomenon in literature				1,6,8
2	To learn to convert spaces from literature with various examples				1,6,8
3	To understand about the threshold spaces relating to films and mythology				1,6,8
4	To have a wide knowledge on public realm and public spaces and right to place				1,6,8
5	To understand the various spaces for kids in fiction and novel				1,6,8
<b>MODULE – 1 REPRESENTING SPACES</b>					<b>9</b>
Representing space as a pervasive phenomenon in literature. Philosophical cultural and social aspects of spaces in literature, cinema, theatre.					
<b>MODULE – 2 SPACE DISCOURSE</b>					<b>9</b>
Space as discourse in literature and exercise - sketching spaces from literature eg: Windows as frames of reference describing use of spaces in literary texts such as “Alice in Wonderland “- Space in middle of nowhere ,space and the mythical quality it holds conceptualizing space from sound and smell.					
<b>MODULE – 3 THRESHOLD</b>					<b>9</b>
Threshold and liminal space exercise: Find and collect picture and draw threshold spaces .Discussion on images of threshold spaces, threshold spaces in films and mythology.					
<b>MODULE - 4 SPACE IN DEMOCRACY</b>					<b>9</b>
Democracy and space public sphere, public realm and public space, rights of people over space.					
<b>MODULE -5 SPACE IN FICTION</b>					<b>9</b>
Spaces in children’s fiction comics and graphic novel.					
<b>TEXT BOOKS</b>					
1	Peter Zumthor, thinking architecture ,edition 3,brkhauser Architecture,2010				
2	Alice in Wonderland, Lewis Carroll, LVL Edition, 2016.				
<b>REFERENCE BOOKS</b>					
1	Fountain Head ,Ayn Rand, signet, 2000				
<b>MOOC</b>					
1	<a href="https://activateperformingarts.org.uk/project/create-in-a-public-space-mooc">https://activateperformingarts.org.uk/project/create-in-a-public-space-mooc</a>				
2	<a href="https://www.futurelearn.com/courses/identity-conflict-and-public-space">https://www.futurelearn.com/courses/identity-conflict-and-public-space</a>				

**ELECTIVE -3**

<b>COURSE TITLE</b>	<b>INTERIOR ACCESSORIES AND PRODUCT DESIGN</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDC4351</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3-0-0-0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand interior accessories and its role in interiors				1,6,8
<b>2</b>	To understand color theory in interior decoration				1,6,8
<b>3</b>	To understand the value and process of product design				1,6,8
<b>4</b>	To explore various methods in problem identification				1,6,8
<b>5</b>	To understand system thinking for concepts of components				1,6,8
<b>MODULE – 1 INTRODUCTION</b>					<b>9</b>
Introduction to interior accessories, Furniture, Wall paintings , Mural , Lights , Plants and artifacts. Accessories in wall , Floor , Ceiling and cultural products. Material and process based textures, construction based textures, pigmented textures. Gradation on flat Surface, Introduction of highlights and shadows					
<b>MODULE – 2 COLOR AND FINISHES</b>					<b>9</b>
Color of accessories , Texture in walls , Fabric accessories , Pattern , Wooden finishes, Curtains, Drapes , Blinds , Finials , Cornice , and decorative elements.					
<b>MODULE – 3 PRODUCT</b>					<b>9</b>
Definitions of material, process and product. History and examples of product design. Fundamentals of product development cycle. Concept of end user. Defining user groups. Concept of market. Defining the market gap.					
<b>MODULE - 4 PROBLEM IDENTIFICATION</b>					<b>9</b>
Problem identification and definition. Scenario Building. Mind Maps and Metaphors. Definition of a solution. Ideation, conceptualization and representation of solutions.					
<b>MODULE -5 CONCEPTS AND DESIGN</b>					<b>9</b>
Introduction to system Thinking; Definition of a system; Concepts of component, connection, transaction and transformation; Boundary and boundary conditions; Concepts of input, activity, response and output; Metaphors; Introduction to Static and dynamic maps;					
<b>TEXT BOOKS</b>					
<b>1</b>	Katherine S. Willis, Net spaces: Space and Place in a Networked World, Routledge, 2017				
<b>2</b>	Alan Pipes, Foundation of Art and Design, Lawrence King Publishing, 2008				
<b>REFERENCE BOOKS</b>					
<b>1</b>	Don Norman, Design of Everyday Things, Basic Books, 2014				

<b>COURSE TITLE</b>	<b>REVITALIZATION OF ARTS AND CRAFTS</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDC4352</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand arts and crafts				1,6,8
<b>2</b>	To explore the various art and cultural forms				1,6,8
<b>3</b>	To understand Indian art form				1,6,8
<b>4</b>	To understand western art form and representation				1,6,8
<b>5</b>	To explore the various style of art and the period				1,6,8
<b>MODULE – 1 ART AND CRAFTS</b>					<b>9</b>
Importance of “Art History” as a discipline , Cultural values of regions North , South East and west of india					
<b>MODULE – 2 PREHISTORIC</b>					<b>9</b>
Prehistoric Cave paintings from Bhopal, Harappa & Mohenjodaro Civilization (town planning, sculpture-Beard man, dancing girl, seals and script), Rock cut architecture, Architecture- Ajanta, Brahminical cave, Architecture - Ellora					
<b>MODULE – 3 INDIAN ART</b>					<b>9</b>
Gagendranath Tagore, Jamini Roy, Rabindranath Tagore, Amrita Sher Gill, RamkinkarVajetc					
<b>MODULE - 4 WESTERN ART</b>					<b>9</b>
Michelangelo, Leonardo da Vinci, Vincent van Gogh, Paul Gauguin, Georges Seurat, Salvador Dali, Pablo Picasso etc.					
<b>MODULE -5 3D ART</b>					<b>9</b>
Sculptures, statues, installations, kinetic art and performance art. Realism, emotionalism, formalism, feminism, and constructivism.					
<b>TEXT BOOKS</b>					
<b>1</b>	<i>Figure Painting in Water Colour</i> , Charles Reid Watson, Guptill Publication				
<b>2</b>	<i>Art Fundamentals: Theory and Practice</i> by Otto G. Ocvirk, Robert Stinson, Philip R. Wigg, Robert O. Bone, David L. Cayton				
<b>3</b>	Edith Thomory, “ <i>A History of Fine Arts in India and the West</i> ”, Orient Longman Publisher’s Pvt.Ltd,				
<b>REFERENCE BOOKS</b>					
<b>1</b>	<i>The Elements of Art and Composition</i> by Brenda Ellis. Publisher: Artistic Pursuits Inc. Comb-binding, 92 pages, 68 lessons, 186 illustrations. ISBN: 978-1-939394-08-8, January 1, 2013, 3rd Edition				

<b>COURSE TITLE</b>		<b>GRAPHICS AND ANIMATION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDC4353</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3-0-0-0</b>	
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>	
<b>LEARNING LEVEL</b>	<b>BTL-3</b>					
<b>Prerequisites : Nil</b>						
<b>CO</b>	<b>COURSE OUTCOMES</b>					<b>PO</b>
<b>1</b>	To understand the fundamental of graphic design					
<b>2</b>	To explore the various elements and regulation of graphics					
<b>3</b>	To understand the principles of animation					
<b>4</b>	To understand the production process					
<b>5</b>	To explore the methods in production of animation					
<b>MODULE – 1</b>						<b>9</b>
Introduction to elements of graphic design - Text and image, grids and layout, composition, form and function, figure and ground phenomenon. Typographic fonts and their characters. Gestalt Laws						
<b>MODULE – 2</b>						<b>9</b>
Typographic parameters: x-height, ascenders, descenders, kerning, tracking and leading. Variations of body text, headlines and display text. Grid in graphic design. Hands on practice in applications of fundamentals of Graphic Design.						
<b>MODULE – 3 ANIMATION</b>						<b>9</b>
Introduction to Animation, Animation History, Animation techniques: Traditional animation practices and their importance and relation to contemporary animation techniques. Introduction to specialized areas: Cel-animation, character animation, clay animation and puppet animation, Principles of Animation, Production Pipeline.						
<b>MODULE - 4 PRODUCTION</b>						<b>9</b>
Animation production: techniques for production and analyzing 2D and 3D animation. 3D Modeling, Texturing, Rigging, 3D Animation, CG Lighting, Visual Effects						
<b>MODULE -5 PRE PRODUCTION /POST PRODUCTION</b>						<b>9</b>
Introduction to Pre-Production, Scripting, Storyboarding, Layout, Character Designing, Props Designing, Background Designing, Camera Angles, Frame Length , Post Production processes, Importance of post-production, Compositing, and Rendering.						
<b>TEXT BOOKS</b>						
<b>1</b>	R. Hollis, <i>Concise History of Graphic Design</i> , Thames & Hudson,					
<b>2</b>	S. Roberts, <i>Character Animation in 3D: Use of traditional drawing techniques to produce stunning CGI animation</i> , Focal Press, 2004.					
<b>REFERENCE BOOKS</b>						
<b>1</b>	O. Johnston, and F. Thomas, <i>The Illusion of Life: Disney Animation</i> , Walter Foster Publishing					
<b>2</b>	W. T. Foster, <i>Cartooning: Animation Basics</i> , Revised Edition, Walter Foster Publishing.					

**ELECTIVE – 4**

COURSE TITLE		INTERIOR PHOTOGRAPHY			CREDITS	3
COURSE CODE	IDB4366	COURSE CATEGORY	PE	L-T-P-S	3- 0- 0- 0	
CIA	50%			ESE	50%	
LEARNING LEVEL	BTL-3					
Prerequisites : Nil						
CO	COURSE OUTCOMES					PO
1	To understand the rules of photography					
2	To explain the definitions in photography					
3	To understand lighting in photography					
4	To explore the role of color in picture realization					
5	To understand the dynamic systems in settings					
<b>MODULE – 1</b>						<b>9</b>
Rule of thirds, perspective-worm’s eye view, normal eye view, bird’s eye view, one-point perspective, two-point perspective, three point perspective, exercises in composition						
<b>MODULE – 2</b>						<b>9</b>
Technical definitions, understanding a camera, anatomy of a SLR camera, technical setting in a SLR camera, different types of lenses						
<b>MODULE – 3</b>						<b>9</b>
Technical definitions, lighting sources, types of lighting fixtures, types of lamps, calculating lighting levels, flash photography, types of flashes, controlling lighting levels with flash photography Exercise in interior lighting photography with artificial light and black and white photos						
<b>MODULE - 4</b>						<b>9</b>
Color rendering in photographic medium, color rendering in photographs under different lighting condition, lighting colors and its effect on a photograph, color filters in a camera Exercise on color photography of interiors						
<b>MODULE -5</b>						<b>9</b>
Project work/exercise in integrating all prior units						
REFERENCE BOOKS						
1	Point view- The art of architectural photography , E.Manny A Ballan, VNR					
2	Professional photography –photographing buildings, David Wilson, Rotovision					
3	The Digital Photography Book, Part 2 : Scott Kelby					
4	The Art of Photography: An Approach to Personal Expression : Bruce Barnbaum					

**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>COURSE TITLE</b>	<b>ENTREPRENEURSHIP DEVELOPMENT</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4367</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand entrepreneurial system and components				
<b>2</b>	To understand models of business development				
<b>3</b>	To explore various methods in conflicts resolution				
<b>4</b>	To learn management techniques of business				
<b>5</b>	To explore intellectual property rights and privileges				
<b>MODULE – 1</b>					<b>9</b>
Social Entrepreneurship, Business Entrepreneurship, Trading Entrepreneurship, Corporate Entrepreneurship, and Agricultural Entrepreneurship;					
<b>MODULE – 2</b>					<b>9</b>
Timmons Model of Entrepreneurship, Investment Models, Startup Business Models, Business Plans, Pitch presentations, Small Business models;					
<b>MODULE – 3</b>					<b>9</b>
Contracts and Agreements, Conflict Resolution, Arbitration;					
<b>MODULE - 4</b>					<b>9</b>
Set up of an independent design business, Hiring processes, Project Scheduling and work delegation, Cost Estimation; Billing, salaries and taxation;					
<b>MODULE -5</b>					<b>9</b>
Registration process of Intellectual property Rights, Design Registration, and Brand/Trademark Registration;					
<b>REFERENCE BOOKS</b>					
<b>1</b>	Ted Crawford, AIGA Professional Practices in Graphic Design, Allworth Press, 2008				
<b>2</b>	Shan Preddy, How to Run a Successful Design Business: The New Professional Practice, Gower Publishing, Ltd., 2011				
<b>3</b>	Margaret Mark, Carol Pearson, the Hero and the Outlaw: Building Extraordinary Brands through the Power of Archetypes, McGraw Hill, 2001				
<b>4</b>	Martin, R. L. (2009). The design of business: Why design thinking is the next competitive advantage. Harvard Business Press.				



**CURRICULUM AND SYLLABUS B.Des (Interior Design)**

<b>COURSE TITLE</b>	<b>ARTS AND GRAPHICS IN INTERIOR DESIGN</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>IDB4368</b>	<b>COURSE CATEGORY</b>	<b>PE</b>	<b>L-T-P-S</b>	<b>3- 0- 0- 0</b>
<b>CIA</b>	<b>50%</b>			<b>ESE</b>	<b>50%</b>
<b>LEARNING LEVEL</b>	<b>BTL-3</b>				
<b>Prerequisites : Nil</b>					
<b>CO</b>	<b>COURSE OUTCOMES</b>				<b>PO</b>
<b>1</b>	To understand the basics of art				
<b>2</b>	To explore art as a medium of innovation in interior				
<b>3</b>	To explore various themes based on period of art				
<b>4</b>	To understand the representation techniques				
<b>5</b>	To explore the role of color , form and composition in graphic design				
<b>MODULE – 1</b>					<b>9</b>
Introduction to creative arts and crafts in India – its application in interior design –materials – Art movements through history – Traditional arts and crafts of India –Folk arts of India					
<b>MODULE – 2</b>					<b>9</b>
Traditional arts and crafts of various states of India including –Tamilnadu, Karnataka, Kerala, Andhra Pradesh, Goa, Rajasthan, Gujarat, Kutch, Uttarpradesh, West Bengal, Orissa, Bihar, Jammu and Kashmir, etc.					
<b>MODULE – 3</b>					<b>9</b>
Art Movements in Post Modern India and their influences in Interior design –Abstract Expressionism, Pop art, Minimal art, Conceptual art – Neo Expressionism – Computers in Arts.					
<b>MODULE - 4</b>					<b>9</b>
To develop the sense of space and division, understanding of basic form and fundamentals of design and colour. Elements of Design: Line, Shape, Forms, Space, Coloursetc					
<b>MODULE -5</b>					<b>9</b>
Detailed study of visual art and its implementation in advertising for effectiveCommunication, Designing of Logo, Emblems, Stationary, Book-jackets, Tags, leaflets, folders etc.					
<b>REFERENCE BOOKS</b>					
<b>1</b>	Edith Thomory, A History of fine arts in India and the west, Orient Longmann publishersPvt Ltd, New Delhi.				
<b>2</b>	Exploring the Elements of Designs : Poppy Evans, Mark Thomas				
<b>3</b>	History of Graphic Design : Philip B Meggs				
<b>4</b>	The Elements of Graphic Design : Alexander W White				