



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

**AMITY UNIVERSITY MADHYA PRADESH, GWALIOR**

**AMITY SCHOOL OF ARCHITECTURE AND PLANNING**

## Programme Educational Objectives (PEO)

### **Bachelor of Interior Design (BID), Academic Year – 2021-22**

#### **Bachelors of Interior Design**

#### **Programme Education objectives (PEOs)**

These are overarching statements outlining the career and professional achievements that the program aims to equip graduates with.

**PEO-1:** Graduates will possess the ability to conduct research and analysis of client goals and requirements, leading to the development of documents, drawings, and diagrams that articulate those needs in space design.

**PEO-2:** The program seeks to cultivate design professionals capable of making valuable contributions to dynamic interior environments, ensuring functionality, aesthetics, sustainability, and safety for occupants.

**PEO-3:** Students will be prepared to achieve excellence in innovation and leadership, demonstrating adaptability across diverse design career paths. Emphasis will be placed on fostering professional ethics and active participation essential for a successful career.

**PEO-4:** Graduates will demonstrate proficiency in teamwork, effective communication, and critical thinking skills.

**PEO-5:** Students will evolve into effective professionals capable of solving real-world problems through the application of their knowledge in Interior Design.





**AMITY SCHOOL OF ARCHITECTURE AND PLANNING  
PROGRAMME OUTCOMES**

**Bachelors of Interior Design**

**PO1. Design Knowledge:** Incorporate a global perspective when making design decisions, based on sustainable, socio-economic, and cultural contexts.

**PO2. Problem Analysis:** Apply theories of human behaviour to human-centered design solutions.

**PO3. Design/Development of Solutions:** Apply the design process to generate creative solutions to complex problems optimizing the human experience within the interior environment. Apply theory, psychology, and methodology of color to designs of the interior environment.

**PO4. Individual and Team Work:** Collaborate in multi-disciplinary teams respecting a variety of points of view and perspectives that enrich the process and product of the team.

**PO5. Communication:** Communicate complex ideas clearly to specialists and non-specialists through appropriate oral, written, and representational media.

**PO6. Life Long Learning:** Exemplify accepted standards of professionalism and business practice including a commitment to engage in lifelong learning.

**PO7. Context and Society:** Analyze interiors, architecture, the decorative arts, and art within a historical and cultural context to inform contemporary design solutions that relate with the society for whom the design solution is to be provided.

**PO8. Synthesis of Concepts:** Synthesize theories and concepts of spatial definition and organization into multi-dimensional design solutions.

**PO9. Modern Technique usage:** Specify furniture, fixtures, and equipment's of finish materials to meet the design criteria for a variety of interior spaces.

**PO10. Environment and Sustainability:** Apply principles of lighting, acoustics, thermal comfort, and indoor air quality as required to enhance the health, safety, welfare, and performance of building occupants for overall sustainable development of the individuals.

**PO11. Ethics:** Comply with laws, codes, and standards that impact fire safety and life safety.

**PO12. Project/Construction Management:** Produce construction drawings and documents using industry standards for a variety of interior spaces. Employ environment-behaviour research methodologies to

address open-ended problems in interior design.

### PROGRAMME SPECIFIC OUTCOME

As part of the school's charter and mission, Amity School of Architecture and Planning is providing a vibrant planning environment, ensuring its under-graduates are not only valued by the planning practice, but are also able to:

**PSO1.** Demonstrate critical thinking as they identify, analyze, and solve interior architecture and design problems through completion of interior design studio projects. Apply creative and critical thinking to solve interior environment problems from a human-centered approach and apply this knowledge to design solutions.

**PSO2.** Demonstrate preparation for global design practice by incorporating cultural norms of user populations and applying that knowledge to design solutions that support globally diverse end users.

**PSO3.** Demonstrate effective visual, verbal, and written communication.

**PSO4.** Apply ethical and professional practices.

**PSO5.** Demonstrate social responsibility by designing sustainable interior environments that support indoor environmental quality and improve the quality of life for occupants.

**PSO6.** Engage in integrative professional design practice by contributing interior architecture and design expertise to collaborative design teams.

**Note:** - Correlation levels 1, 2 and 3 as defined below:

1: Slight (Low), 2: Moderate (Medium) and 3 : Substantial (High)

If there is no correlation, put “-”

PROGRAMME ARTICULATION MATRIX																					
SEM	SUBJECT CODE	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
I	BID101	3	3	3	3	2	1	2	3	3	1	1	3	3	1	3	3	-	-	2	-
	BID102	2	2	3	2	2	1	-		1	2	2	2	-	1	1	3	-	-	-	-
	BID103	2	2	1	-	3	1	2	3	3	2	1	1	2	2	3	3	1	-	-	-
	BID104	1	1	1	2	-	-	-	2	-	-	-	2	-	-	1	1	-	-	-	-
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	BID106	-	1	-	-	-	-	3	2	-	-	-	-	-	1	1	1	-	-	-	-
	BID107	3	2	3	3	1	1	3	-	3	3	-	3	2	3	3	3	3	-	-	-
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	BID204	1	3	1	-	-	-	-	1	1	-	-	2	-	1	1	1	-	-	-	-
	BID205	-	-	3	3	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-
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	BID207	3	-	1	3	1	1	-	1	3	3	3	3	3	3	3	3	3	-	-	-

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	BID304	3	3	-	-	3	-	-	3	3	-	-	-	-	-	1	1	-	-	-	-
	BID305	-	-	3	3	1	2	-	-	-	-	-	-	-	-	1	-	-	-	-	-
	BID306	-	1	-	-	2	-	3	3	3	-	-	-	-	-	-	-	-	-	-	-
	BID307	1	3	1	-	3	-	-	3	3	-	-	-	-	3	-	-	-	-	2	-
IV	BID401	3	3	3	3	2	2	2	3	3	2	1	2	3	1	3	3	-	-	2	-
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VII	BID701	3	3	3	3	2	3	-	3	2	1	-	3	3	3	3	-	-	-	2	-
VIII	BID 801	3	3	3	3	2	2	2	3	3	1	3	2	3	3	3	3	-	-	2	-
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	BID 805	1	3	1	1	2	1	2	1	2	1	1	-	2	1	2	-	-	-	-	-

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**AMITY SCHOOL OF ARCHITECTURE AND PLANNING**  
**AMITY UNIVERSITY MADHYA PRADESH**  
**PO Mapping of Bachelors of Interior Design syllabus with the SDGs**

Sr.No.	Program Outcome [PO]	Program Outcome	Mapping with SDGs.
1.	PO-1	Design Knowledge: Incorporate a global perspective when making design decisions, based on sustainable, socio-economic, and cultural contexts.	DG 11: Sustainable Cities and Communities
2.	PO-2	Problem Analysis: Apply theories of human behavior to human-centered design solutions.	SDG 3: Good Health and Well-Being
3.	PO-3	Design/Development of Solutions: Apply the design process to generate creative solutions to complex problems optimizing the human experience within the interior environment. Apply theory, psychology, and methodology of color to designs of the interior environment.	SDG 4: Quality Education
4.	PO-4	Individual and Team Work: Collaborate in multi-disciplinary teams respecting a variety of points of view and perspectives that enrich the process and product of the team.	SDG 17: Partnerships for the Goals
5.	PO-5	Communication: Communicate complex ideas clearly to specialists and non-specialists through appropriate oral, written, and representational media.	SDG 4: Quality Education
6.	PO-6	Life Long Learning: Exemplify accepted standards of professionalism and business practice including a commitment to engage in lifelong learning.	SDG 4: Quality Education
7.	PO-7	Context and Society: Analyze interiors, architecture, the decorative arts, and art within a historical and cultural context to inform contemporary design solutions that relate with the society for whom the design solution is to be provided.	SDG 11: Sustainable Cities and Communities
8.	PO-8	Synthesis of Concepts: Synthesize theories and concepts of spatial definition and organization into multi-dimensional design solutions.	SDG 9: Industry, Innovation, and Infrastructure
9.	PO-9	Modern Technique usage: Specify furniture, fixtures, and equipment's of finish materials to meet the design criteria for a variety of interior spaces.	SDG 12: Responsible Consumption and Production
10.	PO-10	Environment and Sustainability: Apply principles of lighting, acoustics, thermal comfort, and indoor air quality as required to enhance the health, safety, welfare, and performance of building occupants for overall sustainable development of the individuals.	SDG 11: Sustainable Cities and Communities
11.	PO-11	Ethics: Comply with laws, codes, and standards that impact fire safety and life safety.	SDG 16: Peace, Justice, and Strong Institutions
12.	PO-12	Project/Construction Management: Produce construction drawings and documents using industry standards for a variety of interior spaces. Employ environment-behavior research methodologies to address open-ended problems in interior design.	SDG 9: Industry, Innovation, and Infrastructure

### Courses Mapped with various National Missions

Sr. No.	Name of School	Program Name	Sem.	Course Code	Course Name	National Mission
1.	Amity School of Architecture & Planning	BID	I	EVS-142	ENVIRONMENTAL STUDIES-I	National Mission for Green India
2.	Amity School of Architecture & Planning	BID	II	EVS-242	ENVIRONMENTAL STUDIES-II	National Mission for Green India
3.	Amity School of Architecture & Planning	BID	I	BCU 141	Communication Skill – I	National Mission for Natural Language Translation
4.	Amity School of Architecture & Planning	BID	II	BCU 241	Communication Skill – II	National Mission for Natural Language Translation
5.	Amity School of Architecture & Planning	BID	III	BCU 341	Communication Skill – III	National Mission for Natural Language Translation
6.	Amity School of Architecture & Planning	BID	IV	BCU 441	Communication Skill – IV	National Mission for Natural Language Translation
7.	Amity School of Architecture & Planning	BID	V	BCU 541	Communication Skill – V	National Mission for Natural Language Translation
8.	Amity School of Architecture & Planning	BID	VI	BCU 641	Communication Skill – VI	National Mission for Natural Language Translation
9.	Amity School of Architecture & Planning	BID	V	BID 501	Interior Design Studio- V	Skill India / Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
10.	Amity School of Architecture & Planning	BID	VII	BID 701	Industry Internship	Startup India

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**Course Objectives**

The term environment is used to describe, in the aggregate, all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms. At present a great number of environmental issues, have grown and complexity day by day, threatening the survival of mankind on earth. Environment study is quite essential in all streams of studies including environmental engineering and industrial management. The objective of environmental studies is to enlighten the masses about the importance of the protection and conservation of our environment and control of human activities which has an adverse effect on the environment.

**Course Contents:****Module I: The multidisciplinary nature of environmental studies (6 Hrs)**

Definition, scope, and importance

Need for public awareness

**Module II: Natural Resources (8 Hrs)**

Renewable and non-renewable resources:

Natural resources and associated problems

Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies.

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

**Module III: Ecosystems (3 Hrs)**

Concept of an ecosystem, Structure and function of an ecosystem, Producers, consumers and decomposers, Energy flow in the ecosystem, Ecological succession

Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem:

- Forest ecosystem
- Grassland ecosystem
- Desert ecosystem
- Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

**Module IV: Biodiversity and its conservation (3 Hrs)**

Introduction – Definition: genetic, species and ecosystem diversity

Biogeographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values Biodiversity at global, national and local levels

India as a mega-diversity nation, Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts, Endangered and endemic species of India

Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

**Course Outcome**

Upon course completion, students will be able to understand:

- The multidisciplinary nature of environmental studies, including its definition, scope and need for public awareness.
- Our natural resources including renewable and non-renewable resources comprising of forest, water, mineral, food, energy and land resources.
- The ecosystem, their structure and function, energy flow, bio-geochemical cycles, community ecology, ecological succession, ecological pyramids, forest, grassland, aquatic and tundra ecosystem.
- Biodiversity and its conservation.
- Ecosystem diversity, species diversity and genetic diversity.

- Biological classification of India.
- Value of biodiversity.
- Biodiversity at global national and local level.
- Conservation of biodiversity.
- Characteristic of ideal ecosystem.
- Study of an artificial ecosystem.

<b>Examination Scheme:</b>	<b>CT</b>	<b>HA</b>	<b>S/V/Q</b>	<b>A</b>	<b>ESE</b>
<b>Components</b>					
<b>Weightage (%)</b>	15	5	5	5	70

*Harish*





## ENVIRONMENTAL STUDIES-II

Course Code: EVS– 242

Credit Units: 02

Total Hours: 20

### Course Objectives

- To understand various types of environmental pollution.
- To educate masses, in general and students, about the issues related to degradation of environment and social issues related to environment.
- To understand sustainable development.
- To understand environmental assets, local flora and fauna through field surveys.

### Course Contents:

#### Module I: Environmental Pollution (7 Hrs)

Definition, causes, effects and control measures of: Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear pollution. Solid waste management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management: floods, earthquake, cyclone and landslides.

#### Module II: Social Issues and the Environment (7 Hrs)

From unsustainable to sustainable development, Urban problems and related to energy. Water conservation, rain water harvesting, watershed management. Resettlement and rehabilitation of people; its problems and concerns Case studies. Environmental ethics: Issues and possible solutions

Climate change, Global warming, Acid rain, Ozone layer depletion, Nuclear Accidents and Holocaust case studies. Fireworks/Crackers – Introduction, ill effects on environment and humans.

Wasteland reclamation, Consumerism and waste products, Environmental 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

#### Module III: Human Population and the Environment (4 Hrs)

Population growth, variation among nations. Population explosion – Family Welfare Programmes Environment and human health. Human Rights. Value Education. HIV / AIDS. Women and Child Welfare. Role of Information Technology in Environment and Human Health.

Case Studies

#### Module IV: Field Work (2 Hrs)

Visit to a local area to document environmental assets-river / forest/ grassland/ hill/ mountain. Visit to a local polluted site – Urban / Rural / Industrial / Agricultural. Study of common plants, insects, birds. Study of simple ecosystems-pond, river, hill slopes, etc.

### Course Outcome

Upon course completion, students will be able to:

- Explain various types of environmental pollutions.
- Understand role of individual in abatement of environmental pollution.
- Explain methods to mitigate disasters.
- Learn various environmental protection laws.
- Learn role of IT in environment and human health.

Examination Scheme:	CT	HA	S/V/Q	A	ESE
Components					
Weightage (%)	15	5	5	5	70

### Text & References:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380 013, India, Email:mapin@icenet.net (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopaedia, Jaico Publ. House, Mumbai, 1196p

- De A.K., Environmental Chemistry, Wiley Eastern Ltd. Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
- Hawkins R.E., Encyclopaedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
- McKinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.
- Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB) Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
- Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
- Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
- Survey of the Environment, The Hindu (M)
- Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
- Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
- Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB) Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

*Harish*





### COURSE CURRICULUM

Annexure 'AAB-CD-01a'

UG- I

Course Title: Communication Skills-I

Credit Units: 1

Course Code: BCU 141

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

**Course Objective** The course is intended to familiarize students with the basics of English language and help them to learn to identify language structures for correct English usage.

**Prerequisites:** NIL

Course Contents / Syllabus:		
1.	<b>Module I Essentials of English Grammar</b>	<b>30% Weightage</b>
	<ul style="list-style-type: none"> <li>• Common Errors</li> <li>• Parts of Speech</li> <li>• Collocations, Relative Pronoun</li> <li>• Subject-Verb Agreement</li> <li>• Articles</li> <li>• Punctuation</li> <li>• Sentence Structure- 'Wh' Questions</li> </ul>	
2.	<b>Module II Written English Communication</b>	<b>30% Weightage</b>
	<ul style="list-style-type: none"> <li>• Paragraph Writing</li> <li>• Essay Writing</li> </ul>	
3.	<b>Module III Spoken English Communication</b>	<b>30% Weightage</b>
	<ul style="list-style-type: none"> <li>• Introduction to Phonetics</li> <li>• Syllable-Consonant and Vowel Sounds</li> <li>• Stress and Intonation</li> </ul>	
4.	<b>Module IV : Prose</b>	<b>10% Weightage</b>
	<p>"Friends, Romans, Countrymen, lend me your ears" Speech by Marc Antony in Julius Caesar</p> <p>❖ Comprehension Questions will be set in the End-Semester Exam</p>	
5.	<p><b>Student Learning Outcomes:</b> The students should be able to :</p> <ul style="list-style-type: none"> <li>• Identify Common Errors and Rectify Them</li> <li>• Develop and Expand Writing Skills Through Controlled and Guided Activities</li> <li>• To Develop Coherence, Cohesion and Competence in Oral Discourse through Intelligible Pronunciation.</li> </ul>	

<b>6.</b>	<b>Pedagogy for Course Delivery:</b> <ul style="list-style-type: none"> <li>• Workshop</li> <li>• Group Discussions</li> <li>• Presentations</li> <li>• Lectures</li> <li>• Extempore</li> </ul>														
	<b>Assessment/ Examination Scheme:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Theory L/T (%)</th> <th style="width: 25%;">Lab/Practical/Studio (%)</th> <th style="width: 25%;">End Term Examination</th> <th style="width: 25%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">70%</td> <td></td> </tr> </tbody> </table>				Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination		100%	NA	70%				
Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination													
100%	NA	70%													
	<b>Theory Assessment (L&amp;T):</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Components (Drop down)</th> <th style="width: 10%;">CIE</th> <th style="width: 10%;">Mid Sem</th> <th style="width: 15%;">Attendance</th> <th style="width: 45%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Weightage (%)</b></td> <td style="text-align: center;">10%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">70%</td> </tr> </tbody> </table>				Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	<b>Weightage (%)</b>	10%	15%	5%	70%	
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination											
<b>Weightage (%)</b>	10%	15%	5%	70%											

**Text:** *Rosenblum, M. How to Build Better Vocabulary, London: Bloomsbury Publication*

*Verma, Shalini. Word Power made Handy, S. Chand Publications*

*High School English Grammar & Composition by Wren & Martin*

**References:** *K.K.Sinha , Business Communication, Galgotia Publishing Company.*

**Additional Reading:** Newspapers and Journals

*Shalini*





### COURSE CURRICULUM

**UG: Semester II**

**Course Title: Communication Skills II**

**Course Code: BCU 241**

**Credit Units: 1**

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

**Course Objectives:**

To understand the different aspects of communication using the four macro skills – LSRW (Listening, Speaking, Reading, Writing)

**Prerequisites:** NIL

Course Contents / Syllabus:		
<b>1.</b>	<b>Module I Communication</b>	<b>35% Weightage</b>
	<ul style="list-style-type: none"> <li>Process and Importance</li> <li>Models of Communication (Linear &amp; Shannon Weaver)</li> <li>Role and Purpose</li> <li>Types &amp; Channels</li> <li>Communication Networks</li> <li>Principles &amp; Barriers</li> </ul>	
<b>2.</b>	<b>Module II Verbal Communication</b>	<b>25% Weightage</b>
	Oral Communication: Forms, Advantages & Disadvantages Written Communication: Forms, Advantages & Disadvantages Introduction of Communication Skills (Listening, Speaking, Reading, Writing)	
<b>3.</b>	<b>Module III Non-Verbal Communication</b>	<b>30% Weightage</b>
	<ul style="list-style-type: none"> <li>Principles &amp; Significance of Nonverbal Communication</li> <li>KOPPACT (Kinesics, Oculistics, Proxemics, Para-Language, Artifacts, Chronemics, Tactilics)</li> <li>Visible Code</li> </ul>	
<b>4.</b>	<b>Module IV : Prose</b>	<b>10% Weightage</b>
	TEXT: APJ Abdul Kalam and Arun Tiwari. <i>Wings of Fire: An Autobiography</i> , Universities Press, 2011  Comprehension Questions will be set in the End-Semester Exam	
<b>5.</b>	<b>Student Learning Outcomes:</b>	
	The students should be able to : <ul style="list-style-type: none"> <li>Apply Verbal and Non-Verbal Communication Techniques in the Professional Environment</li> </ul>	

<b>6.</b>	<b>Pedagogy for Course Delivery:</b>				
	<ul style="list-style-type: none"> <li>• Extempore</li> <li>• Presentations</li> <li>• Lectures</li> </ul>				
<b>7.</b>	<b>Assessment/ Examination Scheme:</b>				
	<b>Theory L/T (%)</b>	<b>Lab/Practical/Studio (%)</b>	<b>End Term Examination</b>		
	100%	NA	50%		
	<b>Theory Assessment (L&amp;T):</b>				
	<b>Components (Drop down)</b>	<b>CIE</b>	<b>Mid Sem</b>	<b>Attendance</b>	<b>End Term Examination</b>
	<b>Weightage (%)</b>	30%	15%	5%	70%

**Text:** *Rosenblum, M. How to Build Better Vocabulary, London: Bloomsbury Publication.*

*Verma, Shalini. Word Power made Handy, S. Chand Publications.*

*High School English Grammar & Composition by Wren & Martin*

**Reference:** *K.K.Sinha , Business Communication, Galgotia Publishing Company.*

*Alan Pease : Body Language*

**Additional Reading:** Newspapers and Journals

*Shalish*





### COURSE CURRICULUM

**UG: Semester III**

**Course Title: Communication Skills-III**

**Credit Units: 1**

**Course Code: BCU 341**

**Course Objective:**

To emphasize the essential aspects of effective written communication necessary for professional success.

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

**Prerequisites:** NIL

Course Contents / Syllabus:		
1.	<b>Module I Vocabulary</b>	<b>35% Weightage</b>
	<ul style="list-style-type: none"> <li>• Spellings</li> <li>• Define Vocabulary</li> <li>• Significance of Vocabulary</li> <li>• One Word Substitution, Synonyms &amp; Antonyms and Idioms &amp; Phrases</li> <li>• Define and Differentiate Homonyms, Homophones and Homographs</li> <li>• Vocabulary Drills</li> <li>• Foreign Words</li> </ul>	
2.	<b>Module II Formal Letter Writing</b>	<b>35% Weightage</b>
	<ul style="list-style-type: none"> <li>• Block Format</li> <li>• Types of Letters</li> <li>• E-mail</li> <li>• Netiquette</li> </ul>	
3.	<b>Module III Business Memos</b>	<b>20% Weightage</b>
	<ul style="list-style-type: none"> <li>• Format &amp; Characteristics</li> </ul>	
4.	<b>Module IV Literature</b>	<b>10% Weightage</b>
	<ul style="list-style-type: none"> <li>• Stench of Kerosene-Amrita Pritam (Short Story)</li> <li>• A Flowering Tree-A.K. Ramanujan (Short Story)</li> <li>• The Gift of the Magi- O. Henry (Short Story)</li> <li>• Indian Weavers – Sarojini Naidu (Poem)</li> </ul>	
5.	<b>Student Learning Outcomes:</b> The students should be able to write correctly and properly with special reference to Letter writing.	
6.	<b>Pedagogy for Course Delivery:</b> <ul style="list-style-type: none"> <li>• Workshop</li> <li>• Group Discussions</li> <li>• Presentations</li> <li>• Lectures</li> </ul>	

7.	<b>Assessment/ Examination Scheme:</b>			
	<b>Theory L/T (%)</b>	<b>Lab/Practical/Studio (%)</b>	<b>End Term Examination</b>	
	100%	NA	70%	
	<b>Theory Assessment (L&amp;T):</b>			
<b>Components (Drop down)</b>	<b>CIE</b>	<b>Mid Sem</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	10%	15%	5%	70%

**Text:** Rai, Urmila & S.M. Rai. *Business Communication*, Mumbai: Himalaya Publishing House, 2002.

*K.K.Sinha, Business Communication, Galgotia Publishing Company.*

**Reference:** Sanjay Kumar & Pushp Lata, *Communication Skills*, Oxford University Press.

**Additional Reading:** Newspapers and Journals

*Shaktish*







**COURSE CURRICUMUM**

**UG: Semester IV**

**Course Title: Communication Skills-IV**

**Credit Units: 1**

**Course Code: BCU 441**

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

**Course Objective:**

This course is designed to develop the skills of the students in preparing job search artifacts and negotiating their use in GDs and interviews.

**Prerequisites: NIL**

<b>Course Contents / Syllabus:</b>		
<b>1.</b>	<b>Module I Employment-Related Correspondence</b> <ul style="list-style-type: none"> <li>• Resume Writing</li> <li>• Covering Letters</li> <li>• Follow Up Letters</li> </ul>	<b>35% Weightage</b>
<b>2.</b>	<b>Module II Dynamics of Group Discussion</b> <ul style="list-style-type: none"> <li>• Significance of GD</li> <li>• Methodology &amp; Guidelines</li> </ul>	<b>35% Weightage</b>
<b>3.</b>	<b>Module III Interviews</b> <ul style="list-style-type: none"> <li>• Types &amp; Styles of Interviews</li> <li>• Fundamentals of facing Interviews</li> <li>• Interview-Frequently Asked Questions</li> </ul>	<b>20% Weightage</b>
<b>4.</b>	<b>Module IV Literature</b> <ul style="list-style-type: none"> <li>• Pippa Passes by Robert Browning (Poem)</li> <li>• “The Lottery” 1948 – Shirley Jackson (Short Story)</li> <li>• The Eyes Have it- Ruskin Bond (Short Story)</li> <li>• Kallu- Ismat Chughtai (Short Story)</li> </ul> <p style="text-align: center;">One Long Question will be set in the Exam from the Text.</p>	<b>10% Weightage</b>
<b>5.</b>	<b>Student Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Develop a resume for oneself</li> <li>• Ability to handle the interview process confidently</li> <li>• Learn the subtle nuances of an effective group discussion</li> </ul>	
<b>6.</b>	<b>Pedagogy for Course Delivery:</b> <ul style="list-style-type: none"> <li>• Workshop</li> <li>• Group Discussions</li> <li>• Presentations</li> <li>• Lectures</li> </ul>	
<b>7.</b>	<b>Assessment/ Examination Scheme:</b>	

<b>Theory L/T (%)</b>	<b>Lab/Practical/Studio (%)</b>			<b>End Term Examination</b>
100%	NA			70%
<b>Theory Assessment (L&amp;T):</b>				
<b>Components (Drop down)</b>	CIE	Mid Sem	Attendance	<b>End Term Examination</b>
<b>Weightage (%)</b>	10%	15%	5%	70%

**Text:** *Sharma, R.C. & Krishna Mohan. Business Correspondence and Report Writing: A Practical approach to Business & Technical Communication, New Delhi: Tata McGraw Hill & Co. Ltd., 2002.*

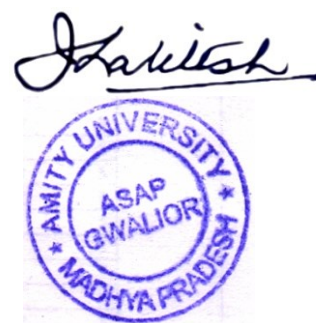
*Rai, Urmila & S.M. Rai. Business Communication, Mumbai: Himalaya Publishing House, 2002.*

*Rizvi, M.Ashraf. Effective Technical Communication, New Delhi: Tata McGraw Hill, 2007.*

**Reference:** *Brusaw, Charles T., Gerald J. Alred & Walter E. Oliu. The Business Writer's Companion, Bedford: St. Martin's Press, 2010.*

*Lewis, Norman. How to Read Better and Faster. New Delhi: Binny Publishing House.*

**Additional Reading:** Newspapers and Journals





**COURSE CURRICULUM**

**UG : Semester V**

**Course Title : Communication Skills-V**

**Credit Units: 1**

**Course Code: BCU 541**

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

**Course Objective:**

- To enable the students to adopt strategies for effective reading and writing skills.
- The course would enhance student’s vocabulary, language and fluency. It would also teach the students to deliver professional presentations.

**Prerequisites:** NIL

<b>Course Contents / Syllabus:</b>		
<b>1.</b>	<b>Module I Report Writing</b>	<b>35% Weightage</b>
	<ul style="list-style-type: none"> <li>➤ <b>Report Writing</b> <ul style="list-style-type: none"> <li>• Purpose/Significance</li> <li>• Types</li> <li>• Format</li> </ul> </li> </ul>	
<b>2.</b>	<b>Module II Comprehension Skills</b>	<b>25% Weightage</b>
	<ul style="list-style-type: none"> <li>• Reading Comprehension-SQ3R Reading Techniques</li> <li>• Summarising and Paraphrasing</li> <li>• Précis Writing</li> <li>• Listening Comprehension</li> </ul>	
<b>3.</b>	<b>Module III Presentation Skills</b>	<b>30% Weightage</b>
	<ul style="list-style-type: none"> <li>• Discussing the Significance of Audio-visual Aids, Audience and Feedback in Presentation Skills</li> <li>• Analyzing the Significance of Non-Verbal Communication</li> </ul>	
<b>4.</b>	<b>Module IV Literature</b>	<b>10% Weightage</b>
	<ul style="list-style-type: none"> <li>• Success is Counted Sweetest – Emily Dickinson (Poem)</li> <li>• My Wood - E.M.Forster (Prose)</li> <li>• I have a Dream-Martin Luther King (Prose)</li> <li>• Spoken English and Broken English-G.B. Shaw (Prose)</li> </ul>	
<b>5.</b>	<b>Student Learning Outcomes:</b>	
	<ul style="list-style-type: none"> <li>• Communicate fluently and sustain comprehension of an extended discourse.</li> <li>• Demonstrate ability to interpret texts and observe the rules of good writing.</li> <li>• Prepare and present effective presentations aided by ICT tools.</li> </ul>	
<b>6.</b>	<b>Strategy for Course Delivery: Workshop</b>	
	<ul style="list-style-type: none"> <li>• Group Discussions</li> <li>• Presentations</li> <li>• Lectures</li> </ul>	

7.	<b>Assessment/ Examination Scheme:</b>		
	<b>Theory L/T (%)</b>	<b>Lab/Practical/Studio (%)</b>	<b>End Term Examination</b>
	100%	NA	70%
	<b>Theory Assessment (L&amp;T):</b>		
<b>Components (Drop down)</b>	CIE	Attendance	<b>End Term Examination</b>
<b>Weightage (%)</b>	25%	5%	70%

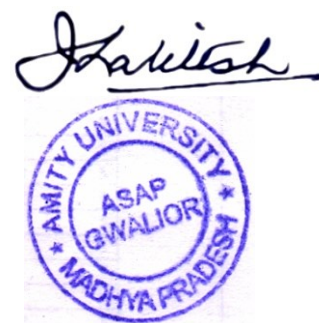
**Text: Jaffe, C.I. Public Speaking: Concepts and Skills for a Diverse Society, 4<sup>th</sup> ed. Belmont, CA: Wadsworth, 2004.**

**Effective English for Engineering Students, B Cauveri, Macmillan India**

***Creative English for Communication*, Krishnaswamy N, Macmillan**

**Reference: *A Textbook of English Phonetics*, Balasubramanian T, Macmillan**

**Additional Reading: Newspapers and Journals**





### COURSE CURRICULUM

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

**UG: Semester VI**

**Course Title: Communication Skills- VI**

**Credit Units: 1**

**Course Code: BCU 641**

**Course Objective:** The main emphasis of this course is to enable students to learn the dynamics of social communication and to demonstrate the ability to learn the nuances of informal communication.

**Prerequisites:** NIL

<b>Course Contents / Syllabus:</b>		
<b>1.</b>	<b>Module I Social Communication Essentials</b> <ul style="list-style-type: none"> <li>• Small talk/Building rapport</li> <li>• Expand social and Corporate Associations</li> <li>• Informal Communication: Grapevine, Chat</li> </ul>	<b>30% Weightage</b>
<b>2.</b>	<b>Module II Workplace Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• Understanding Social Communication in Workplace environment.</li> <li>• Employee feedback: Assess employee performance and satisfaction.</li> <li>• Simulation</li> <li>➤ <b>Humour in Communication-Use of ‘Puns’</b></li> <li>➤ <b>Entertainment and Communication (Infotainment)</b></li> <li>• Infotainment and Social Media</li> <li>• Entertainment in Journalism</li> <li>➤ <b>Social Networking</b></li> </ul>	<b>25% Weightage</b>
<b>3.</b>	<b>Module III Verbal Ability</b> <ul style="list-style-type: none"> <li>• <b>Comprehension</b></li> <li>• <b>Analogy</b></li> <li>• <b>Sentence Order</b></li> <li>• <b>Active and Passive Voice</b></li> <li>• <b>Error Sorting</b></li> </ul>	<b>35% Weightage</b>
<b>4.</b>	<b>Module IV Prose</b> <ul style="list-style-type: none"> <li>• Secret of Socrates - Dale Carnegie</li> <li>• My Financial Career-Stephen Leacock</li> <li>• The Luncheon - W. Somerset Maugham</li> <li>• The National Flag - Jawahar Lal Nehru</li> </ul> All the four stories will be discussed in one class One Long Question will be set in the Exam from the Text	<b>10% Weightage</b>
<b>5.</b>	<b>Student Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• To communicate contextually in specific personal and professional situations with courtesy.</li> <li>• To inject humour in their regular interactions.</li> <li>• To strengthen their creative learning process through individual expression and collaborative peer activities.</li> </ul>	
<b>6.</b>	<b>Pedagogy for Course Delivery:</b> <ul style="list-style-type: none"> <li>• Workshop</li> <li>• Group Discussions</li> </ul>	

	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Lectures</li> </ul>			
7.	<b>Assessment/ Examination Scheme:</b>			
	<b>Theory L/T (%)</b>	<b>Lab/Practical/Studio (%)</b>	<b>End Term Examination</b>	
	100%	NA	70%	
	<b>Theory Assessment (L&amp;T):</b>			
<b>Components (Drop down)</b>	<b>CIE</b>	<b>Mid Sem</b>	<b>Attendance</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	10%	15%	5%	70%

**Text:** *Krizan, Merrier, Logan & Williams. Effective Business Communication, New Delhi: Cengage, 2011*

- *Communication and Organizational Culture.* Keyton. Joann. Sage Publications

- *Social Communication (Frontiers of Social Psychology).* Fiedler, Klaus. Psychology Press

**Reference:** *Cypherpunks: Freedom and the Future of the Internet.* [Assange, Julian Assange](#). OR Books.

**Additional Reading:** Newspapers and Journals

*Shaktish*





## Course structure: Interior Design Studio- V – BID501

Course Title: Interior Design Studio- V Credit Units: 06

Course Level: UG Level Course Code: BID501

### Course Objectives:

- This unit focuses and function 3-D and spatial design of offices.
- This unit addresses the technical and practical issues encountered while designing while designing most functional office space.
- They are familiar with technology that is used to design office spaces using various interior elements, materials and presentation techniques and work as a professional with ability to produce technical/ working drawings of the given design.

**Pre-requisites:** The students must possess fair understanding of basic design principles, design procedures and techniques of interior design.

### Course Contents/Syllabus: Weightage (%)

**Module I: Introduction - Office Design** 25%

#### Descriptors/Topics

Study and research of all interior elements i.e., furniture, false ceiling, light and other equipment's required in an office interior and making a presentation of the same.

**Module II: Requirements** 25%

#### Descriptors/Topics

Identifying the needs of the client and understanding the requirements needed for the proper functioning of the office space.

**Module III: Concepts** 25%

#### Descriptors/Topics

Developing of concepts for an office interior space, making technical drawings of the design given. Study the materials used in the interior spaces of the building.

**Module IV: Presentation** 25%

#### Descriptors/Topics

Final presentation of the work through graphical representation by different techniques.

### Student Learning Outcomes:

- They are familiar with technology that is used to design office spaces using various interior elements, materials and presentation techniques and work as a professional with ability to produce technical/ working drawings of the given design.

### Pedagogy for Course Delivery:

- Studio sessions, which support the formal lecture material and provide the student with practical construction, measurement and debugging skills. Participants are encouraged to engage in active interaction through classroom participation.

Assessment/ Examination	Mid- Term	Assignment	Attendance	End Term (VV)
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### Scheme: Components

Weightage (%)	10	15	5	70
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### References:

- Architectural Graphic standards editor, Boaz Joseph
- Neufert's Architect's data

- Time Saver standards for building types, Editor Joseph D.C. and John Callender.
- Kitchen & Bath, Montse Zapata
- Bed room, Lestey Taylor
- The Curtain Book, Mitchll Beazlty
- Interior Design Visual, Maureen Mitton 2nd Edition
- 100 Bright Ideas For color, Sue Rose
- Window Fashion, Charles T. Randa

**Text Reading:**

- [1] Drawing a Creative Process, Francis D.K. Ching
- [2] Design Drawing + CD, Francis D.K. Ching
- [3] Architecture Graphics, Francis D.K. Ching 4th Edition
- [4] Interior design & space planning, Dechiara Pabero Zelnik
- [5] Interior design illustrated, Francis D.K. Ching
- [6] Graphic Interiors, (Space Designed by Graphic Artists), Corina Dean
- [7] Home Plumbing (The David & Charles Manual of), Ernest Hall
- [8] House Book (The Complete Guide to Home Design), Terence Conran
- [9] Illustration + Perspectives (In Pantone Colors)
- [10] Interior Style & Design (Frank Lloyd Wright) Doreem Ehrlich, Eiji Mitooka

*Harish*







**COURSE STRUCTURE: INDUSTRY INTERNSHIP**

**Course Title: INDUSTRY INTERNSHIP Credit Units: 25**

**Course Level: UG Level Course Code: BID 701**

**Course Objectives:**

- To expose the students to the practical environment and works by working under an Architect/Interior Designer.
- To gain a practical knowledge and involved in all aspects of office works.

**Pre-requisites:** Knowledge gained till all previous semesters.

**Course Contents/Syllabus: Weightage (%)**

**Module I: 100%**

**Descriptors/Topics**

Students are required to be involved in all works in an Architect's/Interior Designer office including site visits also. The students should work on projects assign to them in terms of sketch deign, presentation of drawings, Detailed working drawings, model making, estimation, specification, tendering of small buildings.

The students shall prepare exhaustive formal Log Book issued by the College, week by week, which will cover detailed record of the work done in the office, site visit reports, interviews with clients and any other agency, interaction with principal architect etc. The professional with the seal of the organization, under whose guidance the student worked, will sign the report and his /her reflection about the student's work and his /her overall approach and attitude towards the office work.

**Student Learning Outcomes:**

- The student will learn to interpret the link between interior study and practice the professional aspects of office management.

**Pedagogy for Course Delivery:**

- Students must go for a 120 working days of practical Office training with the practicing Architect/interior designer approved by the institute, in a city not to be student's home town. After successful completion of the training students shall prepare a three set of report in a prescribed format containing the details of the work done during the training period which shall include the work report, critical appraisal of the built project, field documentation, architectural details and drawings on which students have worked. All the details and drawings must be duly signed by the principal.
- Architect and must bear the seal of the organization. Students shall also submit the Certificate issued by the Principal Architect of the firm stating the successful completion of his/ her training.

**Assessment/ Examination Scheme:**

Components	Internal	End Term External (NTCC)
Weightage (%)	30	(VV) 70

**FIRST SEMESTER**

S.No	Course Code	Course Title	Course Outcome
1.	BID101	Interior Design Studio-I	Students will learn about the visual composition in an interior space with color schemes, textures, light, shadow etc. Introduction to human dimensions, functions, space – activities, space standards, relationships of a simple single living unit to understand the minimum space requirement by individual to perform various activities.
2.	BID102	Materials (Furnishing & Finishes)	Students will understand of all the available materials, which are used in designing the various different interior spaces.
3.	BID103	Basic Design & Visual Arts-I	Students will be introduced to art and its appreciation and philosophy. Familiarizing with the principles and theories of graphic composition used in interior design. students will learn designing of interiors spaces with graphic tools i.e. sketching, shading, coloring etc.
4.	BID104	Drawing Techniques – I	Students will get familiarized with the drawing tools and accessories used in drafting and lettering techniques to produce any geometrical composition and form.
5.	BID105	Architecture & Interior Design	Students will apprise about the role and complexity in interior design within the larger context of the built environments with special reference to their interiors.
6.	BID106	History of Interior Design – I	The students should be able to: The developmental aspects of Interior designing over the time period in different periods of history.
7.	BID107	Model Making Workshop	Students will get hands on tools and techniques used for making models out of paper, boards, wood, bamboo, thermo coal, fabrics, clothes, glass, plastic sheets, wire, P.O.P., Clay etc.
8.	EVS142	Environmental Studies - I	Upon course completion, students will be able to understand: The multidisciplinary nature of environmental studies, Our natural resources, the ecosystem its structure and function, ecological succession, Biodiversity and its conservation and Biological classification of India.
9.	BCU141	Communication Skills - I	The students should be able to : <ul style="list-style-type: none"> <li>• Identify common errors and rectify them</li> <li>• Develop and Expand Writing Skills Through Controlled and Guided Activities</li> <li>• To Develop Coherence, Cohesion and Competence in Oral</li> <li>• Discourse through Intelligible Pronunciation</li> </ul>
10.	BSU143	Behavioral Science-I	Student will Develop accurate sense of self <ul style="list-style-type: none"> <li>• Student will nurture a deep understanding of personal motivation</li> </ul>

			<ul style="list-style-type: none"> <li>• Student will develop thorough understanding of personal and professional responsibility. Student will be able to analyse the emotions of others for better adjustment.</li> </ul>
11.	FLU144	French	<p>To understand basic French. Able to read, write basic French.</p> <p>To express basic day to day activities in French.</p>
12.	Minor Track	CBCS / MOOC	A student may select courses from domain electives, open electives, available in the model framework for programme structure of the programme of study. Open elective course is from an unrelated discipline/subject, with an intention to seek exposure in that discipline/subject.

**Note: The students will study English from 1<sup>st</sup> semester but final evaluation will be done at the end of IInd semester. However continuous evaluation will start from the 1<sup>st</sup> Semester.**

### SECOND SEMESTER

S.No	Course code	Course Title	Course Outcome
1.	BID201	INTERIOR DESIGN STUDIO-II	<p>The students should be able to:</p> <p>The design procedures and techniques of interior design of spaces with different activities and uses, using different standards, materials, and technologies. The visual design in an interior space with color schemes, textures, light, shadow etc.</p>
2.	BID202	MATERIALS & CONSTRUCTION TECHNIQUES-I	The students should be able to learn: construction properties and cases of traditional building materials used in construction.
3.	BID203	BASIC DESIGN AND VISUAL ART-II	The possible graphic skills used in interior design and provide a wider knowledge to the students about the various levels of graphic drawings. Familiarize with the principles and theories of graphics.
4.	BID204	DRAWING TECHNIQUES-II	<p>The students should be able to:</p> <p>The drawing techniques and rendering techniques, which would help them to make design more represent- able and readable on paper in two dimensional and three-dimensional spaces.</p>
5.	BID205	COMPUTER APPLICATIONS-I	Students should be able to make drawings by using various computer hardware and software used in interior designing.
6.	BID206	HISTORY OF INTERIOR DESIGN -II	Familiarize with the different culture, society, and their style of living, which affects the internal part of their buildings over different periods.
7.	BID207	WORKSHOP-I (SERIGRAPHY AND COLOR)	An understanding about the Color theory / color psychology in interior design, fundamentals of interior design and their use in different spaces. An understanding to build the color palette from any item, and to choose the perfect shade of paint for your space. Use of color schemes, textures and patterns to the

			surfaces and use of serigraphy in interior spaces and furniture.
8.	EVS242	ENVIRONMENTAL STUDIES-II	understand various types of environmental pollution. educate masses, in general and students, about the issues related to degradation of environment and social issues related to environment.
9.	BCU241	COMMUNICATION SKILLS-II	The student will be able to write an impressive resume and face the interview confidently.
10	BSU243	BEHAVIOURAL SCIENCE-II	Student will be able to identify, understand, and apply contemporary theories of leadership to a wide range of situations and interactions Student will be able to understand and respect individual difference, so to enhance the relationship Learn social responsibility and develop a sense of citizenship Student will be able to identify and understand the impact of culture. on one's leadership style
11	FLU244	FRENCH	To understand and read official mail in French. To understand and present biography of Scientist in French Able to write, read and understand simple scientific article in French
12	Minor Track	CBCS / MOOC	A student may select courses from domain electives, Open elective course is from an unrelated discipline/subject, with an intention to seek exposure in that discipline/subject.

### THIRD SEMESTER

S.No	Course Code	Course Title	Course Outcome
1.	BID301	Interior Design Studio -III	The design elements and principles to be followed while designing an institutional building using different standards, materials, and technologies.
2.	BID302	Materials & Construction Techniques - II	Familiarize the students with different building materials and construction techniques.
3.	BID303	Building interior Services – I (Plumbing & Sanitation)	Students will learn the Water Supply, Sanitation, and waste water disposal system in a building as part of the building services.
4.	BID304	Photography	Development of fundamental and technical capabilities necessary for photography.

5.	BID305	Computer Applications – II	Learning software i.e., Auto Cad, Coral Draw and Adobe and Photoshop.
6.	BID306	History of Interior Design – III	The past trends of interior design development over the periods Learn the development methods and forces to get a clear view of changing design and ideas.
7.	BID307	Psychology of Environment	Role of interior designer in the in the interaction of environment and psychology and acquaint the students with some fundamental aspects of environmental psychology in relation to interior designing.
8.	BCU341	Communication Skills - III	The students should be able to write correctly and properly with special reference to Letter writing
9.	BSU343	Behavioral Science-III	Student will be able to understand and solve the problems effectively in their personal and professional life.  Students will outline multiple divergent solutions to a problem,  Student will able to create and explore risky or controversial ideas, and synthesize ideas/expertise to generate innovations
10.	FLU344	French	les adjectifs démonstratifs  les verbes : 'ir groupe' devoir, falloir  les prépositions de lieu, de pays  l'impératif, le passé composé, forme et accord du participe passé, la négation au passé composé  les indicateurs de temps (il y a, depuis)
11.	Minor Track	CBCS / MOOC	A student may select courses from domain electives, Open elective course is from an unrelated discipline/subject, with an intention to seek exposure in that discipline/subject.

**FOURTH SEMESTER**

S.No	course Code	Course Title	Course Outcome
1.	BID401	INTERIOR DESIGN STUDIO - IV	The different types of exhibition and presentation spaces and the interior design requirements related to them.
2.	BID402	MATERIALS & CONSTRUCTION TECHNIQUES - III	Familiarize the students with advanced and speedy building techniques.  The understanding for the system to be adopted for the construction of large span structures.
3.	BID403	BUILDING INTERIOR SERVICES – II (ELECTRICAL, FIRE FIGHTING & SECURITY)	The students should be able to:  Apply practice of electrical systems and fixtures.  Distribution of main supply, fittings and accessories.
4.	BID404	INTERIOR ESTIMATION, SPECIFICATION & COSTING	Student should be able to working out quantities schedule of rates and Bill of Quantities.
5.	BID405	WORKSHOP – III (Ceramics in Interior)	They are familiar with technology that is used to design ceramics metal and wall art work in construction market to design high-end products.
6.		ELECTIVE -I (ANYONE)	
	BID406	PRODUCT DESIGN	The students should be able to:  apply to develop a design solution by inter-relationship of various parameters through design process, gather data, analyze, synthesize.  Provide design solution with thrust on critical analysis of existing products, user needs, material specifications, customized production, latest manufacturing technology
	BID407	INTERIOR LANDSCAPE DESIGN	The knowledge of landscaping design parameters, landscape elements, plant materials etc. Use in the interiors effectively for aesthetic enhancement and visual comfort.
7.	BCU441	COMMUNICATION SKILLS - IV	<ul style="list-style-type: none"> <li>• Develop a resume for oneself</li> <li>• Ability to handle the interview process on confidently</li> <li>• Learn the subtle nuances of an effective group discussion</li> </ul>

8.	BSU443	BEHAVIOURAL SCIENCE-IV	
9.	FLU444	FRENCH	
10.	Minor Track	CBCS / MOOC	A student may select courses from domain electives, Open elective course is from an unrelated discipline/subject, with an intention to seek exposure in that discipline/subject.

#### FIFTH SEMESTER

S.No	Course Code	Course Title	Course Outcome
1.	BID501	Interior Design Studio- V	The students should be able to: Solve technical and practical issues encountered while designing while designing most functional office space.
2.	BID502	Material & Construction Techniques - IV	The students should be able to: Identify the causes and remedies of various defects in existing and new construction.  the need and application of modular coordination in buildings.
3.	BID503	Building Interior Services - III (HVAC & Acoustics, Lift & Escalators)	Student should be able to working out quantities schedule of rates and Bill of Quantities.
4.	BID504	Working Drawings	The students should be able to:  The preparation of working drawings for buildings with specific reference to code of practice and incorporating specifications as complementary to the working drawings.
5.	BID505	Revitalization of Art & Craft - I	The course provides an understanding of the role of revitalization of Art/Craft form in Interior Spaces.
6.	BID506	Furniture Detailing - I	The students aware of the furniture designing which is a important part of interior design.
7.	BCU541	Communication Skills - V	
8.	BSU543	Behavioural Science-V	
9.	FLU544	French	

10.		CBCS / MOOC	
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SIXTH SEMESTER

S.No	Course Code	Course Title	Course Outcome
1.	BID601	INTERIOR DESIGN STUDIO – VI	Able to do spatial design of Hotels/ Resorts. unit addresses the technical and practical issues encountered while designing while designing most functional Hotels/ Resorts.
2.	BID602	DISSERTATION	Having successfully completed this module you will be able to: <ul style="list-style-type: none"> <li>Identify key research questions within the field of Demography on which you will carry out independent research.</li> <li>Manage your time effectively whilst working on your independent research.</li> <li>Demonstrate knowledge and understanding of report writing.</li> <li>Use and develop written and oral presentation skills.</li> </ul> Analyse and synthesise research findings.
3.	BID603	ADAPTIVE REUSE AND REFURBISHMENT	The course provides an understanding of the role of using existing resources and proposing a new solution.
4.	BID604	FURNITURE DETAILING -II	The course is to provide knowledge about analysis of existing piece of furniture in its functional aspect, technical aspects and skill required materials and properties, biomechanical factors and ergonomically consideration, aesthetic consideration and back acing and economic factors consideration.
5.	BID605	DISASTER MANAGEMENT	The course is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery.
6.		ELECTIVE - III	



	BID606	INTELLIGENT INTERIORS	The course provides an understanding of the latest technologies taken into consideration to build an intelligent building
	BID607	EXHIBITION DESIGN	Students with an understanding for planning of built or open spaces to provide an appropriate environment for communication, and to create a contextual / experience that supports communication / interpretation of ideas to audiences by creating a multimodal and multisensory experience.
7.	BCU641	COMMUNICATION SKILLS - VI	
8.	BSU643	BEHAVIOURAL SCIENCE-VI	
9.	FLU644	FRENCH	
10.		CBCS / MOOC	

#### SEVENTH SEMESTER

S.No	Course Code	Course Title	Course Outcome
1.	BID701	INDUSTRY INTERNSHIP	The student will understand the various aspects of interior design practice and will learn about the office management other professional dealings through the practical exposure of the interior design, construction and execution.

#### EIGHTH SEMESTER

S.No	Course Code	Course Title	Course Outcome
1.	BID 801	Interior Design (Thesis Project)	Student will be able to find an independent approach to develop an exercise and professional ability to handle professional projects with complete analysis of based data/ information so as to achieve aesthetically planned interior environment for functional efficiency.
2.	BID 802	Professional Practice	Role of an interior designer in society,

			Scale of charges conduct in the practice.  Requirements of interior design competitions and appointment of contractor for interior works.
3.	BID 803	Lighting in Interiors	Illustrate the qualities of natural light and identify the roles of lighting system in artificial lighting also prepare lighting layouts, specify light, different type of applications.
4.		<b>Elective IV</b>	
	BID 804	Film & Television Set Design	The assignments will present varied design challenges, allowing students to explore theatrical space and to practice developing skills that students can keep in their 'tool kit'. By the end of the class, students will be able to communicate their stage designs via storyboards, sketches, orthographic drawings, models, and text. Course Notes Class will begin as an online course using zoom for class sessions. Learning and teaching with the help of videos during class.
	BID 805	Vastushastra in Interior Design	Illustrate the use of vastu shastra and develop skills for various vastu features. Students will learn various ways to style the Interiors with respect to vastu shastra and adapt that restricted space to the concepts of Vastu Shastra.

*Shaktish*

