

SNDT Women's University

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Syllabus – B Sc. Resource Management

(Interior Space Design & Space Management)



SNDT Women's University

1, Nathibai Thackersey Road,

Mumbai 400 020 Revised – 2012 -2014



**B.Sc HOME SCIENCE PROGRAM WITH EFFECT FROM
ACADEMIC YEAR 2013-2014
DEPT. OF RESOURCE MANAGEMENT
SPECIALIZATION: INTERIOR SPACE DESIGN & MANAGEMENT**

FIRST YEAR B.Sc.

SEMESTER I							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
9101	English (c)	4	3	1	25	75	100
9102	Applied Sc. (c)	4	2	2	25	75	100
9103	Design & Aesthetics (b)	4	2	2	25	75	100
9104	Life Span Development (b)	4	4	-	25	75	100
9105	Environment Studies (d)	4	4	-	25	75	100
	TOTAL	20	14	06	150	350	500
SEMESTER II							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
9201	English for Communication Skills (c)	4	3	1	25	75	100
9202	Human Physiology (b)	4	3	1	25	75	100
9203	Textile Science & Apparel Design (b)	4	2	2	25	75	100
9204	Fundamentals Food Science & Nutrition (b)	4	2	2	25	75	100
9205	Extension And Communication (b)	4	2	2	25	75	100
	TOTAL	20	12	8	125	375	500

SECONDYEAR B.Sc.

SEMESTER III							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
9301	Nutrition for Life span (b)	4	-	4	100	-	100
9302	Family Dynamics (d)	4	4	-	25	75	100
9303	Consumer Studies (b)	4	4	-	25	75	100
9304	Media Skill Development (b)	4	2	2	25	75	100
9305	Fabric Ornamentation and Accessory Design (b)	4	-	4	100	-	100
	TOTAL	20	10	10	300	200	500
SEMESTER IV – RM - ISDM							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0341	Resource Management (a)	4	4	-	25	75	100
0842	Elements of planning (a)	4	4	-	25	75	100
0843	Drafting & Designing (a)	4	-	4	25	75	100
0844	Application of Ergonomics in Interior Designing (a)	4	2	2	25	75	100
0845	Basic Auto CAD (a)	4	-	4	100	-	100
	Total	20	10	10	200	300	500

THIRD YEAR B.Sc.

SEMESTER V – RM - ISDM							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0851	Interior Designing (a)	4	4	-	25	75	100
0852	Residential Planning & Detailing (a)	4	-	4	25	75	100
0853	Building Construction (a)	4	-	4	25	75	100
0854	Advanced Auto CAD (a)	4	-	4	100	-	100
0855	Recent Advances in Interior Designing (Seminar) (a)	4	-	4	100	-	100
	Total	20	4	16	275	225	500
SEMESTER VI – RM - ISDM							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0861	Commercial Designing & Professional Practice (a)	4	4	-	25	75	100
0862	Advance Interior Design (a)	4	-	4	25	75	100
0863	Building Services (a)	4	-	4	25	75	100
0864	Professional Application & Practices in Interior Designing (Internship) (a)	8	-	8	200	-	200
	Total	20	4	16	275	225	500
						Total Credits	
a. Core Component						60	
b. Applied Component of the core subject						36 (40)	
C.Foundation Courses						12	
d.Inter & Intra discipline						12 (08)	
Total						120	

*For Workload purpose 8 credits of internship to be calculated as 8 only not 16



**B.Sc HOME SCIENCE PROGRAM WITH EFFECT FROM
ACADEMIC YEAR 2013-2014
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SPECIALIZATION: INTERIOR SPACE DESIGNING**

FIRST YEAR B.Sc.

SEMESTER I								
Code No.	Course	UE / CE	TC	Th Periods	Pr Periods	Int	Ext	Total
9101	<i>English (c)</i>	CE	4	3	2	25	75	100
9102	<i>Applied Sc. (c)</i>	CE	4	2	4	25	75	100
9103	<i>Design & Aesthetics (b)</i>	CE	4	2	4	25	75	100
9104	<i>Life Span Development (b)</i>	CE	4	3	2	25	75	100
9105	<i>Environment Studies (d)</i>	CE	4	4	-	25	75	100
	TOTAL		20	14	12	125	375	500
SEMESTER II								
Code No.	Course	UE / CE	TC	Th Periods	Pr Periods	Int	Ext	Total
9201	<i>English for Communication Skills(c)</i>	CE	4	3	2	25	75	100
9202	<i>Human Physiology (b)</i>	CE	4	3	2	25	75	100
9203	<i>Textile Science & Apparel Design (b)</i>	CE	4	2	4	25	75	100
9204	<i>Fundamentals Food Science & Nutrition (b)</i>	CE	4	2	4	25	75	100
9205	<i>Extension And Communication (b)</i>	CE	4	2	4	25	75	100
	TOTAL		20	12	16	125	375	500

SECONDYEAR B.Sc.

SEMESTER III								
Code No.	Course	UE / CE	TC	Th Periods	Pr Periods	Int	Ext	Total
9301	<i>Nutrition for Life span (b)</i>	CE	4	-	8	100	-	100
9302	<i>Family Dynamics (d)</i>	UE	4	4	-	25	75	100
9303	Consumer Studies (b)	UE	4	4	-	25	75	100
9304	<i>Media Skill Development (b)</i>	UE	4	2	4	25	75	100
9305	<i>Fabric Ornamentation and Accessory Design (b)</i>	CE	4	-	8	100	-	100
	TOTAL		20	10	20	300	200	500
SEMESTER IV – RM - ISDM								
Code No.	Course	UE / CE	TC	Th Periods	Pr Periods	Int	Ext	Total
0841	<i>Resource Management (a)</i>	UE	4	4	-	25	75	100
0842	<i>Elements of planning (a)</i>	UE	4	4	-	25	75	100
0843	<i>Drafting & Designing(a)</i>	CE	4	-	8	25	75	100
0844	<i>Application of Ergonomic in Interior Designing (a)</i>	CE	4	2	4	50	50	100
0845	<i>Basic Auto CAD (a)</i>	CE	4	-	8	100	-	100
	Total		20	10	20	200	300	500

THIRD YEAR B.Sc.

SEMESTER V – RM - ISDM								
Code No.	Course	UE / CE	TC	Th Periods	Pr Periods	Int	Ext	Total
0851	Interior Designing (a)	UE	4	4	-	25	75	100
0852	Residential Planning & Detailing (a)	UE	4	-	8	25	75	100
0853	Building Construction (a)	UE	4	-	8	25	75	100
0854	Advanced Auto CAD (a)	CE	4	-	8	100	-	100
0855	Recent Advances in Interior Designing (Seminar) (a)	CE	4	-	8	100	-	100
	Total		20	4	32	275	225	500
SEMESTER VI – RM - ISDM								
Code No.	Course	UE / CE	TC	Th Periods	Pr Periods	Int	Ext	Total
0861	Commercial Designing & Professional Practice (a)	UE	4	4	-	25	75	100
0862	Advance Interior Design (a)	UE	4	-	8	25	75	100
0863	Building Services (a)	UE	4	-	8	25	75	100
0864	Professional Application & Practices in Interior Designing (Internship) (a)	CE	8	-	16	200	-	200
	Total		20	4	32	275	225	500
						Total Credits		
a. Core Component						60		
b. Applied Component of the core subject						36 (40)		
C.Foundation Courses						12		
d.Inter & Intra discipline						12 (08)		
Total						120		

- For Workload purpose 8 credits of internship to be calculated as 8 only not 16
- UE stands for University Exams and CE stands for College exam.

Semester - I

**B.Sc HOME SCIENCE PROGRAM WITH EFFECT FROM
ACADEMIC YEAR 2013-2014**

DEPT. OF RESOURCE MANAGEMENT

SPECIALIZATION: INTERIOR SPACE DESIGN & MANAGEMENT

FIRST YEAR B.Sc.

SEMESTER I							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
9101	English (c)	4	3	1	25	75	100
9102	Applied Sc. (c)	4	2	2	50	50	100
9103	Design & Aesthetics (b)	4	2	2	25	75	100
9104	Life Span Development (b)	4	3	1	25	75	100
9105	Environment Studies (d)	4	4	-	25	75	100
	TOTAL	20	14	06	150	350	500

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER I

COURSE: ENGLISH I (HIGHER LEVEL)

CREDIT - 4

OBJECTIVES:

1. To enable the student to read with fluency while simultaneously comprehending passages in English
2. To equip the student with skills to participate independently in conversations and discussions conducted in English
3. To develop written communication skills for everyday and professional communication
4. To develop the student's creatively so that she may express her ideas descriptively and creatively.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9101	English I (Higher Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able -</p> <ul style="list-style-type: none">• To understand the structure of different types of letter patterns• To write social and business letters effectively	<p>Written communication skills</p> <ol style="list-style-type: none">1. Types of layout2. Social correspondence: Request/apology/ thank you3. Letters of enquiry/ complaints (both personal and social)4. Letters to the editor / Appeals (social/ civic issues) <p>Assignment:</p> <ol style="list-style-type: none">1 Writing a letter to the editor on a relevant social issue2. Invitation letter (formal)3. Thank you letter (formal)	(5 marks per

		<p>4. Consumer complaint letter</p> <p>5. Request letter (formal)</p>	<p>letter)</p> <p>25 marks</p>
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Module No.	Objective	Content	Evaluation
2	<p>The learner will be able to -</p> <ul style="list-style-type: none"> • identify different types of reports • understand sequencing in a project report • use the correct tense while writing a report • effectively present a report verbally 	<p>Report Writing</p> <p>Kinds of reports</p> <ol style="list-style-type: none"> 1. Sequencing 2. Use of correct tense 3. Reporting an event 4. Structure of a project report <p>Assignments :</p> <ol style="list-style-type: none"> 1. Preparing a simple project report based on class assignment 2. Presenting the same as group of 3-4 students 	<p>Assign.1:(structure/outline) - 5 marks</p> <p>(delivery) - 5 marks = 10 marks</p> <p>Assign.2:(15 marks)</p>

Module No.	Objective	Content	Evaluation
3	<p>The learner will be able to -</p> <ul style="list-style-type: none"> • read the narrative with understanding and enjoyment • enhance their vocabulary • express their personal responses descriptively • express ideas 	<p>Enhancing Comprehension skills</p> <p>Exercises based on Selections from prescribed text <i>Insight: A course in English Literature and Language</i>. By K. Elango. (Orient Black Swan).</p> <p>Unit IV (life stories) and Unit VII (Mass media)</p> <ol style="list-style-type: none"> 1. Comprehending narratives 2. Articulating ideas /critical analysis using descriptive language 3. Expressing personal responses 	

	lucidly	creatively 4. Vocabulary enhancement Assignments : 1. Comprehension 2. Articulating ideas/critical analysis 3. Expressing personal response to the select narratives	Assign.1:(5 marks) Assign.2:(10 marks) Assign.3:(10 marks)
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Module No.	Objective	Content	Evaluation
4	<p>The learner will be able to -</p> <ul style="list-style-type: none"> participate independently in conversations and discussions conducted in English familiarize them with formal and non-formal modes of conversation develop questioning skills 	<p>Interpersonal communication skills:</p> <p>Conventions of Social Interaction</p> <ol style="list-style-type: none"> Greetings Starting a conversation Introducing self and others Asking questions Requesting Apologizing Thanking Inviting Accepting Ending a conversation <p>Conventions of public speaking:</p> <p>Hints on effective delivery (verbal and non-verbal)</p> <p>Assignments:</p> <ol style="list-style-type: none"> Pair work for dialogue writing Oral presentation on an everyday situation Descriptive question on conventions of public speaking 	1. (written dialogue 10 + delivery of

			dialogue 5) = 15 marks 2. 5 marks 3. 5 marks
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EVALUATION :

- 1. Continuous Evaluation of all four Modules = Internal - 25 marks
- 2. External - 75 marks
- 3. Total : Internal – 25 + External – 75 = 100 marks

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER I

COURSE: ENGLISH I (LOWER LEVEL)

CREDIT - 4

OBJECTIVES:

1. To enable the student to read with fluency while simultaneously comprehending passages in English
2. To equip the student with skills to participate independently in conversations and discussions conducted in English
3. To develop written communication skills for everyday and professional communication
4. To develop the student's creativity so that she may express her ideas descriptively and creatively

Code No.	Course	TC	Th C	Pr C	Int
	English I (Lower Level)	4	3	1	25

Module No.	Objective	Content	Evaluation
1	The learners will be able to : <ul style="list-style-type: none">• employ techniques of skimming and scanning while reading a passage• identify key points while summarizing• make notes effectively so as to improve study skills	<ol style="list-style-type: none">1. Skimming and Scanning2. Note taking3. Note Making4. Summary <p>Assignments:</p> <ol style="list-style-type: none">1. Passages for note taking2. Exercises on note making3. Passage for summarization4. Passage for skimming and scanning	<ol style="list-style-type: none">1. 5 marks2. 10 marks3. 5 marks4. 5 marks

Module No.	Objective	Content	Evaluation
2	<p>The learner will be able to -</p> <ul style="list-style-type: none"> familiarize themselves with basic letter patterns prepare a report of an event with correct usage of grammar and tense understand the importance of linking words required when reporting an event 	<p>Written Communication Skills</p> <p>Basic Letter patterns</p> <p>(i) Invitation/request/ apology / thank you (ii) Letters of enquiry/complaints/</p> <p>Report writing</p> <ol style="list-style-type: none"> Types of reports Reporting an event Linking devices <p>Assignments:</p> <p>Letter writing. Any 3 of the following:</p> <ol style="list-style-type: none"> 1 Invitation or Request or Apology or Thank you or enquiry or Complaint 2. Reporting an event in college 	<p>Assign.1: (Written -10 marks + oral delivery - 5 marks) = 15 marks</p> <p>Assign.2: 5 marks per letter 2x 5= 10 marks</p>

Module No.	Objective	Content	Evaluation
3	<p>The learner will be able to -</p> <ul style="list-style-type: none"> develop effective reading skills express their ideas coherently write with proper sentence construction and paragraph development enhance their 	<p>Developing Reading and Writing Skills</p> <p>1st + 2nd story from the Prescribed Text Yuva Katha 7</p> <ol style="list-style-type: none"> Sentence construction for grammatically correct English Paragraph development Vocabulary building Expressing ideas Reading with fluency <p>Assignments:</p> <ol style="list-style-type: none"> 1. Comprehension of story 	

	vocabulary	2. Vocabulary based exercises 3. Personal responses to the narrative	1.10 marks 2. 5 “ 3. 10 ”
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Module No.	Objective	Content	Evaluation
4	<p>The learners will be able to -</p> <ul style="list-style-type: none"> familiarize themselves with formal and informal modes of social interaction confidently converse in English confidently make short presentations in English 	<p>Conventions of Social Interaction</p> <p>Conventions of Social Interaction</p> <ol style="list-style-type: none"> Starting a conversation Greetings Introducing self and others Asking questions Requesting Apologizing Thanking Inviting Accepting Ending a conversation <p>Conventions of public speaking : Hints on effective delivery (verbal and non-verbal)</p> <p>Assignments:</p> <ol style="list-style-type: none"> Pair work-dialogue writing Oral presentation on an everyday situation 	<p>Assign 1: Written script =10 marks + Oral presentation = 5 marks</p> <p>Assign 2: Written outline = 5 marks + Delivery =5 marks</p>

Prescribed Texts: (Lower Level)

Keerti Ramachandran. 1996 (rpt 2010). *Yuvakatha Vol 7*. Katha Books. New Delhi. (Higher Level English.

(Higher Level English)

K. Elango. (2009). *Insight. A course in English Literature and Language* . Orient Black Swan. Hyderabad, ()

REFERENCE BOOKS:

1. Asoka Rani, T. (1989). *English for career development: A course in functional English*. Hyderabad: Orient Longman Ltd.
2. Baker, Joanna (2003). *Essential speaking skills. A handbook for English language teachers*. Westrup, Heaths: London Continuum.
3. David, A. (2005). *Teaching English as a second language*. New Delhi: Commonwealth Publishers.
4. Das, Susmita (2004). *English language and grammar a resource book of ideas and activities for teachers*. Jaipur: Mangal Deep Publications.
5. Gibson, Miiko Tan (2003). *Creative English - a comprehensive approach: 6*. Singapore: Singapore Federal Publications.
6. McArthur, Tom (1983). *A Foundation course for language teachers*. Cambridge: Cambridge University Press.
7. Nagaraj, Geetha (1996). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Ltd.
8. Ur, Penny and Wright, Andre (1996). *Five-minute activities*. Cambridge: Cambridge University Press.
9. Reutten, Mary K. (2004). *Focus on writing: 1: developing composition skills through instruction and practice*. Singapore: Singapore Learners Publishing.
10. Sood, S.C.(ed) et al. (1991). *Developing language skills: 1: oral communication and reading comprehension, writing skills and words*. New Delhi: Manohar.

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER I

COURSE: APPLIED SCIENCE (THEORY)

CREDIT - 4

OBJECTIVES:

1. To know the importance of science in daily life
2. To develop analytical attitude.
3. To develop scientific way of thinking.
4. To impart knowledge to apply.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9102	Applied Science	4	2	2	25	75	100

(Theory)

Module No.	Objectives	Content	Evaluation
1	<p>This will enable students to:</p> <p>1) Inculcate scientific temper in the students and develop scientific, analytical attitude.</p> <p>2) Develop to understand the importance of knowledge of chemistry with respect to food, textiles, medicine, harmful chemicals</p>	<p>Applied Chemistry</p> <p>1) Review of Basic Chemistry</p> <ul style="list-style-type: none">• Important definitions• Difference between Organic & Inorganic compounds• Functional groups• Bohr's model of atom• Atomic number & electronic configuration <p>2) Soaps & Detergents</p> <ul style="list-style-type: none">• Saponification reaction• Cold and hot process of soap making• Difference between soaps and detergents• Cleansing action <p>3) Drugs and Pharmaceuticals</p> <ul style="list-style-type: none">• Properties of good drug• Meaning of important terms with e.g. Analgesic, Antipyretic, Antacid, Antibiotic, Diuretic, anti-inflammatory, Laxatives, Sulfa drugs	<p>Assignment / Quiz</p> <p>(1) Multiple Choice Questions (MCQs)</p> <p>2) Objective</p> <p>3) Descriptive</p> <p>= 10 marks</p>

	<p>&industries.</p> <p>3) Understand the use and importance of chemistry in day to day life.</p>	<ul style="list-style-type: none"> • Common drugs- use and side effects of Aspirin, Paracetamol, Sulphanilamide <p>4) Dyes</p> <ul style="list-style-type: none"> • Definition, important terms like chromophore, Auxochrome, chromogen • Classification based on application • e.g. and uses of different dyes in food, textile, medicine, laboratory, etc. & their hazards <p>5)Polymers</p> <ul style="list-style-type: none"> • Introduction • Define-monomer, polymer, polymerization Some important polymers and their structure & uses polyethylene, polyester, polyvinyl chloride 	
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Module No.	Objective	Content	Evaluation
2	<p>This will enable the students to -</p> <p>1) Acquire the basic knowledge of the fundamentals of biological sciences.</p> <p>2) Apply the knowledge of the biological processes to everyday life.</p>	<p>Cell</p> <ul style="list-style-type: none"> • As the basic unit of life • Types of cells • Salient features of animal cell <p>Introduction to Micro-organism</p> <ul style="list-style-type: none"> • Bacteria-Structure, Classification based on response to O₂, nutrition, Importance of bacteria • Fungi- Morphology of molds and yeasts, classification, beneficial and harmful aspects • Virus- Morphology, Classification based on nucleic acid content and hosts <p>Genetics and Heredity</p> <ul style="list-style-type: none"> • Origin of the term gene • Chemical basis of heredity- organization of human genome, sex determination, monogenic and polygenic traits, patterns of inheritance- autosomal, recessive and sex-linked inheritance • Mutation and its type, abnormalities in chromosome number <p>Genetic Engineering and Biotechnology</p> <ul style="list-style-type: none"> • Definition of the terms • Methodology of gene cloning-in brief <ol style="list-style-type: none"> 1. Application of genetic engineering in plants- insects & virus resistant plants, plants with improved characters. 2. Application in human medicine- pharmaceuticals, thallemia oncogenes, interferon, production of growth hormone, human insulin ELISA. 	<p>Assignment / Quiz</p> <p>1 Multiple Choice Questions (MCQs)</p> <p>2 Objective</p> <p>3 Descriptive</p> <p>15 marks</p>

EVALUATION :

- 1) Internal (Practical) - 25 marks Internal (Theory) - 25 marks. Total Internal = 50/2 = 25
- 2) External Practical - 25 marks + Theory - 50 marks = 75 marks
- 3) Internal -25 + External - 75 marks = 100 mark

REFERENCES:

George A. (1984): Shreeve's Chemical Process Industries

Glazer A. Na Ni Baido H (1995) Microbial Biotechnology W.H. Freeman Company.

K. Venkatraman (1952): The Chemistry of Synthetic Dyes, Vol. I, Academic Press, New York.

Kent S.A. (1974): Riegel's Handbook of Industrial Chemistry.

Loewy A. and Sckevilz (1995) Cell Structure and Functions, Hold, New-York

Nicholl D.S.T. (1994) An Introduction to Genetic Engineering-Cambridge University, Press.

Pelczar N.S, Chan F.C.S. Krieg N.R.(1998) Microbiology, Tata Mc Grow Hill.

Person D. (1983): The Chemical Analysis of Food, Churchill Livings Tone, Edunburgh, London, New York.

Porter K.R., Bonneville M.A. (1964) Fine Structure of Cells and Tissues, **Lea & Blanchard, Philadelphia.**

Prof. V. A. Shenal (1991): Introduction to the Chemistry of Dyestuffs, sevs Publications.

Rao C.V. (1994) Foundation to Mol. Biol, R. Chenda. Co. Publisher

Thomsen E.G. (1985): Modern Cosmetics Universal publishing corp

Zhdanov L.S. (1980): Physics for the Technician, MIR Publications. Moscow.

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER I

COURSE: APPLIED SCIENCE (PRACTICALS)

CREDIT - 4

Module No	Objective	Content	Evaluation
3	<p>This will enable student to:</p> <ol style="list-style-type: none">1) Develop in students the ability to work systematically in laboratory.2) Develop in them the skill for simple chemical procedures	<p>Applied Chemistry</p> <ol style="list-style-type: none">1) Introduction to chemistry lab & apparatus.2) Neutralization of strong acid with strong base (HCl & NaOH)3) Neutralization of weak base with strong acid (Na₂CO₃ & H₂SO₄)4) Neutralization of weak acid with strong base (Oxalic acid & NaOH)5) Oxidation- reduction reaction (Oxalic acid & KMnO₄)6) pH determination of various solutions: acid, base and neutral (two household example for each)7) Preparation of soap bar8) Viscosity measurement: water, oil, shampoo by Oswald's viscometer	<p>Daily work</p> <p>Journal</p> <p>Performing experiment</p> <p>8 marks</p>

Module No.	Objective	Content	Evaluation
4	<p>This will enable student to:</p> <p>1) Acquire knowledge of various micro-organisms and the required skills to study them.</p> <p>2) Apply this knowledge in day to day life</p>	<p>Applied Biology</p> <ol style="list-style-type: none"> 1) Study and care of microscope 2) Observation of motility of bacteria by Hanging drop method (<i>E.coli</i> / <i>Proteus</i>) 3) Observation of bacteria by the simple: monochrome staining method (Hay infusion culture or milk) 4) Gram staining of bacteria in buttermilk 5) To observe common pathogenic bacteria (any 6 – permanent slides) 6) Observation of fungi on different food materials 7) To observe common pathogenic protozoa (permanent slides of <i>Entamoeba histolytica</i> and <i>Plasmodium vivax</i>) 8) Study of medicinally important plants (projects) 	<p>Daily work</p> <p>Journal</p> <p>Performing experiment</p> <p>7 marks</p>

PROGRAMME: BACHELORS IN RESOURCE MANAGEMENT

SEMESTER I:

COURSE: DESIGN & AESTHETICS (THEORY)

CREDIT – 4

Objectives:

- To enable the students to understand the elements and principles of design.
- To enable the students to develop the skills to appreciate the aesthetics of art and design.
- To develop in the students an understanding of the application of art principles in various areas of Home Science.
- To promote group learning in the study of arts and crafts.

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
9103	Design & Aesthetics (b)	4	2	2	25	75	100

MODULE: 1 ELEMENTS OF DESIGN

Module	Objectives	Content	Evaluation Pattern
1	<p>To enable the students to understand the various elements of art for creating designs</p> <p>To develop a understanding in colour perception and various textures</p> <p>To enhance the ability of students to visualize space and lighting</p>	<p>1.1. BASIC ELEMENTS: Introduction, types, importance, application and psychological effects of each element.</p> <ul style="list-style-type: none">- Point- Line- Shape- Form- Texture- Light- Space- Colour <p>1.2. INTRODUCTION TO COLOUR</p> <ul style="list-style-type: none">- Introduction to colours,- Colour wheel (Primary, Secondary and Intermediate colours)	<p>Collect pictures of all the basic elements from nature as well manmade objects (5 Marks)</p> <p>Chart / or on A4 cartridge sheet prepare colour wheel, value chart and comprising all colour scheme (10 Marks)</p>

		<ul style="list-style-type: none"> - Introduction to Various Colour Schemes (Colour Harmonies) - Dimensions of colour - Classification of colours (warm & Cool colour and Advancing and Receding Colours) <p>1.3.PRINCIPLES OF DESIGN Introduction, types and application</p> <ul style="list-style-type: none"> - Harmony - Balance - Scale and Proportion - Emphasis <p>1.4.OTHER PRINCIPLES</p> <ul style="list-style-type: none"> - Symmetry - Repetition - Rhythm - Radiation etc. 	<p>One journal / 3D objects assignment comprising of all the principles (10 Marks)</p>
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MODULE 2: FUNDAMENTALS OF DESIGN

Module	Objectives	Content	Evaluation Pattern
2	<p>To help students to understand good and better design concepts</p> <p>To enable the students to develop the skills to appreciate the aesthetics of art and design.</p> <p>To develop in the students an understanding of the application of art principles in various areas of Home Science.</p>	<p>2.1. CONCEPT OF DESIGNING</p> <ul style="list-style-type: none"> - Meaning of structural design and decorative design - Requirements of structural design and decorative design <p>2.2. AESTHETICS OF ART AND DESIGN</p> <ul style="list-style-type: none"> - Understanding of aesthetics and art - Sculptures and paintings - Optical illusion <p>2.3. APPLICATION OF ART ELEMENTS AND PRINCIPLES OF DESIGN</p> <ul style="list-style-type: none"> - Related to Interior Design/hospitality, Textile Design, Food Decoration, Visual Communication, curriculum planning 	<p>To have a discussion on various types of designs and its identifications</p> <p>To conduct group activity (article making – out of paper/ plastic/ thread/ wool etc.) (Marks 10)</p> <p>Optical Illusions (3 Pictures to be collected and Submitted) (Marks 05)</p> <p>Group Presentation (Charts/ pictures) related to all</p>

		2.4. MURALS AND GRAPHIC ARTS - Façade - Murals - Posters - Banners etc.	specializations (Marks 05) Creating mural design on paper (Marks 05)
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MODULE 3: APPLICATION OF DESIGN

Module	Objectives	Content	Evaluation Pattern
3	<p>To develop students with various drawing skills.</p> <p>To help students learn different colour combination and its visual effects.</p> <p>To promote group learning in the study of arts and crafts.</p> <p>To develop skill in making different crafts.</p>	3.1. USE OF VARIOUS MEDIUM TO CREATE DESIGNS - Pencil - Pen & ink - Colour 3.2. CREATING TEXTURES - Fabric, Paper, Sticks, Saw dust, pearls etc.. 3.3. COLOUR SCHEMES - Colour harmony, Monochromatic, Achromatic, Chromatic colour schemes. - 3.4. ACCESSORY DESIGN - Paintings / pot painting / 3D murals/Stain Glass Painting (INNOVATIVE WORK) etc	Journal Work for the first 3 blocks (5 marks each) (Marks 15) [Accessory Design (Marks 10) Concept (Marks 02) Creativity (Marks 03) Workmanship (Marks 03) Overall presentation (Marks 02)]

REFERENCES: -

1. Craig & Rush(1952) : Homes with character, D.C. Health & Co. Boston
2. Faulker, Ziegfeld, and Hill (1973): Art today, Itenry Holt. New York
3. Faulker R. & Faulker S (1974).: Inside today's home, Holt, Rinchat and Winston, NewYork.
- 4 Morton R (1979.:. The home and its furnishing, Mcgraw Hill Book Company, Inc., New York. ISBN No: [0070434174](#) / [0-07-043417-4](#)
5. Bevlin M.E. (1985): Design through discovery, Rinchart And Winston, NewYork.
6. Bhatt P. & Shamita G.(1990) : Foundation of Art and Design, Lakhani Book Depot, Mumbai.

7. Ahmed K. (1995): Interior Design- An introduction to art, craft, science, techniques and profession, Ingra Publications Pvt.Ltd, Mumbai.
8. Frances .O. : Art and Design in Home Living, Mc Millan Company, New York.
9. Garreston Frouz: Theory and Practice of Color, Studio Vista Punlishers, London.

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER I

COURSE: DESIGN & AESTHETICS (PRACTICAL)

CREDIT – 4

MODULE 4: GEOMETRY AND DESIGN IMPLEMENTATION

Module	Objectives	Content	Evaluation Pattern
4	To enable the students to create concept designing with themes To understand the basic principle of geometry and shapes; and the concept of form follows function with the help of 3D modeling.	4.1. SCALE DRAWING <ul style="list-style-type: none">- Understanding Scales- Enlargement- Reduction- 4.2. GEOMETRICAL DESIGN PATTERN <ul style="list-style-type: none">- Symmetry and asymmetrical designs- Abstract pattern- 4.3. APPLICATION OF ART IN DESIGN <ul style="list-style-type: none">- Flower Arrangement- Fabric design/Embroidery- Salad carving/Food presentation- Flash cards/puppets- 4.4. BEST OUT WASTE <ul style="list-style-type: none">- Paper bags / Paper collage etc.	Scale drawing and Geometric work (Marks 05) Developing a geometric and abstract designs like mural / collage/ rangoli/ masks / puppets etc. any 2 of them (marks 05) 3 D form object (Marks 10) Best out of waste (Marks 05)

COURSE EVALUATION

Each module carries 25 marks.

All the total of 100 marks to be brought down to 25 internal marking

Final external examination to be conducted at the end of the semester out of 75 marks and pass percentage will be 40% passing

REFERENCES:

1. Craig & Rush(1952) : Homes with character, D.C. Health & Co. Boston
2. Faulker, Ziegfeld, and Hill (1973): Art today, Itenry Holt. New York
3. Faulker R. & Faulker S (1974).: Inside today's home, Holt, Rinchat and Winston, NewYork.
4. Morton R (1979.: The home and its furnishing, Mcgraw Hill Book Company, Inc., New York.
ISBN No: 0070434174 / 0-07-043417-4
5. Bevlin M.E. (1985): Design through discovery, Rinchart And Winston, NewYork.
6. Bhatt P. & Shamita G.(1990) : Foundation of Art and Design, Lakhani Book Depot, Mumbai.
7. Ahmed K. (1995): Interior Design- An introduction to art, craft, science, techniques and profession, Ingra Publications Pvt.Ltd, Mumbai.
8. Frances .O: Art and Design in Home Living, Mc Millan Company, New York.
9. Garreston Frouz: Theory and Practice of Color, Studio Vista Punlishers, London.

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER I

COURSE: LIFE SPAN DEVELOPMENT(THEORY)

CREDIT - 4

OBJECTIVES:

1. To become acquainted with the development stage from birth to old age.
2. To develop awareness of important aspects of development during the whole life span.
3. To understand the problems and hazards faced by an individual throughout the life span.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9104	Life Span Development	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	This will enable students to:- 1. To know and comprehend the meaning of life span development. 2. To develop awareness of advancements in the stage of pre natal and infancy	Introduction to Life Span Development 0-2 years 1. Meaning and definition of life span development and various stages in life span development. 2. Conception and development during pre natal stage. 3. Neonatal stage a) Physical appearance b) Reflexes c) Perceptual Skills 4. Infancy a) Physical & Motor Development b) Developmental Task	Practical Component: Project on Child rearing practices (5 Marks)

Module No.	Objective	Content	Evaluation
2	<p>This will enable students to-</p> <ol style="list-style-type: none"> 1. Acquaint student with the developmental changes during early & middle childhood. 2. Develop understanding about significance of preschool and school in the process of development. 	<p>Childhood</p> <ol style="list-style-type: none"> 1. Early & Late childhood – Definition & Developmental tasks 2. Physical, Social & Emotional development 	<p>Practical Component: Visit to a preschool & Group presentation in class (10 marks)</p>

Module No	Objective	Content	Evaluation
3	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. To gain deeper knowledge of various domains of adolescent development. 2. Develop awareness about career planning/sex education during adolescence. 	<p>Adolescence</p> <ol style="list-style-type: none"> 1. Definition and characteristics of adolescence. 2. Physical, Social & Emotional development. 	<p>Practical Component: Guest Lecture on career choice/sex education, report on it (5 Marks)</p>

Module No	Objective	Content	Evaluation
4	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Develop awareness about characteristics of early, middle & late adulthood. 2. Create awareness about problems & issues of middle & late adulthood. 	<p>Adulthood</p> <ol style="list-style-type: none"> 1. Definition of young, middle & late adulthood & development tasks of each stage. 2. Physical, Social & Emotional Development 	<p>Practical Component: Visit & write a report on old age home (5 Marks)</p>

EVALUATION:

1. On Four Modules of 25 marks
2. External examination - 75 marks
3. Total : Internal - 25 + External - 75 = 100 marks

REFERENCES:

Berk L. E. (1989): Child Development, Allyn and Bacon, U.S.A.

Chakravarty M (2000). Child Psychology. Common Wealth Publishers, New Delhi.

Craig, G.J. (1979): Child Development, Prentice Hall Inc. Englewood cliffs, New Jersey.

Hawkes and Pease (1976). "Behavior and Development from 5-12 years". Harper and Row, New York.

Hurlock, E.B. (1970): Child Development, Tata MacGraw Hill, Delhi.

Hurlock E.B. (1997): Child Development, Tata MacGraw Hill, Delhi.

Jafar M (2004). Developmental Psychology. APH Publishing Corporation, New Delhi.

Mussen, Conger, Kagan and Huston (1984): Child Development and Personality, Harper and Row, Publishers. Inc. New York.

Papalia D.E & Olds S. W. (1975): A Child's world, Macgraw Hill publication, New York.

Shrivastava. A.K (2004). Advance Child Psychology. ABC Publications. Jaipur. India.

Tara Chand (1993). Modern Child Psychology. Amol Publication, New Delhi.

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER I

COURSE: ENVIRONMENT STUDIES(THEORY)

CREDIT - 4

OBJECTIVES:

1. To make students aware about the importance, current situation of natural resources and the need to conserve them.
2. To give information about concept, types of various ecosystems.
3. To make aware about biodiversity, and need of conservation.
4. To create awareness about social issues and the solutions to solve them.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9105	Environment Studies	4	4	0	25	75	100

Module No.	Objective	Content	Evaluation
1	This will enable students to: 1. Get acquainted with physical environment and its components 2. Know various natural resources, their importance, over use 3. Develop the concept of	The Multidisciplinary Nature of Environmental Studies <ul style="list-style-type: none">• Definition, Scope and Importance, Need for public awareness Natural Resources <ul style="list-style-type: none">• Renewable and Non-Renewable Resources• Natural Resources and Associated Problem Forest Resources: Use and Over exploration, 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 cause by agriculture and	<ul style="list-style-type: none">• Short Questions/Multiple Choice Questions Assignment or display on ecosystems (10 Marks)

	sustainable development	<p>over grazing, effects of modern agriculture, fertilizers, pesticide problems, water logging, salinity, case studies.</p> <p>Energy Resources:</p> <p>Growing energy needs, renewable and non-renewable energy sources and use of alternate energy sources, case studies.</p> <p>Land Resources:</p> <p>Land as a resources, land degradation, man induced landslides, soil erosion and desertification</p> <ul style="list-style-type: none">• Role of individual in conservation of natural resources• Equitable use of resources for sustainable lifestyles <p>Ecosystems</p> <p>Concept of ecosystem</p> <p>Structure and function of ecosystem</p> <p>Producers, consumers and decomposers</p> <p>Energy flow in the ecosystem</p>	
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Module No.	Objective	Content	Evaluation
2	<ol style="list-style-type: none"> 1. Develop the concept of ecology and its components 2. Study the impact of human activities and ecology and need to conserve the resources 	<p>Biodiversity and its Conservation</p> <ul style="list-style-type: none"> • Introduction-Definition: Genetic, Species and Ecosystem Diversity • Bio-geographical classification of India • Value of biodiversity, consumptive use, productive use, social, ethical, aesthetic and option values • India as a mega-diversity nation • Hot-spots of biodiversity • Threats to biodiversity: habitat, loss, poaching of wild life, man wildlife conflicts • Endangered and endemic species of India • Conservation of bio-diversity: <i>In-situ</i> and <i>Ex-situ</i> conservation of biodiversity. 	Display/ Assignment (5Marks)

Module No.	Objective	Content	Evaluation
3	<ol style="list-style-type: none"> 1. Make the students aware of various types of pollutions and solutions to the problem. 2. Make the students aware of social problems. 	<p>Environmental Pollution:</p> <ul style="list-style-type: none"> • Definition, causes, effects and control measures of - Air, water, soil, marine, noise and thermal pollutions; Nuclear hazards • Solid Waste Management: causes, effects and control measures of urban and industrial waste • Role of individual in prevention of pollution • Pollution case studies • Disaster Management: Floods, earthquake, cyclone and landslides <p>Social Issues and the Environment:</p> <ul style="list-style-type: none"> • From unsustainable to sustainable development • Urban problems related to energy • Water conservation, rain water harvesting, water shed management • Resettlement and rehabilitation of people, its problem and concerns. case studies • Environmental ethics: Issues and possible solutions • Climate changes, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. case 	Assignmen t on local problems (5 Marks)

		studies <ul style="list-style-type: none"> • Waste land reclamation • Consumerism and waste products • Environment Protection Act • Air, Water (Prevention and control of pollution) Act • Wildlife Protection Act • Forest Conservation Act • Issues involved in enforcement of environmental legislation • Public awareness 	
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Module No.	Objective	Content	Evaluation
4	1. Make the students aware of population problems. 2. Develop the love and interest about nature by being in nature itself. 3. Create awareness about Biodiversity pollution and social issues.	Human Population and the Environment <ul style="list-style-type: none"> • Population growth, variation among nation • Population explosion-family welfare programme • 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 Visit to local area to document environmental assets <ol style="list-style-type: none"> a) Rivers/forest/grassland/ hill/ mountain b) Local Pollution Site-Urban/Rural/Industrial/ Agricultural c) Study of common plants/ insects/ birds d) Study of simple ecosystems-ponds, rivers, hill, slopes etc. 	Report on the local visit (5Marks)

EVALUATION:

- 1) On Four Modules, 1 or 2 assignments = 25 marks
- 2) External - 75 marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

REFERENCES:

- 1) Agarwal, K.C. (2001) Environmental Biology, Nidi Publication Ltd. Bikaner.
- 2) Bharucha Erach, The Biodiversity of India, Mapin Publising Pvt. Ltd., Ahamadabad-380013, India, Email: mapin@icenet.net(R)
- 3) Brunner R. C. (1989), Hazardous Waste Incineration, McGraw Hill Inc. 480p
- 4) Clark R. S. Marine Pollution, Clanderson Press Oxford (TP)
- 5) Cunnigham W. P. Cooper, T. H. Gorhani, E & Hepworth, M. T. (2001), Environmental Encyclopedia, Jaico Publ. House Mumbai, 1196p
- 6) De A. K., Environmental Chemistry, Wileely Eastem Ltd.
- 7) Down to Earth, Center for Science and Environment(R)
- 8) Gleick, H. P. (1993), Water in Crisis, Pacifics Institute for Studies in dev., Environment & Security, Stockholm Env. Institute, Oxford University, Press. 473p

SEMESTER II

SEMESTER II							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
9201	English for Communication Skills (c)	4	3	1	25	75	100
9202	Human Physiology (b)	4	3	1	25	75	100
9203	Textile Science & Apparel Design (b)	4	2	2	50	50	100
9204	Fundamentals Food Science & Nutrition (b)	4	2	2	50	50	100
9205	Extension And Communication (b)	4	2	2	50	50	100
	TOTAL	20	12	8	200	300	500

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER II

COURSE: ENGLISH II (HIGHER LEVEL)

CREDIT - 4

OBJECTIVES:

The student should be able to -

1. Prepare and deliver an effective presentation
2. Write an effective resume
3. Appear for an interview process with confidence
4. Develop skills of reading literary narratives with understanding and appreciation

Code No.	Course	TC	Th C	Pr C	I
9201	English II (Higher Level)	4	3	1	

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to-</p> <ul style="list-style-type: none">• understand the different techniques of presentations• understand the concept of sequencing of presentations• be equipped with the required vocabulary and correct use of grammar• be competent enough to give an effective presentation	<p>Presentation Skills :</p> <ol style="list-style-type: none">1. Structure of a presentation2. Sequencing3. Commonly used verbs4. Use of signaling, signposting and listing techniques5. Use of visual and electronic aids (OHP/PPT etc.) <p>Assignments:</p> <ol style="list-style-type: none">1. Structure of a presentation – (descriptive question)2. Small group presentation on a given topic	<p>Assign.1 :Written script - 5 marks + orals -10 marks Assign.2 Group presentation - 10 = (20 Marks)</p>

Module No.	Objective	Content	Evaluation
2	<p>The learners will -</p> <ul style="list-style-type: none"> • familiarize themselves with basic norms of business correspondence • produce effective resumes in accordance with various contexts 	<p>Job Applications</p> <ol style="list-style-type: none"> 1. How to write applications for jobs in response to advertisements 2. Types of resume 3. Electronic formats for resumes <p>Assignments:</p> <ol style="list-style-type: none"> 1. Job Application Letters in response to advertisement 2. Writing a student's resume 	<p>Assign.1: 2 x 5 = 10 marks</p> <p>Assign.2</p> <p>15 marks</p>

Module No.	Objective	Content	Evaluation
3	<p>The learners will -</p> <ul style="list-style-type: none"> • develop skills of literary appreciation • enhance their descriptive writing skills • enrich their vocabulary 	<p>Literary Appreciation</p> <p>The following stories from the prescribed Text 'Let's Go Home and Other Stories' . Ed. By Meenakshi Mukherjee.</p> <p>"The Shadow"</p> <p>"Meeting Pool"</p> <p>"Death of a Hero"</p> <p>"White Dove"</p> <p>"Zamindar of Palipuram"</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. 2 Questions on expressing personal responses 2. 2 Character sketches 3. Vocabulary enhancement exercises 	<p>Assign.1: (2 x 5) = 10 marks</p>

			2. (2 x 5) =10 3. 5 marks
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Module No.	Objective	Content	Evaluation
4	<p>The learners will</p> <p>-</p> <ul style="list-style-type: none"> • be competent enough to appear for an interview process • confidently participate in a group discussion 	<p>Soft skills enhancement through effective communication in English</p> <p>Content-point (only of that module):</p> <ol style="list-style-type: none"> 1. Types of Interviews 2. How to prepare for an interview 3. Language and Etiquette 4. Role play/mock interviews 5. Methods and Procedures of Group Discussions 6. Practice sessions in Group Discussions <p>Assignments:</p> <ol style="list-style-type: none"> 1. Descriptive question on how to prepare for an interview 2. Mock Interview 3. Mock Group Discussion 	<p>Assign.</p> <ol style="list-style-type: none"> 1. 5 marks 2. 10 marks 3. 10 marks

EVALUATION :

5. Internal= Continuous Evaluation of all four Modules to be taken = 25 marks
6. External = 75 marks
7. Total : Internal = 25 + External =75 = 100 marks

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER II

COURSE: ENGLISH II (LOWER LEVEL)

CREDIT - 4

OBJECTIVES:

The student should be able to -

1. Prepare and deliver an effective presentation
2. Write an effective resume
3. Appear for an interview process with confidence
4. Develop skills of reading literary narratives with understanding and appreciation

Code No.	Subject	TC	Th C	Pr C	Int M
9201	English II (Lower Level)	4	3	1	25

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to -</p> <ul style="list-style-type: none">• use appropriate technical words, tense and linking devices• adopt different techniques of presentations• be competent enough to give an effective presentation in English	<p>Presentation Skills</p> <p>Structure of a presentation</p> <ol style="list-style-type: none">1. How to prepare the outline of a presentation2. Commonly used verbs and connectors3. Use of signaling, signposting and listing techniques4. Use of visual and electronic aids (OHP/PPT etc.) <p>Assignments:</p> <ol style="list-style-type: none">1. Exercise based on use of signposting and listing techniques2. Preparing outline of presentation3. Presentation on given topic (oral)	

			Assign. 1. 5 marks 2. 10 marks 3. 10 marks
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Module No.	Objective	Content	Evaluation
2	The learners will - <ul style="list-style-type: none"> • be familiar with the requirements of a job application letter • be able to write an effective resume 	Job Applications <ol style="list-style-type: none"> 1. How to respond to an advertisement and write job applications 2. How to write an effective resume 3. Electronic formats for resumes Assignments: <ol style="list-style-type: none"> 1. Job Application Letters in response to an advertisement 2. Writing a student's resume : 	Assign. 1. (2 x 5)= 10 marks 2. 15 marks

Module No.	Objective	Content	Evaluation
3	<p>The learner will learn how to -</p> <ul style="list-style-type: none"> • read with emphasis on fluency, tone and voice modulation • enhance their vocabulary • express themselves creatively • be able to connect the narrative to the larger society and their lives 	<p>Reading and comprehension skills:</p> <p>3rd and 4th stories from Prescribed Text ‘Yuva Katha 7’</p> <ol style="list-style-type: none"> 1. Comprehension Skills 2. Reading a passage with fluency, tone, modulation, fluency 3. Personal responses to the prescribed stories 4. Vocabulary building 5. Expressing ideas creatively <p>Assignment:</p> <ol style="list-style-type: none"> 1. Comprehension Skills 2. Reading a passage with - fluency, tone, modulation 3. Personal responses to the prescribed stories 	<p>Assign.</p> <ol style="list-style-type: none"> 1. 10 marks 2. 5 marks 3.10 marks

Module No.	Objective	Content	Evaluation
4	<p>The learner will be able to-</p> <ul style="list-style-type: none"> • verbally describe objects, images and pictures • use appropriate words and sentence structures to seek information, give replies, instructions etc. • confidently appear for an interview 	<p>Verbal communication skills for interpersonal communication</p> <ol style="list-style-type: none"> 1. Asking for information and replying 2. Giving instructions and replying 3. Visual to verbal communication : interpreting pictures 4. Describing objects 5. Verbal skills required during an interview <p>Assignments:</p> <ol style="list-style-type: none"> 1. Visual to verbal interpretation 2. Writing instructions/asking for information 3. Describing objects 4. Mock Interview <p>References (for all module):</p>	<p>Assign.</p> <ol style="list-style-type: none"> 1. 5 marks 2. 5 marks 3. 5 marks 4.10 marks

REFERENCE BOOKS:

Prescribed Texts: (Lower Level English)

Keerti Ramachandran. 1996 (rpt 2010). Yuvakatha Vol 7. Katha Books. New Delhi.

(Higher Level English)

Meenakshi Mukherjee (ed.) (2009 rpt). *Lets Go Home and Other Stories.* : Orient Longman, New Delhi.

Prescribed Texts: (Higher Level)

REFERENCE BOOKS:

Semester II

1. Agrawal, Deepak (2011). *Group discussion: theory and technique*. Jaipur: Yking.
2. Bentley, T.J. (2004). *Report writing in business the effective communication of information*. New Delhi: Viva Books Pvt. Ltd.
3. Corfield, Rebecca (2010). *Preparing the perfect CV : How to make a great impression and get the job you want*. New Delhi: Kogan Page.
4. Forsyth, Patrick (1997). *Thirty minutes ... before a presentation*. New Delhi: Kogan Page India Pvt. Ltd.
5. Lines, June (1997). *Thirty minutes ... before your job interview*. New Delhi: Kogan Page India Pvt. Ltd.
6. Neogy, Jayant (2003). *Winning resume: how to write an impressive curriculam vitae [CV] that guarantees an interview call*. New Delhi: Unicorn books.
7. Oka, Milind M. (2001). *Guidelines for preparing student's projects reports*. Pune: Everest Publishing House.
8. Sharma, B.L. (2011). *Latest interview techniques: modern trends and practices*. Jaipur: Shree Niwas Publications.
9. Siddons, Suzy (2000). *Presentation skills* (2nd ed.). Hyderabad Universities Press (India) Ltd.
10. Singh, O.P. (2012). *Art of effective communication in group discussion and interview for competitive examinations*. New Delhi: S.Chand & Co Ltd.

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER II

COURSE: HUMAN PHYSIOLOGY(THEORY)

CREDIT - 4

OBJECTIVES:

1. The students will understand the basic structure and functions of the human body
2. Student will be acquainted with common diseases/disorders of each system

Code No.	Course	TC	Th C	Pr C	Int M	Ext M
9202	Human Physiology	4	3	1	25	75

Module No.	Objective	Content	Evaluation
1	This will enable students to: <ol style="list-style-type: none">1. Introduce students to basic terminologies2. Understand the basic structure of human body3. Understand the functioning of cardio vascular, respiratory , gastro intestinal4. Brief knowledge about common diseases affecting each system.5. To create awareness about interdependenc	<u>INTRODUCTION</u> <ul style="list-style-type: none">• General terms- anatomy, physiology, symmetrical arrangement, anatomical position. Median plane / lateral plane, internal/ external, superficial /deep, superior/ inferior, anterior/posterior.• Basic human tissues.• Introduction to human skeleton.• Structure of bone and cartilage.• Classification of various types of muscle. <u>BLOOD AND LYMPHATIC SYSTEM</u> <ul style="list-style-type: none">• Physical characteristics of blood• Blood volume, composition of plasma and functions of plasma protein• RBC formation and functions• Information about anaemia and thalessemia.• Blood groups, their importance , Rh-incompatibility.• WBC- types, functions, importance of CBC• Platelets and mechanism of coagulation• Lymph and lymphatic system, spleen and its functions. <u>HEART</u> <ul style="list-style-type: none">• Its structure and circulation of blood.• Cardiac cycle• Information about hypertension & ischemic heart	<ul style="list-style-type: none">• Multiple choice questions• Short notes• Display• Quiz (5 Marks)

	<p>e and co-ordination between different systems of the body for normal functioning.</p>	<p>disease</p> <p><u>RESPIRATORY SYSTEM</u></p> <p>Respiratory organs-nose, sinuses, larynx, trachea, bronchi lung brief structure and functions. Mechanism of respiration, factors affecting efficacy of respiration. Various lung volumes and capacities.</p> <p>Common diseases- TB, asthma, bronchitis, cough, pneumonia sinusitis.</p> <p><u>GASTRO - INTESTINAL SYSTEM</u></p> <p>Oral cavity, tonsils, pharynx, oesophagus, stomach small and large intestine - brief structure and functions.</p> <p>Liver, gall bladder, pancreas structure and functions.</p> <p>Common disorders- Dental caries, vomiting. diarrhoea, constipation. Hyperacidity, diabetes.</p>	
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Module No.	Objective	Content	Evaluation
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. understand the functioning of excretory system and brief knowledge about common diseases affecting this system. 2. know more about the nervous system 	<p><u>EXCRETORY SYSTEM</u></p> <ul style="list-style-type: none"> • Structure and function of organs of urinary system (in brief). • Mechanism of urine formation • Common diseases- urinary tract infection and renal stones. • Structure and function of skin • Regulation of body temperature • Common disorders - acne dandruff and burns. <p><u>NERVOUS SYSTEM</u></p> <ul style="list-style-type: none"> • Classification of nervous system • Structure and functions of different parts of brain, spinal cord and reflex action. • Eye - structure and mechanism of vision • Common problems - conjunctivitis, cataract. • Ear - structure and mechanism of hearing • Common problems - deafness, vertigo, motion sickness 	<ul style="list-style-type: none"> • Multiple choice questions. • Short notes. • Display. • Quiz. • PPT presentation <p>(5 Marks)</p>

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Module No.	Objective	Content	Evaluation
3	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. know more about the endocrine system 2. Have knowledge of reproductive system and importance of reproductive health 	<p><u>ENDOCRINE SYSTEM</u></p> <ul style="list-style-type: none"> • Listing of endocrine glands and their location • Functions of pituitary, thyroid, parathyroid and adrenal. <p><u>REPRODUCTIVE SYSTEM</u></p> <p><u>FEMALE REPRODUCTIVE SYSTEM</u></p> <ul style="list-style-type: none"> • Structure • Menstrual cycle • Fertilization • Breast- Structure, function, importance of breast hygiene and breast feeding • Physiological changes in pregnancy • Importance of ante-natal care. <p><u>MALE REPRODUCTIVE SYSTEM</u></p> <ul style="list-style-type: none"> • Structure • Sex education • Contraception and infertility • Sexually transmitted diseases-syphilis, gonorrhoea, AIDS 	<ul style="list-style-type: none"> • Multiple choice questions. • Short notes. • Display. • Quiz. • PPT presentation <p>(5Marks)</p>

EVALUATION:

- 1) Internal – Theory 15 marks + Practical 10 marks = 25 marks
- 2) External : Theory 50 marks + Practical 25 marks = 75 marks
- 3) Total : Internal -25 + External - 75 = 100 marks

REFERENCES :

- 1) Guyton, A.C., Hall J.E.- Textbook of Medical Physiology - Prism Books Pvt Ltd., Bangalore.
- 2) Concise Medical Physiology - Chaudhari.
- 3) API Text Book of Medicine.
- 4) Textbook of Gynaecology - Datta.
- 5) Winwood - Sear's Anatomy and Physiology for Nurses - London, Edward Arnold .
- 6) Wilson -Anatomy and Physiology in Health and Illness, Edinburgh, Churchill Livingstone.
- 7) Chatterjee Chandi Charan -Textbook of Medical Physiology - London. W.B. Saunder's company.

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER II

COURSE: HUMAN PHYSIOLOGY (PRACTICAL)

CREDIT - 4

Module No.	Objective	Content	Evaluation
(Practical) 4	This will enable students to: 1. Introduce the students to human skeleton and enable them to identify various bones in the body 2. perform simple clinical tests like estimation of haemoglobin and blood group and blood pressure 3. Utilize the knowledge learnt to administer first aid for common emergency situations. 4. Acquaint the students with the basic principles of home nursing.	1.Study of human skeleton and identification of bones. 2.Estimation of haemoglobin 3.Estimation of blood groups, 4.Demonstration of peripheral blood smear. Importance of complete blood count. 5.Measurement of pulse rate and blood pressure. 6.Discussion of normal components of urine. Test for abnormal components like sugar, albumin and acetone and discussion on diseases in which they are found. 7. FIRST AID -Definition, aims, qualities of first aider, contents of first aid box. -Different types of bandages and bandaging techniques. WOUNDS -Classification, dressing and management of haemorrhage- basic principles and discussion about bleeding from various parts of body. FRACTURE -Types, symptoms, management. Sprain and dislocation First Aid for - foreign bodies in eye, ear, nose, skin. First Aid for - fainting, burns, heat stroke, asthma, convulsions, electric shock and heart attack. First Aid for - common poisoning, dog bite, snake bite, bee-sting and scorpion bite. BASIC PRINCIPLES OF HOME NURSING-	(10 marks)

		Measuring body temperature, steam inhalation, body sponging, taking care of bed ridden patient and enema. 8)Cardio pulmonary resuscitation	
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External : Practical exam - 25 marks + Theory - 50 marks = 75 marks

REFERENCES :

S. No.	Title of the Book	Author
1.	Book of Clinical Medicine	Hutchinson's
2.	First Aid	St .John's Ambulance Association

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER II

COURSE: TEXTILE SCIENCE & APPAREL DESIGN (THEORY)

CREDIT - 4

Code No.	Subject	TC	Th C	Pr C	Int M	Ext M	Total
9203	Textile Science and Apparel Design	4	2	2	25	75	100

OBJECTIVES: (THEORY)

1. Students gain knowledge of nomenclature and classification of Fibers, yarns, and fabrics in pure and blended form.
2. Students learn about general principles of clothing construction, selection, use and scope.
3. Makes the students wise and responsible consumer with good values.
4. Students to get knowledge and information related to legislation, labeling, and standards to enhance the consumer's understanding of textiles and clothing.

Module No.	Objective	Content	Evaluation
1	The learner will - 1. Become wise and a responsible consumer with good values. 2. Understand the essentials of textile terms and concepts	<u>Understanding basics of textiles</u> Introduction to textiles: <ul style="list-style-type: none">• Scope & importance of textiles & Clothing, general properties and classification of textile fibers by Textile Fiber Product Identification Act. Concept of green fibers & Eco friendly textiles. (Definition- Importance Any three symbols)• Care labels, Silk mark, Wool mark, and Handloom mark Yarn Construction: <ul style="list-style-type: none">• Types of yarns-single, ply, cable and cord & texturized yarns	Individual Assignment – (10 Marks)

Module No.	Objective	Content	Evaluation
	The learner will: 1. Get acquainted with general principles of	<u>Textiles: Construction, clothing and selection</u> <u>Fabric construction</u> <ul style="list-style-type: none">• Introduction to fabric construction & basic weaves.	Group

2	<p>clothing construction, their selection use and care.</p> <p>2. Understand different factors affecting selection of clothing.</p>	<p>(Concept of weaving, knitting and non woven to be explained.)</p> <ul style="list-style-type: none"> • Definitions, uses, advantages and disadvantages of unions & blends. <p><u>Selection of clothing.</u></p> <ul style="list-style-type: none"> • Buying points for readymade garments – size, suitability, durability, aesthetic appeal, fiber content, labels (basic information & care labels), brand, purchasing power, socio economic – conditions, location etc. • Selection of clothing based on silhouette & occasional wear (casual, party, sports, travel, corporate) 	<p>Assignment –</p> <p>(15 Marks)</p>
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EVALUATION:

1. Internal: Theory Modules 1 & 2 = 25 marks + Practical 50 marks = 75/3 = 25 marks
2. External - Theory examination on all 4 modules = 75 marks
3. Total : Internal - 25 + External - 75 = 100 marks

Module No.	Objective	Content	Evaluation
4	<p>The learner will-</p> <p>1. Learn the method of taking Body measurements for garment stitching.</p> <p>2. Develop skill in stitching the garments with good finishing</p>	<p><u>Personal clothing construction & stitching</u></p> <ul style="list-style-type: none"> • Stitching of the following garment 1. Skirt (As per trend) Without yoke -Simple pattern 2. Simple Top (As per trend). Simple pattern, without darts, Simple sleeves Without <i>placket</i> Side slits – as per choice No collar 	<p>Skirt (10 Marks)</p> <p>Top (15 Marks)</p>

Practical: Evaluation of Module 1 + Module 2 (25 marks each) = 50 /2= 25 marks

Unit Test (Practical): Stitching of one neckline (10 marks) and 2 seams (10 marks)

REFERENCES:

S. No.	Title of the Book	Author
1	Creative clothing Construction New York: Mc Graw hill Book Co., 1956	Bane A :
2	Ready to Wear Apparel Analysis, 2nd edition Prentices Hall, 1998	Brown Rice
3	How you look to dress St.Louis. Mc Graw Hill, 1969.	Carson
4	Basic Processes & Clothing Construction.	Doongaji S. & Deshpande R
5	Textiles : properties & behaviour in clothing use	Edward Miller

	London: B.T. Bradsford, 1992	
6	Fashion from Concept to Consumer 7th Ed New Jersey Prentice Hall Inc 2002	Gin Stiphens Frings
7	Textile Science Melbourne: Longman Cheshire Pvt.Ltd.,1983	Gohl E.P. and Velensky L.D
8	Handbooks of American Association of Home Economics.	
9	Textiles, 16th Edition New York, Macmillan publishing Co, 1998	Hollan, Norma & Saddler
10	Essentials of Textiles Holt, Rinehart & Winston, New York, 1976.	Joseph M.
11	Introductory Textile Science. – 6th Ed. Fort WorthHarcourt Brace Jovanovich College Publishers. 1993	Joseph M. –
12	Khadi, The fabric of freedom, Amr Vastra Kosh Trust Publication 2002.	
13	Individuality in clothing Selection & Personal Appearance – a guide for the consumer,; Specht & Mac Million publication, Upper Saddle River, Prentice Hall Inc., 2000.	Kefgan & Phyllis T
14	Performance of Textile for Testing New York: John Wiley & Sons,1977.	Lyle Dorothy
15	Clothing for Moderns, 3rd edition New York: Mac Million publication	Mabel D.E. & A.K.
16	Clothing – A study in Human Behavior	Mary R.S.:
17	Art in clothing selection New York: Harper & Row, 1963	Mc. Jimsey

18	Textile – Fiber to Fabric, 6th edition New York: Mc Graw hill Book Co., 1983.	Potter & Corbman
19	Introduction to Textiles New York: John Wiley & Sons,1970	Stout E
20	Family Clothing New York: John Wiley, 1961	Tate & Glisson
21	Textile Fabrics and their selection (8th Ed.) Engle wood cliffe	Wingate I.B., Mohler J.F
22	Fairchild’s Dictionary, 6th edition New Delhi: Universal Pub. Corporation, 1988.	Wingate Isable B.:
23	Understanding Textiles – Upper Saddle River, Merill Publishing – 5th Edition. Prentice Hall Inc, 1985	Tortora, Phyllis G.
24	Textiles – motivates series London , Macmillan Education Ltd. 1997	Wynne A
25	Sewing Fabrics London: Mitchell Beazley International, Ltd., 1978	Ann Ladbury
26	Designing Patterns A. E. Press Melberne, 1985.	Campbell H. & Davies M.
27	Clothing for Moderns III and V Editions New York, Mc Millan.	Ervin M.D. Knichen L.A. and Peters K:
28	Singer sewing Book London: Hamlyn, 1972	Hultin J.C.
29	Performance of textile for testing New York: John Wiley & Sons, 1977.	Lyle D.

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER II

COURSE: FUNDAMENTALS OF FOOD SCIENCE & NUTRITION (THEORY)

CREDIT - 4

Objectives: (Theory)

The course will enable the students to:

1. Understand the inter-relationship between food, nutrition and health
2. Know the methods and principles involved in cooking.
3. Understand the knowledge of food science and the changes occurring during food preparation
4. Know the methods and principles involved in cooking.
5. Learn to relate foods with their nutrient content

Code No.	Course	T C	Pr C	Th C
9204	Fundamentals of Food Science and Nutrition	4	2	2

Module No.	Objectives	Content	Assessment
1	This will enable students to: 1. Know nutritional aspects of foods and their functions. 2. Understand the importance and role of macronutrients in health 3. Identify food sources 4. Understand the principles of food science and discuss the relation between Food Science and Nutrition	Introduction to Nutrition 1: Terms used in Nutrition and Health. Definitions - Health, Nutrition, Nutrients, Foods, Diet, R.D.A., Balanced diet, Malnutrition, Under nutrition, Over nutrition, Optimum nutrition. 2: Five Food Groups and Food guide, relationship between food and nutrition, functions of food, classification of nutrients, factors affecting food consumption and food acceptance. Macronutrients 1. Carbohydrates 2. Proteins 3. Fats 4. Water	5 Marks Objective questions like quiz / assignments 4 Marks 8 Marks

		<ul style="list-style-type: none"> - Classification, functions, sources, requirements, deficiencies - Digestion, Absorption, Transport - Food Science principles 	<p>6 Marks</p> <p>2 Marks</p>
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Module No.	Objectives	Content	Assessment
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Know the role of Vitamins and minerals in health 2. Identify the color pigments in foods 3. Understand the change in color pigments 	<p>Micronutrients:</p> <p>Classification of Vitamins: A,D,E,K, Thiamin, Riboflavin, Niacin, Ascorbic Acid and Minerals: Calcium, Iron and Iodine</p> <ul style="list-style-type: none"> - Functions, deficiencies sources, requirements - Digestion, Absorption, transport - Conservation of nutrients - Color Pigments 	<p>Fat Soluble Vitamins: 10 Marks</p> <p>Water Soluble Vitamins: 8 Marks</p> <p>Minerals: 7 Marks</p>

EVALUATION:

- 1) Internal: Theory Modules 1 & 2 = 25 marks + Practical 50 marks= 75/3= 25 marks
- 2) External - Theory examination on all 4 modules = 75 marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER II

COURSE: FUNDAMENTALS OF FOOD SCIENCE & NUTRITION (PRACTICAL)

CREDIT - 4

Objectives:

1. Relate weight and measures of raw foods with cooked amounts and associate them with serving size.
2. Apply the knowledge of food science and observe the changes occurring during food preparation.
3. List rich food sources of various nutrients and plan and prepare recipes

Module No.	Objectives	Content	Assessment
3	This will enable students to: <ol style="list-style-type: none">1. Understand the concept of portion size2. Know the specified amounts and proportion of ingredients used in the recipe3. Understand the basic scientific principles and the preparation of food4. Learn the preparation methods to optimize nutrient content and conserve nutrients	Basics of Food Preparation <ol style="list-style-type: none">1. Cereal, pulse, milk, egg and vegetable and fruit preparation <ul style="list-style-type: none">- Weights and measures- Standardization, portion size- Methods of food preparation- Food Science principles- Calculation of nutrients- Conservation of nutrients	Quiz (10 Marks)

Module No.	Objectives	Content	Assessment
4	This will enable students to: <ol style="list-style-type: none">1. Plan recipes and calculate nutrients2. Evaluate the principles of food science applicable to the preparation and methods to conserve nutrients	Plan and Prepare Recipes Adequate in One Serving: <ul style="list-style-type: none">- Energy: high and low calorie- Proteins- Calcium- Iron- Vitamin C- Vitamin A	Planning and Cooking (15 Marks)

		- B- complex vitamins	
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References: Basic:

S.No.	Title of the Book	Author
1	Fundamentals of Foods and Nutrition. (2012), New Age International Pvt. Ltd.	Mudambi, S.R., Rajgopal, M.V
2	Food Science 1 st Edition (2012) Sheth Publications.	Maharashtra State Board of Secondary and Higher Secondary education Pune,
3	Food Science and Nutrition, 2 nd Ed. (2012), Oxford University Press.	Sunetra Roday,
4	Nutrition and Dietetics (2009), Mcgraw Hill Higher Education	Joshi, Shubhangini

Advance References:

S. No.	Title of the Book	Author
1	Normal and Therapeutic Nutrition 17 th Edition (1990), Macmillan Pub. Co.	Robinson, and Lawler
2	Introductory Nutrition (1986). Mosby College Publishing.	Guthrie Helen Times Mirror
3	Contemporary Nutrition, Issues and Insights, 3 rd Edition (1997), Tata McGrawHill Inc. Boston.	Wardlaw G.M,
4	Human Nutrition (1994) Brown Pub.	Guthrie, Helen, William C.

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER II

COURSE: EXTENSION & COMMUNICATION(THEORY)

CREDIT - 4

Objectives:

1. To develop understanding about the concept of Extension Education.
2. To comprehend the role and importance of communication in Extension.
3. To be able to understand the needs of the community by using enquiry techniques.
4. To be able to plan, prepare and use the different communication methods.

Code No.	Course	T C	Th C	Pr C	Int M	Ext M	Tot al
9205	Extension and Communication	4	3	1	25	75	100

Module No.	Objectives	Content	Evaluation
1	The students will learn to: 1. Develop an understanding about the concept of Extension. 2. Become aware of the significance of Home Science Extension. 3. Develop an understanding of different Audio-Visual Aids available for Extension and Communication.	Concept of Extension: 1. Concept, Need and Scope of Extension. 2. Principles, philosophy and trends of Extension Education. 3. Home Science Extension- Need and Significance. 4. Qualities of an extension worker 5. Introduction to Right to information Act (RTI).	Assignment (25 Marks)

Module No.	Objectives	Content	Evaluation
	This will enable students to: 1. Understand concept and	Communication for Extension: 1. Concepts, Nature (Upward, Downward	

2	<p>importance of communication.</p> <p>2. Comprehend the different models of communication.</p> <p>3. Identify and use different methods of communication.</p>	<p>and Horizontal), elements, functions, barriers of communication.</p> <p>2. Importance of communication for Extension Work.</p> <p>3. Models of communication.</p> <p>4. Communication Methods: Individual Methods- Interview, home and farm visits.</p> <p>Group Methods- Demonstration, Lecture, Workshop and Discussions.</p> <p>Mass Methods- Campaign, Exhibitions and Radio programme.</p>	<p>Project on methods of communication (25 Marks)</p>
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Module No.	Objectives	Content	Evaluation
3	<p>This will enable students to:</p> <p>1. Develop an understanding of different audio visual aids available for communication and extension</p>	<p>Audio visual aids</p> <p>1. Audiovisual aids-Meaning, importance and selection</p> <p>2. Classification –Edgardales cone of experience</p> <p>3. Importance of the cone of experience in learning</p>	<p>Brain storming on the different topics and innovative ways of making audio visual aids</p> <p>(25 Marks)</p>

Module No.	Objectives	Content	Evaluation
4	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1 Develop an understanding of community for Extension activities. 2 Get acquainted with Extension Work. 3 Explore community opinions and field conditions 4 Develop skills in preparing graphic aids. 	<p>Need Assessments of Community</p> <p>Assessing prevailing conditions of community focusing on aspects such as Health, Population, Housing, Education, Sanitation, etc.</p> <p>Compilation of data collected utilizing it for preparing</p> <p>Community Contact Methods</p> <ol style="list-style-type: none"> 1. Preparation of Graphic Aids- Posters, Charts, Leaflets etc. for selected target group. 	<p>Conducting a survey on different issues and preparing a report</p> <p>Planning and preparing</p> <p>- Different teaching aids (25 Marks)</p>

EVALUATION:

Continuous Evaluation = 25 Marks per Module

Internal : (Theory -15 + Practical - 10) = 25 marks

External : (Theory -50 + Practical – 25) =75 marks

Total : Internal - 25 + External – 75 = 100 marks

REFERENCES:

1. Chandra, A., A. Shah, U. Joshi (1989) Fundamentals of Teaching Home Science, Sterling Publication, New Delhi.
2. Dahama, O.P., O. P. Bhatnagar (1995) Education and Communication for Extension, Communication and Management, Naya Prakash, Calcutta Development, Oxford and IBH Publication, New Delhi. Ray, G. L. (1991)

SEMESTER III

SECONDYEAR B.Sc.

SEMESTER III							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
9301	Nutrition for Life span (b)	4	-	4	100	-	100
9302	Family Dynamics (d)	4	4	-	25	75	100
9303	Consumer Studies (b)	4	4	-	25	75	100
9304	Media Skill Development (b)	4	2	2	50	50	100
9305	Fabric Ornamentation and Accessory Design (b)	4	-	4	100	-	100
	TOTAL	20	10	10	300	200	500

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER III

COURSE: NUTRITION FOR LIFE SPAN(PRACTICAL)

CREDIT – 4

Objectives:

The course enables students to -

- Understand the physiological changes, special needs and health concerns of people at different stages of life
- Understand the relationship of nutrition to physical, psychological growth and development and ageing

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9301	Nutrition for Lifespan	4		4	100	-	100

Module No.	Objectives	Content	Assessment
1	This will enable students to : 1. Know the nutritional requirements and understand the concept of RDA 2. Comprehend the concept of food guide and translate the same into planning	Basics of Meal Planning 1. Overview of nutritional requirements 2. Food Guide/ Food Pyramid and its use 3. Food Exchange List 4. Balanced diet 5. Factors affecting meal planning 6. Maintaining a dietary record	Assignment / Project (25 Marks)

Module No.	Objectives	Content	Assessment
2	This will enable students to: 1. Plan balanced diets for individuals keeping in mind their physical activity, income group, social and cultural background 2. Suggest dietary modifications for common ailments	Nutrition in Adulthood 1. Planning meals for sedentary, moderate and heavy workers 2. Dietary modifications for common ailments: diarrhea, constipation, underweight, obesity and fever	Planning Assignment & Cooking Practical (25 Marks)

Module No.	Objectives	Content	Assessment
3	This will enable students to: <ol style="list-style-type: none"> 1. Learn the physiological changes during pregnancy and lactation 2. Understand the effect of physiological changes on nutritional requirements 3. Understand the role of nutrition in pregnancy outcome and during lactation 	Nutrition during Pregnancy and Lactation Planning meals for various physiological conditions - Pregnancy - Lactation	Planning Assignment & Cooking Practical (25 Marks)

Module No.	Objectives	Content	Assessment
4	This will enable students to: <ol style="list-style-type: none"> 1. Understand the physiological changes during growth, development and ageing and their effect on nutritional needs 	Nutrition during Life cycle <ol style="list-style-type: none"> 1. Planning meals for different age groups <ul style="list-style-type: none"> - Infancy - Childhood - Adolescence - Old age 	Planning Assignment and Cooking Practical (25 Marks)

EVALUATION:

- Each plan to be evaluated out of 10 marks.
- Each cooking practical to be evaluated out of 10 marks
- Average marks for each module to be aggregated at 25 marks.

REFERENCES:

S. No.	Title of the Book	Author
1	Fundamentals of Foods and Nutrition	Mudambi, S.R., Rajgopal, M.V.(2012), New Age International Pvt. Ltd.
2	Food Science (2012)	Maharashtra State Board of Secondary and Higher Secondary education Pune, 1 st Edition, Sheth Publications.
3	Food Science and Nutrition, 2 nd Edition	Sunetra Roday, (2012), Oxford University

		Press.
4	Nutrition and Dietetics	Joshi, Shubhangini (2009), , Mcgraw Hill Higher Education
5	Nutrient requirement and recommended Dietary Allowances for Indians	I.C.M.R. Publications 2010
6	Nutritive Value of Indian Foods, NIN, ICMR, Hyderabad	C. Gopalan, B.V. Rama Sastri & S.C. Balasubramanium

Advanced References:

S. No.	Title of the Book	Author
1	Normal and Therapeutic Nutrition	Robinson, and Lawler, (1990), 17 th Edition MacMillan Pub. Co.
2	Introductory Nutrition	Guthrie Helen (1986). Times Mirror/ Mosby College Publishing.
3	Contemporary Nutrition, Issues and Insights, 3 rd Edition	Wardlaw G.M, (1997), Tata McGrawHill Inc. Boston.
4	Human Nutrition	Guthrie, Helen (1994), William C Brown Pub.

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SEMESTER III

COURSE: FAMILY DYNAMICS (THEORY)

CREDIT – 4

OBJECTIVES:

1. To sensitize the student towards marriage and family life.
2. To understand the traditional and changing norms of the institution of the family with reference to its social environment.
3. To get familiar with the concept of marriage and the areas of adjustments within the family
4. To become aware about dynamics of family interactions and developmental tasks through family life
5. To become aware of problems in families and ways of coping

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9302	Family Dynamics	4	3	1	25	75	100

Module No	Objective	Content	Evaluation
1	<p>This will enable students to:-</p> <ol style="list-style-type: none">1. To analyze the traditional and changing norms of institution of family.2. Be sensitive to variations in family practices of different ethnic groups.3. Understand stages of family life cycle.4. Create insight about the types of family.5. Identify alternate family patterns.6. Explore the dyadic relationships in family.7. Analyze the areas & patterns of adjustments8. Bring awareness & sensitize oneself about crisis in family life.	<p>Family & its structure</p> <ol style="list-style-type: none">1. Meaning of the term family<ul style="list-style-type: none">• Family composition & structure• Practices & Patterns of family• Changing family patterns2. Family life cycle: meanings, definition & stages.3. Types of family4. Alternate family patterns: Causes, characteristics & implications.5. Dyadic relationships <p>Family Responsibilities</p> <p>Adjustments & Crises within the family</p> <ol style="list-style-type: none">1. Areas & patterns of Adjustment2. Meaning of crisis ; Types of family crises & ways of coping	<p>Use of experiential method by students: Role play, skit. etc. (5 Marks)</p> <p>Poster making and</p>

			exhibition (5 Marks)
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Module No.	Objective	Content	Evaluation
2	<p>This will enable students to:-</p> <ol style="list-style-type: none"> 1. To understand the institute of marriage 2. Develop awareness in mate selection process. 3. Understand the goals of modern marriage. 4. Know and realize the importance and need for pre & post marital counseling. 5. Create deeper insight into the concept of engagement. 6. Understand the functions of traditional marriage. 7. Gain knowledge about types of marriage. 	<p>Marriage</p> <ol style="list-style-type: none"> 1. To understand the concept of “Marriage as an Institution” 2. Mate Selection 3. Goals of modern marriage 4. Preparing oneself for marriage 5. Pre marital and post marital counseling 6. Engagement 7. Marriage rituals & Court marriage 8. Honeymoon 9. Annulment & Divorce & Marriage Counselling 	<p>Group presentation on any above topics, (10 Marks)</p>

Module No.	Objective	Content	Evaluation
3	<p>This will enable students to:-</p> <ol style="list-style-type: none"> 1. Understand know how of Planned Parenthood. 2. Get acquainted with family planning methods. 	<p>Planned Parenthood</p> <ol style="list-style-type: none"> 1. Concept & significance of Planned Parenthood. 2. Joys and hazards of parenting 3. Birth control 4. Parenthood (parenting at different ages) 	<p>Guest Lecture on family planning methods followed by objective test. (5 Marks)</p>

EVALUATION:

- 1) Internal : Continuous evaluation on Four Modules = 25 marks
- 2) External examination -75 marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER III

COURSE: FAMILY DYNAMICS (PRACTICAL)

CREDIT – 4

Module No.	Objectives	Content	Evaluation
4	This will enable students to - 1. understand and become aware about different alternate families 2. have an exposure through media 3.get acquainted with different family planning methods 4. get knowledge and aware about pre and post marital counseling	Family and its structure 1a. Survey report: different alternate families. 1b. Role play and skits 2.Films ,Movies, Review of the tele-serials presenting/ focusing families 3. Guest lecture and resource person. 4.seminar and workshops on counseling	(5Marks) (5Marks) (5Marks) (10 Marks)

REFERENCES :

1. Benokraitis, V. N. (2011). Marriages and Families: Changes, Choices and Constraints, 7th edition, Prentice hall, New Jersey.
2. Blood, Robert and Wolfe (1960). Husband and Wife: Dynamics of Married Life, Free Press, New York.
3. Coleman, C.J. (1988) Intimate Relationships, Marriage & Family (2nd Ed.). New York: Macmillan Publishing Company.
4. Duvall, E.M. (1977). Marriage and Family Development, 5th edition, Lippincott Co. Philadelphia.
5. Dyer, E.D. (1983). Courtship, Marriage and Family, American Style, the Dorsey Press, Illinois.
6. Edward, N.J. & Demo, H.D. (1991). Marriage and family transition. London: Allyn & Bacon.
7. Gore, (1969). Urbanization and Family Change, Popular Prakashan, Bombay.

8. Henslin, J. M. (ed.) (1989). *Marriage and Family in a Changing Society*, The free press, U.S.A.

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER III

COURSE: CONSUMER STUDIES (THEORY)

CREDIT – 4

Objectives:

The Student

1. The overall goal of consumer studies is to create awareness about consumer problems in the market.
2. To impart knowledge regarding the role of consumer guides and agencies.
3. To enable the students to develop good buymanship skills in the selection of goods and services in the market.
4. To help the students to realize their rights and responsibilities as informed consumers.

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
9303	Consumer Studies (b)	4	4	-	25	75	100

MODULE 1: CONSUMER AND CONSUMER ISSUES

Module	Objectives	Content	Evaluation Pattern
1	<p>The learner understands the term consumer and can define it.</p> <p>To provide information regarding the need for consumer education.</p> <p>To create awareness regarding consumer problems</p>	<p>1.1 DEFINITION & NEED OF CONSUMER EDUCATION</p> <ul style="list-style-type: none">- Introduction to Consumer Problems related to goods and services- Meaning and Objectives of Consumer Education <p>1.2 CONSUMER MOVEMENT</p> <ul style="list-style-type: none">- Background/History of Consumer Movement- Emergence of Consumer Movement in India- Causes for slow growth of Consumer Movement in India <p>1.3 MISLEADING ADVERTISEMENTS</p> <ul style="list-style-type: none">- Adulteration- Faulty Weights and Measures	<p>Identify 5 consumer problems related to food adulteration/faulty weights and measures/sales gimmicks.</p> <p>Interview a consumer who has faced some problem related to any one of the areas mentioned above, in the market and document the same. (10Marks)</p> <p>Presentation of the report (15Marks)</p>

		1.4 OTHER MALPRACTICES <ul style="list-style-type: none"> - Other Malpractices such as lack of safety and quality control regulations, sales gimmicks, unfair warranties, massive profiteering and illegal trading. 	
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MODULE 2: CONSUMER GUIDES (GUIDELINES)

Module	Objectives	Content	Evaluation Pattern
2.	<p>To provide knowledge regarding various consumer guides</p> <p>To create an understanding of different brands, labels and grading and standardization.</p>	<p>2.1 BRANDS Meaning</p> <ul style="list-style-type: none"> - Types of brands: Individual, Family, Umbrella, Combination device and Private or Middleman's brand. <p>2.2 LABELS</p> <ul style="list-style-type: none"> - Methods of Branding - Meaning and types of labels - Essentials of labels <p>2.3 GRADING & STANDARDIZATION</p> <ul style="list-style-type: none"> - Meaning and types (Qualitative and Quantitative) - Standardization process - grading, sampling, sorting and packaging <p>2.4 ADVERTISEMENTS</p> <ul style="list-style-type: none"> - Influence of advertisements on consumers - Usefulness of advertisements to consumers - Misleading advertisements 	<p>Collect 5 samples for labels from various products such as food/medicines/cosmetics/clothing. (10Marks)</p> <p>Write a detailed report regarding the information given to the Consumers through these labels followed by a discussion in the class regarding the positive and negative points of the labels. (5Marks)</p> <p>Observe and critically analyze 5 advertisements from any media like radio/ Television/ print media and write a detailed report followed by a discussion in the class. (10 Marks)</p>

MODULE 3: CONSUMER DECISION MAKING

Module	Objectives	Content	Evaluation Pattern
3.	To help students make better decisions in the market as a wise consumer.	<p>3.1 ROLE OF CONSUMER AGENCIES</p> <ul style="list-style-type: none"> - Role of BIS, AGMARK, FPO and ECO MARKS 	Observe how decision making process is used, in your own family for the purchase of some consumer

		3.2 CONSUMER DECISION <ul style="list-style-type: none"> - Decision making process - Problem recognition - Information seeking - Equation of alternatives - Buying decisions - Post purchase evaluation 3.3 GOOD BUYMANSHIP <ul style="list-style-type: none"> - Factors to be considered by a consumer while buying products from the market 	product like refrigerator/ television/food processor/ washing machine and write a report.(25 Marks)
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MODULE 4: CONSUMER PROTECTION

Module	Objectives	Content	Evaluation Pattern
4.	To make the learners aware about their protection from the malpractices in the market. To create an understanding about different rights and responsibilities among the students. To inform the students regarding various Acts and Agencies.	4.1 NEED FOR CONSUMER PROTECTION 4.2 CONSUMER RIGHTS <ul style="list-style-type: none"> - Right to be heard - Right to choose - Right to be informed - Right to seek redressal - Right for Protection - Right to Basic needs - Right to Consumer - Education - Right to secure ecological balance 4.3 CONSUMER RESPONSIBILITIES 4.4 CONSUMER ACTS & AGENCIES <ul style="list-style-type: none"> - Acts: COPRA, - Agencies: CGSI, CERC, CFBP 	A written report on Role of Consumer Agencies like CGSI/CERC/CFBP in consumer protection. (10Marks) Procedure for Redressal for a consumer problem. (15Marks)

COURSE EVALUATION

Each module carries 25 marks.

All the total of 100 marks to be brought down to 25 internal marking

Final external examination to be conducted at the end of the semester out of 75 marks and pass percentage will be 40% passing

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PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER III

COURSE: MEDIA SKILL DEVELOPMENT (THEORY)

CREDIT – 4

Objectives:

1. To develop awareness about various forms of mass media.
2. To analyze the role of media in educating the masses.
3. To acquire the skills to design messages for communication
4. To develop skills in preparing and presentation of the different forms of media

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9305	Media Skill Development	4	3	1	25	75	100

Module No.	Objectives	Content	Evaluation
1	<ol style="list-style-type: none">1. Develop awareness of the need and importance of Mass-Media.2. Analyze the relationship between media and message.3. Learn writing for different media.	<p><u>Mass Media:</u></p> <ol style="list-style-type: none">1. Concept of Mass Media, its importance and its role in development of society.2. Relationship of Medium and Message.3. Writing for different Media.	Continuous assessment and project (25 Marks)

Module No.	Objectives	Content	Evaluation
2	<ol style="list-style-type: none">1. Become aware of different forms of media.2. Understand the role and importance of print, electronic, new and	<p><u>Forms of Media:</u></p> <ol style="list-style-type: none">1. Print Media- Newspapers, Magazines, Periodicals.2. Electronic Media- Television,	Continuous assessment

	traditional media for development. 3. Be able to select the appropriate form of media for Extension activities.	Radio, films. 3. New Media- Cell phones and Internet. 4. Traditional Media- Folk Media including puppetry.	(25 Marks)
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Module No.	Objectives	Content:	Evaluation
3	This module will enable students to: 1. Understand how to identify and analyze articles on social issues in print media. 2. Be able to analyze the content and form of electronic media. 3. Develop the skill of preparing A.V. clipping	<u>Forms of Media:</u> 1. Identify and analyze articles on social issues in Newspapers, Periodicals and Magazines. 2. Analysis of the content and form of Television Programmes. 3. Preparation of clippings on contemporary issues.	(5 Marks) (5 Marks) (10 Marks)

EVALUATION:

Internal :Continuous evaluation - 25 Marks

External : 75 Marks

Total : Internal - 25 + External - 75 = 100 marks

PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER III

COURSE: MEDIA SKILL DEVELOPMENT (PRACTICAL)

CREDIT – 4

Module No.	Objectives	Content:	Evaluation
4	This will enable students to: 1. Develop skills in writing for print media. 2. Be able to develop programme for radio. 3. Acquire skills in preparing the different forms of traditional media.	<u>Media Skills:</u> 1. Planning and writing an article for Newspapers, Magazines on developmental issues. 2. Preparing a format for radio programme. 3. Preparation and presentation of traditional media- puppets and Street plays.	(7 Marks) (8 Marks) (15 Marks)

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PROGRAMME: BACHELORS IN HOME SCIENCE

SEMESTER III

COURSE: FABRIC ORNAMENTATION & ACCESSORY DESIGN (PRACTICAL)

CREDIT – 4

OBJECTIVES:

1. To familiarize the student with the role and application of various types of accessories used in Fashion Business.
2. To get acquainted with various materials used as accessories.
3. To learn to mix match different materials and accessories to suit.

Course	TC	Th C	Pr C	Int M	Ext M	Total
FabricOrnamentation & Accessory Design	4	-	4	100	-	100

Module No.	Objective	Content	Evaluation
1	1.To learn various embroidery stitches 2.To learn various painting techniques 3.To learn application of beads, sequences etc.	Fabric ornamentation by Embroidery/ fabric painting. To make any two articles with given techniques. 1. Kantha / Kasuti embroidery on dupatta/stole. OR 2. Satin embroidery on dupatta/ stole. 1. Fabric painting on handkerchiefs/ Table cover/ Apparel OR 2. Tie and dye on scarf/ dupatta/ stole	For any two articles or applications 15+10 marks (25 Marks)

Module No.	Objective	Content	Evaluation
2	1. To learn various knots of macramé. 2. To learn various techniques of crochet 3. To learn technique of appliqué/patch work.	Ornamentation To make any two articles with suitable techniques. 1. Smocking technique on cushion cover OR 2. Bag/ purse with appliqué work/patch work. OR 3. Waist belt by Macrame OR 4. Edgings with crochet dupatta/ handkerchief/ sleeve/neck lines.	25 Marks For any two articles or applications 15+10 marks (25 Marks)

Module No.	Objective	Content	Evaluation
3	1. To learn various methods of making jewelry. 2. To learn finishing techniques. 3. To learn to use various materials for making jewelry	Fashion Jewelry/Shoe decoration To make any one set of jewelry (necklace, bangle/bracelet, earrings) with suitable material. (Traditional or funky type) OR Shoe decoration with suitable technique.	(25 Marks) For any one article or application

Module No.	Objective	Content	Evaluation
4	To apply learned technique to make the article	Best of waste Any article by using textile material. For example - borders /jean fabrics, dupatta, left over fabric pieces, etc. to make wall hangings or decorative pieces, etc.	(25 Marks) For selection of article and application

EVALUATION:

1. Continuous internal evaluation of 100 marks (each module 25 marks)
2. No Externals to be conducted.

REFERENCES:

S. No.	Title of the Book	Author
1	Anchor-educational service-(2007 & 2008 series)	
2	Anchor needle & thread (2007 & 08 series)	
3	The step by step Art of Ribbon work	Anita Aarrison
4	The complete book of needle craft	Caroline Ollard
5	Making leather handbags	Ellen Goldstein Lyrich Sarah, & Micole Malone
6	The new needle craft project book	Lucinda Ganderton
7	Creative crochet	Locias Calder's
8	Fabulous Fabrics	Mary Jo Hinely
9	Making handbags—Retro/Chic/Luxurious	
10	Complete guide to crochet	Pam Dawson

Semester - IV

SEMESTER IV

SEMESTER IV – RM - ISDM							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0841	Resource Management (a)	4	4	-	25	75	100
0842	Elements of planning (a)	4	4	-	25	75	100
0843	Drafting & Designing (a)	4	-	4	25	75	100
0844	Ergonomic (a)	4	2	2	25	75	100
0845	Basic Auto CAD (a)	4	-	4	100	-	100
	Total	20	10	10	200	300	500

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN & MANAGEMENT)

SEMESTER IV

COURSE: RESOURCE MANAGEMENT

CREDIT 4:

Objectives:

- To enable the students to understand concepts, principles and functions of management.
- To create an awareness among the students about management in family living (micro level) as well as macro level.
- To enable the students to recognize the importance of wise use of resources, with particular reference to time, energy and finance and applying the management process in order to achieve goals.

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0841	Resource Management	4	4	-	25	75	100

MODULE 1: INTRODUCTION TO MANAGEMENT AND MANAGEMENT PROCESS

Module	Objectives	Content	Evaluation Pattern
1.	<p>To enable the students to develop an awareness about management and its application in family living.</p> <p>To help students to understand the process of management.</p> <p>To enable students to apply the management process in day to day situations</p>	<p>1.1. INTRODUCTION</p> <ul style="list-style-type: none">- Meaning and definition of Management.- Characteristics of management- Purpose of management <p>1.2. CONCEPTS OF MANAGEMENT</p> <ul style="list-style-type: none">- Components Of Management,- Misconceptions Of Management- Obstacles To Improvement Of Management <p>1.3. MOTIVATIONS IN MANAGEMENT</p>	<p>Identify and submit value system of 2 families (Interview or discussion method) but not your own family and submit the report. (10 Marks)</p> <p>Identify and list down 3 values and 3 goals of a student followed</p>

		<ul style="list-style-type: none"> - Values- Meaning, characteristics and types-Intrinsic and Extrinsic. - Goals- Meaning, types- long term, short term, individual and group goals. - Standards- Meaning, types-traditional and flexible. - Inter-relationship between values, goals and standards. <p>1.4. STEPS IN MANAGEMENT PROCESS</p> <ul style="list-style-type: none"> - Planning – meaning, importance, characteristics and steps in planning and types of plans-mental or oral plan, written plan, detail and overall plan, single use plan. - Controlling- Meaning and Introduction, Phases of controlling– energizing, checking & adjusting and Principles (factors) in controlling. - Supervision- definition and types and techniques of good supervision - Evaluation – meaning, importance, types-general and detailed evaluation. 	<p>by discussion in a class (5 Marks)</p> <p>Plan an activity applying management process like going for a picnic/ movie/giving a birthday party and write a report for the same. (10 Marks)</p>
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MODULE 2: DECISION MAKING IN MANAGEMENT AND INTRODUCTION TO FAMILY RESOURCES

Module	Objectives	Content	Evaluation
2.	<p>To enable the students to understand the concept of decision making and its importance in management.</p> <p>To help students to develop competence in efficient use of</p>	<p>2.1. DECISION MAKING</p> <ul style="list-style-type: none"> - Definition - Role of decision making in management. - Types of decisions-Habitual, Intellectual, Individual and Group. <p>2.2. DECISION MAKING PROCESS</p> <ul style="list-style-type: none"> - Defining the alternatives 	<p>Identify an incident in your life where you took a right decision as well identify an incident in your life were you took wrong decisions giving reasons (5 Marks)</p> <p>Plan an event and make a presentation on it.</p>

	resources in order to achieve goals.	<ul style="list-style-type: none"> - Identifying the alternatives - Thinking through alternatives - Selecting an alternative - Accepting the consequences of the decision. <p>2.3. FAMILY CHARACTERISTICS INFLUENCING MANAGEMENT</p> <ul style="list-style-type: none"> - Size And Composition Of Household - Employment of the family members - Socio-economic status - Stages of family life cycle. <p>2.4. MANAGEMENT OF RESOURCES IN THE FAMILY</p> <ul style="list-style-type: none"> - Definition of resources. - Characteristics of resources <ul style="list-style-type: none"> • All resources are useful • All resources are limited • All resources are interrelated • Management process can be applied to all resources. • Quality of life can is determined by use of resources. • Resources hace alternative uses. • Resources can be substituted. - Classification of resources. 	<p>(5 Marks)</p> <p>Identify 3 families with 3 different stages of family life cycle and chart their decision making process for a social event(naming ceremony, birthday party, going on a pilgrimage)</p> <p>(5 Marks)</p> <p>Identify and list down your human resources And how it helps you to make decisions.</p> <p>(5 Marks)</p> <p>Identify and list down Non-human resources available to you (gardens, parks, library, public transport etc..)And how do you use and take advantage of them.</p> <p>(5 Marks)</p>
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MODULE 3: MANAGEMENT OF TIME AND ENERGY AS RESOURCES

Module	Objectives	Content	Evaluation Pattern
3.	To enable the students to recognize importance of time and energy	<p>3.1. MANAGEMENT OF TIME AS A RESOURCE</p> <ul style="list-style-type: none"> - Characteristics and nature of time as a resource. - Types of time- clock time, 	<p>Identify the objectives of your day</p> <p>Chart your time schedule of a</p>

	<p>management in life.</p> <p>To help students to apply time and energy management to cope up with their activities.</p>	<p>biological time and psychological time.</p> <p>3.2. TIME MANAGEMENT PROCESS.</p> <ul style="list-style-type: none"> - Types of time plans - Controlling time plans - Evaluating time plans. <p>3.3. MANAGEMENT OF ENERGY AS A RESOURCE</p> <ul style="list-style-type: none"> - Characteristics of energy as a resource. - Fatigue – Meaning and classification of fatigue-physiological and psychological (boredom and frustration), causes and remedies of fatigue. <p>3.4. WORK SIMPLIFICATION</p> <ul style="list-style-type: none"> - Definition and meaning. - Principles of body mechanics. - Mundell’s classes of change. - Process chart method - Pathway chart method 	<p>working and a non-working day and identify the objectives which were fulfilled and not fulfilled.</p> <p>Suggest improvements which can be made in your time schedule plan.</p> <p>Chart the time schedule of a day within the changes made</p> <p>Lastly identify the objectives which were fulfilled. (15 Marks)</p> <p>Identify the cooking activity of a person in the kitchen using pathway chart (5 Marks)</p> <p>Identify the washing activity of a person through process chart. (5 Marks)</p>
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MODULE 4: MANAGEMENT OF MONEY AS A RESOURCE

Module	Objectives	Content	Evaluation Pattern
4.	<p>To help students to increase ability to make wise use of money.</p> <p>To help students to develop an appreciation of role of successful</p>	<p>4.1. MANAGEMENT OF MONEY AS A RESOURCE</p> <ul style="list-style-type: none"> - Meaning & types of income. - Income management process- <ul style="list-style-type: none"> • Budget- Meaning, importance, steps in preparing budget and factors affecting budget • Account keeping- importance and methods. 	<p>Identify 2 families (one nuclear and one extended) and identify the heads (different envelopes) in which the families distributes the monthly income and also identify the highest expenditure</p>

	<p>financial management in satisfying family living.</p> <p>To acquaint students to various saving and investment schemes.</p> <p>To create among the students an understanding about the taxation system.</p>	<p>4.2. EXPENDITURE</p> <ul style="list-style-type: none"> - Meaning & Definition. - Factors Affecting Expenditure-Income <ul style="list-style-type: none"> • Size and Composition of the family • Locality • Type of the family • Contributors and Claimants in family • Cost of living • Standard of living <p>4.3. TAXATION</p> <ul style="list-style-type: none"> - Meaning and objectives of taxation. - Types of taxation – direct (Income and wealth) and indirect (Sales Tax, Service Tax, VAT). <p>4.4. SAVINGS AND INVESTMENTS</p> <ul style="list-style-type: none"> - Definition, meaning & importance of savings. - Types of savings- <ul style="list-style-type: none"> • Compulsory savings (GPF, CPF) • Voluntary savings (PPF, Post Office savings, savings in Banks, LIC, Bonds, UTI etc.) - Investments- Meaning & Objectives and types. 	<p>and lowest expenditure. (10 Marks)</p> <p>Study form 16(income tax) and identify tax saving benefits available to a salaried person (both male and female) (5 Marks)</p> <p>Identify 5 families and list their saving schemes(investment done) (5 Marks)</p> <p>Identify the methods of money transaction undertaken by the families e.g. cheque book, debit card, credit card, ATM, net banking etc.. (5 Marks)</p>
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EVALUATION PATTERN:

Each module carries 25 marks.

All the total of 100 marks to be brought down to 25 internal marking

Final external examination to be conducted at the end of the semester out of 75 marks and pass percentage will be 40% passing

REFERENCES:

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BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN& MANAGEMENT)

SEMESTER IV

NAME OF THE COURSE: ELEMENTS OF PLANNING

CREDIT 4

Objectives:

- To enable the students to gain a better understanding of the principles of Interior Designing
- To gain a better understanding of the use of anthropometric measurements, color, materials and joinery as well as workmanship in residential as well commercial interiors.
- To apply the knowledge and skill in planning interior space design and management of the project for clientele.

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0842	Elements of planning (a)	4	4	-	25	75	100

MODULE 1. INTRODUCTION TO HOUSING

Module	Objectives	Content	Evaluation Pattern
1.	<p>To make aware the students the need of housing and the practical approach towards the selection process and the factors related to housing.</p> <p>To educate the students the principles of design in context to planning of residential spaces</p>	<p>1.1. FAMILY HOUSING</p> <ul style="list-style-type: none"> - Housing needs - Housing loans - Mass Housing <p>1.2. TYPES OF HOUSING</p> <ul style="list-style-type: none"> - Flats, - Bungalows, - Apartments - Row house - Penthouse etc. <p>1.3. CHOICE OF SITE FOR HOUSE</p> <ul style="list-style-type: none"> - Location - Site topography - Physical features - Soil conditions - Legal factors - Infrastructure in terms of drainage, electricity, road facilities etc. - Cost - 	<p>Survey of housing loans for both male and female and comparison of 2 agencies (study their Criteria of loans) (10 Marks)</p> <p>Collecting pictures of each type of housing from magazines / web and maintain a file. (5 Marks)</p>

		<p>1.4. CONSIDERATION OF IMPORTANT FEATURES OF HOUSE PLANNING</p> <ul style="list-style-type: none"> - Rooms orientation - Grouping or room relationship - Circulation - Roominess or spaciousness - Economy - Privacy - Flexibility - Zoning - Sanitation - Aesthetics - Lighting 	<p>Study of elements of nature (sun , wind , rain) of your own house and directions (10 Marks)</p>
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MODULE 2. ORIENTATION OF FURNITURES AND ARRANGEMENTS

Module	Objectives	Content	Evaluation Pattern
2.	<p>To enable student to understand inter relation of each residential spaces</p> <p>To create awareness about functional design</p>	<p>2.1. INTRODUCTION TO STUDY OF ANTHROPOMETRIC ERGONOMICS IN REFERENCE TO FURNITURE</p> <ul style="list-style-type: none"> - Space required for furniture - Minimum space requirement of all residential spaces (living room, bedroom, kitchen, dining room) <p>2.2. STANDARD FURNITURE MEASUREMENTS FOR RESIDENTIAL SPACES</p> <p>Indoor furniture</p> <ul style="list-style-type: none"> - Living room - Dining area - Kitchen and Storage - Bedrooms - Toilets <p>Outdoor furniture</p> <ul style="list-style-type: none"> - Terraces (Open/covered) - Garden <p>2.3. DIFERENT FURNITURE ARRANGEMENT, SPACING AND PLANNING</p>	<p>Maintaining a sketch book / journal and draw sketches of each room (entire House, flat etc.) (15 Marks)</p> <p>Case study with write up and photographic documentation of a</p>

		<p style="text-align: center;">RESIDENTIAL SPACES</p> <p>Various Furniture Arrangements, Its Basic Furniture Relations And Standards</p> <ul style="list-style-type: none"> - Living Room/ Drawing Room - Dining Spaces - Kitchen And Storage - Bedrooms - Toilets - Staircase - Circulation area (passages) <p style="text-align: center;">2.4. KITCHEN PLANNING</p> <ul style="list-style-type: none"> - Types of kitchen design- single wall, L-shaped, U-shaped, peninsula, island, parallel kitchen. - Work centers – main (cooking, washing and storing) and sub-centers (preparation and serving counter. 	<p>Residential Space. (5 Marks)</p> <p>Case study with write up and photographic documentation of different types of kitchens (5 Marks)</p>
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MODULE 3. FURNITURE DESIGN

Module	Objectives	Content	Evaluation Pattern
3.	To make the student understand the process of designing and selection of furniture and its use in interiors.	<p style="text-align: center;">3.1. SELECTION OF FURNITURE BASED ON</p> <ul style="list-style-type: none"> - Budget - Material - Style To Be Created - Ergonomic Design - Construction & Quality - Family Preferences - Principles Of Design - Climatic Conditions - Length Of Service - Cost & Ease Of Maintenance - Trends And Taste <p style="text-align: center;">3.2. INDOOR FURNITURE</p> <ul style="list-style-type: none"> - Balcony - Lobby area - Verandah - Deck etc. <p style="text-align: center;">3.3. OUTDOOR FURNITURE</p> <ul style="list-style-type: none"> - Garden Furniture - lawn area furniture 	<p>Field visit / site visit of residential sites. (5 Marks)</p> <p>Sketching of each rooms with furniture arrangements (15 Marks)</p> <p>Survey on Selection criteria for buying furniture (5 Marks)</p>

		<ul style="list-style-type: none"> - courtyards furniture - porch <p style="text-align: center;">3.4. FINISHES OF INDOOR AND OUTDOOR FURNITURE</p> <ul style="list-style-type: none"> - Selection of the finished based on - Use of furniture - Movable and non movable furniture - Type of wear and tear - As per climatic condition - Type of area (exposed to water or moisture) 	
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MODULE 4. LIGHTING

Module	Objectives	Content	Evaluation Pattern
4	<p>To educate the students to understand lighting in interiors and the various uses related to it and its effects.</p> <p>To understand lighting parameters to be considered while designing interior environment.</p>	<p>4.1. INTRODUCTION TO LIGHTING TERMS (FOOT CANDLE, LUMENS, LUX, GLARE)</p> <ul style="list-style-type: none"> - Types of light Sources (artificial and natural) - Types of lighting based on purpose -General, Task, Accent <p>4.2. TYPES OF LIGHTING SYSTEMS –</p> <ul style="list-style-type: none"> - Direct lighting - Indirect Lighting - Semi direct Lighting , - Semi indirect Lighting - Diffused Lighting <p>4.3. LIGHTING FIXTURES AND FITTINGS</p> <ul style="list-style-type: none"> - Wall Mounted - Ceiling mounted - Floor mounted - Portable - Track lighting - Luminous panels - Up lights and down lights - Concealed and surface 	<p>Visiting lighting showroom and site visits. (5 Marks)</p> <p>Collecting pictures of various types of light fixtures and conduct a market for its cost and manufacture. (15 Marks)</p> <p>Documentation of Task Lighting (5 Marks)</p>

		<p>4.4. PRINCIPLES OF LIGHTING</p> <ul style="list-style-type: none"> – Adequate illumination level for visual task – Colour rendering – Glare – Safety – Efficiency – Economy – Aesthetics/ambience 	
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EVALUATION PATTERN

- Total of all 4 modules should be brought down to 25 internal markings.
 - Final exam of 75 marks to be conducted
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BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN& MANAGEMENT)

SEMESTER IV

NAME OF THE COURSE: DRAFTING & DESIGNING

CREDIT 4

Objectives:

1. To enable the students to gain knowledge about the importance of housing needs and finance
2. To enable the students acquire knowledge of principles of residential space design
3. To enable the students to understand principles of residential lighting and the standards of designing lighting systems

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0843	Drafting & Designing (a)	4	-	4	25	75	100

MODULE: 1)ORIENTATION TO BASIC DRAFTING AND LETTERING SKILLS

Module	Objectives	Content	Evaluation Pattern
1.	<p>To impart necessary drafting skills in understanding scale, symbol and dimensions.</p> <p>To develop the ability of sketching and drawing.</p> <p>To understand various technique of drafting</p> <p>To enable</p>	<p>1.1 BASICS OF DRAWING</p> <ul style="list-style-type: none"> - Use of drawing instruments, - Types of lines - Lettering symbols - Dimensioning - Use of scales (metric / british) <p>1.2 FREE HANDSKETCHING USING DIFFERENT TECHNIQUES OF DRAWING</p> <ul style="list-style-type: none"> - Scribbling, - Line - Textures <p>1.3 TECHNICAL DRAWING VIEWS</p> <ul style="list-style-type: none"> - Basic geometry - Polygons - Arcs and spline - Circles and ellipse 	<p>1.To maintain ½ imperial size portfolio with</p> <ul style="list-style-type: none"> - 10 types of line - Minimum 4 types of lettering. - 2 types of dimension styles. <p>(5 Marks)</p> <p>2.Maintaining a sketch book</p> <ul style="list-style-type: none"> - Free hand lines and texture assignments <p>(5 Marks)</p> <p>3.On ½ imperial sheets individual sheets should be drafted. (5 Marks)</p>

	students to understand scale and proportion	1.4 SCALE DRAWING <ul style="list-style-type: none"> - Simple geometrical figures with different scales and same units - Enlargement and reduction 	4. Make same drawing on different scale (min. 4) <ul style="list-style-type: none"> - 2 reduction - 2 enlargement (10 Marks)
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MODULE: 2) ORTHOGRAPHIC PROJECTION

Module	Objectives	Content	Evaluation Pattern
2.	<p>To educate the student to understand and read various technical concepts like plans, sections. Elevations, etc.</p> <p>Applying the concept of planning spaces in relation to spaces.</p> <p>To acquire the knowledge of furniture drafting</p> <p>To enable students to develop the skill in furniture layout making</p>	<p>2.1 BASIC FORMS AND ITS ORTHOGRAPHIC PROJECTIONS</p> <ul style="list-style-type: none"> - Basic objects <ul style="list-style-type: none"> a. Cube, cuboids, cone, cylinder prisms and pyramids - Combination objects <ul style="list-style-type: none"> a. Steps, table, / stool, book racks, center table etc. <p>2.2 3 DIMENSIONS</p> <ul style="list-style-type: none"> - Isometric view - Axonometric view <p>2.3 FURNITURE UNITS (MINIMUM 3 FURNITURE OF EACH SPACES)</p> <ul style="list-style-type: none"> - Living room furniture - Dining room furniture - Kitchen furniture - Bedroom furniture <p>2.4 UNDERSTANDING ROOM MEASUREMENTS IN FORMS OF</p> <ul style="list-style-type: none"> - Plan (with door, window, column and beam indications) - Sectional Elevation (with column & beam lines) 	<p>1. ½ imperial sheets to be made with minimum 3 – 4 objects on each sheet (Marks 05)</p> <p>2. Isometric and axonometric view to be created of all the above orthographic projections (Marks 05)</p> <p>3. Minimum 3 furniture from each room should be drawn with dimensions (Marks 10)</p> <p>4. Single room measurement plan and sectional elevation with all required data to be drawn on ½ imperial sheet. (5 Marks)</p>

MODULE: 3)DESIGNING AND PLANNING

Module	Objectives	Content	Evaluation Pattern
3.	To develop the ability in planning and designing for various spaces.	<p>3.1 Kitchen DESIGN (8 TO 12 SQ. MT)</p> <ul style="list-style-type: none"> - Plan, - Elevations, - Axonometric view - Rendering with Graphite pencils textures <p>3.2 LIVING ROOM DESIGN (14 TO 20 SQ. MT)</p> <ul style="list-style-type: none"> - Plan, - Elevations, - Isometric view - Rendering with colour pencils textures <p>3.3 BEDROOM DESIGN (10 TO 14 SQ. MT)</p> <ul style="list-style-type: none"> - Plan, - Elevations, - Rendering with pen and Ink <p>3.4 TOILET DESIGN (5 TO 8 SQ. MT)</p> <ul style="list-style-type: none"> - Plan with dry and wet area, - Wall elevations with tiling, - Positioning of sanitary fixtures. 	<p>-½ imperial sheet specified to be maintained.</p> <p>Documentation and photography of Kitchen designs (5 Marks)</p> <p>Documentation and photography of Living Room designs (5 Marks)</p> <p>Documentation and photography of Bedroom and Children’s designs (10 Marks)</p> <p>Documentation and photography of Toilet Designs (5 Marks)</p>

MODULE: 4)BASIC SERVICES

Module	Objectives	Content	Evaluation Pattern
4.	To make student understand and learn the effects of light and their application in	<p>4.1 LIGHTING LAYOUTS</p> <p>Living room with specification of</p> <ul style="list-style-type: none"> - Legend - Symbol chart - Specification of lighting points 	<p>-½ imperial sheet specified to be maintained.</p> <p>Draw and label all symbols used for</p>

	<p>interiors.</p> <p>To develop the ability of students towards application of materials in interiors</p>	<p>4.2 SANITARY FIXTURE</p> <ul style="list-style-type: none"> - Shower cubical - Wash basins - Water closet <p>4.3 Reflected CEILING PLAN</p> <ul style="list-style-type: none"> - Plan - Section <p>4.4 FLOORING DESIGN</p> <ul style="list-style-type: none"> - Flooring design layout - Specifications - Details 	<p>Electrical Layout. (5 Marks)</p> <p>Group Activity: Market survey of different Sanitary Fittings and present the same (10 Marks)</p> <p>Draw an Electrical Layout of any one room with maximum symbols (5 Marks)</p>
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COURSE EVALUATION:

Total of all 4 modules should be brought down to 25 internal markings.
Final exam of 75 marks to be conducted

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BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN & MANAGEMENT)

SEMESTER IV

NAME OF THE COURSE: APPLICATION OF ERGONOMICS IN INTERIOR SPACE DESIGN & MANAGEMENT)

CREDIT – 4

Objectives:

- The overall objective of the course is to provide an understanding of ergonomic principles, its importance and application in the Hospitality Industry and its different areas.
- Emphasis is given to various aspects of human interaction with machines, environment as well as other social and legal issues.

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0844	Ergonomics (a)	4	2	2	25	75	100

MODULE 1: OVERVIEW OF ERGONOMICS

Module	Objectives	Content	Evaluation Pattern
1.	To introduce the concept of ergonomics, its scope and importance in the given environment To create understanding about the interaction of man using a machine	1.1 INTRODUCTION TO ERGONOMICS – Definition, Aim and Objectives of ergonomics – Brief History of ergonomics – Need of ergonomics in designing	Describe the present scope & concerns of ergonomics in relation to hospitality industry: (5 Marks) i. Residential designing (02) ii. Commercial designing (02) iii. Identify two

	<p>in an environment</p> <p>To gain knowledge about the disciplines contributing to ergonomics and its application in the field of Hospitality Management</p> <p>To create awareness about the role of ergonomics in improving work efficiency</p>	<ul style="list-style-type: none"> - Scope of ergonomics in interior design <p>1.2 CONCEPTUAL ERGONOMICS</p> <ul style="list-style-type: none"> - Man Machine Environment (MME) system - Types of MME systems (Manual, Mechanical & Automatic system) - Interface between job, man & environment. - Compatibility between work & worker: Fitting the job to the person (FJP); fitting the person to the job (FPJ) 	<p>ergonomically designed products related to designing (e.g. chair, kitchen appliances etc.)</p> <p>(1 Marks)</p> <p>Document a situation where you have experienced discomfort while using/ operating a product in detail.</p> <p>(5 Marks)</p> <p>Evaluate one of the departments of the hospitality industry in terms of:</p> <ol style="list-style-type: none"> a. Tools used: electrical & non-electrical b. Movable and fixed tools/equipments <p>Comfort and discomfort levels of both</p> <p>(5 Marks)</p>
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		<p>1.3 DISCIPLINES IN ERGONOMICS</p> <ul style="list-style-type: none"> - Anatomy & Physiology - Psychology - Biomechanics - Time & motion studies <p>1.4 APPLICATION IN HOSPITALITY INDUSTRY</p> <ul style="list-style-type: none"> - Importance of ergonomics in hospitality - Latest trends and development 	<p>Study any one activity (e.g. sandwich making, chopping, lemon drink preparation) in relation to Time & Motion Studies.</p> <p>(5 Marks)</p> <p>List the ergonomic factors influencing the design of (any 01):</p> <p>(5 Marks)</p> <p>Residential: dining chair & table, Children's bed, study table, kitchen worktop, light.</p> <p>Commercial: conference table, chair, display board, storage & light.</p>
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MODULE 2: PHYSIOLOGICAL ASPECTS OF MAN AT WORK

Module	Objectives	Content	Evaluation Pattern
2	To understand the physiological changes taking place during work in the human body and its effect on the productivity at work.	<p>2.1 APPLIED PHYSIOLOGY</p> <ul style="list-style-type: none"> - Role of oxygen - Cardiovascular Functions - Respiratory functions - Thermo-regulatory Functions <p>2.2 HUMAN ENERGY</p> <ul style="list-style-type: none"> - Concept of energy expenditure 	<p>Identify professions where:</p> <ol style="list-style-type: none"> a. Medical health check-up is mandatory for employment purposes (navy, pilot etc.) b. Medical health check-up is optional c. Medical health check-up is not mandatory <p>Also, list the various tests which are used to analyse the various health parameters.</p> <p>(5 Marks)</p> <p>Collect and document 5 articles on Physical Fitness. Compare them according to</p> <ol style="list-style-type: none"> a. Gender b. Different age groups <p>(10 Marks)</p>

		<ul style="list-style-type: none"> - Oxygen consumption - Methods to measure oxygen consumption and energy expenditure - Physical fitness <p>1.3 WORK PHYSIOLOGY</p> <ul style="list-style-type: none"> - Meaning of work - Classification of work - Muscular work - Sources of energy for work <p>1.4 STRESS & FATIGUE</p> <ul style="list-style-type: none"> - Stress: Meaning & concept of stress, causes and effect of stress & ways to minimize stress - Fatigue: Definition, meaning & types of fatigue, brief causes of fatigue and measures to reduce fatigue - Work stress - Work rest cycle 	<p>Identify employees from different professions and describe in few lines the various tasks performed by them. Analyse, compare & classify their type of work (5 Marks)</p> <p>Brainstorming session for a stress related situation.</p> <p>Self- evaluation of</p> <ul style="list-style-type: none"> • Physiological stress. • Psychological stress <p>(5 Marks)</p>
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MODULE 3: ENVIRONMENTAL ERGONOMICS/ WORK ENVIRONMENT

Module	Objectives	Content	Evaluation Pattern
3	To understand the environmental factors contributing to productivity, safety, control and well-being of individual's performing the work.	<p>3.1 VISUAL ENVIRONMENT: MEASUREMENT & DESIGN</p> <ul style="list-style-type: none"> - Vision & Eye: Brief introduction to eye structure & visual defects - Light: Concept of lighting, need & importance of good lighting, contrast & glare - Problems associated with poor lighting: Visual fatigue, eye strain, headache & depression etc. - Assessment of light: lighting standards - Lighting design considerations: Guidelines for good lighting, Psychological effects of various types of light on different work activities. 	<p>Measure the illumination levels of the following (in groups) (10 Marks)</p> <ul style="list-style-type: none"> - Outdoor, under a shady tree. - Outdoor, with bright daylight - Indoor, lift area. - Indoor, kitchen with natural light & artificial light - Fast food outlets during the day. - In a modern office with blinds/curtains open & close; with lights - In a modern office with blinds/curtains open & close; with lights <ul style="list-style-type: none"> a. ON b. OFF. - Work benches in a lab/ classroom. <p>Compare & discuss the</p>

		<p>3.2 NOISE & VIBRATION</p> <ul style="list-style-type: none"> - Introduction to Noise: Characteristics, permissible limits, Indoor Noise & Outdoor Noise - Noise Control: Sources of noise and Control measures (acoustics, screens, tiles, carpets, curtains etc.) - Effects of Noise: noise induced hearing loss of various degrees; effect of noise on human health and task performance - Vibration: Effects on human body, Control strategies (application to designing) <p>3.3 THERMAL/ HOT & COLD ENVIRONMENT</p> <p>Fundamentals of Human thermoregulation</p> <ul style="list-style-type: none"> - Thermoregulatory mechanism: Shivering & sweating <p>Work in hot Places & Heat stress management</p> <ul style="list-style-type: none"> - Heat Illnesses: heat stress, heat exhaustion, heat stroke. - Heat tolerance - Basic measures to reduce heat stress <p>Work in Cold Places</p> <ul style="list-style-type: none"> - Core temperature 	<p>observations.</p> <p>Conduct a survey to measure the noise levels of: (5 Marks)</p> <ul style="list-style-type: none"> - Residential areas: bedroom, drawing room, prayer room etc. - Commercial areas: classroom, foyer area, auditorium, manufacturing unit etc. - Compare the noise levels of similar spaces with different locations. Eg.: noise level of a drawing room facing the main road with one facing the interior. <p>Compare and discuss the results</p>
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		<ul style="list-style-type: none"> - Acclimatization to cold <p>Comfort & Building Design</p> <ul style="list-style-type: none"> - Ventilation - Thermal comfort in buildings, indoor air quality & sick building syndrome - Cold climate protection <p>3.4 OTHER WORK ENVIRONMENT</p> <ul style="list-style-type: none"> - Biological & chemical environment in brief - Psycho-social Environment 	<p>Conduct a survey to find out the effect of temperature on human task performance for:</p> <ul style="list-style-type: none"> - Chefs (working in the kitchen) - Waiters (serving & juggling between to envt.) - Front-office employees - Watchman/guard at the door <p>(Take a sample size for each; analyse and compare the results).</p> <p>(7 Marks)</p> <p>Do a case study on the Impact of chemical environment</p> <p>(3 Marks)</p>
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MODULE 4: WORKSTATION DESIGN

Module	Objectives	Content	Evaluation Pattern
4.	Understand the application of anthropometric	<p>4.1 ANTHROPOMETRY</p> <ul style="list-style-type: none"> - Concept and meaning of 	Anthropometric measurement of classmates (in pairs):

	<p>measurements in space design</p> <p>Understand and apply the principles of design to the creation of safer, healthier, and efficient and effective activities in the workplace.</p> <p>Understand the ergonomic risk assessments and appropriate control measures</p> <p>To help students appreciate workplace layout and equipment design</p>	<p>anthropometry</p> <ul style="list-style-type: none"> - Static & Dynamic anthropometry - Use of percentiles in designing <p>Applications in Design:</p> <ul style="list-style-type: none"> - Designing for everyone - Workstation design & Reach - Adjustable Designs: in space & furniture <p>4.2 WORK POSTURE</p> <ul style="list-style-type: none"> - Introduction to posture, & anatomy of the spine - Types of posture: Sitting, Standing, Sit-stand posture, Lying and Squatting. - Poor posture & Musculo-skeletal problems: back pain, muscular fatigue, Local muscle discomfort - Guidelines for good posture <p>4.3 WORKPLACE LAYOUT</p> <ul style="list-style-type: none"> - Principles of work station design - Design considerations for various workstations - Concept & Principles of universal 	<p>seating & standing.</p> <p>(5 Marks)</p> <p>Calculation of percentiles.</p> <p>(5 Marks)</p> <p>Determining the relationship of anthropometric dimensions of workers space requirements for some selected activities cooking, chopping etc.</p> <p>(5 Marks)</p> <p>OWAS technique to analyse posture for 5 different types of jobs: stitching, writing etc.</p> <p>(5 Marks)</p>
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		<p>design</p> <ul style="list-style-type: none"> - Application of UD principles in designing spaces <p>4.4 OCCUPATIONAL HEALTH & SAFETY</p> <ul style="list-style-type: none"> - Industrial accidents: causes & Prevention strategies - Clothing and Personal Protective Equipment - Safety management practices - Factory's act 	<p>❖ Note: For all assignments would be documented in a journal.</p> <p>Prepare a case study</p> <p>(5 Marks)</p>
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BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN& MANAGEMENT)

SEMESTER IV

NAME OF THE COURSE: BASIC AUTO CAD

CREDIT – 4

Objectives:

- To enable students to learn powerful the techniques to customize AutoCAD for their own need and to streamline the design process to cover the areas as file maintenance to implement CAD standards.
- To prepare students to meet the industrial requirements of design drafting
- To serve as a base for further professional education and specialization of interior design and decoration
- To prepare students to keep pace with latest professional and technological developments and use these for providing interior design services.

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0845	Basic Auto CAD (a)	4	-	4	100	-	100

Module1: INTRODUCTION TO AUTO CAD

Module	Objectives	Content	Evaluation Pattern
1.	To acquainted with computer and software. To describe the students units of measurement, function keys, and coordinate	1.1 GETTING STARTED WITH AUTOCAD <ul style="list-style-type: none">– Creating a Custom Workspace– Using the Keyboard Effectively– Object Creation, Selection and Visibility– Working in Multiple Drawings– Copying and Pasting Between Drawings– Using Grips Effectively 1.2 WORKING EFFECTIVELY WITH AUTOCAD <ul style="list-style-type: none">– Using Running Object Snaps– Using Object Snap Overrides	To be done by individual student : Creating various design Patterns and shapes by using commands: Line, poly line, circle, ellipse, polygon etc. (5 Marks) Creating shapes by using commands: spline, ellipse and sketch commands (5 Marks)

	<p>systems and create basic objects, using different data input techniques,</p> <p>To realize the students the different ways of giving command and its behavior in respect to the drawing</p> <p>To enable perfection in the drawing and modifying the commands as per the final output required</p>	<ul style="list-style-type: none"> - Polar Tracking at Angles - Object Snap Tracking - Coordinate Entry - Locating Points with Tracking - Construction Lines - Placing Reference Points <p>1.3 DRAWING PRECISION IN AUTOCAD AND ACCURATE POSITIONING</p> <ul style="list-style-type: none"> - Drawing Lines - Erasing Objects - Drawing Lines with Polar Tracking - Drawing Rectangles - Drawing Circles - Undo and Redo Actions <p>1.4 MAKING CHANGES IN YOUR DRAWING</p> <ul style="list-style-type: none"> - Selecting Objects for Editing - Moving Objects - Copying Objects - Rotating Objects - Scaling Objects - Mirroring Objects - Editing with Grips 	<p>Creating furniture in plan mode with specified dimensions:</p> <p>Table, sofa, chair, bed, toilet accessories, wardrobe, etc.</p> <p>(10 Marks)</p> <p>To create new objects by copying and modifying the previously made objects (5 Marks)</p>
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MODULE 2: DRAWING ORGANISATIONS AND CREATING LAYOUTS

Module	Objectives	Content	Evaluation Pattern
2.	<p>To Describe in detail the structure and function</p> <p>To Create and manage layers and</p>	<p>2.1 ORGANIZING YOUR DRAWING WITH LAYERS</p> <ul style="list-style-type: none"> - Understanding Layer Property manager (creating new layer and layer utilities) - Layer Status - Changing an Object's Layer and its various properties <p>2.2 Getting INFORMATION FROM</p>	<p>Drafting various room layouts</p> <ul style="list-style-type: none"> - Measurement layout (5 Marks) - Furniture layout (5 Marks) - Flooring layout (5 Marks) - False ceiling layout (5 Marks)

	<p>line types and obtain geometric information from the objects in the drawing.</p> <p>To modify objects by changing their size, shape, orientation, or geometric composition.</p> <p>To make student understand how to organize the drawing.</p>	<p>YOUR DRAWING</p> <ul style="list-style-type: none"> - Working with Object Properties - Measuring Objects <p>2.3 ADVANCED OBJECT TYPES AND EDITING COMMANDS</p> <ul style="list-style-type: none"> - Drawing Arcs - Drawing and editing Polylines - Drawing Polygons - Drawing Ellipses - Trimming and Extending Objects - Stretching Objects - Creating Fillets and Chamfers - Offsetting Objects - Creating Arrays of Objects <p>2.4 SETTING UP A LAYOUT AND PRINTING YOUR DRAWING</p> <ul style="list-style-type: none"> - Printing Concepts - Working in Layouts - Copying Layouts - Creating Viewports - Guidelines for Layouts - Printing Layouts with layer and colour management - Printing from the Model Tab 	<ul style="list-style-type: none"> - Creating 2D elevations (5 Marks)
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MODULE3: BLOCK AND LAYOUT SETTINGS

Module	Objectives	Content	Evaluation Pattern
3.	<p>To Create and edit annotation objects using multiline and single line text.</p> <p>To learn to give précised dimensions and create, edit, and manage dimensions and</p>	<p>3.1 BLOCKS</p> <ul style="list-style-type: none"> - Creating blocks of furniture - Making and Inserting Blocks - Working with Dynamic Blocks - Inserting Blocks with Design Center - Inserting Blocks with Content Explorer <p>3.2 FORMATTING, ADDING TEXT AND TABLES</p> <ul style="list-style-type: none"> - Working with Annotations - Adding Text in a Drawing - Modifying and Formatting Multiline Text 	<p>Creating furniture block library (10 Marks)</p> <p>Inserting text, dimensions, tables, and specification to the assignments made</p>

	<p>its styles.</p> <p>To enhance the drawing's visual appearance with hatch patterns and gradient fills.</p> <p>to create blocks, reuse them and modifying as per the drawing requirements.</p> <p>To dimension the drawing and adding required parameters to complete the drawing.</p>	<ul style="list-style-type: none"> - Adding Notes with Leaders to Your Drawing - Creating and Modifying Tables <p>3.3 INSERTING, HATCHING AND GRADIENT</p> <ul style="list-style-type: none"> - Inserting Hatching and gradient - Hatching by pick point and object - Editing Hatches - Scaling of Hatch and rotating hatch pattern <p>3.4 ADDING DIMENSIONS</p> <ul style="list-style-type: none"> - Dimensioning Concepts and formatting in architectural units as well as decimal units - Adding Linear, Radial and Angular Dimensions - Adding Continue Dimensions, Angle specification, Arc specification, marking center points, etc. - Editing Dimensions - Scaling the Dimension as per the drawing and enlargement / reduction in size 	<p>for Module 2</p> <p>Adding hatching, gradation, Text, Dimension, Table (15 Marks)</p>
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MODULE 4: BLOCK AND LAYOUT SETTINGS

Module	Objectives	Content	Evaluation Pattern
4.	<p>To enable students to become comfortable with the necessary tools and expand 3D modeling approaches with AutoCAD focusing on solids, surfaces and mesh objects.</p>	<p>4.1 INTRODUCTION TO 3D</p> <ul style="list-style-type: none"> - Knowing to 3D - Working in 3D - Setting of view ports and understanding - Creating surface modeling - Creating Solid Primitives - Creating composite Solids - Creating Models from Cross Sections <p>3D MODIFYING COMMANDS</p> <ul style="list-style-type: none"> - Editing Solid Models 	<p>Single room with furniture in 3D should be prepared</p> <p>Extrusion of structural element (5 Marks)</p> <p>Furniture making in 3D form (5 Marks)</p>

	<p>To build photography and composition skills by setting up house perspectives and renderings.</p> <p>To be familiar with navigating, configuring and utilizing AutoCAD materials</p>	<ul style="list-style-type: none"> - 3D rotate, move, copy, align, array, converting to solid or surface commands - Adding Detail to Your Solid Models <p>4.2 EDITING MODELS</p> <ul style="list-style-type: none"> - Converting Objects - Extracting Geometry from Solid Models - Changing the Model Position - Duplicating the Model - Getting Information from 3D Object <p>4.3 WORKING DRAWINGS AND 3D OBJECTS</p> <ul style="list-style-type: none"> - Section a Solid Model and Generate 2D Geometry - Working with Layouts - Creating Drawings from 3D Models <p>4.4 RENDERING AND SAVING RENDERED IMAGES</p> <ul style="list-style-type: none"> - Setting Perspective / isometric views and rendering it in to different visual styles - Applying materials to solids and changing its properties - Applying lights to space and changing its fall of light and intensity - Adding landscape to the drawing - Rendering and saving the images 	<p>Applying materials (5 Marks)</p> <p>Applying lights (5 Marks)</p> <p>2 perspective view (5 Marks)</p>
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EVALUATION PATTERN:

Complete portfolio to be made for all above assignments submitted.

The total of 100 marks should be converted out of 25 marks and submitted for internal marking

Final examination of 75 marks should be conducted.

REFERENCES:

- 1 Architecture 2013 Bundle, AutoCAD Architecture 2013, AutoCAD MEP 2013, Navisworks 2013, Raster Design 2013
- 2 Auto CAD Release II , Auto Desk, ISBN: 9780201623093

- 3 AutoCAD 2013 Bundle, AutoCAD Introduction 2013, AutoCAD Advanced 2013, Raster Design 2013, AutoCAD Update 2013
- 4 B K Goel, P K Goel (2011): Engineering Graphics (With Autocad) ISBN: 9788190738620
- 5 Bertol, Daniela (2004): Visualizing with CAD: An Auto CAD Exploration of Geometric and Architectural Forms, , ISBN: 0387942750 / 0-387-94275-0
- 6 Bride, Mac, Teach Yourself Auto CAD (2007) , ISBN: 007149085X / 0-07-149085-X
- 7 Civil 3D 2013 Bundle, Civil 3D Introduction 2013, Civil 3D Advanced 2013, Map 3D 2013, Navisworks 2013, Raster Design 2013
- 8 P B Sinha, Autocad 2006 Engineering And Architectural Drawing Handbook, ISBN: 9788178842769
- 9 Rober M. Thomas (1989) Advanced Techniques in Auto Cad, (ISBN 10: 089588593X / ISBN 13: 9780895885937)
- 10 S Rai & R Ghosh (2009): Computer Awareness, ISBN: 8185749558
- 11 S. Mehta, Auto CAD Release 13- For DOS/Win. Quick Ref. Guide,IIBF No.: 48462
- 12 Teach Yourself Auto CAD 2007 (Teach Yourself) ISBN: 9780071490856
- 13 The Auto Cad 2002 Workbook: A Complete Educational and Trainging Guide for Mastering 2d Applications of Autocad 2002, ISBN: 9781588741516
- 14 Vaishwanar Lakshminarayanan (2007): Engineering Graphics, ISBN: 8186321691
- 15 Wohlers, Terry T. (1998): Applying Auto Cad: a Step-By_Step Approach, ISBN: 0026770873 / 0-02-677087-3

Semester - V

SEMESTER V

SEMESTER V - ISDM							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0851	Interior Designing (a)	4	4	-	25	75	100
0852	Residential Planning & Detailing (a)	4	-	4	25	75	100
0853	Building Construction (a)	4	-	4	25	75	100
0854	Advanced Auto CAD (a)	4	-	4	100	-	100
0855	Recent Advances in Interior Designing (Seminar) (a)	4	-	4	100	-	100
	Total	20	4	16	275	225	500

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN& MANAGEMENT)

SEMESTER V :

NAME OF THE COURSE : INTERIOR DESIGNING

CREDIT – 4

Objective-

- To equip the students with thorough knowledge about basic concepts of interior design.
- The students shall also learn planning processes and develop intellectual and creative skills required for Interior Design
- Develop futuristic concepts for interior design in profession

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0851	Interior Designing (a)	4	4	-	25	75	100

MODULE 1. INTERIOR DESIGN AND DECORATION

Module	Objectives	Content	Evaluation Pattern
1	<p>Understanding importance of the role of interior designer and be able to differentiate between Design and decoration.</p> <p>To gain an understanding of the principles of interior design.</p>	<p>1.1 UNDERSTANDING DESIGN AND DECORATION</p> <ul style="list-style-type: none">- Interior designing Vs Interior Decoration <p>1.2 CONSIDERATIONS FOR DESIGNING RESIDENTIAL INTERIOR SPACES – BIG AND SMALL AREAS.</p> <ul style="list-style-type: none">- Use of levels- Space and its volume- Various surface treatments- Variation in furniture types <p>1.3 RENOVATION OF EXISTING INTERIORS</p> <ul style="list-style-type: none">- Elimination- Rearrangement of existing furniture.- Concealment- Supplementation- Refinishing surfaces.	<p>Collect the images which can differentiate between design and decoration (10 Marks)</p> <p>Suggestions to be discussed for renovation of the above evaluated space (5 Marks)</p> <p>Over all presentation (5 Marks)</p>

		<p>1.4 INTERIOR – AS AN ESSENTIAL COMPONENT OF ARCHITECTURE.</p> <ul style="list-style-type: none"> - Transformation of space due to interiors - Difference between bare spaces and designed space 	<p>Identify different architectural and interior space with differences. (5 Marks)</p>
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MODULE 2: INTERIOR STYLES

Module	Objectives	Content	Evaluation Pattern
2	<p>To Identify Concepts with approach; Styles & Historical Periods; and Themes.</p> <p>Identify the conceptual interpretation of a design brief and requirements as the basis for developing imaginative and innovative responses</p>	<p>ALL INTERIOR STYLE SHOULD FOLLOW EFFECTS OF DIFFERENT RULERS</p> <ul style="list-style-type: none"> - Considering their style of furniture - Use of materials - Different furniture pieces - Technology - Overall impact on interiors <p>2.1 EARLY MOVEMENTS</p> <ul style="list-style-type: none"> • Early stone age (500 BC) • Egyptian • Renaissance (1400 -1600) <p>2.2 DECORATIVE MOVEMENT</p> <ul style="list-style-type: none"> • Early stone age (500 BC) • Renaissance (1400 -1600) • Baroque (1550 – 1750) • Rococo (1715 – 1775) • Neo classic Propellant (1775 – 1800) Empire (1800 - 1830) <p>2.3 CONTEMPRARY INTERIORS (1830 ONWARDS)</p> <ul style="list-style-type: none"> - Modern Furniture – its advantages, disadvantages and uses <p>2.4 INVENTION OF MATERIALS</p> <ul style="list-style-type: none"> - Metal - Cane And Bamboo - Glass, Marble And Leather - Plastics - Types Of Modern Furniture - Knock Down Furniture, Contemporary Furniture 	<p>Presentation on study of various styles to be given in group of 2 to 3 students</p> <p>Data collection (10Marks)</p> <p>PowerPoint presentation (10Marks)</p> <p>Question answer session (5Marks)</p>

		- Wrought Iron Furniture, Steel Furniture.	
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MODULE 3: SURFACE TREATMENT IN INTERIORS

Module	Objectives	Content	Evaluation Pattern
3	<p>To gain better understanding of interior design based on Aesthetical and Functional aspects.</p> <p>Encourage individual creativity and originality in design responses and in the communication of ideas and information.</p>	<p>3.1 WALL AND WALL FINISHES Property of material, Method of application, care and maintenance, advantages and disadvantages of materials to be specified.</p> <ul style="list-style-type: none"> - Wall papers. - Cladding. - Paints. - Murals. - Paneling. - Plastering. <p>3.2 FLOOR AND CEILING TREATMENTS</p> <ul style="list-style-type: none"> - Hard floor covering (natural and artificial) - Soft floor coverings (carpets, durries etc.) - False Ceiling of different types materials and ceiling finishes. - Latest building materials and its treatments. <p>3.3 FURNITURE FURNISHINGS AND FINISHES</p> <ul style="list-style-type: none"> - Laminates - Polishes - Paint (Deco) - Veneer - Upholstery - Leather <p>3.4 WINDOW TREATMENTS</p> <ul style="list-style-type: none"> - Soft window treatments – Draperies, Curtains and Shades - Hard window treatments - Blinds (Roman, Platex, Roller, Caufferd) , Louvers (horizontal & vertical), Shutters, screens and panels - Top window treatment – 	<p>The college should arrange of above samples for easy identification of students</p> <p>Mock Test to be taken (students are supposed to identify the samples displayed)</p> <p>Wall and wall finishing (5 Marks)</p> <p>Floor and floor finishes (5 Marks)</p> <p>Ceiling – materials (5 Marks)</p> <p>Furniture treatments (5 Marks)</p> <p>Window Treatments (5 Marks)</p>

		Cornice or mouldings, Lambrequins and Cantonnières	
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MODULE 4:LANDSCAPING

Module	Objectives	Content	Evaluation Pattern
4	<p>Will enable to focus on the development of practical skills in the critical interpretation of the relations between architecture and interior design landscape.</p> <p>To develop an awareness of modern built and landscaped environments as spatial formations having complex aesthetic.</p>	<p>4.1 IMPORTANCE OF LANDSCAPING</p> <ul style="list-style-type: none"> - Introduction - Principle of landscaping - Elements <p>4.2 INDOOR LANDSCAPING –</p> <ul style="list-style-type: none"> - Principles, - Features - Selection, - Arrangement - Care and maintenance <p>4.3 OUTDOOR LANDSCAPING –</p> <ul style="list-style-type: none"> - Principles, - Features - Selection, - Arrangement - Care and maintenance <p>4.4 GREEN INTERIORS</p> <ul style="list-style-type: none"> - Concept of green interior - Adoption of green concept in interior designing - Use of renewable energy, Use of recycle, reuse of materials minimum consumption of energy in manufacturing and usage 	<p>The field visit should be arranged for students for indoor and outdoor landscapes</p> <p>The students should prepare a report on the visit and submit in file form (15 Marks)</p> <p>A class project to be taken up related to green interiors (10 Marks)</p>

EVALUATION PATTERN:

- The total of 100 marks should be converted out of 25 marks and submitted for internal marking
 - Final examination of 75 marks should be conducted.
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REFERENCES:

- 1 Calloway S.(1997): The Elements of Style-An Encyclopedia of domestic architectural detail.
Octopus Publishing Group Ltd. London
- 2 Chiara, Joseph De and John Haneock Callendar(1980). Time saver standards for Building Types. New York : MC Graw Hill Book Company.
- 3 E and OE.(2013) Planning – the architect’s handbook
- 4 Gandotra V., Shukul M. and Jaiswal N. (2010): Introduction to Interior Design and Decoration. New Delhi – dominant publishers and distributors ISBN: 8178882957
- 5 ISBN: 0855339055 / 0-85533-905-5
- 6 ISBN: 9780074638767
- 7 Kumaraswamy N. and Kameswarra Rao (1998): Building planning and drawing; Gyan Books Pvt. Ltd. ISBN: 9789380358581
- 8 Lyons, Arthur (1997): Materials for architects and builders. London: Arnold.
- 9 Mitton M. and Nystuen C.(2011): Residential Interior Design – A guide to planning spaces 2nd Edition. John Wiley and Sons, New Jersey SBN: 9780471684732
- 10 National Building code of India. (1983): New Delhi: Bureau of Indian Standards.
- 11 Rangwala S.C. (1996): Engineering materials. Anand: Charotar Publishing House.
- 12 Seelcy Ivor H. (1993): Building Technology. Hamshire: Macmillan Press Ltd.
- 13 Shah, M.G., Kale. (1995) Principles of Building drawing. Delhi: Macmillan India Limited.
- 14 Shah, M.G.,C.M.Kale and S.Y.Patki (1998): Building drawing and Planning with an Integrated Approach to Built Environment, Fourth Edition;
- 15 Singh G., Singh G. (2004): Building planning designing and scheduling: Delhi standard publishers distributors. ISBN: 8180140059

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN& MANAGEMENT)

SEMESTER V

NAME OF THE COURSE: RESIDENTIAL PLANNING & DETAILING

CREDIT :4

Objective-

- To understand various aspects and requirements of a residential interior design
- The student will be able to design residential interiors ranging from simple activity based small-scale residence of about 30 Sq. M. to complex activity based large-scale residence of about 300 Sq. M. (1-room unit to independent bungalow)
- To learn technical specifications of designed furniture

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0852	Residential Planning & Detailing (a)	4	-	4	25	75	100

MODULE 1. RESIDENTIAL FURNITURE

Module	Objectives	Content	Evaluation Pattern
1	<p>To develop Aesthetical and Functional Concepts of Design in the students mind to look at the subject in a designer way.</p> <p>To create awareness to students about Importance of design - Optimisation, Economics</p>	<p>1.1 COLLECTION OF INTERIOR FURNITURE PICTURE FOR GIVEN SPACES</p> <ul style="list-style-type: none">- Studio Apartment- Raw House- Flat- Bungalow / Villa /- 1 BHK, 2BHK, 3 BHK, 3 ½ BHK etc.- Duplex, Mezzanine floor <p>1.2 SKETCHING VIEWS OF RESIDENTIAL FURNITURE (SKETCH BOOK)</p> <ul style="list-style-type: none">- Living- Dining- Kitchen- Store- Bedrooms- Toilets <p>1.3 BUBBLE DIAGRAMS AND</p>	<p>To select different pictures from magazine which differentiate residential spaces</p> <p>To maintain a sketchbook / journal for sketches and data collection (10 Marks)</p> <p>To select different pictures from</p>

		<p>CONCEPTUAL PLANNING OF SPACES</p> <ul style="list-style-type: none"> - Sketching individual rooms with different Arrangements and creating alternatives of same space <p>1.4 SKETCHING 3 DIMENSIONAL VIEWS OF EVERY SPACE DESIGNED</p> <ul style="list-style-type: none"> - One point perspective view - Two point perspective view 	<p>magazine and develop orthographic projection of the selected drawing (10 Marks)</p> <p>Copying the perspective views on tracing for above selected pictures (5 Marks)</p>
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Module 2. DESIGNING RESIDENTIAL FLAT.

Module	Objectives	Content	Evaluation Pattern
2	<p>To make students understand Implement Processes of Design.</p> <p>To differentiate between good and better design concepts</p>	<p>2.1 DESIGN OF TWO BEDROOM HALL KITCHEN WITH DINNING SPACE.</p> <ul style="list-style-type: none"> - Orthographic projection – - Furniture layout - Sectional Elevations - Reflected Ceiling plans - Flooring plan <p>2.2 MAKING OF PERSPECTIVE VIEW</p> <ul style="list-style-type: none"> - Living room - Dining area - Kitchen View - Bedroom View <p>2.3 VARIOUS RESIDENTIAL SERVICES</p> <ul style="list-style-type: none"> - Services layouts - Plumbing and Drainage Layout, Electrical layout, air- conditioning - Material Chart <p>2.4 RENDERING VARIOUS TYPES OF INTERIORS:</p> <ul style="list-style-type: none"> - Two dimensional plans and elevations, - effects of lighting on materials, - various types of interior - environments, - using mixed mediums 	<p>½ imperial portfolio to be maintained for following drawings.</p> <p>2 BHK residential flat furniture layout (5 Marks)</p> <p>Sectional elevations of individual spaces (5 Marks)</p> <p>Perspective views of individual spaces (5 Marks)</p> <p>Rendering with different mediums (5 Marks)</p> <p>Overall Presentation (5 Marks)</p>

MODULE 3. DESIGNING DUPLEX

Module	Objectives	Content	Evaluation Pattern
3	<p>To enable students in understanding various material presentation</p> <p>To create a visualization of their design and understand the colour combinations and its variations</p>	<p>3.1 DESIGNING DUPLEX SPACE RANGING FROM 200 TO 300 SQ. MT. (ANY ONE) WITH FIRST FLOOR 150 TO 200 SQ.MT.</p> <ul style="list-style-type: none"> - A Raw house with mezzanine floor - Duplex apartment - Penthouse with terrace <p>3.2 PLANNING AND DESIGNING</p> <ul style="list-style-type: none"> - Planning requirements with concept (Theme interior) - Measurement layout of both floors with dimensions - Cut through sectional elevations of both floor. (min 2 longitude and 2 latitude sections) <p>3.3 3D VIEWS</p> <ul style="list-style-type: none"> - 3 dimensional views of individual rooms (manual or computerized) - 2 isometric sections of both the floors. <p>3.4 MODEL PRESENTATION</p> <ul style="list-style-type: none"> - Creating model of any one room at the scale of 1:25 - Creating furniture with the same scale - Applying appropriate materials 	<p>½ imperial portfolio to be maintained for following drawings.</p> <p>furniture layout (5 Marks)</p> <p>Sectional elevations of individual spaces (5 Marks)</p> <p>Perspective views of individual spaces (5 Marks)</p> <p>Rendering with different mediums (5 Marks)</p> <p>Model Making of any one room (5 Marks)</p>

Module 4. DETAILING OF FURNITURE DESIGNED FOR RESIDENTIAL SPACE

Module	Objectives	Content	Evaluation Pattern
4	<p>To develop in the student the capacity to visualize, identify detailing of execution of furniture.</p>	<p>4.1 BASIC DETAILING</p> <p>Give detailing of</p> <ul style="list-style-type: none"> - Wood joinery Butt joint, Lap joint, Motise and Tenon joints, Toungue and Groove joints and Mitret joints - Hinges Butt Hinges, Piano Hinges, 	<p>½ imperial portfolio to be maintained by student</p> <p>Basic detailing sheets (5 Marks)</p> <p>Site and exhibition</p>

	<p>To enable student to understand the code of professional management and practice as interior designers.</p> <p>To provide an reality working platform to student</p>	<p>Spring Hinges, - Other hardware Locks, drawer locks, dread locks etc.</p> <p>4.2 ARRANGING SITE VISIT FOR THE BETTER UNDERSTANDING OF ACTUAL SITE WORK</p> <ul style="list-style-type: none"> - Residential sites - Exhibition visits - Factory visits (modular furniture/ any interior product manufacturing etc.) <p>4.3 A SET OF DETAILING DRAWING TO BE CREATED FOR ANY ONE OF THE PROJECT GIVEN ABOVE</p> <ul style="list-style-type: none"> - Drawing requirements - Double bed with storage and side table - Ward robe with drawer and internal details - Sofa in form of plan, elevation and section. - T. V. Unit with book rack and storage. <p>4.4 SERVICE LAYOUTS</p> <ul style="list-style-type: none"> - Flooring layout - False ceiling layout - Electrical layout - Kitchen platform details with storage and trolley system 	<p>visits (5 Marks)</p> <p>Sheets for unit 3 - 4 (15 Marks)</p>
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REFERENCES:

- 1 Agan T , JB Lippincott (1965): "The house- Principles, Resources, Dynamics."
- 2 Agan T, J.B. (1957) : LIPPINCOTT" The house its plan and use".
- 3 Angela Fishbure "Creating your own soft furnishing".
- 4 Chiara, Joseph De and John Hancock Calendar (1980). Time saver standards for Building Types. New York : MC Graw Hill Book Company. ISBN: 0070162794
- 5 Conran Terence (2003): "the house book" (2nd edition)
- 6 Deshpande, R.S. (1982): Modern ideal homes for India. Poona: United book corporation.

- 7 Diwan Sudhir (1999), Sanskruti, A manual of Interior Design Volume 1 & 2, Mumbai interiors affair
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- 12 Lyons, Arthur. (1997) Materials for architects and builders. 2nd edition London: Arnold. ISBN-10: 0750669403
- 13 National Building code of India. New Delhi: Bureau of Indian Standards. (1983)
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- 19 Singh, Gurucharan and Subhash, Chandar (2004): Building planning designing and scheduling: Delhi: standard publishers distributors.
- 20 Time design of space planning
- 21 Verma, H.K.(Ed). (1993) : Architects, interior designers and building trade desk book. Bombay: Magnum communications P. Ltd.

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN& MANAGEMENT)

SEMESTER V

NAME OF THE COURSE: BUILDING CONSTRUCTION

CREDIT :4

Objective-

- To make the students aware of the types, properties, trends and cost of building materials
- To enable the students to become aware of the structural systems and techniques of building construction
- To improve knowledge of students in the areas of detailing

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0853	Building Construction (a)	4	-	4	25	75	100

MODULE 1: THEORY OF BUILDING MATERIALS

Module	Objectives	Content	Evaluation Pattern
1	To acquire the knowledge of various building materials Application methods of different materials on wall, floor, ceiling, furniture etc.	1.1 BASIC BUILDING MATERIALS- ITS TYPES, PROPERTIES AND USES <ul style="list-style-type: none">- Bricks- Stone (aggregate and sand)- Lime- Cement- Steel- Concrete and its types- Mortar and Plaster 1.2 WOOD AND WOOD PRODUCTS <ul style="list-style-type: none">- Natural wood<ul style="list-style-type: none">Types of woodFraction of woodSeasoning of woodMerits and demerits of wood- Artificial wood<ul style="list-style-type: none">VeneerPlywoodBlock boardOther wood products (MDF,	Sheets of brick wall and bonds , stone wall, concrete blocks should be drafted (10 Marks) Project work / survey on wood and wood products to be given (5 Marks)

		<p>Chip Board, hard board, etc.)</p> <p>1.3 MAN - MADE MATERIALS</p> <ul style="list-style-type: none"> - Clay and clay products (ceramic tile, vitrified tiles, etc, cement tiles, etc. - Prefabricated – Materials - PVC and plastic - Recycled materials <p>1.4 LATEST BUILDING MATERIALS</p> <ul style="list-style-type: none"> - New materials Glass, Stainless steel, brass, copper, laminates, texture panels, etc. 	<p>Group project on manufactured products shall be given (10 Marks)</p>
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Module 2: PARTS OF BUILDING COMPONENT

Module	Objectives	Content	Evaluation Pattern
2	<p>Learning about basic building structural systems, its technical specification and methods of nomenclature</p> <p>Understanding building components, its need and special features</p>	<p>2.1 CONSTRUCTIONAL FEATURES OF A HOUSE:</p> <ul style="list-style-type: none"> - Foundation: Types – Shallow (strip) and deep (Isolated foundation) - Plinth, threshold, DPC - Super structure - RCC columns, beams, slabs, plinth beams - RCC floors, ceilings - Walls: Brick and stone walls and bonding - Load bearing wall structures and Frame Structures <p>2.2 ARCHES AND LINTELS</p> <ul style="list-style-type: none"> - Arches (one point, 2 point, 3 point arches, etc.) - Lintel (stone, wood, R.C.C., etc.) - <p>2.3 CONSTRUCTIONAL FEATURES OF DOORS AND WINDOWS</p> <p>On basis of materials used – Wooden, Aluminum, Steel, PVC</p> <ul style="list-style-type: none"> - Types of Doors: Flush Paneled door 	<p>Building component and building structure (5 Marks)</p> <p>Lintels and arches (5 Marks)</p> <p>Sheets on types of door and windows for any 2 types reaming to be sketched in sketched book (10 Marks)</p>

		<p>glazed door Sliding doors.</p> <ul style="list-style-type: none"> - Types of Windows: On basis of Shape and opening - Bay window, Bow window, Circular ,Pivoted window, Arched window On basis of place and position - Corner window, Gable window, Sky window, french window etc. <p>2.4 STAIRCASE AND RAMP:</p> <ul style="list-style-type: none"> - Requirements of a - good staircase - Types of staircases - Requirements of a good staircase - Differentiation between types of staircase. 	<p>Staircase its types and its terminologies (5 Marks)</p>
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Module 3:

Module	Objectives	Content	Evaluation Pattern
3	<p>To develop understanding of various partition and its constructions</p> <p>To detail out each design for its final execution</p>	<p>3.1 PARTITION</p> <ul style="list-style-type: none"> - Stud partition - Glass partition - Sound proof partition <p>3.2 SPACE DIVIDERS</p> <ul style="list-style-type: none"> - Unit with partition - Grills - Glass panels <p>3.3 PANELING</p> <ul style="list-style-type: none"> - Wood paneling - Gypsum paneling <p>3.4 FALSE CEILING</p> <ul style="list-style-type: none"> - Plaster of Paris / gypsum ceiling - Wood and glass ceiling 	<p>Making sheets on partition (5 Marks)</p> <p>Making Sheets on space divider (10 Marks)</p> <p>Making Sheets on paneling (5 Marks)</p> <p>Any one or combination of ceiling detail should be worked out (5 Marks)</p>

Module 4: WORKING DRAWING

Module	Objectives	Content	Evaluation Pattern
4	<p>To measure and learn the technical drawing with measurements.</p> <p>To visualize space which is existing</p>	<p>4.1 WORKING DRAWING A SET OF WORKING DRAWING FOR A ROOM TO BE MADE</p> <ul style="list-style-type: none"> - Measurement layout of a room with all construction indications and symbols - Center line layout - Floor tile layout <p>4.2 SECTIONS</p> <ul style="list-style-type: none"> - All 4 wall side sections with drop and raised step (indicate level, ground line, etc.) <p>4.3 FURNITURE LAYOUT</p> <ul style="list-style-type: none"> - Draft a existing furniture layout with all dimensions and specification - <p>4.4 MEASURE DRAWING</p> <ul style="list-style-type: none"> - Give furniture detail in form of plan, sectional plan, elevation, sectional elevation, corner and joinery details in enlarge forms - Table detail sheet - Storage unit - Bench / any fixed unit 	<p>A complete set of working drawing to be made on ½ imperial drawing sheet with all units specified</p> <p>Final marks to be converted out of 25</p> <p>Total marks for module – (25 Marks)</p>

EVALUATION PATTERN:

1. Complete portfolio to be made for all above assignments submitted.
 2. The total of 100 marks should be converted out of 25 marks and submitted for internal marking Final examination of 75 marks should be conducted.
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BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN& MANAGEMENT)

SEMESTER V

NAME OF THE COURSE: ADVANCE AUTO CAD

CREDIT – 4

Objectives:

- To enable students to learn and enhance their 3 dimensional visualization for their design / future design presentation
- To prepare students to meet the professional requirements of designing and creating new visions
- To serve as a base for further professional education and specialization of interior design and decoration
- To prepare students on -Presentations like photo imaging, realistic views, animation, etc.

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0854	Advanced Auto CAD (a)	4	-	4	100	-	100

MODULE 1. 3DS MAX INTERFACE AND BASIC COMMANDS

Module	Objectives	Content	Evaluation Pattern
1.	To demonstrate the students navigate the interface, and adjust with view ports. To describe the students units of measurement,	1.1 UNDERSTANDING 3D MAX INTERFACE <ul style="list-style-type: none">- Introduction to 3ds Max- Four Ports and configuration- Unit Setup- Application of Tools In Main Tool Bar- Link, Unlink, Selection Tools, Operating Tools, Mirror & Snaps- Navigation Panel, Tab Panel , Media Panel ,Grid And Snap Set Up- Application of Tools From Main Tool Bar- Selection Sets , Align , Layers , Render ,Material Editor- Interface For Command Panel 1.2 MODELING USING BASIC PRIMITIVES <ul style="list-style-type: none">- Standard primitives, basic 3d	To be done by individual student Creating Basic objects and understanding its placements with standard parameters Box, cylinder, cone, pyramid, tea pot, plane etc.. (10 Marks) Creating Basic objects and understanding its

	<p>function keys, snapping to the objects.</p> <p>To enable perfection in the drawing and modifying the commands as per gizmo settings</p> <p>To learn to transform given shapes and forms into required geometry.</p>	<p>forms and its parameters</p> <ul style="list-style-type: none"> - Keyboard entry method and specific modification method - Creating segments and its utility - Application Of Tools From Main Tool Bar - Selection Sets , Alignment , Layers , Render ,Material Editor - Interface For Command Panel - Create , Modify , Hierarchy , Object Categories - Tools- Array , Mirror <p>1.3 MODELING USING EXTENDED PRIMITIVES</p> <ul style="list-style-type: none"> - Group Menu, X-Y-Z Axis ,Co Ordinates , Family Parameters etc. - And Modeling Hedra, Torous Nut, Chamfer Box , Chamfer Cylinder etc. - Modeling Of Interior Object Like Sofa , Tables , Beds , Cupboards etc <p>1.4 BASIC DRAWING TRANSFORMING OBJECTS</p> <ul style="list-style-type: none"> - Parameters Modifier - Bend , Taper , Twist , Shell , Slice , Wave , Noise , Etc - Appling Parametric Modifiers With Shell Modifiers - Limit Effects Gizmo Center 	<p>placements with extended parameters Hydra, Torus Nut, Chamfer Box , Chamfer Cylinder (5 Marks)</p> <p>Drafting a Bed And Sofa Set With Dining Tables And Chairs. (5 Marks)</p> <p>Developing the basic furniture into the perfection.(5 Marks)</p>
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MODULE 2. MODELING USING PARAMETRIC MODIFIERS

Module	Objectives	Content	Evaluation Pattern
	<p>To describe in detail the structure and function of Select and Modify to adjust the properties</p>	<p>2.1 EDITING POLY MODELS</p> <ul style="list-style-type: none"> - Concepts Of 2d Shapes , Line Spline Difference Between Editable - Spline And Default Shapes Brief Visualization On Arc , Rec , Ngon , - Circle , Ellips , Helix , Text , Stares - Extrude Lathe , Loft, Boolean 	<p>Creating furniture library (10 Marks)</p> <p>Any one room space residential/ commercial (10 Marks)</p> <p>Adding 3d objects</p>

<p>To modify objects by changing their size, shape, orientation or geometric composition using with scale and gizmo.</p>	<ul style="list-style-type: none"> - Sub – Parameters Of Line <ol style="list-style-type: none"> 1. Vertex 2. Segments 3. Spline <p>2.2 EDITABLE SPLINE</p> <ul style="list-style-type: none"> - Attach & Cross Section - Editing Line S By Expiring Vertex , Segments , Splines - Modeling Concepts Of Bevel Profile - Vertex Parameters – (Fillet , Chamfer , Fuse , Weld , Connect , Insert, Etc) - Segment Parameters (Insert, Break, Divide, Hide , Unhide, Etc) - Spline Parameters (Trim, Extend, Out Line Etc) 	<p>and completing a designed space with all required accessories (5 Marks)</p>
<p>To enable students to learn and merge drawings to create required design.</p>	<p>2.3 USAGE OF COMPOUND OBJECTS</p> <ul style="list-style-type: none"> - Creating Subtraction & 3d Objects From 2d Line S & Shapes - Apply Mirror Any Align Attach Commands On 2d Lines Changing And Converting To 3d - Editable Spline Copy Of Segment And Line - Editable Patch And Editable Nurms Patch Parameters And Modeling Tools Nurms - Modifiers And Parameter Modify Tools - Mesh Smooth And Interaction 	
<p>To use readily available blocks for quicker drafting</p>	<p>2.4 GEOMETRICAL 3D OBJECT WITH PARAMETERS</p> <ul style="list-style-type: none"> - Door - Windows - Wall - Railing - Stairs - Foliages And Site Import 	

MODULE 3. ADDING VISUAL EFFECTS AND ANIMATION

Module	Objectives	Content	Evaluation Pattern
3.	<p>To enhance the drawing's visual appearance with Material application, adding Light and Landscape to the drawing</p> <p>To simplify the process of rendering and achieving realistic photo imaging effects.</p>	<p>3.1 INTRODUCTION TO MATERIAL TEXTURES AND MAPS CONCEPTS</p> <ul style="list-style-type: none"> - Texturing And Adding Material - Introduction To Material Editor - Mapping Material Slots Adding Substracting Maps - Color Concepts Texturing With Bitmap Files - Apply Material On Surfaces - Uvw Mapping Tiling - Bitmap Material Creating Mirror And Glosyness - Multi Material Editing Maps <p>3.2 INTRODUCTION TO LIGHTS</p> <ul style="list-style-type: none"> - Universal Concepts & 3ds Max Representation - Sun Study & Positioning Lights - Main & Subordinate Lights - Types Of Lights <ol style="list-style-type: none"> 1. Omni 2.Spot 3.Directiona - Light Parameters – Restricting Lights - General Parameters(Conversion Of Lights) - Intensity And Color Attenuation - Shadow Parameters <p>3.3 INTRODUCTION TO CAMERA</p> <ul style="list-style-type: none"> - Application And Utilities Of Camera - Brief Discussion On Camera Concepts And Getting Previews - Parameters For Cameras (Lenses And Coverage) - Types Of Camera <ol style="list-style-type: none"> 1. Free Camera 2. Target Camera - Basics Of Animations - Frame To Frame Animation - Parametric Animations 	<p>Inserting text, dimensions, tables, and specification to the assignments made for Module 2</p> <p>Add Material and mapping (10 Marks)</p> <p>Add Lights and environment (10 Marks)</p> <p>Add animation (5 Marks)</p>

		<ul style="list-style-type: none"> - Morphings And Object Animation - Noise <p>3.4 CONCEPTS OF RENDERING</p> <ul style="list-style-type: none"> - Scan Line Rendered - Properties <ul style="list-style-type: none"> 1. Frame Range 2. Files 3. File Size Resolution. 4. Port Selection. 5. Rendering from Different Views - Environments and Back Grounds. <ul style="list-style-type: none"> • Active View Port Settings. • Creating Still Images (Jpeg, Bmp). Movies-(Avi, Mpeg) 	
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MODULE 4. PRESENTATION TECHNIQS & INTRODUCTION TO OTHER ENHANCEMENT SOFTWARES

Module	Objectives	Content	Evaluation Pattern
4.	<p>To enable students to become comfortable with the necessary tools and expand 3D modeling approaches with AutoCAD focusing on solids, surfaces and mesh objects.</p> <p>To be familiar with navigating, configuring and utilizing AutoCAD materials and also how to import new or scanned materials and</p>	<p>4.1 INTRODUCTION TO GOOGLE SKETCHUP.</p> <ul style="list-style-type: none"> - Google Earth images - Tracing the Image - Using Push-Pull to Make a Building <p>4.2 CREATE A 3D RENDERING OF A BUILDING USING THESE IMAGES.</p> <ul style="list-style-type: none"> - Basic drawing in 3D – lines, rectangles, circles - Push-Pull – converting shapes from 2D to 3D - Selection and Inference - Move, Copy, Offset & Mirror <p>4.3 ADDING MATERIALS TO LAY LAYOUT TO THE RENDERING.</p> <ul style="list-style-type: none"> - Use Sketch Up’s built-in lighting model to do shading analysis - Orienting the drawing to true north - Lighting model in Sketch Up 	<p>Single room with furniture in 3D should e prepared Creating a 3D wireframe in Sketch Up and adding landscaping effects (10 Marks)</p> <p>Importing drawing to Corel Draw and modifying it to give material effects in 2D drawings (10 Marks)</p> <p>Importing 3Dstudio max, Sketch Up or Corel draw Images and editing it for final presentation (5 Marks)</p>

	<p>applying it to generate realistic perspectives. To enhance the image quality generated by various software</p>	<p>4.4 INTRODUCTION AND OVERVIEW OF PHOTOSHOP</p> <ul style="list-style-type: none"> - How Photoshop Works: windows, palettes, features - The Tool Palettes - Pixels and vector images - Size: Dimensions and Resolution - Selection Tools - Transforming and Cropping - Layers - Pen Tool and Paths - Creating Special Effects - Saving the PDF image and sending for printing 	
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Evaluation pattern:

3. Complete portfolio to be made for all above assignments submitted.
 4. The total of 100 marks should be converted out of 25 marks and submitted for internal marking Final examination of 75 marks should be conducted.
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REFERENCES:

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- 3 3D Studio MAX in Motion (2002): Basics Using 3D Studio MAX 4.2 - ISBN: 0130475378; 1st edition
- 4 3ds max Illuminated: Foundation (v5) - ISBN: 0970753020
- 5 Maxscript and the Sdk for 3d Studio Max - ISBN: 0782127940

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

Semester V:

NAME OF THE COURSE: RECENT ADVANCES IN INTERIOR DESIGN

CREDIT :4

Objective-

- After completing the course, it will help the students to acquire the knowledge of available resources for their professional conduct
- Reworking of existing projects by developing new concepts
- To help the students in developing their confidence in dealing with various materials, its selection while purchasing and negotiating.
- To develop the ability to understand and distinguish between the quality and rate of the product.

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0855	Recent Advances in Interior Designing (Seminar) (a)	4	-	4	100	-	100

MODULE 1:SELECTION OF SUBJECT

Module	Objectives	Content	Evaluation Pattern
1	<p>To raise awareness about learning latest developments and research in the field of interior design and decoration</p> <p>To gain an insight through group discussion</p> <p>To learn and share knowledge about how the new development / technology / fields will</p>	<p>1.1. IDENTIFYING THE TOPIC</p> <ul style="list-style-type: none">- Planning the topic for the seminar identification in relation to interior designing and decorations like- Residential designs,- Commercial designs (From small store, shop, offices, restaurants, café, mega stores.)- Studying and identifying various design creations and making list of topics to be selected for presentation. <p>1.2. PROVIDING THE SCHOLARLY FRAMEWORK</p> <ul style="list-style-type: none">- Advising them how the complete project shall be conducted	<p>Topic shall be selected by individual students</p> <p>Minimum 3 topic should be chosen with the scope of project by the students for the seminar presentation</p> <p>Discuss all three topics with students and one of them shall be finalized if it is suitable.(10 Marks)</p>

	benefit the existing set of knowledge.	<ul style="list-style-type: none"> - To help participants to learn, encouraging the learning reflection for others as well as yourself <p>1.3. UNDERSTANDING OF LINKING AND TIME FRAME</p> <ul style="list-style-type: none"> - Dividing the complete project work into various stages with time bound deadlines to reach easily to next stage - Making the students aware about the linking of every stage and its importance - Explaining the process of survey and how to gather information about the subject / topic selected 	Peer feedback evaluation (5 Marks) Documentation (10 Marks)
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MODULE 2: ORGANISING THE ACTIVITIES

Module	Objectives	Content	Evaluation Pattern
2	<p>To Analyze & critique one's own work & then apply the skill to the work</p> <p>To prepare students to Read, attend lectures & discussion of readings done by other students to get various different opinions related to subject.</p>	<p>2.1. PREPARATION</p> <p>This part of studies include</p> <ul style="list-style-type: none"> - Recording students understanding - Knowledge by gathering pictures, - Visiting sites and various Exhibitions related to interior design and decoration. <p>2.2. IMPLEMENTATION</p> <ul style="list-style-type: none"> - Documenting the data collected from various places - Division of research work as per their parameters - Compiling all collected data in a proper sequence and arranging as per its required format of presentation <ol style="list-style-type: none"> a. Introduction to subject b. Scope of subject c. Past and present history of product 	<p>Prepared data shall be checked with a progress report and intermediate marking should be done on work completion (10 Marks)</p> <p>Checking the continuity and methodology of the subject and guiding them.(10 Marks)</p> <p>Make Power point presentation, charts of the work done by the student.(5 Marks)</p>

		<p>d. Case studies e. Material chart f. Rate analysis table g. Conclusion</p> <p>(Any extra topics required as per the subject selected can be added)</p> <p>2.3. REVIEW AND EVALUATORS</p> <ul style="list-style-type: none"> - Reading all compiled data and making corrections - Reviewing the written data, verifying and editing the data in prescribed format 	
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MODULE 3: GUIDELINES FOR PRESENTATION

Module	Objectives	Content	Evaluation Pattern
3	<p>To prepare students to improve their self-confidence.</p> <p>To Develop a comprehensive portfolio that meets the expectations of the Interior design field.</p>	<p>3.1. PRACTICE GIVING PRESENTATIONS</p> <ul style="list-style-type: none"> - Students can be asked to prepare for mock presentation - They can also practice in front of mirror and prepare presentation <p>3.2. EXPOSURE TO ONGOING RESEARCH</p> <ul style="list-style-type: none"> - reference to current research project shall be studied to identify the facts and to cater the new points which are not been covered in any theory and practical parts - internet mediums can be helpful to students in understanding the various ways of presentation <p>3.3. EXPOSURE TO RESEARCH CONDUCTED OUTSIDE</p> <ul style="list-style-type: none"> - Library research can help students in understanding the traditional way of manufacturing while 	<p>To acquire knowledge about other subject may be similar or having nearest configuration.</p> <p>Understanding the difference between the selected subject and other objectives.</p> <p>To have a open discussion amongst students regarding their project</p> <p>Taking review from collogues on betterment and improvement. (25 Marks)</p>

		- Referring to you tube videos related to topic which can give them the clear idea about the manufacturing processes of the products in today's market.	
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MODULE 4: PRESENTATION

Module	Objectives	Content	Evaluation Pattern
4	<p>To develop confidence in themselves</p> <p>To enable them to resolve the queries of opposite person by answering the question: requires through knowledge of every aspect or detailing of the subject</p>	<p>PRESENTATIONS SHOULD BE GRADED ON FOLLOWING BASIS</p> <p>4.1. PROJECT GRADES ARE THE RESULT OF THREE AREAS OF EVALUATION:</p> <ul style="list-style-type: none"> - Professionalism, - Process - Realization. <p>4.2. YOUR GRADE IN THE AREA OF PROFESSIONALISM</p> <ul style="list-style-type: none"> - will focus on issues of attendance, - preparation, - deadlines, - critique participation, - personal attitude articulation – the ability to speak & write clearly about ideas/concepts presented in class. <p>4.3. EVERYONE MUST TAKE PART IN A GROUP PROJECT.</p> <ul style="list-style-type: none"> - All members of a group will receive the same score; that is, the project is assessed & everyone receives this score. 	<p>Before the final presentation the completed files shall be submitted to the concern teacher for final reading and teacher should give them feedback regarding the project</p> <p>Also advice the students about the important points to be covered in presentation (25 Marks)</p>

OVERALL EVALUATION PATTERN :

1. Hard bound file with golden embossing shall be submitted in 2 copies
2. One for library and other for certification

3. The total marking should be marked out of 100
 - Selection of Topic (marks 10)
 - Subject matter / Data collection (marks 10)
 - Market survey / case studies (marks 10)
 - Sample Chart (marks 10)
 - Rate analysis (marks 10)
 - PowerPoint presentation / Use of AV aids (marks 10)
 - Written documentation (Hard Bound Copy) File/compilation (marks 20)
 - Oral presentation (marks 20)

Semester - VI

SEMESTER VI

SEMESTER VI – RM - ISDM							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0861	Commercial Designing & Professional Practice (a)	4	4	-	25	75	100
0862	Advance Interior Design (a)	4	-	4	25	75	100
0863	Building Services (a)	4	-	4	25	75	100
0864	Professional Application & Practices in Interior Designing (Internship) (a)	8	-	8	200	-	200
	Total	20	4	16	275	225	500

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN& SPACE MANAGEMENT)

SEMESTER VI

NAME OF THE COURSE: COMMERCIAL INTERIOR DESIGN & PROFESSIONAL PRACTICE

CREDIT :4

Objective-

- To develop in the student the capacity to visualize and draw simple commercial interior schemes
- To develop student skills in selection of appropriate materials for various surfaces
- To enable student to understand the code of professional management and practice as interior designers.

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0861	Commercial Designing & Professional Practice (a)	4	4	-	25	75	100

MODULE 1:COMMERCIAL INTERIOR

Module	Objectives	Content	Evaluation Pattern
1	To develop in students the capacity to understand the primary factors and its influence on commercial interiors	1.1 IMPORTANCE OF COMMERCIAL INTERIORS <ul style="list-style-type: none">- Differences between residential and commercial interiors<ul style="list-style-type: none">EnvironmentSpacingPlanningCirculationPrivacyZoning 1.2 TYPES OF COMMERCIAL INTERIORS <ul style="list-style-type: none">- Commercial establishments (big and small)<ul style="list-style-type: none">Shops, Malls, Retail and Departmental Stores, Clinics, Restaurants etc.Institutional – offices, education centers, coaching classes etc.- Public spaces	Making list of various types of commercial and analyzing its requirements of furniture arrangement (10 Marks) Survey on a specific types of commercials and finding basic differences in materials, arrangements and display (15 Marks)

		<p>Hospitals, Collages, Theaters, Hotels, Airports etc.</p> <ul style="list-style-type: none"> - Industrial Spaces Factories, Workshops, Small scale industries etc. <p>1.3 STUDY OF FACTORS INFLUENCING FURNISHING OF COMMERCIAL SPACES</p> <ul style="list-style-type: none"> - Types of organisation (small, medium, large) - Space requirement – Working space (active and passive) - Dead space <p>1.4 POINTS TO BE CONSIDERED WHILE DESIGNING COMMERCIAL INTERIORS</p> <ul style="list-style-type: none"> - Location - Space Requirement - Preferences - Financial Aspects - Arrangements 	
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MODULE 2: DESIGN OF COMMERCIAL SPACES

Module	Objectives	Content	Evaluation Pattern
2	To make the students understand the various design approaches and its relation with the users	<p>2.1 POINTS TO BE CONSIDERED WHILE DESIGNING COMMERCIAL INTERIOR SPACES</p> <ul style="list-style-type: none"> - Study of work centers - Environmental factors - Body postures - Psychological aspects <p>2.2 external AND INTERNAL DISPLAY</p> <ul style="list-style-type: none"> - Exhibits- internal , external - External facades for display - Landscaping (indoor and outdoor) - Signage <p>2.3 INTRODUCTION TO</p>	<p>Visiting malls and documenting picture Collection Facades (5Marks)</p> <p>Window display (5Marks)</p> <p>Landscaping (5Marks)</p> <p>To observe and make a list of services provided in institution (5 Marks)</p>

		<p>COMMERCIAL SERVICES</p> <ul style="list-style-type: none"> - Intercom - Computer system - Sound equipments (Music, alarm, mike systems, bells, buzzers, etc) - Security & Safety (fire fighting) <p>2.4 Lighting Air conditioning</p> <ul style="list-style-type: none"> - Type of Lighting - Lighting fixtures - Air-conditioning - Types of AC - Its parts and fixing methods - Sizes and installations considerations. 	To observe and make a list of services provided in institution (5 Marks)
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MODULE 3: PROFESSIONAL PRACTICE

Module	Objectives	Content	Evaluation Pattern
3	<p>To make the student understand the technical and legal working of interior designer profession</p> <p>To enable students to learn the ethic in profession</p>	<p>3.1 UNITS AND MODE OF MEASUREMENT AND SPECIFICATIONS</p> <ul style="list-style-type: none"> - Measurement of Length, Area, Volume - Quantity surveying - Understanding specifications - Point to be considered while writing specifications. <p>3.2 ESTIMATING</p> <ul style="list-style-type: none"> - Types of estimate - Item rate estimation - Estimation on area basis - Estimation on cubic basis - Estimation on unit basis - Labor estimation - Lump sum Estimation - Rate Analysis - Composite rates <p>3.3 TENDERS</p> <ul style="list-style-type: none"> - Tender Notice - Types of tender - Item rate Tender - Percentage Rate Tender - Percentage plus Profit Tender - Labour Tender 	<p>Measuring one room and calculating estimation (10 Marks)</p> <p>Writing a Specification for the same job to be executed (10 Marks)</p> <p>To design a tender notice (5 Marks)</p>

		<ul style="list-style-type: none"> - Lump sum Tender <p>3.4 CONTRACTS</p> <ul style="list-style-type: none"> - Types of Contract - Terms and condition of Contract 	
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MODULE 4: ETHICS IN PROFESSION

Module	Objectives	Content	Evaluation Pattern
4	<p>To develop the skills of office management and professional ethics in students.</p> <p>To apply business procedures related to interior design projects and processes.</p>	<p>4.1 CODE OF PROFESSIONAL CONDUCT</p> <p>4.2 DUTIES AND LIABILITIES IN PROFESSION</p> <ul style="list-style-type: none"> - Designers relation with Clients - Contractors - Professional bodies - Society at large. <p>4.3 ETHICS IN PROFESSION</p> <ul style="list-style-type: none"> - Designer's behavior toward client & contractor - Ethics in purchases - Quality control <p>4.4 SCALES OF PROFESSIONAL CHARGES</p> <ul style="list-style-type: none"> - Fees structure - mode of payment 	<p>To take a quiz on the mentioned (10 Marks)</p> <p>Case Study: Prepare a document for your client for work implementation. (15 Marks)</p>

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BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN& SPACE MANAGEMENT)

SEMESTER VI

NAME OF THE COURSE: ADVANCE INTERIOR DESIGN

CREDIT 4;

Objective :

- To develop in the student the capacity to visualize and draw simple commercial interior schemes
- To develop student skills in selection of appropriate materials for various surfaces
- To enable student to understand the code of professional management and practice as interior designers.

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0862	Advance Interior Design (a)	4	-	4	25	75	100

MODULE 1: COMMERCIAL FURNITURE

Module	Objectives	Content	Evaluation Pattern
1.	To develop skills in students to visualize and draw simple commercial furniture	1.1 SKETCHING COMMERCIAL FURNITURE (SKETCH BOOK) <ul style="list-style-type: none">- Counters for Bank, Shops, Showrooms etc 1.2 WORK CENTERS <ul style="list-style-type: none">- Work centers, (Bank, shops, offices,etc.)- Storage- Cabin spaces- Conference rooms etc. 1.3 DIFFERENT ARRANGEMENTS OF MODULAR FURNITURES <ul style="list-style-type: none">- Office table- Storage units- Filing cabinets-	Sketchbook (10 Marks) Small retail shop designing (15 Marks)

MODULE 2: DESIGNING A SMALL COMMERCIAL SPACE

Module	Objectives	Content	Evaluation Pattern
2.	To develop skills in students to design, draw and select appropriate material in commercial interiors.	<p>2.1 DESIGN OF OFFICE/SHOP/POLYCLINIC/CONSULTING ETC.</p> <ul style="list-style-type: none"> - Plans - Sectional Elevations - Views - Reflected Ceiling plans <p>2.2 DETAILING</p> <ul style="list-style-type: none"> - Partition - False ceiling - Wall paneling <p>2.3 SERVICE LAYOUTS</p> <ul style="list-style-type: none"> - Electrical layout (wall, ceiling, floor) - Raceway layout - Lan wiring <p>2.4 OTHER SERVICES</p> <ul style="list-style-type: none"> - Fire fighting layout - Air- conditioning 	<p>Prepare a client profile and his/her requirement. (5 Marks)</p> <p>Draw a plan, elevations and views (15 Marks)</p> <p>Write down the Specifications (5Marks)</p>

MODULE 3: QUANTITY SURVEY AND ESTIMATING

Module	Objectives	Content	Evaluation Pattern
3.	To educate the student about the cost of material and working of quantity	<p>3.1 QUANTITY AND SURVEYING</p> <ul style="list-style-type: none"> - Flooring - Doors and windows - Civil work <p>3.2 QUANTITY OF FURNITURE</p> <ul style="list-style-type: none"> - Tables - Chairs - Partitions - False ceiling <p>3.3 QUANTITY OF FURNISHINGS</p> <ul style="list-style-type: none"> - Carpets - Curtains - Wall papers - Upholstery 	<p>Service Layouts (10 Marks)</p> <p>Calculating estimation (15 Marks)</p>

		<ul style="list-style-type: none"> - Painting - Accessories etc. <p>3.4 QUANTITY OF SERVICES</p> <ul style="list-style-type: none"> - Electrification - Air conditioners 	
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MODULE 4: DETAILING AND PRESENTATION

Module	Objectives	Content	Evaluation Pattern
4.	To develop in the students the latest skills of presentations using software like Autocad, 3D max, etc.	<p>4.1 SMALL RETAIL SHOP OF 100 SQ.FT. SHOULD BE DESIGNED KEEPING ALL ABOVE DATA</p> <ul style="list-style-type: none"> - General store/ Mobile shop/ Tailor/ Photo Studio etc. - Furniture layout - Elevations - Perspective Views <p>4.2 AUTOCAD DRAWINGS</p> <ul style="list-style-type: none"> - Measurement layout - Furniture layout - Flooring layout - Ceiling layout - Electrical layout <p>4.3 IMPORTING THE FILE INTO 3D MAX AND CONVERTING TO 3D</p> <ul style="list-style-type: none"> - Generating 3D views - Setting 3 – 4 views of the space <p>4.4 ADDING LIGHTS, BACKGROUND, MATERIALS AND CREATING REALISTIC VIEWS</p>	By using different presentation techniques final portfolio shall be submitted (25 Marks)

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- 5 Francisco Asensio Cerver, Office Furniture: Commercial Space (AR Series: Commercial Space), ISBN: 2880462819 / 2-88046-281-9

- 6 James Glaisher,(2013) Art-Studies from Nature, as Applied to Design; For the Use of Architects, Designers and Manufacturers (Paperback), , ISBN: 9781130631197
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- 8 Jonathan Poore, (2006) Interior Color by Design: A Design Tool for Architects, Interior Designers, and Homeowner, ISBN: 9781564960375
- 9 Joseph And Julius Panero And Martin Zelnik, Time-Saver Standards for Interior Design and Space Planning;(2012) Time-Saver Standards for Interior Design and Space Planning, De Chiara, ISBN: 9780070162990
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- 12 Reznikoff, S.C., (2013): Specifications for Commercial Interiors: Professional Liabilities, Regulations, and Performance Criteria, ISBN: 082307353X / 0-8230-7353-X
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- 14 Tanley Abercrombie Faia(1992): Showcase of Interior Design/International Commercial Edition, S(ISBN 10: 0823061272 / ISBN 13: 9780823061273)
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BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN& MANAGEMENT)

SEMESTER VI

NAME OF THE COURSE: BUILDING SERVICES

CREDIT 4:

OBJECTIVES:

- To enable the students to draw service layouts for water supply, drainage and electricity.
- To introduce to the student the extra services required for building

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0863	Building Services (a)	4	-	4	25	75	100

MODULE: 1 WATER SUPPLY AND SEWERAGE

Module	Objectives	Content	Evaluation Pattern
1.	To enable students to understand all hidden services To realize and workout fixtures installation methods	1.1. WATER SUPPLY: <ul style="list-style-type: none">- Principles of water supply- Distribution system of water supply including types of water storage 1.2. FITTINGS AND FIXTURES <ul style="list-style-type: none">- Taps -types and their materials- Pipes -types and their materials- storage tanks -types and their materials 1.3. DRAINAGE: <ul style="list-style-type: none">- Principles of drainage (With septic tank and Without septic tank)- Inspection chambers- Traps 1.4. SANITARY FIXTURES <ul style="list-style-type: none">- water closet and its types- wash basin and sink	Making Sheets for Water supply and drainage (15 Marks) Survey Project for Hardware fittings and Fixtures (10 Marks)

		<ul style="list-style-type: none"> - Tub and its types <p>1.5. SANITARY FITTINGS AND THEIR FUNCTIONS</p> <ul style="list-style-type: none"> - sanitary pipes, - traps of different types, - Inspection chamber - manhole, 	
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MODULE: 2 ELECTRICITY

Module	Objectives	Content	Evaluation Pattern
2.	<p>To explain the importance electrical of fittings and fixings</p> <p>According to the type of interior the method of wiring pattern method of laying wiring changes</p>	<p>2.1. ELECTRICAL INSTALLATION</p> <ul style="list-style-type: none"> - Understanding sources of electricity - Supply - Meter board - Distribution board - Lights and power points and its uses <p>2.2. ELECTRICAL FITTINGS AND FIXTURES</p> <ul style="list-style-type: none"> - Types of wires, - Types of switches, - circuit breaker (e.g.-fuse, MCB,ELCB) - Earthing. - Alternate power (UPS) <p>2.3. WIRING PATTERN</p> <ul style="list-style-type: none"> - Open - Conceal <p>2.4. SAFETY MEASURES</p> <ul style="list-style-type: none"> - Bye laws pertaining to electrical installation - principles of electrical installation 	<p>Making Sheets for Electrical Layout (15 Marks)</p> <p>Along with Symbol Chart and specification (10 Marks)</p>

MODULE: 3 SECURITY SYSTEMS AND SAFETY

Module	Objectives	Content	Evaluation Pattern
3.	To enable students to learn various types of security systems and its advancements	<p>3.1. LOCKS</p> <ul style="list-style-type: none"> - Types of locks - Dead lock, Concealed locks, Multiple key locks, Electronic locks <p>3.2. AUDIO VIDEO SYSTEMS</p> <ul style="list-style-type: none"> - CCTV, Video Door Phones - Figure print scanner <p>3.3. FIRE FIGHTING AND FIRE SAFETY MEASURES</p> <ul style="list-style-type: none"> - Sprinkler systems - Fire extinguisher - Rules of fire safety <p>3.4. LATEST SECURITY SYSTEM</p> <ul style="list-style-type: none"> - Remote System 	Project on PowerPoint presentation on various security systems (25 Marks)

MODULE: 4 INTRODUCTION TO OTHER BUILDING SERVICES

Module	Objectives	Content	Evaluation Pattern
4.	To learn about other essential services used in interiors for the better living environment.	<p>4.1. ACOUSTICS</p> <ul style="list-style-type: none"> - Acoustical materials - Acoustical treatments <p>4.2. AIR-CONDITIONING</p> <ul style="list-style-type: none"> - Types Of Air conditioning - Ducting System <p>4.3. WATERPROOFING</p> <ul style="list-style-type: none"> - Waterproofing materials (minimum 4) - It's application methods <p>4.4. LIFTS & ESCALATORS.</p>	Making layouts for all above mention services (25 Marks)

EVALUATION PATTERN:

- Internal marks brought down to 25 marks
 - Final Examination 75 marks
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- 1 Barry, R. (1980): The construction of buildings. London ELBS.
- 2 Chiara, Joseph De and John Haneock Callendar(Edited by in 1980). Time saver standards for Building Types. MC Graw Hill Book Company. New York
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- 6 Kumar, Sushil (1992). Building Construction. Delhi: N.C.Jain. ISBN 0750668229
- 7 Kumaraswamy N. and Kameswarra Rao (1998): Building planning and drawing, Anand, Charotar Publishing House India. ISBN - 978-93-80358-58-1
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- 9 Lyons, Arthur. (1997): Materials for architects and builders. Arnold, London. ISBN-10: 0750669403 | ISBN-13: 978-0750669405 |
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- 11 National Building code of India. (1983): Bureau of Indian Standards, New Delhi
- 12 Porter, Brian. (1990): Carpentry and Joinery. Arnold, London. ISBN-10: 075066505X | ISBN-13:
- 13 Rangwala, S.C. (1992)Building construction. Anand Charotar Publishing House.
- 14 Rangwala S.C. et al. (1993) Engineering materials. Anand Charotar Publishing House. ISBN 0-07-059369-8.
- 15 Seelcy Ivor H. (1993) Building Technology. Macmillan Press Ltd. Hamshire
- 16 Shah, M.G., Kale. (1995): Principles of Building drawing. Macmillan India Limited. Delhi
- 17 Shah, M.G.,C.M.Kale and S.Y.Patki (1998).Building drawing. New Delhi: Tata Mc Graw-Hill publishing company limited
- 18 Singh, Gurucharan and Subhash , Chandar (2004): Building planning designing and scheduling: Delhi :standard publishers distributors.
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BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN& MANAGEMENT)

SEMESTER VI

NAME OF THE COURSE: PROFESSIONAL APPLICATION IN INTERIOR SPACE DESIGN (INTERNSHIP)

CREDIT 8:

Objectives:

- To gain practical experience in the organization and administration in related field of interior space design and services areas and to increase knowledge and skill in delivery of services.
- To learn and experiment the Field-work, theories, concepts, and philosophies acquired or developed through classroom experience.
- To work and learn from professionals in the student's area of interest, and begin establishing ties to the professional community.
- To enhance job seeking skills for future placement.
- To enhance professional growth through self-evaluation and reflection.

Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0864	Professional Application & Practices in Interior Designing (Internship) (a)	8	-	8	200	-	200

MODULE 1: TO IDENTIFY INTERNSHIP

Module	Objectives	Content	Evaluation Pattern
1.	Internship Program is designed to help learners connect your academic studies to practical applications by offering academic credit for environmentally-focused work experience.	1.1. COURSE OFFERS EIGHT WEEKS OF TRAINING WITH PROFESSIONAL BODIES One can place internship with <ul style="list-style-type: none">- Interior designers- Architects- Landscape Designers- Readymade furniture showrooms- Hardware and software companies- Ergonomic labs- With furniture manufacturer etc.- In the areas of Event Management	This on the job training will be given in employing establishments under the joint supervision of the establishment supervisory personnel and the faculty of the institution. The object is to expose the students to the requirements of the world of work and to develop in them

		<p>1.2. TO IDENTIFY AND SECURE AN INTERNSHIP OPPORTUNITY.</p> <ul style="list-style-type: none"> - To make sure you chosen internship that is related to career interests and that will allow students to apply knowledge and skills gained in your coursework. - Internship needs to involve professional-level skills and experiences in one of the interior design and decoration fields <p>1.3. JOB PROFILE</p> <ul style="list-style-type: none"> - Inquiring about the kind of job profile to be assigned to the students - Pay scale Payable to student - Studying the type of work will be assigned to the student <p>1.4. PREPARING AND SENDING OF PLACEMENT LETTERS.</p> <ul style="list-style-type: none"> - One should prepare official letters on college letterhead with the outward number and file record. - Collect a received copy of the letter sent to firms and offices. 	<p>skills that are needed for the specific job.</p> <p>Identification of the internship</p> <ul style="list-style-type: none"> - By the students Or - By the teachers
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MODULE 2: INTERNSHIP DESCRIPTION

Module	Objectives	Content	Evaluation Pattern
2.	<p>To prepare the students for their professional training.</p> <p>To make them</p>	<p>2.1. DESCRIPTION AND RESUME</p> <ul style="list-style-type: none"> - This 2-3 page description of your internship serves as both a contract with the organization where learner are doing their internship and a contract with 	<p>Activities:</p> <p>Preparing Bio-data with different styles</p>

	<p>aware their behavior, the working pattern, kind of works, etc.</p>	<p>the professional Program.</p> <ul style="list-style-type: none"> - Student should develop this in consultation with their supervisor at the place internship site. - Student will need to complete this assignment prior to being cleared for registration. <p>2.2. FEED BACK</p> <ul style="list-style-type: none"> - The Internship Coordinator will review the internship description and provide feedback with the goal of helping ensure that you have a quality experience. <p>2.3. AS A PROFESSIONAL AGREEMENT PREPARATION GUIDELINES.</p> <ul style="list-style-type: none"> - this document should include: - Title: “Title of Internship, Location of Internship”, your name and term. - Position Description. Provide a detailed description of your internship, including: - Goals. These can include both the goals of the organization (specifically why do they want an intern, and broadly what is their larger mission and goals) as well as your general goals in pursuing this internship. - Your Learning Objectives. These should be stated in the format: “By the end of this internship I will be able to: X, Y, Z.” - Work Plan. This should detail the tasks you will be undertaking as part of your internship. This work plan should provide tentative tasks for the whole term. Ideally, you should describe these tasks on a week by week basis. - Site supervision, manual drawing, computerized 	<p>(10 Marks)</p> <p>Feedback from:</p> <p>15 Marks)</p> <p>Head of the Department/staff</p> <p>Industry and Peer students</p>
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		<p>drawings, estimation, site measurements, detailing, services handled, material selection, dealing with clients etc</p> <ul style="list-style-type: none"> - Academic Reflection. This should include discussion of how the internship experience will enhance your program of academic study. - Internship Site Roles and Responsibilities. In this section, you should articulate the responsibilities of the supervisor at your internship site. - To facilitate good communication with your host organization and a successful rewarding internship, be sure to talk about and clearly articulate all of the roles and expectations. - As described above in “How to Register”, you will also need to complete the Internship Agreement. <p>2.4. SENDING A COPY AND FILING RECEIVER COPY</p>	
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MODULE 3: MID TERM REVIEW AND FINAL REPORT

Module	Objectives	Content	Evaluation Pattern
3.	<p>To evaluate the students behavior with the company people and their performance</p> <p>To boost the students to learn more in better way</p>	<p>3.1. MIDTERM UPDATE</p> <ul style="list-style-type: none"> - This 2-3 page midterm update should provide a thoughtful overview of your internship. This spell-checked and proofread, and then submitted to the Internship Coordinator - Faculty handling internship shall visit the office/ company/ firm etc. for a midterm review in order to know about the student is acquiring proper guidance from their internship provider (IP) and in returns IP can give 	<p>To prepare a midterm feedback form and getting it filled by the company appointer of the student. (25 Marks)</p> <p>Sending evaluation form to the firms and reviewing and marking them as per the report produced (25 Marks)</p>

their reviews about interns.

3.2. THE BASIC FORMAT FOR YOUR MIDTERM REPORT

- Should be as follows:
- Title: "Midterm Update, Title of Internship, Location of Internship", name and term.
- Work Description: A description of the duties or tasks you have performed to date and any changes from the work plan outlined in the original contract.
- Work Reflection: A statement about how those duties or tasks have helped to further the organization's mission.
- Academic Reflection: An analysis of how your experience relates to your academic studies. In particular, describe how your experience relates to the principles, concepts and knowledge you have gained in your academic career so far.
- Timesheet: A timesheet signed by you and your site supervisor, documenting how many hours you have completed to date.

3.3. FINAL REPORT

- Shall be prepared with
- Title: of Internship, Location of Internship, Your Name, Term.
- Projects: Interior Design Projects / Drawings handled
- Outcomes: Please discuss what you gained from this internship in terms of specific skills or knowledge.
- Strengths of the Internship: Please comment on the goals, tasks, training, supervision, work environment, etc. What was particularly effective or beneficial?
- Weaknesses of the Internship:

- Report writing,
- Day to day documentation by the student
- Profile (introduction) of the company
- your experience
- your work
- Difficulties you faced
- Limitation of the work etc...

		<p>Please comment on the goals, tasks, training, supervision, work environment, etc. What could have been improved and how? Please include specific suggestions for improvement.</p> <p>3.4. A FINAL DEADLINE</p> <ul style="list-style-type: none"> - Final deadline to be followed by students as well as by firms to proceed with final exam pattern 	
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MODULE 4: FINAL POWERPOINT PRESENTATION

Module	Objectives	Content	Evaluation Pattern
4.		<p>4.1. PRESENTATION</p> <ul style="list-style-type: none"> - The presentations will be scheduled for the end of the term. The presentation will be open to all students and faculty in Interior Design. Community partners will be invited to attend as well. This presentation should serve as a summary of your internship experience. If you have created anything tangible (a report, GIS map, etc.) as part of your internship, please bring a copy to show. - You will be given instructions on how to provide your slideshow for loading onto the computer. <p>4.2. TIMING OF PRESENTATION</p> <ul style="list-style-type: none"> - Your presentation should be 15 minutes long. Additional time will be provided for questions, answers and discussion. The basic format for your presentation should be as follows: - Title Slide: Title of Internship, Location of Internship, Your Name, Term. - The Community Partner 	<p>Individual Presentation (50 Marks)</p> <p>Panel/Expert interview (50 Marks)</p> <p>Shall be divided into following criteria</p> <p>Knowledge acquired (25 Marks)</p> <p>Quality of work (15 Marks)</p> <p>Quantity of work done (15 Marks)</p> <p>Regularity and punctuality (15 Marks)</p> <p>Interest and willingness to learn (15 Marks)</p>

		<p>Slide(s): Brief background information describing the organization you worked for, their mission, goals, and projects in general.</p> <ul style="list-style-type: none"> - The Internship Slide(s): Describe your duties, work, and contributions over the term. Describe any results, conclusions and/or how your results will be used in the future. - The Academic Reflection Slide(s): Discuss what you learned throughout your internship. Offer reflections on the goals you set for the term in your project/work description - Advice for Future Interns: What should future interns know to be successful at this site? <p>4.3. MAKING AND EVALUATION</p> <ul style="list-style-type: none"> - the feedback form received from the firms shall be given 100 marks weightage - 50 marks for presentation of their own work - 50 marks for file submission 	<p>Relationship with colleagues (15 Marks)</p> <p>Total (marks 100)</p>
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EVALUATION PATTERN

Total shall be marked out of 200

REFERENCES:

- 1 Journal (21 days) of my experience at an American High School, Johannes Vees, ISBN: 9783640507931
- 2 Research Methodology (Series: Dreamtech Press Management Textbooks), G.C. Ramamurthy, ISBN: 9788177229714
- 3 The Teaching Internship: Practical Preparation for a Licensed Profession, Linda Darling-Hammond, ISBN: 9780833010599
- 4 Tomorrow's Professors: A Report of the College Faculty Internship Program, Diekhoff, John S.,